

**1. Lesson Title:** Five Chinese Brothers/Folklore

**2. Lesson Authors:**

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**3. Curriculum/Subject of Lesson:**

This lesson involves the story of five brothers who step in to help each other when faced with adversity. The teacher (Patty Mott) will first introduce the country of China and share some of her realia from her trip to China with the students. She will also show some documentaries on China (such as Wild China) just to give the students a better understanding of what China looks like.

The teacher will read the story and engage the class in a discussion about individual traits and how we can use these for the benefit of others.

Throughout this whole process, the LMC/LMS is actively involved with the students and lessons.

**4. Grade Level of Lesson:**

This lesson can be adapted for grades 2-8. I chose to focus on grade 4 for my lesson.

**5. Duration of Lesson:**

This lesson will take several days.

**6. Lesson Materials/Resources:**

- \*China Trunk filled with teacher's own souvenirs
- \*Videos/ DVDs
- \*CD s
- \*CD and DVD player
- \*TV or projector for students to watch the films
- \*Strips of poster board cut into long rectangles for bookmarks
- \*Stamps with Chinese characters on them; ink pads for the stamps
- \*Crayola (fast drying) clay for the soap dishes; handouts with Chinese characters on them
- \*Access to a laminator
- \*Large pieces of construction paper for human Venn Diagram and K-W-L wall chart
- \*Markers
  
- \*The story *The Five Chinese Brothers* by Claire Huchet Bishop and Kurt Wiese
- \*The story *The Seven Chinese Brothers* by Margaret Mahy and Jean Tseng
- \*Chart paper or SmartBoard
- \*Paper, posters, writing utensils for students; or SmartBoard
- \*Access to internet and reference materials

## **7. Lesson Overview/Rationale & 8. Essential Questions/Focusing Questions of Lesson:**

There are the essential questions for this lesson plan:

- 1)** What are students' unique traits, gifts, and abilities?
- 2)** How can students utilize their unique traits, gifts, and abilities to support family and friends?
- 3)** How do the two cultures compare and contrast? (Big6)

## **9. Goals:**

The students use their schema to make connections between the story, the DVDs, and their own lives.

## **10. Objectives:**

The student will be able to identify the character traits of the brothers in the story, express their own character traits, and propose ways they can use these traits to help family members and friends.

Another objective of this lesson will be that the American students will compare their lives to that of a Chinese student.

## **11. A-E Standards:**

### **Information Literacy/Library Media Content Standard 1:**

To satisfy the requirements of Information Literacy/Library Media Content Standard 1, a student must: identify the task and determine the resources needed.

Benchmarks for Information Literacy/Library Media Content Standard 2 for the end of grade 4

The benchmark for Information Literacy/Library Media Content Standard 2 for a student at the end of grade 4 is the ability to:

- locate a resource needed to solve the problem;
- evaluate resources;
- locate information within the resource;
- extract information from resources needed to solve the problem;
- organize information to solve the problem;
- create a product that presents findings.

### **Information Literacy/Library Media Content Standard 3:**

To satisfy the requirements of Information Literacy/Library Media Content Standard 3, a student must: evaluate the product and learning process.

Benchmarks for Information Literacy/Library Media Content Standard 3 for the end of grade 4

The benchmark for Information Literacy/Library Media Content Standard 3 for a student at the end of grade 4 is the ability to:

- assess the quality of the product;
- describe the process.

### **Information Literacy/Library Media Content Standard 4:**

To satisfy the requirements of Information Literacy/Library Media Content Standard 4, a student must: use information safely, ethically and legally.

Benchmarks for Information Literacy/Library Media Content Standard 4 for the end of grade 4  
The benchmark for Information Literacy/Library Media Content Standard 4 for a student at the end of grade 4 is the ability to:

- legally obtain and use information;
- identify the owner of ideas and information;
- participate and collaborate in intellectual and social networks following safe and accepted practices.

### **Information Literacy/Library Media Content Standard 5:**

To satisfy the requirements of Information Literacy/Library Media Content Standard 5, a student must: pursue personal interests through literature and other creative expressions.

Benchmarks for Information Literacy/Library Media Content Standard 5 for the end of grade 4  
The benchmark for Information Literacy/Library Media Content Standard 5 for a student at the end of grade 4 is the ability to:

- use a variety of print and digital formats for pleasure and personal growth;
- use a variety of genres for pleasure and personal growth;
- access and understand multiple resources from diverse cultures, including Montana American Indians;
- access libraries to seek information for personal interest.

Information Literacy/Library Media Content Standards and Performance Descriptors Adopted  
August 2008

### **Also taken into consideration were:**

#### **Reading Standards for Literature:** **Integration of Knowledge and Ideas**

7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

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, including those by and about American Indians.

#### **Key Ideas and Details**

##### **Reading Standards for Informational Text**

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. Include texts by and about American Indians.  
Craft and Structure

4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
6. Compare and contrast a firsthand and secondhand account of the same event or topic, including those of American Indians; describe the differences in focus and the information provided.

#### **Integration of Knowledge and Ideas:**

7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
8. Explain how an author uses reasons and evidence to support particular points in a text.
9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

#### **Production and Distribution of Writing:**

5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)
7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. Include topics and/or sources by and about American Indians.
8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

#### **Comprehension and Collaboration Speaking and Listening Standards:**

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
  - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - b. Follow agreed-upon rules for discussions and carry out assigned roles.
  - c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
  - d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

#### **Presentation of Knowledge and Ideas:**

4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Include sources by and about American Indians.

6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.) Conventions of Standard English

Excerpted from: Montana Common Core State Standards, Adopted, November 2011.

### **12. Technology Used:**

This is a low-tech lesson plan. The two main technologies which are used for this lesson plan are a CD and a DVD player.

### **13. A-D Collaboration:**

This is a collaboration between grade 4 teachers and the teacher-librarian.

### **14. Anticipatory Set/ Object Based Learning (Lead-In):**

The teacher will show the location of China in relation to our location on the map or globe.

Next, the teacher-librarian will ask the students what they already know about China and Chinese families. The teacher-librarian will make a wall chart (or chart on the SmarBoard), as students contribute answers to this question.

Third, the teacher will show one segment of the video "Chinese Families". The teacher-librarian will then ask students to write down, in their notebooks, things about the Chinese students' life: family, look of home, food, homework, school, etc. When the segment is over, the LMS will ask the whole group to contribute to the discussion and add information to the wall chart (K-W-L).

### **15. Process Model and Information and Technology Literacy Activities & 16. Step-by-Step activities and Process Models:**

#### **The Big6™ Skills**

The Big6 is a process model of how people of all ages solve an information problem. From practice and study, we found that successful information problem-solving encompasses six stages with two sub-stages under each:

#### **1. Task Definition**

- 1.1 Define the information problem
- 1.2 Identify information needed

#### **2. Information Seeking Strategies**

- 2.1 Determine all possible sources
- 2.2 Select the best sources

### **3. Location and Access**

- 3.1 Locate sources (intellectually and physically)
- 3.2 Find information within sources

### **4. Use of Information**

- 4.1 Engage (e.g., read, hear, view, touch)
- 4.2 Extract relevant information

### **5. Synthesis**

- 5.1 Organize from multiple sources
- 5.2 Present the information

### **6. Evaluation**

- 6.1 Judge the product (effectiveness)
- 6.2 Judge the process (efficiency)

From the website: [www.Big6.com](http://www.Big6.com)

#### **Day-by-day plan:**

The day before the lesson(s) start, the LMS/LIS decorates the room with Chinese paper lanterns, posters featuring Chinese sites, people, etc. Possibly dress in Chinese attire. As the students enter, they will be curious about what's in store **(Correlates with Big6 4.1 and 4.2.)**

Then, the teacher will have students make bookmarks or clay soap dishes. For the bookmarks, students will use stamps with Chinese characters(which we will have discussed earlier). The clay soap dishes will have Chinese characters etched into them. The Chinese characters can be copied off the stamps, or off a projection **(Correlates with Big6 4.1.)**

While students are working on these, Chinese music will be playing in the background.**(Correlates with Big6 4.1 .)**

DAY ONE: While the clay is drying and the book marks are being laminated, the teacher will read the story *The Five Chinese Brothers* and engage the class in a discussion about individual traits and how we can use these for the benefit of others. **(Correlates with Big6 4.1 and 4.2.)**

The whole class will also continue to add to the K-W-L wall chart **(Correlates with Big6 4.2. )**

DAY TWO: The discussion continues about the story. This time the focus will be on the story elements (characters, setting, plot, theme, etc). This is a whole-class discussion**(Correlates with Big6 4.1 and 4.2).**

In small groups, have students explain the character traits possessed by each brother. Staying in the same group, the students will express their own character traits/abilities. Students are asked to write these traits down in their notebook**(Correlates with Big6 4.2.)**

DAY THREE: Watch the second segment on the "Chinese Families" DVD. Continue to fill out the wall chart. **(Correlates with Big6 4.1.)**

Students fill out a Venn Diagram on themselves and the Chinese students which they just watched on the DVD**(Correlates with Big6 1.1 and 1.2; comparing and contrasting our culture to the Chinese culture.)**

The teacher-librarian will start asking questions about our and Chinese holidays and festivals. Sample questions include: Do the Chinese celebrate Thanksgiving? Do they celebrate the 4th of July? How about Christmas? Easter? Do the Chinese have any holidays? Do they have any holidays which are similar to ours? **(Correlates with Big6 1.1 and 1.2; comparing and contrasting.)**

DAY FOUR: On this day, the LMS will have students research the holiday and celebration questions.

Students will research by using their already acquired knowledge of how to do research in the library. They will remember where in the reference section to look and which sources would work the best for a project such as this. **(Correlates with Big6 2.1 and 2.2 and Big6 3.1 and 3.2).**

DAY FIVE: Students should be wrapping up their research. Students are asked to contribute to a whole class discussion on the celebrations and holidays that they have found. All of this information should be entered in the wall chart and on the students' Venn Diagram **(Correlates with Big6 5.1 and 5.2 .)**

If there's time on this day, students will be split into smaller groups and asked to trace two of their group members (one on either side of a folded line)**(Correlates with Big6 4.1 and 4.2.)**

Next, one student will be an American student, and the other will be a Chinese student. Both students will be "filled in" with words, phrases, and symbols relating to China and to America. Whatever is different, will be "in" the person, and whatever is the same, should be written in the middle; like a human Venn Diagram **(Correlates with Big6 5.1 and 5.2. )**

DAY SIX: Students finish filling out their human Venn Diagram. Some will present their poster to the class **(Correlates with Big6 5.1 and 5.2).**

DAY SEVEN: The rest of the students present their poster to the rest of the class **(Correlates with Big6 5.2.)**

The posters will then be displayed in the hallway or in the library itself (if there's space) after having an evaluation of both the process and how efficient students worked **(Correlates with Big6 6.1 and 6.2.)**

As a wrap up activity (or if there's time left over), students read the story *The Seven Chinese Brothers* and a) compare it to the original story or b) see how many traditions are reflected in this story.

### **17.Lesson Closure/Object Based Learning (Reflect Anticipatory Set):**

Students present their group posters, which compare American students to Chinese students, to the rest of the class.

### **18.Lesson Evaluation/Assignments/Handouts/Teaching Materials:**

#### **Evaluation:**

**Pre-Assessment:**

The teacher will informally assess how much students already know about China and character traits.

**Formative:**

The teacher-librarian will circulate the library during small group discussion and project making, assess student understanding, and provide feedback as needed.

**Summative:**

The classroom teacher and the teacher-librarian will assess individual student posters.

For day-to-day assignments, please see #15 and 16 above

**Handouts:**

- \*How-to guide for soap dish
- \*Venn Diagram
- \*Rubrics for group poster and art projects

**Materials:**

For a detailed materials list, please look at #6.

**19. Connection to Other Curricular Areas:**

Social Studies, Art, and English/Language Arts are the three main curricular areas to which this lesson is connected.

**20. Adapted Learning:**

Differentiation with this book happens through the products that the students produce.

Higher Level Students: Some students who already know Chinese, could teach their classmates to count or recite the alphabet. They will also compose a paragraph to accompany their poster describing their traits and uses.

Lower Level Students: The students will complete the poster to the best of their ability.

Self-contained Special Education students: The students will make a bookmark with Chinese character stamps on them.

**21. Works Cited/Resources:****Books:**

Bishop, C., & Wiese, K. (1938). *The five Chinese brothers*. New York, New York: Coward-McCann.

Cotterell, A. (1994). *Ancient China*. New York, New York: DK Publishing.

Mahy, M., & Tseng, J. (1990). *The Seven Chinese Brothers* (1st ed.). New York, New York: Scholastic.

Merrill, Y., & Simpson, M. (1999). Clay Slab Dish. In *Hands-On Asia: Art Activities for All Ages*. Salt Lake City, Utah: Kits Publishing.

Sebag-Montefiore, H. (2007). *China*. New York, New York: DK Publishing.

### **CD s:**

12 Girls Band, (2005). 12 Girls Band *Eastern Energy*. Shanghai, China (2005)

Beijing Angelic Choir. *Chinese Lullabies*. New Taipei, Taiwan. Wind Records. (1996)

Chen and He. *Butterfly Lovers/ Parting of the Newly Wedded*. Naxos (1998)

### **DVDs:**

Families of China [Motion picture on DVD]. (2005). Master Communications.

Wild China [Motion picture on DVD]. (2008). BBC.

### **Websites:**

Big 6 (2014, August 1). Retrieved April 28, 2015, from <http://big6.com/pages/about/big6-skills-overview.php>

English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Grade-Level. (2011, November 1). Retrieved April 30, 2015, from [http://opi.mt.gov/pdf/CCSSO/ELA\\_GradeLevel\\_4th.pdf](http://opi.mt.gov/pdf/CCSSO/ELA_GradeLevel_4th.pdf)

Curriculum: Library Media (2008, August 1). Retrieved April 30, 2015, from [http://opi.mt.gov/PDF/Standards/09IL\\_LMContentStandards.pdf](http://opi.mt.gov/PDF/Standards/09IL_LMContentStandards.pdf)

### **Other:**

Bookmarks are the “brainchild” of Patricia Mott