

### Suggested Internet Resources

Periodically, Internet Resources are updated on our web site at [www.LibraryVideo.com](http://www.LibraryVideo.com)

- [www.pbs.org/goldrush/teacher.html](http://www.pbs.org/goldrush/teacher.html)  
Information on the California Gold Rush can be found at this web site.
- [natzo.si.edu/Animals/GiantPandas/PandaEducation/default.cfm](http://natzo.si.edu/Animals/GiantPandas/PandaEducation/default.cfm)  
This web site supported by the National Zoo in Washington, D.C., includes a live web cam focused on the giant pandas.
- [www.central.k12.ca.us/akers/inventions.html](http://www.central.k12.ca.us/akers/inventions.html)  
You can find information about famous Chinese inventions at this web site.
- [pasture.ecn.purdue.edu/~agenhtml/agenmc/china/scengw.html#sfc00](http://pasture.ecn.purdue.edu/~agenhtml/agenmc/china/scengw.html#sfc00)  
Take your students on pictorial tour of the Great Wall of China at this web site.

### Suggested Print Resources

- Binns, Tristan Boyer. *Chinese Americans*. Heinemann Library, Chicago, IL; 2003.
- Compestine, Ying Chang. *The Story of Kites*. Holiday House, New York, NY; 2003.
- Low, William. *Chinatown*. H. Holt, New York, NY; 1997.
- Mak, Kam. *My Chinatown: One Year in Poems*. HarperCollins, New York, NY; 2002.

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#### TEACHER'S GUIDE

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#### TITLES IN THIS SERIES

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- AFRICAN-AMERICAN HERITAGE
- ARAB-AMERICAN HERITAGE
- CENTRAL AMERICAN HERITAGE
- CHINESE AMERICAN HERITAGE
- IRISH-AMERICAN HERITAGE
- JAPANESE-AMERICAN HERITAGE
- JEWISH-AMERICAN HERITAGE
- KOREAN-AMERICAN HERITAGE
- MEXICAN-AMERICAN HERITAGE
- NATIVE AMERICAN HERITAGE
- PUERTO RICAN HERITAGE
- VIETNAMESE-AMERICAN HERITAGE

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## Chinese-American Heritage

Grades K-4

The United States has always been a country of immigrants, rich with the customs and traditions of the many countries they represent. *American Cultures for Children* introduces students to the heritage of some of the immigrant groups that make up this diverse land. Through songs, play, food, holidays and history, students are provided with an understanding of and appreciation for the cultural differences they see every day in their classrooms and neighborhoods. Everyone has at least one culture to celebrate, and this series gives children a chance to explore their heritage and share it with others.



## Program Summary

*Chinese-American Heritage* introduces students to some of the customs and traditions of the people from China who now make their home in the United States. Students learn the location, geography and climate of China, visit the Great Wall and see a giant panda. The Chinese were the first Asians to make their home in the United States, and the historical background for their immigration starting in the 1840s is presented. Students learn to say a few words and count to ten in Chinese. On a field trip, students experience the sights, sounds and food of Chinatown in New York City. The Chinese folktale “The Magic Pot” is retold, and the Chinese folksong “Wǒ Di Hǎo Jī Xiǎng” is sung. In an arts & crafts segment, students are given a lesson in making an ink painting.

## Vocabulary

**chopsticks** — A pair of slender sticks used to lift food to the mouth.

**fireworks** — A celebratory display of light or noise made by the burning of certain explosive or flammable materials.

**Asia** — One of the seven continents on Earth.

**Gobi Desert** — The vast dry desert of northern China.

**Beijing** — The capital city of China.

**T'ai Chi** — An ancient Chinese form of exercise.

**immigrant** — A person who makes a new home in a country other than his or her own.

**Transcontinental Railroad** — Completed in 1869, a railroad line that connected the east and west coasts of the United States.

**dim sum** — A traditional Chinese meal consisting of a variety of items served in small portions.

**giant panda** — A white and black “bear-like” mammal found in the forest areas of west-central China.

**bamboo** — A giant, fast-growing, tree-like grass that has a woody stem.

**Great Wall of China** — A wall built to keep the enemies of China out. It is the longest man-made structure on earth and is over 1,500 miles long.

**landscape** — A picture of natural scenery like the sky and trees.

## Words in Chinese

Hello = Nǐ Hǎo

Good-bye = Zài Jiàn

Thank you = Xiè Xie

friend = Péng You

## Numbers in Chinese

One = Yí

Two = Èr

Three = Sān

Four = Sì

Five = Wǔ

Six = Liù

Seven = Qī

Eight = Bā

Nine = Jiǔ

Ten = Shí

## Focus Questions

1. How long is the Great Wall of China?
2. What is the capital city of China?
3. What is an immigrant?
4. Bamboo is the favorite food of what animal?
5. What is dim sum?
6. How do you say “thank you” in Chinese?
7. What are chopsticks?
8. What is T'ai Chi?
9. Name a famous Chinese invention.
10. Why do Chinese people set off fireworks?
11. What comes with every Chinese meal?
12. China is located on what continent?

## Follow-up Discussion

- Chinese Americans live in cities and towns across the United States. Some of the biggest cities in the U.S. have areas known as Chinatown where a large population of Chinese Americans live. If you came from China to live in the United States, would you move to a Chinatown? Why? Why not?
- The giant panda will only be found in the wild in China. It needs lots of land to roam because it eats lots of bamboo. The people of China need more room for homes and farms. Some people want to cut down the bamboo to make room for them. What may happen to the giant panda if more and more bamboo areas are cut away? What could be done to help the giant pandas? Can you think of any ways to have more land for homes and farms and to keep the feeding areas for the giant panda?

(Continued)

- Many of the first Chinese came to the United States looking for gold. It was a long and difficult trip often lasting two months. If you were making this journey, what three things, besides your clothes, would you take along on your trip? Why? Remember, the year is 1849.

## Follow-up Activities

- The California Gold Rush brought many Chinese to the United States. Unlike other gold discoveries, California gold was not deep in mines, but was found in rivers and streams. Create a science lesson by showing your students how to “pan” for gold. Use tin pie plates, water, and small stones to demonstrate how heavy objects behave in water.
- Bring in several copies of a menu from a Chinese restaurant. Have your students decide on which items they would select for a dinner meal and create a “Chinese dinner selection sheet” listing the name and a description of each item. Have students share their choices with the class. If possible, take your students to a Chinese restaurant to sample their selections.
- Write the numbers 1 to 10 using Chinese characters. Use white paper, paint brushes and black paint. The web site [www.enchantedlearning.com/school/China/numbers/](http://www.enchantedlearning.com/school/China/numbers/) has examples of these Chinese characters.
- Have your students learn about the Chinese New Year holiday. The book by Alice Flanagan, *Chinese New Year* (Compass Point Books, 2004), is a good read-aloud introduction to the holiday. Use chart paper to list the holiday facts you find. Help your students to construct paper dragons and lanterns, and to find Chinese music to play during a classroom holiday parade.
- Tea is served with most every meal in China. Have your students find information on growing, harvesting and brewing tea. Create a bulletin board display with tea facts and pictures. Brew several different types of tea for your students to taste. (With this and all food activities, don't forget to check with the school nurse before bringing any food products into the classroom.)
- The Chinese are often credited with inventing the kite. Help your students make their own kites by supplying them with the materials they will need and following the directions they find in books or from an internet search. The web site [www.skratch-pad.com/kites/make.html](http://www.skratch-pad.com/kites/make.html) offers directions to make a diamond kite and has links to additional information on kites and their history.