

# LESSON PLAN: Family Dynamic Comparisons

## LESSON DETAILS

<i>subject</i>   Writing & Reading	<i>date</i>   Day 1 of 3	<i>time</i>   1 hour
<i>lesson focus</i>   Family Dynamics (Pre-Reading for <i>In the Year of the Boar &amp; Jackie Robinson</i> Ch. 1-3)		
<i>standards</i>   RI.5.3 Relationships between people, ideas, or concepts; RL.5.4 Meanings of vocabulary		
<i>objective</i>   Students will compare and contrast family dynamics and culture in Chinese and American families.		
<i>materials</i>   Chromebook, internet, handout, pencil, graphic organizers		

## LESSON DESCRIPTION

[5 minutes] Before reading the story, the teacher will ask the students to discuss for about 3 minutes what their families are like in groups of 2-4 (at their tables). Topics can include what holidays they celebrate, who lives with them at home, what kinds of food they eat, and any traditions they have. After 3 minutes, students will share with the rest of the class what someone else shared in their group. Students will need to actively listen to their peers.

[5 minutes] The teacher will ask the class if there are any phrases that they say because someone at home says it. For example, "Aiyah" or "Aigoo" are Chinese and Korean (respectively) phrases the people might say if they are surprised or suddenly remember something as an American might say "Oh my goodness." In the book, Shirley Temple Wong says the phrase, "Amitabha!" which is a recitation of Buddha's name or taking refuge in Buddha. Students will peer share before sharing with the class if they have any examples.

[30 minutes] Students will create their own [compare and contrast thinking map](#) (Double bubble or Venn Diagram). On the left main bubble, it will be labeled, "Chinese family dynamics" and the right main bubble will be labeled, "American family dynamics". Students should find at least 8 differences and 4 similarities on their thinking map. On the Chromebooks or other technology device that allows internet access, students will research the differences and similarities between the two cultures. If students are of Chinese descent, they can share with their peers what they know.

[20 minutes] As students start to finish, the teacher will call for volunteers to read character roles and narrative roles. During the reading, students will take notes on their graphic organizer if they find any evidence in the text about Chinese and American family dynamics. Students will create a T-chart to keep track of their notes throughout the rest of the book. If time runs out, students will read the remaining of the first three chapters for homework and continue to take notes.

## ASSESSMENT AND ACTIVITIES

**Graphic Organizer:** Compare and contrast map (or Venn Diagram) of the similarities and differences between Chinese and American families. Students will cite page numbers of any findings in the story as well. This will help them prepare for the early chapters of *In the Year of the Boar and Jackie Robinson* as it stresses family dynamics and culture differences.

# LESSON PLAN: New School, New Country

## LESSON DETAILS

<i>subject</i>   Writing & Reading	<i>date</i>   Day 2 of 3	<i>time</i>   1.5 hours
<i>lesson focus</i>   Identify character feelings and perspective		
<i>standards</i>   W.5.3 Write narratives to develop imagined experiences using details and description		
<i>objective</i>   Students will write imagined experiences in a new school in a new country to identify the feelings of Shirley Temple Wong as she attends school in New York. Students will compare and contrast cultures in their diary entries		
<i>materials</i>   Chromebook, pencil, notebook paper, graphic organizer (continuation from previous lesson)		

## LESSON DESCRIPTION

[20 minutes] The teacher will ask for new volunteers to read the roles of characters and narrators. Read Chapter 4 and continue to take notes of the comparisons between Chinese and American culture. Remind the students that they need to cite the pages they found their evidence in the graphic organizers as well.

[20 minutes] After reading the 4th chapter as a class, students will pair share all the comparisons and observations they made after reading the first four chapters. Review one chapter at a time, especially to help students catch up in case they were absent.

[10 minutes] For the students' independent activity, they will write 3-5 diary entries about themselves in a new school, in a new country, particularly an Asian country and in a country that they do not speak the language. Before they begin, the class will have a whole group discussion about what are the feelings that Shirley Temple Wong have as she is starting in a new school, the struggles of making new friends, communicating with her teachers, etc.

[40 minutes] Students can use their Chromebooks to research what schools are like in other countries to help them brainstorm ideas of scenarios they might find themselves in if they attended a school in another country. The written diary entries must be in chronological order, describing how schools work, the struggles of learning a new language, meeting people, etc. Each diary entry must be at least 2 paragraphs. If students do not finish during the class period, they will finish it for homework. If students finish early, they can design a diary cover to make it more personalized.

## ASSESSMENT AND ACTIVITIES

Diary Entries of a Student in a New School, in a New Country: Students will write 3-5 diary entries of a life in a new school, new country. They must include details and descriptions of the thoughts and feelings as well as potential scenarios in the new school.

# LESSON PLAN: Chinese Calligraphy

## LESSON DETAILS

<i>subject</i>   Art & Writing	<i>date</i>   Day 3 of 3	<i>time</i>   1.5 hours
<i>lesson focus</i>   Chinese Calligraphy (Zodiac and other Chinese characters)		
<i>standards</i>   VPA 5.3.2 Identify and describe traditional art from historical periods		
<i>objective</i>   Students will learn the art of Chinese calligraphy and identify the characters of the Chinese Zodiac.		
<i>materials</i>   Chromebook, Projector, thick paint brushes, Black calligraphy ink or black watercolor paint, Rice writing paper or water color paper, newspaper to cover the tables		

## LESSON DESCRIPTION

[10 minutes] The teacher will introduce the art activity, Chinese calligraphy, and how it ties into Chinese culture. Explain how before the written language, it was pictures similar to hieroglyphics and symbols in storytelling. Show the image, the [evolution of the Chinese character "Dragon"](#) and ask the students to see if they can see how the character for dragon looks like a dragon.

[5 minutes] Show "[Appreciating Chinese Calligraphy](#)". The class will have a whole group discussion about how Chinese calligraphy is an art form. The teacher can also explain how calligraphy in imperial times was viewed as a prestigious talent and role in the court.

[10 minutes] [Asian Art Museum Brush Painting \(Online activity\)](#) - As a start, students can try out Chinese calligraphy through this virtual activity. Share these links or print out copies for students of these characters for students to familiarize with the characters. [Chinese Zodiac Symbols](#) and [Chinese Characters](#). As the students are practicing the characters digitally, the teacher will prepare the art materials for the next part.

[35 minutes] The teacher will show the students how to [hold a brush and show the materials](#) before they begin. The precision of characters are also defined by the stroke. Writing horizontally is always left to write and vertically is top to bottom. Explain how their arm is not on the table but holding it up in and sit up properly while writing. Each student will have a paint brush and a cup of black ink for each table. Each student will have newspapers to practice. Once the students feel comfortable, they will get their final paper to write their Chinese zodiac symbol and three characters they identify with.

[30 minutes] While their art is drying, students will go on the Chromebook to type three paragraphs, one for each character why they identify with the character. One additional paragraph will be for students to identify how they are similar to their Chinese zodiac.

## ASSESSMENT AND ACTIVITIES

Chinese calligraphy/characters: Students will write their Chinese zodiac character in Chinese calligraphy as well as choose 3 characters to represent their personality. On the Chromebook, students will type 3 paragraphs (1 per Chinese character) to explain why they chose them.