

Fortune Cookies – More Than a Mouthful!

Grade Level: Fourth Grade

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Length of Unit: 8 Lessons and a Culminating Activity

I. ABSTRACT

“Fortune Cookies – More Than a Mouthful!” is a fourth grade unit on ancient China. It incorporates cross-grade level activities reviewing second grade objectives in the Core sequence. Students will be immersed into the traditions of China, development of its civilization and Chinese inventions that still influence our world today. A multi-sensory approach is used to engage learners in tasks that augment and solidify their higher level thinking skills through reading, science, social studies and math. This unit has everything you need to help your students encounter China in a way they will never forget.

II. OVERVIEW

A. Concept Objectives

1. Students will appreciate the contributions of China that still influence our world today.
2. Students will understand the imperial history and geography of China and the impact of each dynasty.
3. Students will understand how the dynasties, trade routes, and relations with the Mongols contributed to the development of Chinese culture.

B. Core Knowledge Sequence Content

Content explored in this unit from the Core Knowledge Sequence includes the geography of China, the Great Wall, the dynasties, the Mongols, inventions and celebrations. This unit is organized into the following lessons:

1. Finding Your Fortune
2. West Meets East
3. Dynamic Dynasties
4. The Mighty Mongols and Marco Polo
5. Salt Map Geography
6. Contributions that Count
7. The Awesome Abacus
8. The Wisdom of Confucius

C. Skills to be taught

1. See individual lessons

III. BACKGROUND KNOWLEDGE

- A. 2nd Grade Core Sequence relating to Ancient China
- B. Continents
- C. Place Value
- D. Decimals

IV. RESOURCES

- A. A & E Television Network (1996). Confucius, Words of Wisdom, New York: Filmloos Inc. ISBN# 0-7670-0407-8.
- B. Cotterell, A. (1994). Eyewitness Books: Ancient China, New York: Alfred A. Knoph, Inc. ISBN# 0-679-86167-X.

- C. Davenport, M. (1998). China, an Interdisciplinary Unit, Michigan: Instructional Fair. ISBN# 1-56822-443-5.
- D. David Nakahara Enterprises, Inc. (1997), David Caradine's Tai Chi Workout for Beginners, Thousand Oaks: Goldhill Video.
- E. Finney, Susan and Kindle, Patricia, (1988). China Then and Now, Carthage: Good Apple, Inc. ISBN# 0-86653-458-X.
- F. Granat, Diana & Brimberg, Stanlee, (1999). China, New York: Scholastic Professional Books. ISBN# 0-590-76987-1.
- G. Gresko, M. (1994). Cultures Series: China, Torrance: Frank Schaffer Publications, Inc. ISBN# 0-86734-763-5
- H. Kids Discover (1997), Ancient China , New York: Kids Discover. ISSN#1054-2868.
- I. Mann, E. (1997). The Great Wall, New York: Mikaya Press. ISBN# 0-9650493-2-9.
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V. LESSONS

Lesson One: Finding Your Fortune

- A. Daily Objectives:
 - 1. Lesson Content: Introduction to China
 - 2. Concept Objectives: Students will appreciate the contributions of China that still influence our world today.
 - 3. Skill Objectives:
 - a. The students will understand Chinese proverbs.
 - b. The students will classify vocabulary words to be taught in this unit.
- B. Materials
 - 1. Recipe for fortune cookies – see Appendix A
 - 2. Bagged vocabulary words – see Appendix B
 - 3. Chin Yu Min and the Ginger Cat by Jennifer Armstrong
 - 4. Construction paper for student journals
 - 5. White butcher paper or poster boards for KWL
 - 6. Brown butcher paper for “Great Wall Vocabulary” We formed five towers (3' x 5' and connected them with parts of the wall (or strips) drawing “bricks”. We used the connecting walls to display work. Each tower was labeled with a category and we used large post-it notes to write the vocabulary words on.
 - 7. Large post-it notes with vocabulary words written on them (so that you will be able to move them at the end of each lesson if needed)
 - 8. Eyewitness Books – Ancient China by Arthur Cotterell,
- C. Key Vocabulary
- D. Procedures
 - 1. Get KWL chart started. Ask students what they know about China and what they want to learn about China. (You may want to have students fill out individual charts and keep them in their journals.) * Point out to the students that fortune cookies are not from China. It is the proverbs that are of Chinese origin.
 - 2. Introduce Chinese proverbs – Read page 12 of Eyewitness Books – Ancient China by Arthur Cotterell,
 - 3. Read and discuss Chin Yu Min and the Ginger Cat
 - 4. Discuss proverbs illustrated in the book

5. Students create their own proverb (or one that they are familiar with) and write a short story illustrating its meaning.
 6. Put students in groups of five and pass out fortune cookies (with categories baked into them). See extension.
 7. Pass out bagged vocabulary words to each group
 8. Students open fortune cookies and find category headings for the unit.
 9. Students place vocabulary words under the category that they deem appropriate. Teacher uses the “wall” made out of butcher paper and as a whole class decide under which category where each word should be placed. Tell students that the words can be changed daily as new information is learned.
 10. Students make a journal cover using construction paper. You may want to provide stickers and clip art.
- E. Evaluation/Assessment:
1. Journal Entry: Things that I am fortunate and unfortunate to have.
 2. Short Stories
 3. Students will share stories with second grade class.

Lesson Two: West Meets East

- A. Daily Objectives:
1. Lesson Content: Great Wall of China, units of measurement
 2. Concept Objectives: Students will understand the imperial history and geography of China and the impact of each dynasty.
 3. Skill Objectives:
 - a. The students will understand why the Great Wall was built.
 - b. The students will convert Chinese measurements to standard units of measure.
- B. Materials
1. The Great Wall by Elizabeth Mann
 2. China, an Interdisciplinary Unit by Merle Davenport - page 15(one per student) –
 3. yard sticks
- C. Key Vocabulary
- D. Procedures
1. Focus Question: Why do people build walls? The Great Wall is the only man made object on earth that can be seen from the moon. Why do you think it was built?
 2. Read pages 1 to 12 from The Great Wall. Discuss its construction and how the first wall was 20 feet high and 27 feet wide. By the end of the last dynasty the wall stretched nearly 4000 miles. Have your students measure 20 feet by 27 feet.
 3. Brainstorm the importance of measurement when building something of importance. Ask students what kind of measurement they think the Chinese used?
 4. Introduce Chinese measurement system. The Chinese engineers did not measure in miles, but in li.

1 catty = 1.1 pounds	1 pound = .91 catties
1 li = 3 miles	1 mile = 3.2 li
1 Chinese foot = 1.1 feet	1 foot = .9 Chinese feet
1 mou = .16 acres	1 acre = 6.1 mou
 5. Have students work problems on page 15 of China, an Interdisciplinary Unit converting Chinese measurements to standard units of measure.
 6. Review the Great Wall vocabulary and see if any changes need to be made. Add to KWL chart.

- E. Evaluation/Assessment
 - 1. Construction Math (page 15).
 - 2. Journal entry -- Students create a conversion word problem and solve it.

Lesson Three: Dynamic Dynasties

- A. Daily Objectives:
 - 1. Lesson Content: Dynasties
 - 2. Concept Objectives: Students will understand the imperial history and geography of China and the impact of each dynasty.
 - 3. Skill Objectives:
 - a. Students will be able to create a project teaching the importance of each dynasty.
 - b. Students will be able to discuss the main idea of their dynasty.
- B. Materials
 - 1. Synopsis of the Five Dynasties – Appendix C
 - 2. Dynasty Chart – Appendix D (5 per student – one for each dynasty)
 - 3. Project Materials: craft sticks, shoe boxes, hangers, yarn, markers, index cards, cotton balls, form board, pipe cleaners, tissue paper, fabric paint, poster board, jars, socks, and construction paper
 - 4. Journal
- C. Key Vocabulary
- D. Procedures
 - 1. Put students in five groups and assign them a dynasty to be responsible for teaching to the class.
 - 2. Each group will have a synopsis of one of the five dynasties. After reading about their dynasty, the group will decide on a project that will help the class visualize the importance of that dynasty. They will be able to choose from the materials listed above.
 - 3. When each project is complete, groups present to the class and teach them about their dynasty. Individual students fill in their dynasty chart (See Appendix D) as presentations progress.
 - 4. Teacher reviews all dynasties with overheads of Appendix D
 - 5. Review Great Wall vocabulary and make changes if needed. Add to KWL chart.
- E. Evaluation/Assessment
 - 1. Journal Entry – What was so dynamic about your dynasty?
 - 2. Group Projects based on rubric: 25% participation, 25% visualization, 25% creativity and 25% presentation.
 - 3. Dynasty Charts
- G. Extension: The Boston Museum of Fine Arts and the National Gallery of Art in Washington DC both distribute packs that provide an overview of Chinese art. Both of these sites can be accessed through the Internet.

Lesson Four: Mighty Mongols and Marco Polo

- A. Daily Objectives
 - 1. Lesson Content: Mighty Mongols and Marco Polo
 - 2. Concept Objectives: Students will understand how the dynasties, trade routes, and relations with the Mongols contributed to the development of Chinese culture.
 - 3. Skill Objectives:
 - a. Students will illustrate the discoveries made by Marco Polo in China.
 - b. Students will discuss the importance of Kuba Khan as leader of China.

- c. Students will understand the importance of the Silk Road.
- B. Materials
 1. Marco Polo Game---See Appendix E (make one copy on tag and cut out cards for game)
 2. The Great Wall by Elizabeth Mann
 3. White typing paper for coloring book
 4. China, an Interdisciplinary Unit, by Merle Davenport, page 31 – one per student
 5. What Your Fourth Grader Needs to Know by E.D. Hirsch, Jr.
 6. Journal
- C. Key Vocabulary
- D. Procedures
 1. Focus: Ask students what they know about the Marco Polo game. Introduce Marco Polo game.
 2. Teacher passes out cards. Half of each card has a response on top and a question on the bottom.(i.e. I have ...who has) All the questions and responses will review the 5 dynasties. See Appendix E. Teacher starts the game by saying “Marco – What are the five dynasties?” Students with card one will answer and continue the game.
 3. Introduce the Mongols by reading pages 13-33 out of The Great Wall and introduce the Silk Road and the use of silk by the Mongols by reading page 31 from China - an Interdisciplinary Unit. Students will work bottom of sheet.
 4. Introduce Marco Polo – read pages 158 to 159 from Hirsch.
 5. Students discuss what the roles were of the Mongols and how Kuba Khan, their leader, forced Marco Polo to stay in China.
 6. Share the discoveries that Marco Polo found while in China. Have students list discoveries on their own paper.
 7. Students will illustrate a 7 page coloring book for their second grade buddies. Each page will show one thing Marco Polo discovered as he traveled China.
 8. Brainstorm ways to illustrate “The Adventures of Marco Polo Coloring Book.”
 9. Tell students that there is a new book out that claims Marco Polo never spent years exploring China for the Mongol ruler Kuba Khan. His reports never included any reference to the Great Wall, to Chinese tea-drinking ceremonies or to the practice of binding girls’ feet to keep them small. Compare that to a tourist visiting your city and not mentioning some of the most important landmarks and customs (i.e. San Antonio – the Riverwalk, the Alamo and Mexican Food)
 10. Review Great Wall vocabulary and make changes if necessary. Add to KWL chart.
- E. Evaluation/Assessment
 1. Journal Entry—Students will write about which discoveries of Marco Polo could be fact and which ones could be fiction. Students must refer back to the learning gained in the lesson and support their viewpoints.
 2. “The Adventures of Marco Polo Coloring Book”
- G. Extension – watch the video Mulan

Lesson Five: Salt Map Geography

- A. Daily Objectives
 1. Lesson Content:
 - a. The Yangtze River
 - b. The Yellow River
 - c. The Great Wall of China
 - d. Beijing

- e. The Himalayan Mountains
2. Concept Objectives: Students will understand the imperial history and geography of China and the impact of each dynasty.
3. Skill Objectives:
 - a. Students will identify the Yangtze and Yellow Rivers.
 - b. Students will locate the Great Wall, Beijing and the Himalayan Mountains.
 - c. Students will see the cause and effect relationship in different climate areas.
 - d. Students will use cardinal directions to place animals in their appropriate region.
- B. Materials
 1. Recipe for Salt Map – See Appendix A
 2. Cardboard
 3. Copy of map on page 6 of China, An Interdisciplinary Unit by Merle Davenport
 4. Markers (or paints if you're brave)
 5. Journal
 6. Colored dots, panda and monkey stickers
- C. Key Vocabulary
- D. Procedures
 1. Teacher reads A True Book of China. Review the location of the Great Wall, the Yellow and Yangtze rivers, Beijing, the Himalayan Mountains, and the dry and fertile regions of China.
 2. Pass out map of China to each small group of 2nd and 4th grade students. Each group of students will locate the Great Wall, the Yellow river, the Yangtze River, Beijing, the Himalayan Mountains and figure out which regions were known for the panda bears and monkeys (southern region), horses, camels and foxes (northern regions).
 3. Teacher passes out materials for the salt map. Each small group of second and fourth grade students will make a salt map of China.
 4. Students will use markers or paints to show areas of China that are dry and fertile.
 5. After maps are dry, students label the rivers, the Great Wall, the Himalayan Mountains and the animals of the northern and southern regions..
 6. Students should also create a legend and draw a compass rose.
 7. Review Great Wall vocabulary and make necessary changes. Add to KWL chart.
- E. Evaluation/Assessment
 1. Assess maps by using a rubric --25% Following directions 25% Neatness 25% Cooperation 25% Accuracy in replicating map.
 2. Journal Entry---Students write about how different animals are adapted to the areas in which they live.
- G. Extension: Have 4th graders read the Zoobook on Pandas to their 2nd grade buddies.

Lesson Six: Contributions That Count

- A. Daily Objectives
 1. Lesson Content:
 2. Concept Objectives: Students will appreciate the contributions of China that still influence our world today.
 3. Skill Objectives:
 - a. The students will appreciate the contributions of China.
 - b. The students will learn to speak and count in Cantonese.
- B. Materials
 1. Cards explaining the history of the “Contribution” – See Appendix F-“Centers”

2. Kite Center – Kites that are ready for students to fly outside.
 3. Lantern Center – construction paper, scissors and glue. Fold the construction paper in half the long way and cut ½ inch strips start at the fold and stopping 1 ½ inches from the top. After cutting the strips all the way across, open the paper and decorate. Form the lantern shape and staple ends together.
 4. Calligraphy Center– black ink, white paper and feathers (or calligraphy pens) Use p. 28 from Look What Came from China.
 5. Spinning Tops Center- stopwatch to time whose top can spin the longest.
 6. Chinese Checkers Centers: Have students play game.
 7. Wisdom Puzzles (using Tangram puzzles)
 8. Tai Chi video – students watch exercise video and listen for Chinese instruments
 9. Tumbling Center – mats
 10. Dominoes
 11. Cards – children play “Go Fish”
 12. Make a Chinese counting book—Use construction paper, black markers, brads and white paper. (Use last page of Count Your Way through China)
 13. Speak Chinese Please—Students make a Chinese dictionary using words and phrases from Countries of the World.
 14. The Chinese Lunar Calendar – use last two pages of Lion Dancer. Students will figure out the animal for this year and for the year they were born. Students will color calendar.
 15. Hacky sacks- Students count how many times they can keep the hacky sack in the air.
 16. Look What Came from China by Miles Harvey
 17. Count Your Way through China by Jim Haskins
 18. Games People Play – China by Kim Dramer
 19. Countries of the World -- China by Michael Dahl – pages 22-23
 20. Lion Dancer by Kate Waters (last two pages)
 21. Ancient China by Kids Discover – Have students read and discover at least five new facts about ancient China and write them in their journals.
 22. Journal
- C. Key Vocabulary
- D. Procedures
1. Brainstorm things that came from China and list them on board.
 2. Read Look What Came From China by Miles Harvey.
 3. Add new contributions to your list.
 4. Now read Count Your Way through China by Jim Haskins.
 5. Add other contributions to your list.
 6. Now introduce centers and have students rotate from one center to another.
 7. Review Great Wall vocabulary and make changes if necessary. Add to KWL chart.
- E. Evaluation/Assessment
1. Journal Entry: Write at least five new facts learned about ancient China. What was the most important Chinese contribution and how does it count in our world today.
 2. Students describe their favorite center.

Lesson Seven: The Awesome Abacus

- A. Daily Objectives:
1. Lesson Content: the abacus
 2. Concept Objectives: Students will appreciate the contributions of China that still influence our world today.

3. Skill Objectives:
 - a. Students will be able to make and use an abacus to compute problems.
 - b. Students will appreciate the use of place value to solve problems.
- B. Materials
 1. Shoeboxes (one per student)
 2. Rulers, string or yarn, scissors
 3. Beads or colored macaroni (forty per student)
 4. Journal
- C. Key Vocabulary
- D. Procedures
 1. The abacus was probably invented by the Sumerians in ancient Mesopotamia. However, some say it was invented by the Chinese in the second century BC. Discuss how an abacus was made by making rows of grooves in the sand. Pebbles were placed into the grooves. Later portable devices were made using slates or boards. The value of each pebble is determined by its position, not by its shape. These counting boards were used to work out problems because in most ancient number systems it was impossible to "carry ten" using their number symbols. People in all parts of the world used the abacus. The Babylonians, Egyptians, and Mayans, as well as the Chinese used it. The abacus was later made by putting ten counters to a wire. The word abacus comes from the Greek word *abax* meaning board or calculating table. The abacus, which is still used today, has a dividing bar. Counters above the bar are worth five, those below have a value of one. In China both business people and students use the abacus for making calculations.
 2. Warm-up -- Students tell the value of each underlined digit (which teacher has written on the board) 9,678 (eight) 368 (three hundred) 91,745 (forty) 6,524 (six thousand)
 3. Focus – In ancient China, a counting board called an abacus was used to solve problems because people could not carry "10" with their written numbers. The abacus is considered the forerunner of the modern calculator.
 4. Make abacus -- Have students measure and mark off equally spaced marks at the top and bottom of their shoebox (at least two inches apart). Punch a small hole at each mark. Thread a piece of yarn through each top hole and tie in back (You may wish to tape over the knot in back.) Thread 10 beads or pieces of macaroni onto each of the four pieces of yarn, threading the yarn through the bottom hole and tying it off in the back. Be sure each string is pulled tight.
 5. Adding on an abacus is really quite simple. Only beads pushed to the top count, so make sure you start with all beads pushed to the bottom. If you want to add $15 + 23$, first make 15 by pushing up five beads in the ones column and one bead in the tens column. Now add 23 by pushing up two more beads in the tens column and 3 more beads in the ones column. Now you can see that $23 + 15 = 38$. You work subtraction problems by pushing up beads to represent the larger number and "take away" the number of beads that represent the number to be subtracted. The difference is represented by the beads still left at the top. For example, if you want to work the problem $437 - 216$, push up four beads in the hundreds column, 3 beads in the tens column and 7 beads in the ones column. Next, pull down 2 beads in the hundreds column, one bead in the tens column and 6 beads in the ones column. You will have 2 beads left in the hundreds column, 2 beads in the tens column and 1 bead left in the ones column to represent a difference of 221. Students can actually practice borrowing and trading.

6. Students work addition problems with abacus and then using pencil and paper to determine which process is easier. Tell how the introduction of the zero and place value from the Arabs caused the use of the abacus to decline in Europe, but that many Chinese still use them today.
 7. What tool do we use today to help us calculate? (calculator)
 8. Review Great Wall vocabulary and make changes if necessary. Add to KWL chart.
- E. Evaluation/Assessment
1. Journal entry: Explain how the abacus works.
 2. Accuracy of addition and subtraction problems worked using the abacus.
- G. Extension – use the abacus to add decimals by re-labeling the strings.

Lesson Eight: The Wisdom of Confucius

- A. Daily Objectives:
1. Lesson Content: Confucius
 2. Concept Objectives: Students will appreciate the contributions of China that still influence our world today.
 3. Skill Objective: Students will interpret and illustrate an excerpt from the teachings of Confucius.
- B. Materials
1. Video: Confucius – Words of Wisdom
 2. Confucius Web Sheet – See Appendix G
 3. Page 19 & 20 of China Then and Now -- one per student
 4. Chart paper
 5. Journal
- C. Key Vocabulary
- D. Procedures
1. Focus – Ask students what they know about Confucius. Review Chinese proverbs and brainstorm examples.
 2. Pass out web sheet for students to take notes on during the video.
 3. Watch video – if you have already studied the Middle Ages, pause the video and discuss the similarities (feudal system, weapons) and the differences (armor, written literary works).
 4. Chart important facts presented in the video.
 5. Pass out pages 19 and 20 of China Then and Now and read with students.
 6. Have students interpret and illustrate one excerpt from the teachings of Confucius.
 7. Review Great Wall vocabulary and make necessary changes. Add to KWL chart.
- E. Evaluation/Assessment
1. Journal Entry – Do you think education and hard work are important in today’s society? What role does the government play in our everyday lives?
 2. Interpretation/Illustration

VI. CULMINATING ACTIVITY

Celebrating the Chinese New Year!

- B. Materials
1. Gung Hay Fat Choy by June Behrens
 2. The Chinese New Year by Cheng Hou-tien
 3. Lion Dancer by Kate Waters

4. "Cultures Series – China," Social Studies Notes by Frank Schaeffer. (This is a booklet that shows you how to make masks.)
 5. The Moon Lady by Amy Tan
 6. Large paper grocery bags, tempera paints, streamers, tissue and buttons to make Lion Dance / Dragon Masks
 7. 12" by 18" red or orange construction paper (3 per student), glue, paper towel tubes, wrapping paper, foil and ribbon to make New Year Scrolls (red and orange are considered good luck colors)
 8. Chinese food (collect \$1.00 from each student and order from a restaurant)
 9. Hot tea
- D. Procedures
1. Have students brainstorm the three most popular holidays celebrated in America.
 2. Introduce the Chinese New Year and how it is celebrated between January 21 and February 20. It is a fifteen day celebration
 3. Teacher reads The Chinese New Year, Lion Dancer and Gung Hay Fat Choy. Have students compare and contrast the celebration in China to the celebration in Chinatown (New York) – You may decide to share only one book.
 4. Have students make Lion/Dragon Dance Masks (4th grades help 2nd grade students). Both are powerful animals that scare evil spirits and bring good luck for the New Year.
 5. Introduce the dance. Choose one leader and one student to be the tail. The tail starts the game by yelling "one, two, three." Everyone grabs shoulders to form a line (the tail hooks on at the end). Now the head tries to catch the tail. If the line breaks the dragon dies and the next person in line becomes the head, etc.
 6. Students eat and share their projects with honored guests.
 7. Teacher reads The Moon Lady to conclude celebration.
- G. Extension Activity: Students will write a play based on the book Chin Yu Min and the Ginger Cat by Jennifer Armstrong and present it to their 2nd grade buddies.

VII. HANDOUTS/WORKSHEETS

- Appendix A -- Recipes
- Appendix B – Vocabulary Words
- Appendix C – Dynasties Synopsis
- Appendix D – Dynasty Chart
- Appendix E – Marco Polo Game
- Appendix F – Center Activity Cards
- Appendix G – Confucius Web Sheet

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Appendix A: Fortune Cookies - More than a Mouthful!

Recipes

Fortune Cookie Recipe

1 cup margarine, softened
½ cup sugar
1 egg
1 ½ teaspoons vanilla extract
3 ¼ cups flour
½ teaspoon baking powder

Directions:

1. Mix together margarine, sugar, and egg until smooth.
2. Add other ingredients
3. Form mixture in a large ball.
4. On a lightly floured board or on waxed paper, roll half of the dough mixture very thin.
5. Use a circle-shaped cookie cutter (around 2 ½ inches wide) to cut the dough.
6. Off to one side, put a category to unit (“fortune” in each circle).
7. Fold the circle in half and then in half again, pinching to close.
8. Bake cookies in preheated oven at 425 degrees for 10 minutes.

To make fortunes, cut white paper into 20 strips about 2 inches long and ¼ inches wide and write a category on each strip. (Our unit has 5 categories. If we divide our class of 20 into 4 groups, each person in the individual groups would have a different category.) If you have more students, put in blank strips – be creative and write “no category.” The objective is to have each group have 5 categories to use as headings.

Flour and Salt Clay

4 cups flour
1 cup salt
food coloring
Water to moisten

Mix the ingredients to desired dampness. Store in refrigerator to keep from spoiling. This clay dries hard and can be painted or decorated with markers or pens.

Appendix B: Fortune Cookies - More than a Mouthful!

Vocabulary Words

Kublai Khan -- Founder of Mongol Dynasty and Grandson of Genghis Khan

Calligraphy --The art of fine handwriting

Mongols -- Group of nomadic herding tribes

Dynasty -- Ruling house or family

Confucianism -- Most important and influential philosophy of China.

The Great Wall -- A barrier that stretches East to West across China . It is the largest man-made construction in the world and stretched approximately 4000 miles at one time.

Paper -- Made of pulp material prepared from wood or rags

Gunpowder -- Created in order to make fire bombs

Silk Road -- Trade routes that were used by merchants traveling on camels.

Compass -- First made by floating magnets in bowls of water. Later it was used for navigational and directional purposes

Yellow River -- Known as the river of Sorrow because it often flooded surrounding areas. Soil surrounding is yellow and fertile.

The Yangtze River -- Greatest river in China. It divides China into North and South

Cantonese -- Main language spoken by people in Southern China

Dragon -- Beast known throughout China for bringing good luck and warding off evil spirits

Jade -- Very hard, green, blue or white stone

Li Po -- Famous Chinese poet

Millet -- Wheat crop that is used in Chinese foods that has many seeds

Abacus -- Tool used for counting that works by sliding beads along a wire.

Loess -- Fertile yellow top soil

Silk -- Fine soft cloth made from a thread produced by silk worms

Wheelbarrow -- Called the wooden ox .Used to lift heavy loads

Rudder – Steering device to help in seafaring that replaced the difficult and heavy steering oars used on ships

Chinaware -- Cobalt blue and white porcelain vases

Emperor -- Ruler of an empire or dynasty

Lacquer -- Special kind of paint that makes things shiny

Chinese New Year -- Celebrated according to the Chinese lunar calendar. A joyous festival that lasts for 15 days.

Kites – Originally made out of silk and usually had a message. Chinese believed their message could reach heavenly spirits and be granted.

Marco Polo – is one of the Silk Road’s best known travelers and served as an official in China for nearly 20 years

Lantern – hung during festivals to bring good luck

Beijing – capital city of China

The Himalayan Mountains – mountain range in China

Zheng He -- famous Chinese navigator

Categories

(to be copied and placed in Fortune Cookies)

Dynasties

Geography

Inventions/Contributions

Celebrations/Culture

Important People/Places

Vocabulary Words

(to be copied and bagged for each group)

Confucianism

Chinaware

Rudder

Silk

Kublai Khan

Wheelbarrow

Calligraphy

Lacquer

Mongol

Chinese New Year

Zheng He

Kites

The Great Wall

Paper

Gunpowder

Silk road

Compass

Yellow River

Yangtze River

Cantonese

Dragon

Jade

Li Po

Millet

Abacus

Loess

Emperor

Marco Polo

Han

Beijing

Tang

Sung

Qing

Ming

Appendix C: Fortune Cookies - More than a Mouthful!

The Five Dynamic Dynasties

The Han Dynasty (206 BC-AD 220)

This dynasty had a growth over a period of 400 years. The Silk Road was established during this time period. This road was not just one route. It was several routes that stretched from Xian in the East to Tyre and Antioch in the West. Roman glass traveled east along the Silk Road as silk made its way to Rome. Many land areas were cleared so that farming could be increased. Grain and silk flourished at this time. The major inventions during this time were the wheel barrow (used to lift things), seismograph (machine sensitive to the shifting in the earth and determines when an earth quake is coming), sundial (used to tell time of day),paper, kites, puppets, and jade(a hard green stone believed to be magical and able to keep one alive and looking young).The festival that was celebrated during this time was known as the Lantern Festival. This celebration was held in the winter. Chinese greatly respected the stars. Out of respect, they would make lanterns in the shapes of carp or sheep in order to bring good luck in the coming year.

Interesting Fact: Jade was put in tombs so that those that passed away would live forever. Also, many people ate jade in powder form in order to preserve their youth.

The Tang Dynasty (AD 618-907)

This dynasty was known as “The Golden Age.” This was considered the greatest Chinese dynasty. They first began to sit on chairs rather than the floor. Also poetry, literature and art were very popular. The oldest book printed to date is from this time period is The Diamond Sutra. It was written in 868. Li Po and Tu Fu were the most well known poets. Figure painting and landscaping began during this time. Lavished palaces and gardens were designed and built. International trade reached an all time high. Luxury goods were being transported via the Silk Road route. Silk became the most valuable trading product. By the 8th century, the Silk road became very dangerous to travel and the East to West route changed from land to sea. Tea became a favorite drink. Even today the Chinese drink hot tea not iced tea (mostly green) all day long.

Interesting Fact: Crickets were a popular pet for the children during the summer time. The children loved to listen to their crickets sing at night. Adults trained crickets to fight. They would place bets on the crickets that could win fight matches held in a little cage.

The Sung Dynasty (AD 960-1279)

This dynasty reunified the Chinese empire. Commercial printing became popular due to the invention of paper being made out of wood pulp rather than bamboo. Calligraphy (fancy writing) was invented as well. Other inventions were money, the compass, enamel (used to make porcelain), gun powder, fireworks, iron and salt. Genghis Khan and his fierce Mongols (nomad warriors that traveled in groups), conquered Northern China. In 1234 the Mongols began their march to invade Southern China.

Interesting Fact: Football was first played in China. It is now one of America’s favorite sport. During this dynasty a ball was tossed back in forth between the men in the military. It was used as one of their many exercises to keep their military in top shape.

The Ming Dynasty (1368-1644)

This was known as the “Brilliant” dynasty. It was a peaceful period. The Chinese culture thrived again. The Mongols were driven out of China. What was known as Khan Town became Beijing. It was dubbed the heart and capital of China. It was also known as the “The Forbidden City.” Behind the four walls lived the emperor and his family. No one could go beyond the gates that surrounded his palace. This is why it was given its name “The Forbidden City.” The inventions that were well known during this time were jade carvings, blue and white porcelains(today called China ware), and tea brewing in teapots. The first novels were written thanks to the past invention of paper and commercial printing. Trade was significant. Over 60 ships carrying 28,000 men sailed the seas for China. Blue and white porcelains were exported. Portuguese traders arrived in China and opened the door to world trade. Admiral Zheng He led seven voyages into the “Western Ocean” before new Ming rulers forbade ships to sail outside of coastal waters. *Interesting Fact:* Dragons were mythical beasts that were cherished by all in China. The emperor was the only one that could display a 5 clawed dragon. To display a dragon meant that you were of royalty.

The Qing or Manchu Dynasty (1644-1911)

This was the last dynasty to rule China. Expansion and bolstering of the Chinese empire continued for 150 years. Centuries of greatness made China falsely believe that they had no need for changes or new inventions. All the foreign trading that was starting to happen could not continue as it once did in ancient times. Open ports, the trading of opium and weapons failed. China failed to prevail in the Opium War (1840-1842), Taiping Rebellion (1850), and the Boxer Rebellion (1900). In the end, corruption within the Manchu family finally led to the overthrow of their dynasty in 1911. From 1912 and even today, China is no longer under any dynasty but is called the Chinese People’s Republic. It is based on Communism. In 1644, the last Ming emperor was thrown out of Beijing. Beijing is now known as the political capital of China. The Forbidden City that consisted of 4 walls protecting the emperor, has been turned into a museum. *Interesting Facts:* Emperors and ministers were trained in philosophy and the arts. In the 1800’s tangrams became very popular. They were dubbed the “wisdom puzzles.” The color yellow was worn as a symbol of royalty. The “pigtail” worn by Chinese men was forced upon them. This was a symbol to others that men with pigtails were being submissive.

Appendix D: Fortune Cookies - More than a Mouthful!

Dynasty Chart

Name _____

_____ **Dynasty**

Dates:

Important People:

Important Events:

Inventions:

Interesting Fact:

Appendix E: Fortune Cookies - More than a Mouthful!

Marco Polo Game

Card 1
POLO
The Han, Tang, Sung,
Ming and Qing Dynasties

MARCO
This road was not just one route

Card 2
POLO
The Silk Road

MARCO
What was eaten in powder
form that would make you stay
young?

Card 3
POLO
Jade

MARCO
What dynasty was
known as the Golden Age?

Card 4
POLO
The Tang Dynasty

MARCO
What was Li Po well
known for?

Card 9
POLO
Paper

MARCO
Fancy Writing was called..

Card 5
POLO
Poetry

MARCO
What was a well known
trading product during the Tang
Dynasty?

Card 6
POLO
Silk

MARCO
What was a favorite hot
drink during the Tang
Dynasty?

Card 7
POLO
Tea

MARCO
What pet did Chinese
children have in the
summer?

Card 8
POLO
Crickets

MARCO
What was invented
for printing on?

Card 10
POLO
Calligraphy

MARCO
What ball was tossed by
military men?

Card 11
POLO
Football

MARCO
Gunpowder was first designed
to use to set off...

Card 12
POLO
Fireworks

MARCO
What dynasty was known
for being brilliant?

Card 13
POLO
The Ming Dynasty

MARCO
What Chinese city
was known as the Forbidden City?

Card 14
POLO
Beijing

MARCO
I lived behind 4 walls of
the Forbidden City

Card 15
POLO
Emperor

MARCO
What are white & blue
porcelains known as today?

Card 16
POLO
Chinaware

MARCO
In the Qing Dynasty
China believed they
didn't have any need for.

Card 17
POLO
Changes

MARCO
Which family was
corrupt in the last
dynasty?

Card 18
POLO
The Manchu family

MARCO
Who could wear yellow?

Card 19
POLO
Only royalty

MARCO
What were wisdom
puzzles called?

Card 20
POLO
Tangrams

MARCO
What happened when
the last dynasty fell?

Appendix F: Fortune Cookies - More than a Mouthful!

Center Information Cards

Domino Games

The game we associate closely with China is mah-jongg, a kind of dominoes. The name is said to come from the whispering and chirping sounds made by mah “the flax plant and jong “the sparrow.” Typical mah-jongg sets contain 133 tiles made of ivory, bone, bamboo, wood or plastic and when the tiles are shuffled they make “the twittering of the sparrows.” Mah-jongg is played all over China. The European game of dominoes is similar to mah-jongg. Play a game of dominoes being sure that the end dots add up to factors of five.

Kites

The Chinese have long excelled in kite flying. When kite flying was first described in Chinese literature, it was a military exercise rather than a light amusement. In 549 AD a certain Chinese city was being besieged and the defenders attempted to send a message to friends on the outside by flying a kite across enemy lines. The enemy, however, shot it down with a bow and arrow. In modern china, kite fighting is popular. One kite flier attempts to cut the string or otherwise disable the kite of his opponent. Chinese kites are built in the forms of dragons, birds, insects and many other creatures.

Cards

The Chinese invented block printing, to reproduce the Confucian classics that had been carved on stone, and moveable type. One possible source of the spread of block printing from China is playing cards, which the Chinese also invented.

Chinese Chess and Checkers

Chinese chess is not the same as international chess. It is played on a board and involves “taking” the opponent’s pieces, but there are no knights, kings, or queens. Chinese chess is an ancient game that uses flat, round, black and white stones on a grid-patterned board. They also have their own version of checkers played on a star-shaped board with colored marbles.

Chinese Music/Tai Chi

Traditional Chinese music includes the playing of such instruments as the hu qin, the pipa lute and sheng pipes. The main instrument in the Chinese orchestra is the hu qin. It has two strings and is played with a bow. The pipa lute has more strings and is plucked like a guitar. The most traditional instrument is the sheng pipe, which is made of several bamboo reeds. Listen for these instruments as you practice a form of martial arts called taijiquan (also known as tai chi) which means the ultimate fist. It was developed by the ancient Chinese as a form of exercise and as a method of defense. It is practiced throughout China today. People exercise in the mornings before they begin their workday to help them bring order and balance to their day.

Wisdom Puzzles

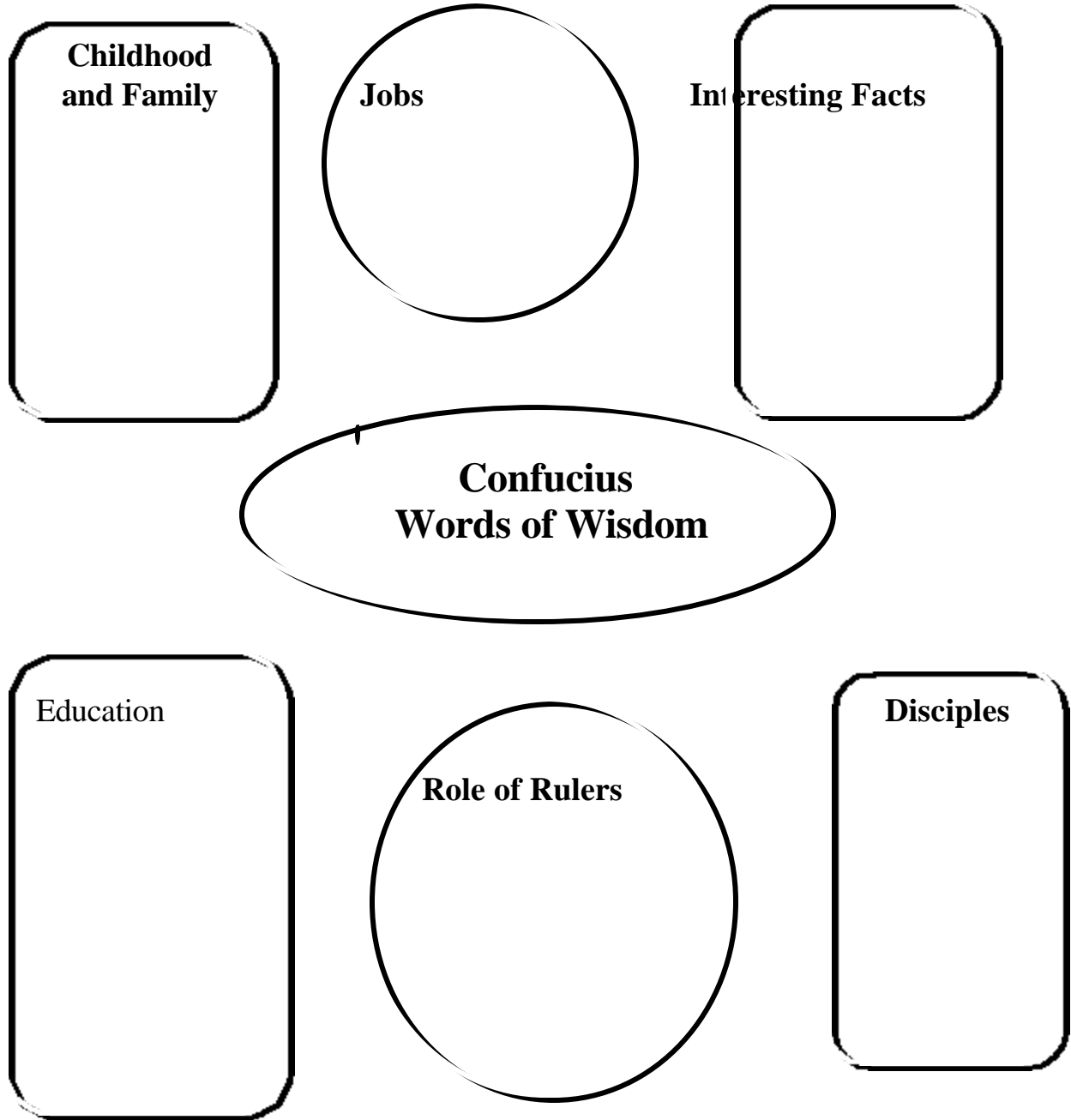
The tangram is an ancient Chinese puzzle made from a square. It has seven shapes that can be used to create different patterns or be remade into a square. Make a picture with the seven shapes and trace it onto a piece of paper.

Hacky Sack

Chinese children play ti jian zi with pompoms. The object is to throw it up and then keep the bag in the air by hitting it with ankles, knees, and thigh.

Appendix G: Fortune Cookies - More than a Mouthful!

The Wisdom of Confucius



What do you consider the most important contribution/idea that Confucius gave the world?