DISCOVERING PUPPETRY IN OTHER CULTURES: CHINA
2nd-3rd grade
Videoconferencing Activity

Chinese Glove/Hand Puppet

Materials List

Each student will need all of the following items:
1 body (template on pg. 4)*
1 hand strap (template on pg. 4)*
1 pocket (template on pg. 4)*
1 face / beard / head dress (template on pg. 3)*
1 craft stick (regular or jumbo size)
1 toilet paper tube
scissors
glue
scotch tape

* Templates must be pre-cut before the program!

Pre-Program Instructions

Please read carefully.

1. Prior to the program, trace body, hand strap and pocket templates onto file folders (or cereal boxes) and cut out.

2. Photocopy the face and beard template onto regular white copy paper and cut out. It is meant to be black and white.

3. Bring all pre-cut templates and other materials to the site the day of the program. It is helpful if each student has an individual bag with their own puppet parts. You can use small paper lunch baggies or Ziploc baggies.

4. Pass out all templates and materials to students PRIOR to program start time. This includes glue, tape and scissors.

5. Students will each need 7 pieces of tape about the length of a band-aid. You can stick the tape to the sides of the tables where the students are working, or on a yard stick (easy to hold out for students to take the tape pieces).

6. Wait for the program to begin. The presenter will lead students through all puppet building and learning activities.
Templates

Head
National Curriculum Standards
met during live videoconference
Please go to www.educationworld.com for a complete list of national standards.

Fine Arts/Visual Arts
NA-VA.K-4.1 Understanding and applying media, techniques, and processes
NA-VA.K-4.2 Using knowledge of structures and functions
NA-VA.K-4.3 Choosing and evaluating a range of subject matter, symbols, and ideas
NA-VA.K-4.5 Reflecting upon and assessing the characteristics and merits of their work and the work of others
NA-VA.K-4.6 Making connections between visual arts and other disciplines
NA-VA.5-8.1 Understanding and applying media, techniques, and processes
NA-VA.5-8.2 Using knowledge of structures and functions
NA-VA.5-8.3 Choosing and evaluating a range of subject matter, symbols, and ideas
NA-VA.5-8.5 Reflecting upon and assessing the characteristics and merits of their work and the work of others
NA-VA.5-8.6 Making connections between visual arts and other disciplines

Fine Arts/Theater
NA-TK.4.6 Comparing and connecting art forms by describing theatre, dramatic media (such as film, television, and electronic media), and other art forms
NA-TK.4.8 Understanding context by recognizing the role of theatre, film, television, and electronic media in daily life
NA-TK.5-8.8 Understanding context by analyzing the role of theatre, film, television, and electronic media in the community and in other cultures

Technology
NT.K-12.1 Basic operations and concepts
NT.K-12.2 Social, ethical, and human issues
NT.K-12.3 Technology productivity tools
NT.K-12.4 Technology communication tools
NT.K-12.5 Technology research tools
NT.K-12.6 Technology problem-solving and decision-making tools

Social Studies
NSS.G.K-12.1 The World in Spatial terms
NSS.G.K-12.2 Places and Regions
NSS.G.K-12.4 Human Systems
Pre- & Post-Videoconference Classroom Activities

Activity 1: Map Exercise

National Curriculum Standards met by this activity
Please go to www.educationworld.com for a complete list of national standards.

NSS.G.K-12.1 The World in Spatial Terms
NSS.G.K-12.2 Places and Regions
NSS.G.K-12.3 Physical Systems
NT.K-12.1 Basic Operations and Concepts
NT.K-12.3 Technology Productivity Tools
NT.K-12.5 Technology Research Tools

Activity

Objective: Students will recognize China as a country; students will identify and label oceans and rivers of China; students will identify the capital of China; students will use a computer and the Internet to research answers to content-related questions on China.

Materials: Computer with access to Internet, printer, pencils, paper.

Procedure:
1. Teachers should arrange computer/media center time for this activity.
2. Teachers should review ZoomSchool China on the Enchanted Learning web site at www.enchantedlearning.com/school/China.
3. Click on the map of China to review the student exercise for this activity.
4. Have students go to www.enchantedlearning.com/school/China.
5. Students will click on the scroll icon All about China to begin this activity.
6. Have students read the information on China.
7. Next, ask students to click on the link Map/Quiz Printout.
8. Students should print the quiz, refer to the map on the quiz, and answer the content-related questions.
9. In addition to answering the questions on the map, have students identify the continent where China is located.
10. Have students click on the Answers link to check their answers.
Activity 2: Chinese Folk tales

National Curriculum Standards met by this activity
Please go to www.educationworld.com for a complete list of national standards.

NL-ENG.K-12.1 Reading for Perspective
NL-ENG.K-12.2 Understanding the Human Experience
NL-ENG.K-12.9 Multicultural Understanding
L-ENG.K-12.11 Participating in Society
NL-ENG.K-12.12 Applying Language Skills

Follow Up Activity

Objective: Students will identify common characteristics of Chinese folk tales and create their own stories including elements common to Chinese folklore.

Materials: Sample Chinese folk tales from the following web link: www.newton.mec.edu/Angier/DimSum/Chinese%20Folk%20tales.html, or use a copy of The Dragon’s Robe by Deborah Nourse Lattimore ($4.95 in paperback), copy of Attachment A (on page 12) for each student, computers with Internet access, printer, word processing software or paper and pencils.

Procedure:

1. Discuss with students the definition of a folk tale:
   folk tale – an imaginative story passed from generation to generation expressed in fantastic or symbolic terms. Folk tales are based on human experience but feature supernatural or extraordinary elements.

2. Explain that folk tales started long ago as stories that people told to each other. These stories generally were not written down until much later. There are hundreds upon thousands of Chinese folk tales. These folk tales have survived thousands of years throughout Chinese history mainly through oral tradition. Write the following common characteristics of Chinese folk tales on the board:
   • They usually convey a moral or wisdom.
   • Often, they are short, have a simple plot, and can be told in just a few minutes.
   • They combine history and mythology.
   • Some common themes are: the triumph of justice over injustice; the supremacy of wisdom over sheer physical strength; examples of cleverness or resourcefulness; honesty and hard work are rewarded; kindness.

   These are important Chinese values that are passed from one generation to the next through the telling of folk tales. Today, many of these folk tales have survived as a short proverb, widely used and understood in the Chinese language. The significance of these folk tales is the display of Chinese values.

3. Distribute story maps (Attachment A, page 12) to students. Have students write their own folk tales using the story map to outline their ideas. Make sure they have thought about literary elements and techniques such as setting, characters, characterization, conflict, figurative language and point of view. Students should also have a moral, lesson or value in the story.

4. Edit and revise stories. Share stories with the class. Students can view other Chinese folk tales written by 5th graders at the following link: http://www.germantownacademy.org/academics/ls/5th/chinfolk/stinde00.htm
Activity 3:  
Dragons and Chinese Shadow Puppetry

National Curriculum Standards met by this activity  
Please go to www.educationworld.com for a complete list of national standards.

NA-VA.K-4.1 Understanding and applying media, techniques, and processes  
NA-VA.K-4.3 Choosing and evaluating a range of subject matter, symbols, and ideas  
NA-VA.K-4.4 Understanding the visual arts in relation to history and cultures  
NA-VA.K-4.5 Reflecting upon and assessing the characteristics and merits of their work and the work of others  
NA-VA.K-4.6 Making connections between visual arts and other disciplines  
NA-VA.5-8.1 Understanding and applying media, techniques, and processes  
NA-VA.5-8.3 Choosing and evaluating a range of subject matter, symbols, and ideas  
NA-VA.5-8.4 Understanding the visual arts in relation to history and cultures  
NA-VA.5-8.5 Reflecting upon and assessing the characteristics and merits of their work and the work of others  
NA-VA.5-8.6 Making connections between visual arts and other disciplines

Activity

Objective: Students will create a Chinese shadow puppet; students will define symbol/symbolism; students will recognize the symbolism of the dragon in Chinese culture.

Materials: One copy of the Chinese New Years Dragon Puppet (Attachment B, page 13), two brads (paper fasteners), two wooden chop sticks or drinking straws, one 8 1/2” x 11” piece of poster board, file folder or cereal box (any card stock material will work), scissors, scotch tape, fine-tip markers, hole puncher; computer with Internet access, printer, and one copy of article on Chinese shadow puppetry at http://www2.chinadaily.com.cn/english/doc/2004-03/29/content_318817.htm.

Procedure:

1. Teachers should read the following article on Chinese shadow puppetry prior to this activity: http://www2.chinadaily.com.cn/english/doc/2004-03/29/content_318817.htm.
2. Explain to students that they will create their own shadow puppet based on a traditional dragon design. Tell students that dragons are an important symbol in Chinese culture.
3. Ask students to define symbol or symbolism and give examples. Write answers on the board. Teachers may need to give an initial example.
4. Next, share the information from the article with your students as well as the following information about dragons in Chinese culture:

   Dragons are a symbol of good luck in Chinese culture. The dragon is a mythical creature that has long been the most important symbol of power in China. Dragons are deeply rooted symbols in the Chinese culture and have long been associated with the emperor. The imperial throne is called the dragon seat and the emperor’s ceremonial robes are called dragon robes. The Chinese dragon is
depicted as a combination of a number of animals. It is thought to have the horns of a deer, the eye of the devil, the neck of a snake, abdomen of a large rooster, the scales of a carp, the claws of an eagle, and paws of a tiger. Dragons are seen as the bringer of rain to grow the crops. Dragons are credited for the transportation of human souls to the heavens after death. *

* Text from Cleveland Museum of Art teacher guide at www.clevelandart.org/educate/asianodyssey/pdf/TonDragonES.pdf

5. Pass out copies of the dragon shadow puppet to students (Attachment B, page 13).
6. Glue dragon sheet onto card stock material.
7. Cut out dragon parts.
8. Use a hole puncher to punch a hole through each joint.
9. Use brads to join the parts. Bend the ends of the brads back to secure them.
10. Tape chopsticks or straws to back of the head and tail of the puppet. These are the rods for your puppet and control movement.
11. Color your dragon with markers.
12. Perform with your puppets in the classroom or put them on display.
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>Title of Story:</td>
<td></td>
</tr>
<tr>
<td>Story Elements:</td>
<td>Identify and describe characters in story:</td>
</tr>
<tr>
<td>Setting:</td>
<td></td>
</tr>
<tr>
<td>Conflict/Solutions:</td>
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<tr>
<td>Conclusion of story:</td>
<td></td>
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<tr>
<td>Moral, lesson, or value of</td>
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</tbody>
</table>
Attachment B: Chinese Dragon Shadow Puppet