

Unit 05: Chinese New Year (春节) & Lantern Festival (元宵节)

Content Area: **World Language**
Course(s):
Time Period:
Length: **3 weeks**
Status: **Published**

Unit 4

Unit Title:	Chinese New Year and the Lantern Festival
Suggested Duration:	3 weeks

Standard(s) Addressed

[World Languages \(NJSL-S-WL\)](#)

WL.IL.7.1.IL.IPERS	Interpersonal Mode of Communication
WL.IL.7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
WL.IL.7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
WL.IL.7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
WL.IL.7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
WL.IL.7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
WL.IL.7.1.IL.IPRET	Interpretive Mode of Communication
WL.IL.7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
WL.IL.7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
WL.IL.7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
WL.IL.7.1.IL.PRSNT	Presentational Mode of Communication
WL.IL.7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
WL.IL.7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
WL.IL.7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

Interdisciplinary Connections

Interdisciplinary Connections
<p>Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects</p> <ul style="list-style-type: none">▪ Grades 9-10▪ Grades 11-12 <p>Math Practices: https://www.nj.gov/education/standards/math/Index.shtml</p> <p>Science Practices: https://www.nj.gov/education/standards/science/Index.shtml</p> <p>Find and paste appropriate <u>Companion Standards or Practices</u> here.</p>

Language Arts:

Students develop reading and storytelling skills through myths and folktales like the story of *Nian* and the origin of the Lantern Festival. They write reflections, compare cultural celebrations, and explore symbolism and figurative language in festival-related texts.

Mathematics:

Students explore the lunar calendar, calculate festival dates, and interpret numerical symbolism in Chinese culture (e.g., the significance of numbers like 8 and 4). They may also count zodiac cycles or analyze patterns in traditional decorations and lantern designs.

Social Studies/History:

Students explore the historical development of Chinese New Year and the Lantern Festival, including Confucian and folk influences. They examine the cultural significance of family, ancestors, and seasonal renewal in Chinese society.

Art:

Students design and create red envelopes, paper lanterns, calligraphy decorations (福), and paper cuttings. They analyze the meaning of colors, animals, and patterns in Chinese New Year art.

Music:

Students listen to or perform traditional New Year songs and drumming rhythms associated with lion and dragon dances. They learn about the cultural function of music in celebration and storytelling.

Technology Integration

Technology Integration
Northern supports the integration of the SAMR Model : a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and careers.

- Google Slides created by teacher
- Chromebook for students
- Smartboard activities
- Edpuzzle
- Quizet
- Quizizz
- Gimkit
- Kahoot
- Formative for speaking practices
- Cultural videos (online)

STAGE I Desired Results

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<i>Objective (Transfer)</i>
<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Identify and explain the significance of key Chinese New Year and Lantern Festival traditions, such as red envelopes, fireworks, dragon and lion dances, and lantern displays. • Describe how Chinese New Year customs reflect cultural values such as family unity, respect for elders, good fortune, and starting fresh. • Retell the origin stories and legends related to these festivals, such as the story of Nian and the historical development of the Lantern Festival. • Use basic Chinese vocabulary and sentence structures to describe holiday customs, greetings, and wishes (新年快乐, 恭喜发财). • Compare and contrast Chinese New Year and Lantern Festival celebrations with major holidays in their own cultures, identifying shared values and distinct practices. • Explain how these festivals connect to the lunar calendar and Chinese zodiac, and understand their timing and symbolism. • Participate in or simulate traditional practices (making paper lanterns, writing lucky phrases, giving well-wishes) to deepen cultural understanding through hands-on learning. • Reflect on how cultural celebrations like Chinese New Year and the Lantern Festival build community, pass on traditions, and shape identity. • Create multimedia or visual projects (posters, skits, digital presentations) to share what they've learned about these festivals with others.

Mastery

Big Ideas/Understanding

Students will understand that...

- Language and culture are mutually dependent.
- Chinese New Year is a time for family reunion, renewal, and honoring traditions that have been passed down for generations
- Festivals in Chinese culture are rich with customs that express values such as respect, hope, and gratitude
- The Lantern Festival marks the end of Chinese New Year celebrations and highlights light as a symbol of guidance and new beginnings
- Traditional stories and legends, such as the tale of Nian or the origin of the lanterns, connect cultural practices to history and beliefs

Essential Questions

- Why is Chinese New Year the most important celebration in China?
- How do traditions and language during the New Year express hopes for the future?
- What role do riddles, greetings, and stories play in celebrating Yuan Xiao Jie?
- How do stories and legends help us understand the meaning of these festivals?
- How do the celebrations of Chinese New Year and the Lantern Festival compare to festivals in other cultures?

Acquisition

Students will know . . .

- The major traditions and customs of Chinese New Year
- The meaning behind important symbols like the color red, dragons, lanterns, and the zodiac animals
- Key vocabulary related to the festivals, such as 新年 (xīn nián - New Year), 春节 (Chūn Jié - Spring Festival), 红包 (hóng bāo - red envelope)
- The significance of the Lantern Festival as the final celebration of the New Year period
- How food, decorations, and activities during these festivals express wishes for luck, health, and prosperity
- The role of family, community, and

Students will be skilled at . . .

- Identifying and explaining key symbols and customs of Chinese New Year and the Lantern Festival
- Using basic vocabulary and simple phrases for Chinese New Year
- Comparing and discussing similarities and differences between Chinese festivals and their own cultural celebrations
- Recognizing the cultural significance of colors, foods, and decorations during the festivals

cultural heritage in Chinese New Year celebrations

STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Assessments (Linked weekly below)	Practices (Linked weekly below)
<ul style="list-style-type: none"> • Festival Symbol Posters: Students create posters featuring key symbols (lanterns, red envelopes, zodiac animals) with simple explanations or drawings • Reflection Journal: Students write or draw about what they learned or what festival tradition they found most interesting and why 	<ul style="list-style-type: none"> • Song interpretation (Interpretive Mode) • Communicative Activities (Interpersonal Mode) • Vocabulary quizzes (Interpretive Mode) • Vocabulary Activities and games (Interpersonal Mode) • Class discussions (Interpersonal Mode) • Dialogue Presentation in pairs (Interpersonal Mode) • Worksheets that students will complete in classes • Holiday Greeting Role-Play: Practice and perform a short scripted dialogue using festival greetings and wishes • Compare and Contrast Chart: Students complete a graphic organizer comparing Chinese New Year or Lantern Festival customs to a festival from their own culture
Modifications	
<p>How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment)</p> <ul style="list-style-type: none"> • Simplify language: Use shorter sentences, simpler vocabulary, and visual supports (pictures, icons) in instructions and assessments. • Alternate formats: Allow students to demonstrate understanding through drawing, matching, or selecting pictures instead of writing full sentences • Chunk tasks • Partner or Group Work: Let students work with peers or adults for assessments to support 	

collaboration and reduce anxiety

STAGE III Learning Plan

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Organize plan by weeks

Week 1: Chinese New Year

- Introduce the Chinese New Year: stories, decorations, foods
- Chinese New Year information (12min)

[Chinese New Year Information for Kids | Facts about Chinese New Year](#)

- The history of “nian” (4min)

[Nian | A Lunar New Year Story](#)

- 新年快乐 (Happy New Year), 恭喜发财 (Wishing wealth)
- Story: Animated video/storybook about 年兽 - monster of Nian
- Decorate classroom with paper couplets and red items
- Vocabulary game: Matching pictures to words and meaning
- Compare U.S. holidays and Chinese New Year (values, traditions, food, family)

Week 2:

- Cultural Study - [Lunar Calendar](#) (google slide assignment linked/ with videos)

Video links:

1) LunarCalendar(你好中国 2’42’):

[Chinese Lunar Calendar | Introduction \(Hello China #8\)](#)

2)CGTN introduction: (1’34’) [Understanding how the Chinese lunar calendar works](#)

3) (optional)中国日历天干地支60年循环介绍 英文(1’51’)

[The Chinese Lunar Calendar Explained](#)

- Explain symbolic meanings behind decorations and food

- Compare U.S. holidays and Chinese New Year (values, traditions, food, family)
- Activities: Red envelope craft, party planning, learn meaning of New Year food, Chinese New Year poster comparing it with a U.S. holiday
- Festival Symbol Posters: Students create posters featuring key symbols (lanterns, red envelopes, zodiac animals) with simple explanations or drawings
- Red envelope craft (write greeting inside)
- Party planning: design a mini celebration with food

Week 3: Yuan Xiao Jie

- Festival: Yuan Xiao Jie (Lantern Festival)
- Culture: Lantern riddles, try Tangyuan (sweet rice balls 汤圆)
- Explain the significance of the festival: family reunion, full moon, unity
- Reflection Journal: Students write or draw about what they learned or what festival tradition they found most interesting and why
- Activities: Make riddle lanterns, taste or craft tangyuan. Write or draw your favorite festival and explain why

Modifications

How are the activities modified/differentiated? (i.e.: abridged text)

- Use visuals + icons for vocabulary and instructions
- Break tasks into chunks with clear step-by-step instructions
- Give choice in how students show learning (draw, speak, act, write)
- Include peer or group work for support
- Use sentence starters, graphic organizers, and audio supports
- Include movement-based tasks (stations, scavenger hunts, etc.)
- Use simplified stories or videos about 年兽 with key vocabulary highlighted or repeated.

Specific Resources for Unit

Specific Resources for Unit

Attached Affirmative Action Compliance Checklist

- Teacher-created activity worksheets for communicative activities in A/B pairs
- Chromebooks
- Chinese New Year information (12min)
- [Chinese New Year Information for Kids | Facts about Chinese New Year](#)
 - The history of “nian” (4min)

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Diversity, Equity, & Inclusion

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NB World Language department believes that effective world language instruction promotes and advances social justice by affirming the dignity of students, languages, and cultures. To this aim, the revised standards afford each student the opportunity to use the target language to tell their own stories and to value and advocate for equity, global awareness, and intercultural understanding. The department recognizes the need to encourage dialogue and relationships on equal terms and empower the students to advocate for themselves and others by providing the tools for ongoing inclusive and equitable communication.

Accommodations and Modifications (link to menu)

Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, LGTBQ, and students with 504 plans.

Career Readiness (9.2), Life Literacies and Key Skills (9.4) Standards

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

Climate Change Education

ClimateChange Education	
Enduring Understandings/Core Ideas	Performance Expectations
Math and ELA- Provide a brief description of a lesson or activity that relates to Climate Change. All other Content Team copy and paste the <u>Core Idea and Performance Expectation</u> from NJDOE link above.	