

Contemporary China Curriculum Project

I am trying to integrate Social Studies with Language Arts. In our Social Studies, we learn about different cultures that are present in California’s History. We learn about Native Americans and some of their myths and beliefs. Another important group is Chinese Immigrants who came to California and had a significant roll during several important events in our history such as the Gold Rush, construction of the Transcontinental Railroad and even the Chinese Exclusion Act of 1882. But we do not know much about Chinese literature or myths. One of our fourth standards requires us to compare traditional literature from different cultures. We are also asked to determine a theme of a story, drama, or poem from details in the text; summarize the text. Also to describe in depth a character, setting, or event in a story or drama.

During my seminar about Contemporary China, I learned about an old Chinese book entitled *The Twenty-four Paragons of Filial Piety* that was written by Guo Jujing aka Yizi. Luckily someone made a translation into English, and I will be using it some of its stories with my class.

Students are reading at grade level, working on improving their reading comprehension. We have done several Read-Aloud to explore Theme using details from text, also we have practiced writing brief summaries. Students know about characters, setting, and important events of a story. At the end of each lesson the students will either write on their journal of complete a worksheet to show their understanding.

Fourth Grade Common Core State Standards for California, Reading Standards for Literature

RL 4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL 4.3. Describe in depth a character, setting, or event in a story or drama. Drawing on specific details in the text (e.g. a Character’s thoughts, words, or actions).

RL4.9 Compare and contrast the treatment of similar themes and topics (e.g. opposition of good and evil) and patterns of events (e.g. the quest) in stories, myths, and traditional literature from different cultures.

RL 4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiency, with scaffolding as needed at the high end of the range.

	Day 1	Day 2	Day 3	Day 4
Text	Carrying Loads of Rice on his Back to Feed his Parents.: Zi Lu	Carrying Loads of Rice on his Back to Feed his Parents.: Zi Lu	Carrying Loads of Rice on his Back to Feed his Parents.: Zi Lu	Carrying Loads of Rice on his Back to Feed his Parents.: Zi Lu
Literacy Standard	RL 4.3, 4.9, RL 4.10	RL 4.2, RL 4.9, RL 4.10	RL 4.2, RL 4.3, RL 4.9, RL 4.10	RL 4.2, RL 4.3, RL 4.9, RL 4.10
Literacy Approach	Read Aloud	Shared Reading	Independent Reading	Independent Reading
	Introduction of the story, vocabulary front loading.	Re reading and finding story elements	Re reading and finding details and Summarize	Continued

Day 1

Text: Carrying Loads of Rice on his Back to Feed his Parents: Zi Lu.

RL 4.9, RL 4.10

Read Aloud

Anticipatory set

“Students, please join me at your designated place on the carpet. Remember that during Social Studies we learned that many Chinese immigrants started to come to California during the Gold Rush of 1849. What were some of the reason that Chinese immigrated into California?”(Allow time for students to talk with peers and share with whole class, expect to hear about looking for gold, opening businesses, owning their own land, and etc.) “What kind of things would you have brought with you if you were moving into a new country?” (Allow time for peers talk and share with whole class, students might talk about favorite toys, clothes, food, books, and etc.)

“I have an English translation of a very old Chinese Book called *The Twenty–Four Paragons of Filial Piety* by Guo Jujing aka Yizi. Today we are going to read one of its short stories called ***Carrying Loads of Rice on His Back to Feed His Parents: Zi Lu***. We are going to reread this story several times during this week to find main character, setting, important events, determine theme from details in the text, and summarize.”

“I want everyone to sit ‘crisscross apple sauce’ while my helper hands you a copy of the story Carrying Loads of Rice on His Back to Feed His Parents: Zi Lu. As usual you will follow along with your index finger while I read the story aloud. During our first reading we will not stop. After our reading I will give you ten minutes to write your personal response to this story in your writing journal.”

Instruction

“Before reading aloud the story Carrying Loads of Rice on his Back to Feed his Parents: Zi Lu, I want us to preview some important vocabulary that could make the story confusing. .” Write on the white board the following important Information:

Zhou Dynasty: Chinese Dynasty from 1046-256 BCE) was the longest lasting of China’s ancient dynasties.

Given name: First name

Filial: having the relation of a child to a parent. Respectful of the duties of a son or daughter towards their parents

Devoted: very loving or loyal

wild greens: edible plants like chicken weed, dandelions, and violets

adequate: Satisfactory or acceptable in quality or quantity

poverty stricken: extremely poor

forage: a person or animal searching widely for food.

dawn: The first appearance of light in the sky before sunrise/

provisions: supply of food

nourishing: food containing substances necessary for growth, and health.

elders: parents, grandparents

civil service: permanent professional job in the government

drawing a handsome salary: getting a great paycheck for his work

benefits: something extra such as vacation time or health insurance that is given by an employer to workers in addition to their regular pay.

carriage: king carrier (show pre-selected image from google images)

retinue: Entourage, group of advisers or assistants.

personal quarters: bedroom

affluent comfort: wealthy

pined: suffer a mental and physical decline, especially because of a broken heart.

Read aloud the story Carrying Loads of Rice on his Back to Feed his Parents.: Zi Lu, without stopping. Students will follow along in their own paper.

Closure

“I want you to turn towards your partner and talk about your what you are thinking about this story” (After finishing the story allow a couple of minutes for students to think and talk about the story with their partner, before going to their desks and writing their personal response to the story).

Independent Practice.

“I will dismiss you from the carpet by tables, I will start with the most quiet groups first. Once you are at your table do not forget to write today’s date on your journal. You will be getting 10 minutes to write your personal response to the story. “

Day 2

Text: Carrying Loads of Rice on his Back to Feed his Parents: Zi Lu.

RL 4.2, RL 4.9, RL 4.10

Shared Reading.

Anticipatory set

“Students, please join me at your designated place on the carpet. Remember that yesterday we read a short story, from *The Twenty –Four Paragons of Filial Piety* by Guo Jujing aka Yizi. ***Carrying Loads of Rice on His Back to Feed His Parents: Zi Lu.*** We are going to reread the story to improve our comprehension of it. Make sure to bring your copy of the story to the carpet.”

“I want everyone to sit ‘crisscross apple sauce’. As usual you will follow along with your index finger while I read the story aloud. Because this is our second reading we will stop and share questions or comments. At the end of our lesson today, you will receive the worksheet that we use for Story Elements. You will be writing about main character, setting, conflict, and you favorite, making an illustration about the story, do not forget that you must color it like a 4th grader and no stick figures allowed.”

Guided Practice

Re-read the story, while students follow along and pause after every paragraph to allow thinking time and sharing.

After the first paragraph, stop and ask: “What have learned in this paragraph? (After each question allow time for students to respond), the name Confucius, sound familiar to me, has anyone heard of him? Do we know who is the main character?, Do we know where the story is taking place?, Do we know what is the conflict?”

After the second paragraph, stop and ask: “What happened during this paragraph? (After each question allow time for students to respond), what is the name of the Main Character? What does **You**, do every week?, Why does he do all of this things?”

After the third paragraph, stop and ask: “What were some important event in this paragraph? (After each question allow time for students to respond), How has You Zi Lu’s life changed now?, Why did all of this changes occur?”

After the fourth paragraph, stop and ask: “What have we learned about You Zi Lu? (After each question allow time for students to respond), Why is You Zi Lu unable to enjoy his wealth? When was the main character the happiest and why?”

Closure

Read the final part, verse on You Zi Lu honor. “Students right now turn towards your partner and talk about your thinking about this story. (Allow a couple of minutes for students to share with a partner).

“Ladies and gentlemen, while you were sharing with your partner I placed a worksheet at you desks, it is the form that we use with new stories. You have already use this worksheet before, but if you have any doubts you are welcome to ask me.”

Independent Practice

“I will dismiss you from the carpet by tables, I will start with the most quiet groups first. Once you are at your table do not forget to write your name and today’s date on your worksheet. You will be getting 20 minutes to complete your assignment. You will need your paper of *Carrying Loads of Rice on His Back to Feed His Parents: Zi Lu* to help you answer the worksheet. Also, do not forget your pencil boxes because you will need you color pencils”. (Dismiss one table at a time back to their desks.) Once you finish your worksheet, make sure to place it in the finished work tray, so that I can revise it and stamp it.”

Name _____ Date _____

Story Elements

Instructions: Working independently (reread the story if necessary) answer the following question, using complete sentences, about main character, setting, and conflict.

What is the title of the Story? Who is the Author?
Who is the main character?
What is the setting of this story?
What is the conflict in this story”?
Draw and color and illustration about the story.

Day 3

Text: Carrying Loads of Rice on his Back to Feed his Parents: Zi Lu.

RL 4.2, RL 4.9, RL 4.10

Independent Reading

Anticipatory set

“Students, please remain at your tables. Remember that we have been reading a short story, ***Carrying Loads of Rice on His Back to Feed His Parents: Zi Lu***. Today you will reread the story with your partner, and for the next two days we will work to find main ideas from details in the text, write a summary about it, and identify the Theme of the story.”

Instruction

“You will be working with your regular partner, if your partner is absent, please let me know so I can find you another one or set you up in a group. Our class helper will hand you a double sided worksheet, do not forget to write your name and today’s date. You will be working with a partner, but each one of you must complete a worksheet.”

Guided Practice

“Everyone should have a worksheet, let me know if you do not have one. I will select a random volunteer to help us read aloud the first paragraph, while the rest of us follows along with our finger (have a student read the 1st paragraph aloud). Who or what is being talked about or doing the action? (select a couple of students to share their responses). What’s being said or done? (select a couple of students to share their responses). What is the main idea of this paragraph? (select a couple of students to share their responses). If you look at your worksheet, I already filled all that information for Chapter one.

Closure

“Now for the next 15 minutes, you will work with your partner, re-read the other paragraphs and answer the questions and Main Ideas on the worksheet. Tomorrow we will work on the Summary and Theme, using the information that you will write today.”

Independent Practice

Students are at their desks working on re-reading the text and finding the main idea of each paragraph. Provide the assistance as needed

Day 4

Text: Carrying Loads of Rice on his Back to Feed his Parents: Zi Lu.

RL 4.2, RL 4.9, RL 4.10

Independent Reading

Anticipatory set

“Students, today we will continue with the work that we started yesterday. Today you will reread the work that you did with your partner, and use the main ideas to write a summary, and identify the Theme of the story.”

Instruction

(Students will be working at their desks) “You will continue working with your regular partner, if your partner is absent, please let me know so I can find you another one or set you up in a group. You will be working with a partner, but each one of you must work on your own worksheet. Once you have completed your worksheet, make sure to place it in the finished work tray.”

Closure

“Everyone should have their worksheet in front of them. Now for the next 20 minutes, you will work with your partner and read the sentences that you wrote for main ideas, and use that information to write a summary of the story. Once you have written your summary, you will have a conversation with your partner to figure out what is the Theme of this story. Write your Theme on the corresponding area of your worksheet.”

“Do not forget, once you have completed your worksheet, make sure to place it in the finished work tray, so that I can revise it and stamp it.”

“If you manage to finish early, get your computer and research about other great stories, legends, or myths from China, and prepare a brief description to share with our class.”

Independent Practice

Students are at their desks working on re-reading the text and worksheets to write a Summary and figure out the Theme. Provide the assistance as needed.

Name _____ Date _____

Main Idea, Summary and Theme: Carrying Loads of Rice on His Back to Feed his Parents: Zi Lu

Instructions: Re-read the story *Carrying Loads of Rice on His Back to Feed his Parents: Zi Lu*. Then working in pairs or groups, you will determine the main idea from details in the text, write a summary about it, and identify the Theme of the story.

¶ #	Who or what is being talked about or doing the action?	What's being said or done?
1.	Confucius's disciple, You Zi Lu	devoted son, born during Zhou Dynasty. Very poor, struggled to get food.
Main Idea (The main idea is what the paragraph /story is mostly about): Child of poor family worked hard, but struggled to feed his parents and himself.		

¶ #	Who or what is being talked about or doing the action?	What's being said or done?
2	You Zi Lu	Every week traveled many miles to work and buy food for his parents. He traveled through dangerous places, alone. Carried the sacks of food on his back. Always treated parents with respect.
Main Idea (The main idea is what the paragraph /story is mostly about) :		

¶ #	Who or what is being talked about or doing the action?	What's being said or done?
3	You Zi Lu, Civil Worker of the King of Chu	
Main Idea (The main idea is what the paragraph /story is mostly about) :		

¶ #	Who or what is being talked about or doing the action?	What's being said or done?
4	Wealthy You Zi Lu	
Main Idea (The main idea is what the paragraph /story is mostly about) :		

Summary (Using your own words write the most important events in sequential order).

What is the Theme of the story? (The Theme is message that the author wants to communicate to us with the story)

[THE TWENTY-FOUR PARAGONS OF FILIAL PIETY [ERSHISI XIAO]

Modified from: <http://online.sfsu.edu/~rone/paragons.htm>

Number Five: Carrying Loads of Rice on his Back to Feed his Parents: Zi Lu

Confucius's disciple, Zi Lu, was born to the Jung family during the Zhou Dynasty. His given name was You, and he was a most filial, devoted son. His family was poor, and the boy had to dig wild greens and roots from the fields in order to feed himself. Because he wished his parents to have adequate, suitable food, he had to travel long miles, out of the poverty-stricken neighborhood, where so many families were forced to forage for their meals, in order to find a wage-paying job.

You would rise long before dawn every week, and lay aside enough dried fruits, roots, and vegetables for his parents' table that week, and then make a lengthy, dangerous trip into the neighboring states, seeking work. He would often travel over one hundred miles, earning what money he could, in order to buy rice and staples for his household. Then shouldering the sack of provisions, he would run back the many miles, arriving in time to cook up a nourishing meal for the Jung elders. When the bag was empty, he would tie up his leggings and set off once more for the market towns. While his parents remained on earth, Zi Lu would spare no effort to treat them with proper filial respect. Everyone considered him an unusually good-hearted example of true filial service.

After his parents died, the young man left his native land for the country of Chu in the south. The king of Chu was impressed with Jung You's learning, and with his righteous character, and offered him a post in the civil service. Zi Lu accepted, and soon grew quite wealthy, drawing a handsome salary and rich side benefits for his able leadership of state affairs. Whenever he went riding in his silk-lined carriage, a retinue of one hundred chariots flanked the royal coach on four sides. His personal storehouses of grains, cloth, books, and silver covered an acre of land. Woolen blankets and thick rugs adorned his personal quarters in luxury. His dinner table was set with fine and rare delicacies.

Despite the life of affluent comfort, Zi Lu in his heart constantly pined for the days of his youth, when he was able to serve his mother and father. He would often sigh, "This wealth and honor is flavorless, and depressing. How I wish I could return to the old days, when I ate field-greens and carried rice on my back for Mom and Dad. How happy I was in those days!. Now that my parents have left this world I can no longer fulfill my duty as a filial son"

A verse in his honor says,

The rice bag on his back holds a rare treat for his parents;
Without a murmur of fatigue he ran those many miles.
Glory, wealth, and honor, once his parents had passed on,
Meant nothing: he only thought of the happy days gone by.