



# DISCOVER CHINA

## SOCIAL STUDIES YEAR 3-4

### Objectives

#### Achievement outcomes

Students will gain knowledge, skills, and experience to:

- Understand how cultural practices reflect and express people's customs, traditions, and values.
- Understand how places influence people and people influence places.

Years: 3-4

Curriculum Level: 2

Unit Duration: 10 weeks

### Integration into other learning areas

#### MATHS

##### Statistical investigation

- Conduct investigations, using the statistical enquiry cycle:
  - posing and answering questions;
  - gathering, sorting, and displaying category and whole number data;
  - communicating findings based on the data.

##### Statistical literacy

- Compare statements with the features of simple data displays from statistical investigations or probability activities undertaken by others.

#### ENGLISH - SPEAKING, WRITING, PRESENTING

##### Purposes and audiences

- Show some understanding of how to shape texts for different purposes and audiences.

#### HEALTH & PE

##### Relationships

- Identify and demonstrate ways of maintaining and enhancing relationships between individuals and within groups.

**Identity, sensitivity, and respect**

- Describe how individuals and groups share characteristics and are also unique.

**Interpersonal skills**

- Express their ideas, needs, wants, and feelings appropriately and listen sensitively to other people and affirm them.

**Societal attitudes and values**

- Explore how people's attitudes, values, and actions contribute to healthy physical and social environments.

**Community resources**

- Identify and use local community resources and explain how these contribute to a healthy community.

**Visual Art**

- Share ideas about how and why their own and others' works are made and their purpose, value, and context.

**Dance**

- Identify and describe dance in their lives and in their communities.

**Music**

- Explore and share ideas about music from a range of sound environments and recognise that music serves a variety of purposes and functions in their lives and in their communities.

<b>Values:</b>	<b>Key Competencies:</b>	<b>Principles:</b>
Innovation, inquiry, and curiosity Diversity Respect	Thinking Using language, symbols, and texts Managing self Relating to others	Cultural diversity Learning to learn Future focus

**Assessment Opportunities:**

The students assess their own learning as they complete their independent research using the self-assessment in their research booklet. The teacher can use the itinerary that students create along with their explanation of this as a Summative Assessment opportunity.

**Unit Focus:**

The core learning in this unit consists of the students independently exploring an area of China which they would like to discover. Students will choose a city that

**Context:**

For each week that the unit runs the teacher will begin by focusing on one topic that supports the students to discover China. This develops a

they would like to spend three days in and will create an itinerary for each of these days.

foundation of knowledge that may be useful for their independent research. The lesson topics, one of which will be the focus for each week throughout the unit, include; Map of China, The Great Wall, Confucius, festivals, games, social etiquette, school, food, history and folk stories. It is intended that each of the 10 lessons are integrated and extended across the curriculum.

## LESSON 1 - China

<b>Achievement objectives</b>	Understand how places influence people and people influence places.
<b>Learning Intention</b>	WALT find China on a map. WALT find key landmarks.

Students watch the video <https://www.youtube.com/watch?v=u4H-x-j-shQ> and record two of the most interesting facts that they heard. Share and discuss with a buddy. Did they have the same ideas or different?

Tell the children that they will be learning about landmarks of China.

Ask if anyone can find China on the world map, Copy Master 1: World Map. Once China is located, ask the student how he/she knew where China was. Allow students to share with each other what they already know about China.

Tell the students that:

1. China is a country just like New Zealand
2. It is on the continent of Asia
3. China is the third largest country in the world. It is only smaller than Russia and Canada.
4. More people live in China than in any other country in the world (one out of every five people in the world lives in China).

Share with students that the population of New Zealand is almost 4.5 million while the population of China is 1.4 billion. What are the implications of this?

Ask students how the class could make a visual representation of this.

Hand students their own map of China to refer to - Copy Master 2: Map of China. Ask them to find;

Beijing

Hong Kong

Yellow (Huang) River

Yangtze (Chang Jiang) River

Yellow Sea

East China Sea

South China Sea

Ask the students to draw their own map of China and they can choose to label places that interest them. They could use other maps to locate places such as: The Great Wall, Mt Everest (bordering Tibet and Nepal), and Shanghai. If there any students are from China, ask them to identify where they are from and the class can label these places also.

Give students a KWL Chart. It has three columns; Things I KNOW, Things I WANT TO KNOW and Things I LEARNED. The teacher asks students to write down at least one thing they know about China and one thing they want to know about China.

Encourage students to share what they are wondering about China. The teacher should have three large pieces of paper in the front of the classroom labelled know, want to know and learned. The students will share first what they already know about China and the teacher will write down the ideas on the KNOW paper. The students can then share their wonderings as the teacher writes them on the class KWL chart. When a question is answered throughout the unit, the class can place a check mark by the question and write the answer in the learned section of the chart.

## LESSON 2 - The Great Wall

### Achievement objectives

Understand how places influence people and people influence places.

### Learning Intention

WALHT describe why the Great Wall is significant.

Explain to the children that a very famous landmark that is over 2,000 years old still exists in China today. Watch <http://www.history.com/topics/great-wall-of-china>

Read aloud the traditional love story from China, Meng Jiangnu Weeps, Copy Master 3. Tell students that the story is based on some facts about the Great Wall and that they need to guess what these facts are. After reading the story encourage students to share their ideas with a buddy.

Hand students out Copy Master 4: True or false. In pairs or individually students guess whether the statements are true or false. They can then check their answers by researching using the internet or books, or they can use Copy Master 5: The Great Wall of China.

When students have completed the statements on the Copy Master, they can have the opportunity to write their own statements that they can then get a buddy to guess if they are true or false. These can be displayed on the wall for others to guess which are true and which are false.

## LEARNING THE LANGUAGE

WALHT speak some basic Chinese.

Nǐ hǎo - Hello

Ni hao ma? - How are you?

Wǒ hěn hǎo - I'm very good

Xiè xiè - thank you

Zài jiàn - good bye

Give the students scenarios where they have to role play using the language.

You could also:

- Get them to ask 3 different people how they are.
- Give a pencil to a buddy, the buddy must say thank you
- Go to another class and teach them how to say hello and good bye.
- Make signs for the classroom

## LESSON 3 - Confucius

### Achievement objectives

Understand how cultural practices reflect and express people's customs, traditions, and values.

### Learning Intention

WALT describe values held by Chinese people.

Show the students a picture of Confucius - Copy Master 6: Confucius.

Ask students "What can you tell about this person from the picture?"

(Lived a long time ago, wise, was Chinese)

Explain that he was a famous Chinese thinker who is very important to the Chinese.

Tell the children that following the video you will be asking them why Confucius was so important and what he did for the Chinese people.

Watch the animation [Life of Confucius](#).

Copy Master 7 and 8 provide more information about Confucius that students may be interested in or you may develop this further during the literacy programme.

Confucius had many wise sayings or proverbs. Ask students if they know of any proverbs.

Give some examples such as those listed below and discuss the meaning of these;

An apple a day keeps the doctor away

Don't count your chickens before they hatch

A watched pot never boils

The early bird catches the worm

Tell students that they usually contain useful advice. Discuss the advice that each of these gives.

Students can create their own proverb or a piece of advice for the students at their school. Each student should think of a wise saying that they think would help the other students at their school learn a lesson about getting along with each other. Have the students brainstorm some ideas about what might make the school a better place. Then, use those suggestions to model a few proverbs.

Record the models of proverbs for the students to use as reference them when they are writing their own. Each student should think of something that they think would make the school a better place to be every day. They can then write a piece of advice (proverb) to the other students in the school.

Students can create a class book of wise sayings. They may like to add a picture that goes with their saying.

## **LEARNING THE LANGUAGE**

WALHT say body parts

Tou - head

Jian bang - shoulder

Bo zi - neck

Shou bi - arms

Shou - hands

Bei - back

Xiong - chest

Du zi - belly

Tui - legs

Jiao - feet

Video could be used as a support for teacher and as a follow up for students after the lesson.

<https://www.youtube.com/watch?v=nvVVxQyPKSI>

## LESSON 4 - Festivals

**Achievement objectives**

Understand how cultural practices reflect and express people's customs, traditions, and values.

**Learning Intention**

WALT talk about why festivals are important.

Discuss the importance of celebrations and festival in various cultures. List festival that we celebrate in New Zealand and discuss why we choose to celebrate these.

Divide the class into four groups and give each group one of the festivals below to research.

1. Chinese New Year

China New Year Live Chinese New Year, also known as Spring Festival in China, is China's most important traditional festival. It is also the most important celebration for families.

2. Dragon Boat Festival

Dragon Boat Festival, as known as Duanwu Festival (端午节 Duānwǔ Jié), is a traditional and statutory holiday in China. The main customs of the celebration include eating rice dumplings zòngz and dragon boat racing.

3. Mid-Autumn Festival

The 15th day of the 8th month of the Chinese lunisolar calendar is the traditional Mid-Autumn Festival in China, also known as the Moon Festival.

4. Qingming Festival

Also known as Pure Brightness Festival or Tomb-sweeping Day. It is the crucial time for ploughing and sowing in the spring. The festival therefore has a close relationship with agriculture.

Students may choose to work individually, in pairs or in a group of three if desired. They need to answer the following research questions.

- Name of festival:
- The festivals Chinese name:
- Date celebrated:
- Why is this celebrated?
- What foods are eaten?
- How is it celebrated?



Encourage them to find additional information that they found interesting. Students may like to use the internet, books, travel brochures, magazines, interview other Chinese students or adults within the school community. Students may use Copy Master 9 if they need structure or they may like to present their research in their own unique way.

## LEARNING THE LANGUAGE

*This learning the language lesson is intended to reinforce the body parts that were introduced in the previous lesson.*

WALHT say body parts

Tou - head

Jian bang - shoulder

Bo zi - neck

Shou bi - arms

Shou - hands

Bei - back

Xiong - chest

Du zi - belly

Tui - legs

Jiao - feet

Use Unit 15 of Hǎo (Free resource that is available to all New Zealand Schools) Pages 100-118 for ways that body parts can be reinforced.

- Students can label the faces.
- Sing 'Head, shoulders, knees and toes'.
- Write the Chinese characters.

## LESSON 5 - Traditional Chinese games

**Achievement objectives**

Understand how cultural practices reflect and express people's customs, traditions, and values.

**Learning Intention**

WALT compare two cultures.

Discuss with students the types of games they play in the playground and that different cultures have different games.

Place each of the game cards from Copy Master 11 around the room and divide students into groups. Allow students approximately 10 minutes at each game to read, learn and then play the game.

Afterwards, students can complete an individual or class Venn diagram Copy Master 12, about the differences between New Zealand and Chinese games.

### LEARNING THE LANGUAGE

WALHT say the names of some animals

Gǒu - dog

Mao - cat

Niu - cow

Mǎ - horse

Ji - chicken

Yang - sheep

Tùzi - rabbit

Lu - donkey

Zhū - pig

Video could be used as a support for teacher and as a follow up for students after the lesson.

<https://www.youtube.com/watch?v=-Clrihb7At8>

## LESSON 6 - Social etiquette

### Achievement objectives

Understand how cultural practices reflect and express people's customs, traditions, and values.

### Learning Intention

WALT describe how culture effects the way we act.

Students are divided into groups of four and are given one of the Copy Master 13 cards that describes how to be polite in China. Students are given time to make up a role play that shows how to be polite in China.

Each group presents their role play to the class and then the class guess what their card said. The group presenting shares their card and shares their discussion about this.

### LEARNING THE LANGUAGE

*This learning the language lesson is intended to reinforce the animals that were introduced in the previous lesson.*

WALHT say the names of some animals

Gǒu - dog

Mao - cat

Niu - cow

Mǎ - horse

Ji - chicken

Yang - sheep

Tùzi - rabbit

Lu - donkey

Zhū - pig

## LESSON 7 - School life

<b>Achievement objectives</b>	Understand how cultural practices reflect and express people's customs, traditions, and values.  Understand how places influence people and people influence places.
<b>Learning Intention</b>	WALT talk about why schools are different in China.

Watch [A typical day in a Chinese primary school](#)

Have a discussion about the differences between New Zealand and China and why these differences may exist. What surprises them the most? What questions would they like to ask a Chinese student their age?

To make the learning more authentic, students may like to email Chinese students their age and ask these questions. There are many schools in china that would welcome the opportunity for their students to communicate with English speakers.

It is important during this discussion for the students to realise that there is no right and wrong way but that culture influences education systems in different countries.

In small groups of 3-4, students complete a Plus, Minus, Interesting of schooling in China. Copy Master 14.

### LEARNING THE LANGUAGE

WALHT ask for something in the classroom

Zhè shì shén me? What's this?

Zhè shì yì zhī qiān bǐ - It's a pencil

Zhè shì yì zhī gāng bǐ - it's a pen

Video could be used as a support for teacher and as a follow up for students after the lesson.

<https://www.youtube.com/watch?v=MmQmRFIRFw0>

## LESSON 8 - Food

**Achievement objectives**

Understand how cultural practices reflect and express people's customs, traditions, and values.

**Learning Intention**

WALT research and plan a Chinese meal.

Tell the students that they will be having a Chinese banquet for a group of students that is visiting New Zealand and is feeling very homesick.

Students need to research traditional Chinese food. They need to make a shopping list as well as a menu.

The class chooses the most appealing sounding menu to cook. Invite Chinese members of the school community to assist them in doing this.

### LEARNING THE LANGUAGE

*This learning the language lesson is intended to reinforce the colours that were introduced in the previous lesson.*

WALHT ask for something in the classroom

Zhè shì shén me? What's this?

Zhè shì yì zhī qiān bǐ – It's a pencil

Zhè shì yì zhī gāng bǐ – it's a pen

Use Unit 5 of Hǎo (Free resource that is available to all New Zealand Schools) Pages 151- 165 for resources that can be used to further reinforce the learning.

- Labelling the picture of the pencil case
- Answering questions
- Matching the words with the language
- Finding people with the same pencil case item as you

### LESSON 9 - History

**Achievement objectives**

Understand how cultural practices reflect and express people's customs, traditions, and values.

**Learning Intention**

WALT compare New Zealand's history with China's.

The first European explorer to sight New Zealand was Abel Tasman on 13 December 1642.  
Captain James Cook, reached New Zealand in October 1769

What was happening in China when New Zealand at this time?

Big idea - China has an ancient culture and a long history that stretches back many centuries.  
Comparatively, New Zealand is very new.

This was during the time of the Ming dynasty (1368 - 1644) which was the last of the great Chinese dynasties. The Ming finished the Great Wall and built the Forbidden City, an enormous palace for the Emperor.

Students research by using computers and books within the classroom to complete a timeline that includes significant events in Chinese history. Encourage them to extend the timeline to the present day. Students could be broken into groups to focus on different eras. Discuss the different ages of the history and the impact that this has on the present day.

### LESSON 10 - Folk story

**Achievement objectives**

Understand how cultural practices reflect and express people's customs, traditions, and values.

**Learning Intention**

WALT identify beliefs and values that Chinese people hold.

Students are divided into five groups and each one is given a Chinese fable to read. The group reads this together and discusses the four key questions in Copy Master 15.

Three meals a day

Part 01 No. 2:1994, Pages 20-23

The fox and the tiger

Part 01 No. 1:1990, Pages 2-3

Skinflint Chu

Part 03 No. 3:1998, Pages 29-32

Mei-ling and the giant

Part 02 No. 4:1995, Pages 2-7

The four dragons

Part 02 No. 1:1997, Pages 44-48

Find the place on a map where the story took place.

Remind them of discussion during the Confucius lesson about sayings or proverbs that give advice. As a group decide on the moral of the folk story. Why was it written? How could you apply this to your own life?

## ADDITIONAL RESOURCES

### Copy Masters 1- 15

### School Journals

Part 01 No. 2:1994, Pages 20-23

Part 01 No. 1:1990, Pages 2-3

Part 03 No. 3:1998, Pages 29-32

Part 02 No. 4:1995, Pages 2-7

Part 02 No. 1:1997, Pages 44-48

Hǎo! An introduction to Chinese