



CULTUREGUIDE

CHINA

SERIES 1
PRIMARY (K-6)



BRIGHAM YOUNG UNIVERSITY
KENNEDY CENTER
FOR INTERNATIONAL STUDIES

CHINA CULTUREGUIDE

This unit is published by the International Outreach Program of the David M. Kennedy Center for International Studies at Brigham Young University as part of an effort to foster open cultural exchange within the educational community and to promote increased global understanding by providing meaningful cultural education tools.

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WHY STUDY CULTURE?

For most of us, culture is misunderstood and misplaced; it is nebulous, vague, and hidden. Like the famous iceberg analogy, we know that most of what culture is cannot be seen. But what does that mean? And why, then, should we study culture if we do not know what we're studying in the first place?

In the late twentieth century, Brigham Young University did not embrace a new discipline, but rather a new area of study—cultural studies. Typically, anthropology is the social science that studies culture. Why should they have all the fun? Cultural studies unites other academic disciplines (as needed), drawing upon literature, political science, sociology, and even the more applied areas of nursing, social work, law, and business. Cultural studies has grown into nothing short of a revolt against disciplines, “a mode of inquiry” that looks at things in new ways.¹

In 1982, the David M. Kennedy Center for International Studies established International Outreach as a formal program to help build bridges of intercultural understanding. Since then, more than 10,000 *gratis* cultural presentations have been given to local area public schools, taking students to new places using language, multimedia, and imagination. *CultureGuides* derive from the same expertise that has been honed in classrooms—with the exciting exception that these intercultural learning tools are not geographically bound. Thanks to the Internet, accessible multimedia technology, and our trusty iMAC, a limitless audience can learn about culture.

Globalization, the driving paradigm of the post-Cold War world, means that now, more than ever, culture matters. Culture is the invisible context that may keep us from understanding important people, places, and ideas; it exists whether or not we think about it. Intercultural education can help us, not only as an intellectual exercise, but also in very practical ways to combat racism, to expand business, and to communicate effectively.

CultureGuides share the same aim as Edward T. Hall, the eminent cultural scholar, to try and “make culture real.”² Even though our “student guides” are not present in every classroom, we hope that *CultureGuides* will make classrooms of the mind and cultural laboratories wherever you may reside.

¹ Ziauddin Sardar and Borin Van Loon. *Introducing Cultural Studies*, Totem Books, New York: 1998.

² *The Edge: The E-Journal of Intercultural Relations*, Summer 1998, Vol. 1(3) Posted 10/11/98, <http://interculturalrelations.com/v1i3Summer1998/sum98sorrellshall.htm>.

TRADITIONS

MOON FESTIVAL

Mid-Autumn Festival (*Zhong Qiu Jie*), known as Moon Festival, is one of China's most colorful and exciting seasonal festivals. Not many Westerners are aware of this celebration; nevertheless, it is a huge part of Chinese culture. This tradition involves nearly every Chinese citizen, as well as guests in the country.



Starting Points

1. While playing traditional Chinese folk music, display pictures of moon cakes and traditional celebration activities of the Mid-Autumn Festival. This will get the class excited about learning more. (Music CDs or cassettes may be checked out from local library.)
2. Read a poem about the Moon Festival (**see Traditions Visual 1**) and tell the story of why the Mid-Autumn Festival is also called the Moon Festival. This will help the students think about why different cultures celebrate various holidays.
3. Discuss the various activities traditionally done during the celebration of the Mid-Autumn Festival. Also ask questions about why people celebrate the way they do.



Information

The Story of the Moon Lady

Chinese legends say that long ago there were ten suns in the sky. Because the sky was filled with so much heat and sunlight, the farmers' crops were burning up, and all of the lakes and rivers were running dry. The emperor could see that this was a problem and called the best archer in the kingdom, Archer Yi, to his court and asked him to shoot down nine of the suns. Yi agreed and shot down each sun until only one was left in the sky.

As a reward, the queen of the West gave Yi a magic potion that would allow him to live forever. Yi, however, did not drink the potion right away, and one day while he was away, his wife, Chang E, drank it instead. Yi arrived home just in time to see Chang E rising into the sky toward the moon.

Chang E sat alone on the moon every day and wondered when Yi could come to visit her. The fifteenth day of the eighth lunar month commemorates the day when Yi and Chang E are united for a brief time.

Chinese Holidays

Mid-Autumn Festival is one of the most important traditional festivals in China, second only to the Chinese New Year. This festival is celebrated on the fifteenth day of the eighth month of the Chinese lunar calendar. Although it is sometimes referred to as the "August Festival," it usually takes place near the beginning of October on the Gregorian calendar that much of the Western world uses today.

National Day is another Chinese holiday that takes place at the beginning of October. The closeness of the dates of these two holidays often allows for long weekends in which families and friends can have extra time to celebrate together. Much of the rural population may ignore the celebrations of National Day, but the Mid-Autumn Festival is something they never fail to enjoy.

On this day it is said that the moon looks larger, rounder, and brighter than it does on any other day of the year. In Chinese, the word for “round” is “*yuan*.” The word “*yuan*” can be used for things that resemble wholeness and completeness. It also can be applied to words and expressions such as complete, in full circle, accomplished, and reunion. Just as the shape of the moon symbolizes completeness and perfection, the festival is characterized by a reunion of the family.

Also, because this festival follows the harvest, it is generally the most affordable festival of the year. During the festival, meals are abundant and the favorite delicacy is the moon cake. This is usually in the form of a round-shaped snack filled with nuts, dried fruits, preserved flowers, sesame seeds, or meats.

During the night hours, Chinese families enjoy sitting outside with a pot of tea and plates of moon cakes, while laughing together and appreciating the moon. Friends and relatives may gather together for picnics and storytelling.

The moon also links family members who are together with those who are absent. Many people believe that by looking at the moon, family members can feel bound to those loved ones who are not present. They know that the absent members will also be looking at the moon and thinking about them. Everyone tells stories late into the night in honor of the moon lady, Chang E, who grants wishes to those who send her their special requests.

A family may set up an altar outdoors, facing the full moon. On the altar, thirteen moon cakes are placed (thirteen is the number of months in a complete Chinese Moon year), along with dishes of round fruit (roundness for the fullness of the moon), such as melons, apples, oranges, and peaches. The fruit also has meaning: melons and pomegranates have many seeds, an indication of the great number of children the family would like to have; apples and grapes symbolize fertility; and peaches hint at longevity.

Moon Cakes

Moon cakes became an important part of the Mid-Autumn Festival during the Yuan Dynasty in the fourteenth century. At that time, the Mongolian people, under Genghis Khan and Kublai Khan, ruled China. The Han Chinese from the preceding Song Dynasty hated being under Mongolian rule, so they decided to revolt. Because they knew that the Mid-Autumn Festival was drawing near, the leaders of the rebellion worked out a secret plan. They distributed parcels containing cakes to all of the Han people. On the day of the festival, as people were eating their cakes, they found hidden messages inside, rather than fruit or nuts. The messages instructed them to take up arms and join with troops that were waiting to help them overthrow the Mongolian rule. That night, the Han people rose up, attacked and ultimately overcame the Mongolian rulers. One of the rebel leaders later became the emperor of the Ming Dynasty. Since that time, moon cakes have been an important part of the Mid-Autumn Festival.



Activities

1. Relate the legend behind the moon festival and write your own stories or draw pictures about people who live on the moon (**see Additional Resources**).
2. Make and serve traditional moon cakes (**see Additional Resources**).
3. Have the class create suns and moons to hang from the ceiling in the classroom after telling the story of why the Mid-Autumn Festival is also called the Moon Festival (**see Traditions Visual 2**).
4. Talk about how secret messages were hidden inside moon cakes during the time when the Mongols ruled China. Have the class write and deliver secret messages inside moon cakes or cookies.



Discussion Questions

1. What are some traditional holidays we celebrate in the United States and how do we celebrate them?
2. Do all cultures celebrate the same holidays, and do they celebrate them the same way?
3. What are some traditional Chinese holidays we are familiar with?
4. How do Chinese celebrations differ from American celebrations?
5. What are some stories behind the holidays in the United States?

FOLKLORE & LANGUAGE

THE MONKEY KING

The story of the Monkey King is a traditional tale told throughout China. The book “Journey to the West,” a familiar title known to much of the Western world, tells a story that can be traced back centuries to a real place, Monkey Mountain, and a real Chinese monk, Xuan Zang (pronounced Shwan Tsang) in China.



Starting Points

1. Tell the class one part of the Legend of the Monkey King. Many of his actions were tricky and magical. This will intrigue the imaginations of the students and make them want to learn more.
2. Talk about the story of Xuan Zang and his journey to India to seek the Buddhist holy book—the Sutra. This will help the class understand the true story the legend was based on.
3. Show pictures of different scenes from the story of the Monkey King and talk about each of them. Also talk about how the legend of the Monkey King is reflected in Chinese art and culture today. Pictures of scenes from the Monkey King can be found in books mentioned in the resource section.



Information

The Legend of the Monkey King

The Monkey King legend is based on a true story of a famous Chinese monk, Xuan Zang. While traveling on foot to India in search of the Sutra, the Buddhist holy book, Xuan Zang encountered many trials. When he returned to China, he started to translate the Sutra into Chinese, making a great contribution to the development of Buddhism in China. This story is just one of the trials from his journey.

The Monkey King was not an ordinary creature. It is believed that he was created out of a rock. He was an extremely smart animal and learned secret magic tricks and Kung Fu from a master Taoist. It is said that with his magical power, the Monkey King was able to transform himself into seventy two different images, some as large as a lion, some as small as a mosquito.

The Monkey King despised the idea that anyone, even the gods, could be more powerful than he; often, he challenged the powers of Heaven and Hell by fighting battles and using his magical powers to manipulate the gods into giving him what he wanted. Heavenly warriors tried to subdue him with their swords, but the Monkey King was too strong. They even tried to burn him in a furnace, but he resisted the heat and flame.

Finally, the emperor asked the all-powerful Buddha for help. Buddha picked up a great mountain known as the Mount of Five Fingers, and dropped it on the Monkey King. The Monkey King survived the enormous weight and pressure, but was trapped and left alone for five hundred years until Xuan Zang came to his aid.

To ensure that the monk would make it to the west to get the Sutra, Buddha arranged for the Monkey King to become his disciple and escort him. The Monkey King used his magical powers to help protect Xuan Zang in his journey to the west.

The legend of the Monkey King has been carried on today through opera, children's books, and Chinese folk art. The Yellow Mountains (see **Folklore & Language Visual 1**), or more specifically Monkey Mountain, are a popular tourist attraction. Many Chinese people believe that this was the actual mountain that Buddha placed upon the Monkey King in order to subdue him.



Activities

1. Create movable pictures of the Monkey King using brass brads and the monkey pattern provided (see **Folklore & Language Visual 2**).
2. Have the class act out the play of the Monkey King (see **Folklore & Language Visual 3**).
3. Do a puppet show of the Monkey King.
4. Go on a scavenger hunt searching for clues until you find the Sutra.



Discussion Questions

1. What is a legend? Are the stories behind legends real?
2. Have you ever spent a long time searching for something? Did you have to go very far to find it?
3. Do you like being in charge? Do you ever feel like people try to take over and make you do things you don't like to do?
4. If you could have magical powers what would they be, and what would you do with them?

FOOD

CHOPSTICKS

Chopsticks have a unique historical origin which offers some insight into China's cultural past. Today, the use of chopsticks is a major part of Chinese meals. The nature of Chinese food, the way it is prepared, served, and eaten, are all affected by chopsticks. Even the way chopsticks are held or placed on a dish reflects Chinese culture.



Starting Points

1. Display a traditional Chinese place setting with chopsticks and possibly traditional Chinese food (see **Food Visual 1**). This will catch the attention of the class and interest them in understanding and participating in the lesson.
2. Begin by telling the story of why the Chinese people first started using chopsticks.
3. Display a bowl of rice or noodles with chopsticks sitting in the dish. Discuss three main topics:
 - a. How to hold chopsticks and the custom that follows this practice.
 - b. The nature of Chinese food and how it is eaten.
 - c. Appropriate ways to set chopsticks down on a dish and the custom that follows this practice.



Information

Chopsticks

No one knows exactly when the Chinese began using chopsticks. Some people believe that the idea of chopsticks first came about in the minds of greedy and impatient people. According to this story, it happened at the beginning of Chinese written history, around 3000 B.C.E., when most people cooked their food in tripods. These were metal pots that stood on three short legs and could be set directly over a fire. The large pots took a long time to cool after the food was cooked and some people were too greedy and impatient to wait. These people would grab a pair of sticks, poke at the hot food, and lift out the best pieces for themselves. Others copied them, and within a short time people all over China were eating with chopsticks.

Another explanation credits the Chinese preference for chopsticks over knives and forks to the philosopher Confucius. He said honorable and upright people would rather see an animal alive than dead. If they heard the noise and screams of an animal being killed, they would not want to eat its flesh. For Confucius, knives were a constant reminder of slaughtering animals. Consequently, he wrote in one of his

books: “The honorable and upright man keeps well away from both the slaughterhouse and the kitchen, and he allows no knives on his table” (Giblin, 1982). Because many of Confucius’ philosophies are still taught throughout China, and are an important part of Chinese culture, his views on chopsticks very well could have influenced their use today.

By 400 B.C.E., people throughout China were using chopsticks. Together with their adoption came the development of a uniquely Chinese style of cooking. Meat and vegetables were either cut into very small pieces or cooked until they were so tender that they were easy to pick up without cutting. The nature of Chinese food made eating with chopsticks quick and easy. In fact, the word for chopsticks in Chinese means “The quick little fellows.”

Most Chinese chopsticks are ten to twelve inches long and about as thick as a pencil. However, for children, they can be as short as five inches. Chopsticks have been made from many different materials over the centuries: bamboo, wood, jade, ivory, gold, and silver. Many upper-class families in old China used ivory chopsticks tipped with silver. Hundreds of years ago, the Chinese believed that silver was a protection against poison. If the silver-tipped chopsticks came into contact with food that had been poisoned, they would turn black.

Chopsticks serve as signals during a Chinese meal as well. At the beginning of a meal, the host raises his chopsticks over his rice bowl to signal that it’s okay for everyone to start eating. Then he puts his rice bowl to one side of the plate, and everyone else seated at the table does the same. At the end of the meal, people set their chopsticks even and parallel across the tops of their rice bowls to show that they’ve finished. It is never appropriate to stand the chopsticks in one’s food. This is a symbol of bad luck, or something one might see only at a funeral.



Activities

1. Have a contest to see who can transfer the most popcorn from one bowl into another in the shortest amount of time using chopsticks. Pencils may be used as substitutions for chopsticks.
2. Learn how to use chopsticks and eat a traditional Chinese dish using them.
3. Write your own story about why Chinese people use chopsticks and why we use forks.
4. Experiment with chopsticks by trying to pick up different objects using them (or pencils).



Discussion Questions

1. What type of food do they eat in China, and how is it different from the food in the United States?
2. What are some Chinese foods you’ve eaten? Are those foods really eaten in China?

3. Do you think it would be a difficult adjustment for a Chinese person to eat with forks, knives, and spoons, rather than chopsticks? Why?
4. What are some common perceptions we have about Chinese food? Which of these are true and which are false?
5. What kind of foods can you eat with chopsticks (**see Food Visual 2**)?

CROSS-CULTURAL CONTRIBUTIONS

KUNG FU

Martial arts, such as Kung Fu, hold much historical significance in China. Today, this art is experienced worldwide. Chinese youth learn these martial arts in school, while other youth throughout the world get their “kicks” vicariously through film stars such as Jackie Chan and Bruce Lee.



Starting Points

1. Show the class pictures of people doing Kung Fu and Tai Chi (see **Cross-cultural Contributions Visual 1**). Contrasting the differences and explaining the similarities between the two arts will make the class more interested in learning about martial arts.
2. Tell the class about the history of martial arts in China. It’s important for them to know that although this art was once used as a mode of defense, it is now considered more of an art form, like dancing.
3. Discuss the idea that not everything we see in the movies is real. Discuss the difference between Kung Fu as a method of defense, and Kung Fu as an art.



Information

Kung Fu

Today movies are packed with action and adventure. Martial arts, such as Kung Fu, are popular methods for heroes to defend themselves and save the world. Jackie Chan, Bruce Lee, Jason Scott Lee, and Lucy Liu are just a few famous martial art fighters we commonly see in the movies. But is what we see in the movies real? The answer is both yes and no. The martial arts themselves are real, but the context in which they are used is not necessarily realistic.

The Kung Fu of today includes a combination of martial arts techniques and training, along with various methods of health maintenance that have been practiced by the Chinese people from ancient times up to the present. Kung Fu is what the Chinese usually refer to as their national martial art.

Kung Fu, like written Chinese characters, can be pictographic; it can look like what it represents. In Shaolin Kung Fu, for example, there are dragon, tiger, panther, snake, and crane styles. Hua To of the Eastern Han Dynasty created a martial arts style mimicking interactions among tiger, deer, ape, bear, and bird. Styles like these imitate the special characteristics and the attack and defense techniques of different animals and incorporate them into the movements.

Both the government and the people of China take Kung Fu seriously. Chinese martial arts are a required unit of every physical education class. Many universities even have special training for teachers and professionals in the field. Boys and girls will learn various methods of Kung Fu from the time they are very small, and often enjoy “play fighting” with one another, using the moves they learn in their martial arts classes.

It is important to remember that although Kung Fu and other martial arts are real methods of attack and defense, they are not commonly used as such today. Competitions may be held to demonstrate the skills and precision of many martial arts, but it is not common to see martial arts being used as one might see Jackie Chan or Bruce Lee using them.

Kung Fu is also a sport. Activities such as basketball, soccer, track, and baseball are popular amongst Chinese children. However, you will never fail to see martial arts as a popular activity being practiced and taught throughout China.



Activities

1. Show a clip from a movie in which martial arts are demonstrated (e.g., *Mulan*, *Shanghai Noon*, *Rush Hour*, *Dragon: The Bruce Lee Story*, *Crouching Tiger Hidden Dragon*) and invite someone who knows Kung Fu to come in and demonstrate for the class.
2. Do Tai Chi. This is a slow, non-contact martial art that will be fairly simple for the class to follow. Books and videos demonstrating this art can be checked out at local libraries as well as viewed over the Internet.
3. Trace students doing various martial arts poses onto large pieces of paper; let kids cut out and color their own silhouettes and post them around the room.
4. Help students understand that martial arts are an art form and are no longer commonly used as methods of attack. Have the class write stories about what it would be like to be a professional martial artist in the movies.
5. Do a word search using Kung Fu terms (see **Cross-cultural Contributions Visual 2**).
6. Put on a Kung Fu play (see **Cross-cultural Contributions Visual 3**).



Discussion Questions

1. How do you deal with your frustrations? Is it ever okay to take out your anger on someone else?
2. What types of activities do we learn in our gym classes? How are these similar to and different from the types of things other cultures do in their gym classes?
3. Is everything we see in the movies real?
4. How do ideas, actions, or traditions change over time? Do people still use Kung Fu as a method of defense? Why do children still learn martial arts in school?

FACTS ABOUT CHINA

Official Name: People's Republic of China

Capital: Beijing

Government Type: communist state

Area: total—9,596,960 sq km, land—9,326,410 sq km, water—270,550 sq km

Land Boundaries: Afghanistan, Bhutan, Burma, Hong Kong, India, Kazakhstan, North Korea, Kyrgyzstan, Laos, Macau, Mongolia, Nepal, Pakistan, Russia, Tajikistan, Vietnam

Climate: extremely diverse, tropical in the south to sub-arctic in the north

Lowest Point: Turpan Pendi -154 m

Highest Point: Mount Everest 8,850 m (est.)

Natural Resources: coal, iron ore, petroleum, natural gas, aluminum, lead, hydropower

Natural Hazards: frequent typhoons (about five per year along southern and eastern coasts), damaging floods, tsunamis, earthquakes, droughts

Population: 1,284,303,705 (July 2002 est.)

Major Ethnic Groups: Han Chinese 91.9%, Zhuang, Uygur, Jui, Yi, Tibetan, Miao, Manchu, Mongol, Korean and other nationalities 8.1%

Religions: Daoist, Buddhist, Muslim 1–2%, Christian 3–4% (Note: officially Atheist 2002)

Languages: Mandarin, Cantonese

GDP: \$5.56 trillion (2001 est.)

GDP Per Capita: \$4,300 (2001 est.)

Unemployment Rate: 10% (2001 est.)

Industries: iron, steel, coal, machinery, textiles, apparel, petroleum, cement, footwear, toys, motor vehicles, telecommunications

Agricultural Products: rice, wheat, potatoes, peanuts, tea, cotton, pork, fish

Exports: machinery, textiles and clothing, footwear, toys, sporting goods, mineral fuels

Imports: commodities, machinery and equipment, mineral fuels, plastics, iron and steel, chemicals

Trade Partners: United States, Hong Kong, Japan, Taiwan

Currency: yuan (CNY)

Exchange Rate: 8.2767 yuan = \$1 U.S. (January 2002)

Source: CIA World Factbook, 2002

HISTORY AND HOLIDAYS

TIME LINE

2200–1750 B.C.E.	Xia Dynasty: Record of first Chinese writing
1776–1027	Shang (Yin) Dynasty: First major dynasty in China; Chinese create their first calendar.
1027–256	Zhou Dynasty: First record of developed society in China. Confucius lives.
551–479	Buddha, originally Siddhartha Gautama, lives.
221–206	Qin Dynasty: First unified feudal empire; building of Great Wall begins.
206 B.C.E.–220 C.E.	Han Dynasty: First centralized empire; Buddhism comes to China from India.
265–317	Jin Dynasty: Beginning of Hun invasion in the north.
960–1279	Song Dynasty: Empire restores central government and neglects northern and western frontiers; Mongols invade; Genghis Khan and united Mongol tribes annex northern China; Kublai Khan, grandson of Genghis Khan, conquers Song dynasty.
1279–1368	Yuan Dynasty: Mongol rule in China begins; Kublai Khan names the kingdom. Yuan dynasty brought to an end by revolts in Mongolia. Venetian merchant, Marco Polo, spends 20 years in China (1275-1295).
1368–1644	Ming Dynasty: Native Chinese drive out Mongols; second Ming emperor captures Mongolia; Beijing becomes the new capital.
1644–1911	Qing Dynasty: China is again under non-Chinese rule; nationalistic revolutionaries led by Sun Yatsen overthrow dynasty; end of the last dynasty in China.
1911–1949	Republic of China: Struggles between Communists and Nationalists. Japan invades China, but is defeated in 1945.
1949–Present	People's Republic of China: Communists defeat Nationalists and found the People's Republic of China. Nationalists flee to Taiwan, creating one of the most prosperous Asian economies. Mao Zedong is leader of China from 1949 until his death in 1976. Economic reforms initiated in 1978. Government troops attack student protesters in Tiananmen Square in 1989.

HOLIDAYS

1 Jan	New Years Day
1 Apr	Tree Planting Day—This holiday began in the late 1970s when the reformist government decided to begin a greening campaign throughout the country. This campaign has continued through the years.

- 1 May** International Labor Day—This holiday is celebrated much like New Year’s Day: workers enjoy a work-free day with parties in parks.
- 1 June** Children’s Day—Chinese Children love this holiday and look forward to it all year. Elementary schools have parties, parents give their children gifts, and many parks, museums, and theaters are open free to kids on this day.
- 1 July** The CCP’s Birthday—This day celebrates the founding of the Chinese Communist Party in 1921.
- 1 Oct** National Day—The anniversary of the founding of the People’s Republic of China in 1949. To celebrate this day, many Chinese people take vacations and enjoy parties, parades, and fireworks.

* Spring Festival (The Chinese New Year)—Celebrated the first day of the first month on the Chinese lunar calendar. This is the largest, most celebrated occasion in China and much of Southeast Asia. Parades, parties, eating, performances, and fireworks are common sights during the Chinese New Year.

* Lantern Festival—Celebrated the fifteenth day of the first month on the Chinese lunar calendar. This festival marks the end of the Chinese New Year season. Food, lion and dragon dances, and lantern exhibits are familiar events for this day.

* Duan Wu (Dragon Boat) Festival—Celebrated the fifth day of the fifth month on the Chinese lunar calendar. This day commemorates Qu Yuan (Chu Yuan), a famous patriot who drowned himself in protest to the emperor, who surrendered to his enemy. Qu’s people launched their boats into the river, where he drowned in an attempt to save his body from being devoured by the fish. Today, as a result, dragon boat contests are held.

* Mid-Autumn Festival—Celebrated the fifteenth day of the eighth lunar month. This is the second largest festival in China, after the Chinese New Year. It is the day when the moon is fullest. Families feast on good food and watch the moon together on this day.

* Qing Ming—Celebrated in the spring. Day dedicated to honor the deceased (similar to the U.S. Memorial Day).

* Represents holidays celebrated according to dates found on the Chinese lunar calendar. This calendar is different than the Gregorian calendar most of the Western world uses.

ADDITIONAL RESOURCES

CHINESE EMBASSY TO THE UNITED STATES

2300 Connecticut Ave NW

Washington, D.C. 2008

Phone: (202) 238-2500, Fax: (202) 588-0032

Web site: <http://www.china-embassy.org>

E-mail: Chinaembassy_us@fmprc.gov.cn

CHINA NATIONAL TOURISM ADMINISTRATION

No. 9A, Jianguomennei Avenue

Beijing 100740

Phone: (86-10) 6513-8866, Fax: (86-10) 6512-2096

E-mail: wzhang@ns.cnta.com

BOOKS

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INTERNET SITES

Chinese Cultural Products and Services:

<http://www.chinasprout.com/>

Chopstick Instructions:

<http://www.chinavista.com/experience/chopstick/kuaizi.html>

<http://www.calacademy.org/research/anthropology/utensil/chpstck.htm>

CIA World Factbook:

<http://www.cia.gov/cia/publications/factbook/mx.html>

Moon Cakes and Recipes:

<http://chineseculture.about.com/cs/aboutfestival/>

<http://www.chinesefood.about.com/library/blrecipe278.htm>

Moon Festival and the Legend of the Moon Lady:

<http://www.chinesefood.about.com/library/weekly/aa091099.htm>

Moon Festival Story: <http://www.night.net/rosie/9710-moonlady.html-ssi>

Traditional Chinese Paintings of the Monkey King, as well as links to other**Monkey King sites:**

<http://www.hamline.edu/~jwdart/monkey.html>

Traditional Festival Activities:

<http://www.chinasprout.com/html/monkeyking.html>

Traditional Legend of the Monkey King:

<http://www.china-on-site.com/literatu/classic/west/>

FILM

Monkey Magic: The Quest Begins (VHS).

Mulan, Disney Co., 1998.

Tai Chi for Busy People, Dr. Keith Jeffrey, 1999.

The Lady on the Moon

by Cimberly Carr

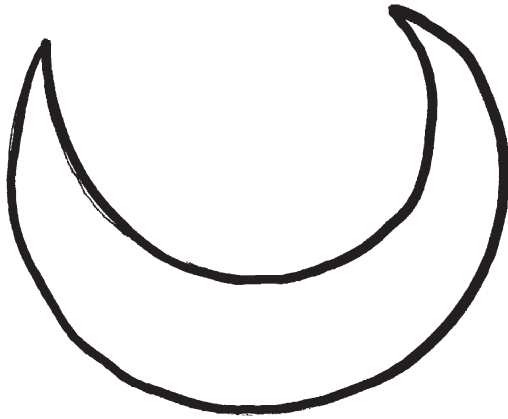
On a special day
just once a year
The Moon Lady sings
for China to hear.

“I’m lonely,” she sings,
“For there’s no one but I
all alone on the moon
up here in the sky.”

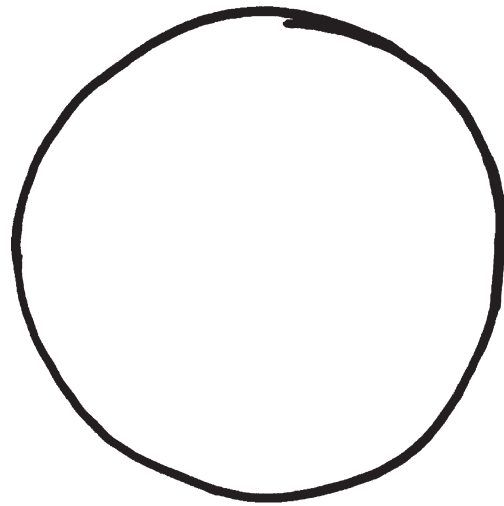
The potion of life
I thought I would take,
now I’ve flown to the moon
where I sit wide awake.

But way down below
the people will say,
“Please don’t cry,
for today is Moon Day.

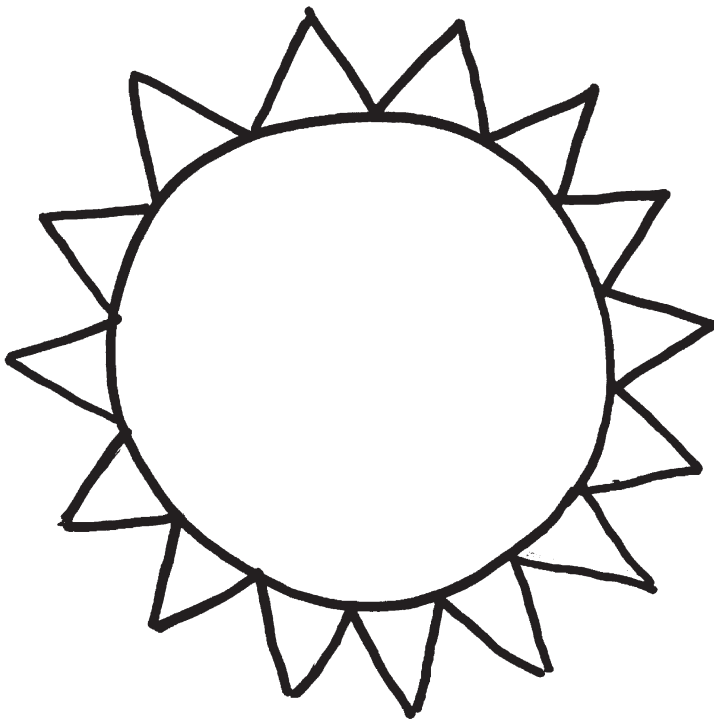
“We’ll all look up
and we’ll smile and shout,
‘Happiness is what
Moon Day is all about.’”



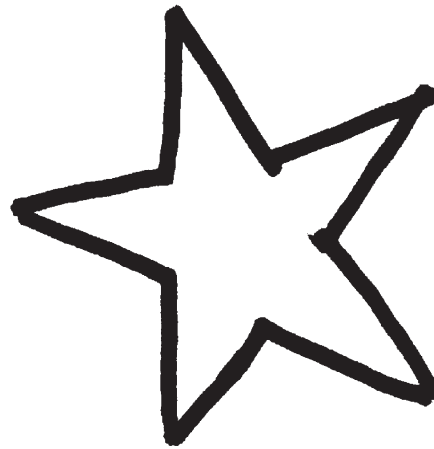
CRESCENT MOON



FULL MOON



SUN



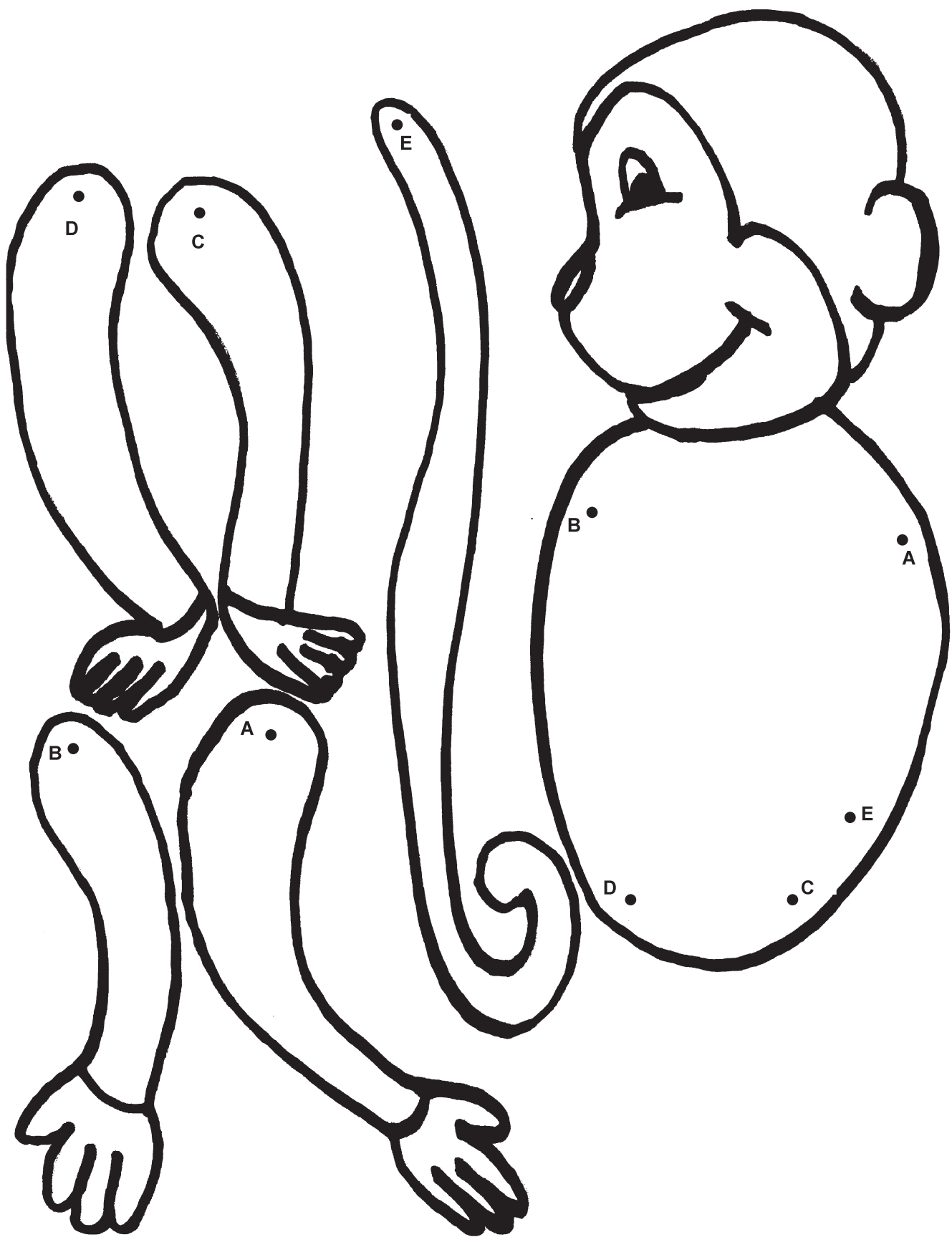
STAR

These patterns may be enlarged

Folklore & Language Visual 1: Monkey Mountain



Folklore & Language Visual 2: Monkey King Cut-out



Legend of the Monkey King

A palace where the emperor is talking to his servants

Emperor What are we going to do? We've tried to fight the Monkey King , but he has too many magical powers.

Servant 1 He can transform himself into a lion.

Servant 2 And he can travel hundreds of miles in just seconds.

Monkey King's cave

Monkey King There is no one in the world more powerful than I. I will soon rule the kingdom.

Back at the Palace

Emperor Our armies aren't strong enough to beat the Monkey King. Who will be able to help us?

Servant 1 Maybe we should ask Buddha for help.

Servant 2 Yeah, he is even more powerful than the Monkey King.

Emperor That's a great idea!

Buddha enters

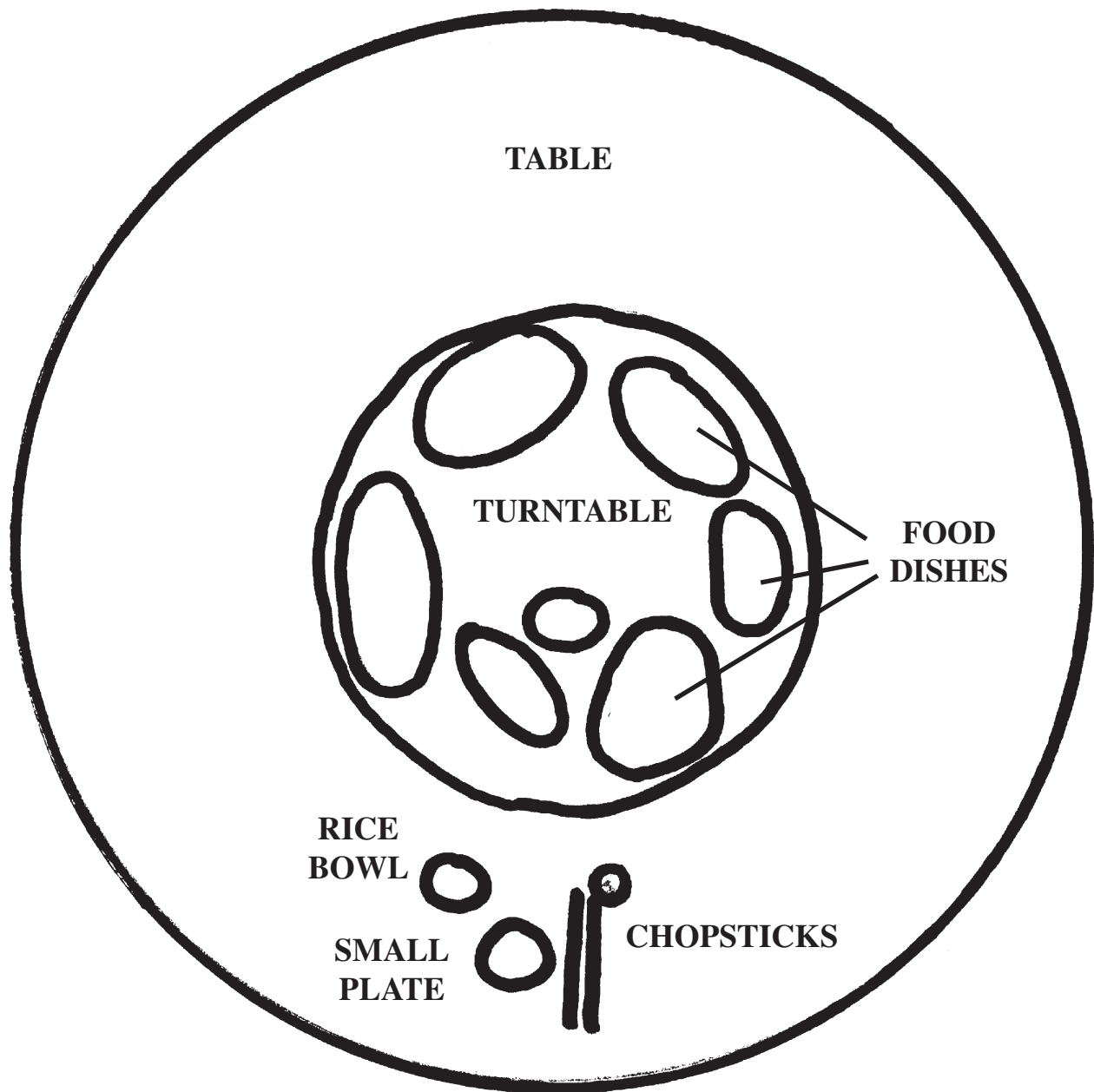
Emperor Buddha, the Monkey King is trying to take over the kingdom. Please help us.

Buddha I will help you. I'll trap the Monkey King under a mountain and he'll never bother you again.

We see the Monkey King covered by a mountain

Emperor & Servants Hurray! The kingdom is saved.

Traditional Chinese Table



Can you eat these foods with chopsticks?

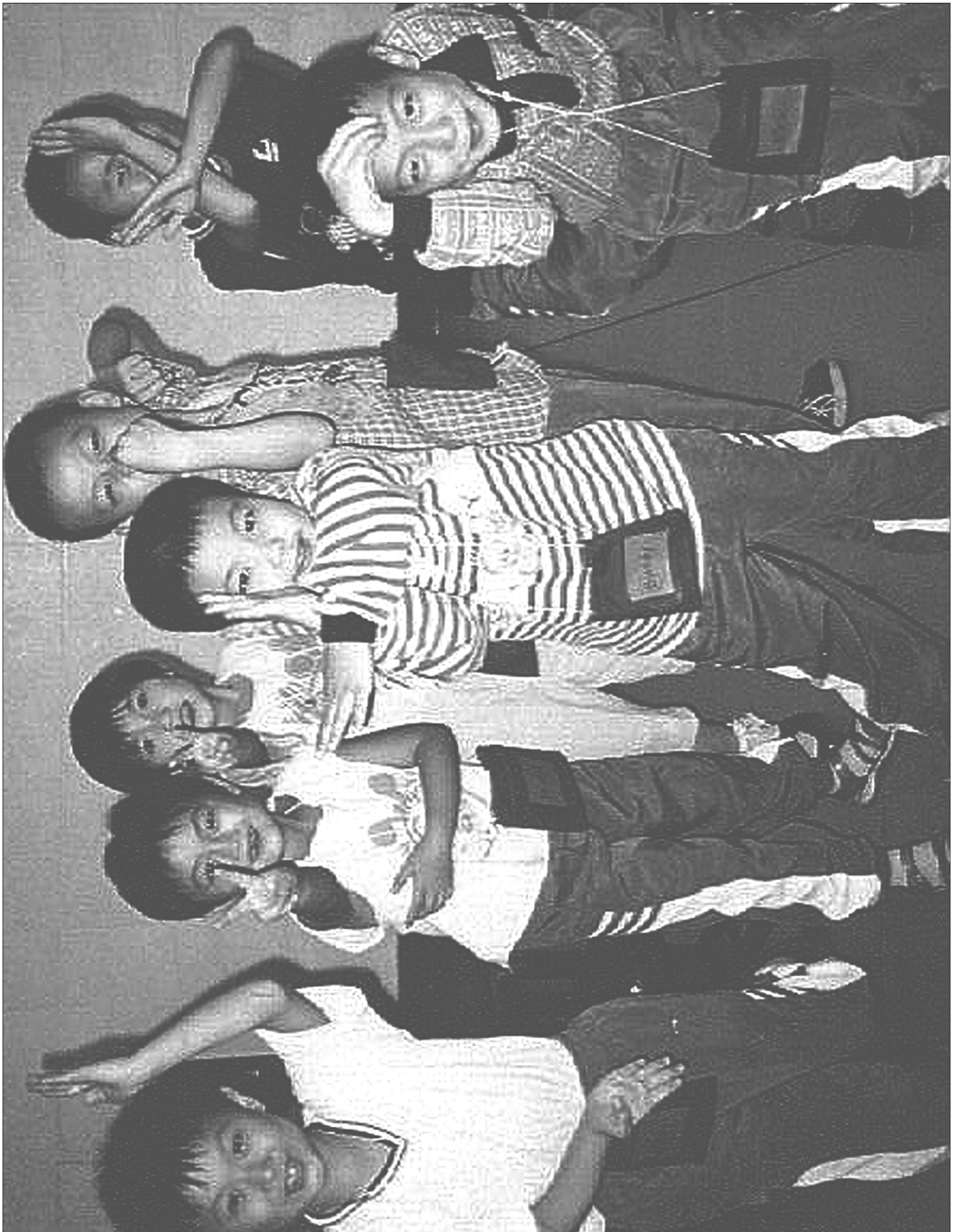
YES

chicken
rice
noodles
broccoli
beans
dog
beef
tofu
spinach
cabbage
peanuts

NO

cereal
sandwiches
hamburgers
hot dogs
ice cream
soup
yogurt
pudding
Jell-O
pizza

Can you add to this list?



KUNG FU WORD SEARCH



arm
art
bird
Chan

dragon
jump
kick
Kung Fu

Lee
leg
Tai Chi
Tiger

KUNG FU WORD SEARCH ANSWER KEY



arm
art
bird
Chan

**dragon
jump
kick
Kung Fu**

Lee
leg
Tai Chi
Tiger

Kung Fu play or short story

Jimmy Lee is twelve years old. He lives in California, takes classes in Kung Fu, and has dreams of becoming a professional martial artist someday.

One day on his way to school, Jimmy hears a cry for help. He looks around the corner and sees a woman being robbed. Jimmy feels a little scared, but rushes to the aid of the woman and uses his Kung Fu skills to protect her and chases the robbers away.

The police see Jimmy's act of courage and award him with a special medal. They invite him to join the police squad. Jimmy says thanks, but he still has a lot to learn, so he says he'll think about it after he finishes school.



FLAG OF CHINA

The Chinese flag is red with a large yellow five-pointed star and four smaller yellow five-pointed stars (arranged in a vertical arc toward the middle of the flag) in the upper hoist-side corner.

Map of China

