



Chinese New Year: Paper Lanterns

A lesson for EASTWOOD ELEMENTARY

Students ages 5-7, grade 1

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I. Theme/Subject:

- Chinese New Year
- Chinese Lantern Festival
- Chinese paper lanterns

II. Objectives/Concepts:

- Students will recognize that the traditions and values attributed to Chinese New Year and its celebration are unique and valid.
- Students will recognize that holidays originate from a variety of different backgrounds, legends, or traditions.
- Students will recognize that legends are a way of explaining our perception of the world in which we live.
- Students will practice using a ruler and measuring.

III. Standards:

A. National Standards

1. Visual Arts

- NVA 1.4: Students use art materials and tools in a safe and responsible manner
- NVA 2.3: Students use visual structures and functions of art to communicate ideas
- NVA 3.2: Students select and use subject matter, symbols, and ideas to communicate meaning
- NVA 4.1: Students know that the visual arts have both a history and specific relationships to various cultures

2. Social Studies

- NSS-USH.K-4.4 The History of Peoples of Many Cultures Around the World: Understand selected attributes and historical developments of societies in Asia

3. Language Arts

- NL-ENG.K-12.9 Multicultural Understanding: Students develop an understanding of and respect for diversity in language use, patterns,

and dialects across cultures, ethnic groups, geographic regions, and social roles.

B. Ohio State Standards

1. Visual Arts

- Benchmark 1A: Recognize and describe visual art forms and artworks from various times and places.
- Benchmark 1B: Use historical artworks such as paintings, photographs and drawings to answer questions about daily life in the past
- Benchmark 2B: Establish and communicate a purpose for creating artworks. Identify, select and use art elements and principles to express emotions and produce a variety of visual effects.

2. Social Studies

- Social Studies Skills and Methods *Obtaining Information* Benchmark A1: Obtain information from oral, visual, and print sources.

IV. Vocabulary:

- *Chinese Lantern*: a collapsible translucent covering for a light
- *Chinese New Year*: the first day of the lunar new year; the biggest holiday celebrated among Chinese people; often referred to as the spring festival as it signifies the beginning of spring.
- *Cylinder*: tube shape
- *Translucent*: almost transparent; see-through; something that lets most light through, but not all

V. Materials:

A. For Studio Activity:

- Assorted colored construction paper 9 x 12" (one sheet per student)
- (3) Three black strips of construction paper measuring 1/2" wide and 12" long each (to be pre-cut by teacher)
- Markers
- Scissors
- Glue
- Optional: yellow and orange tissue paper

B. For Presentation:

- LCD Projector
- Microsoft Power Point
- CD with *Chinese New Year* Power Point presentation

VI. Strategies and Procedures:

A. Engage (motivation):

Students will view Power Point presentation on Chinese New Year and Chinese Lantern Festival.

B. Explore:

Students will be encouraged to ask questions during and after the presentation.

Students may visit their school or local libraries to further research Chinese New Year and or the culture of China.

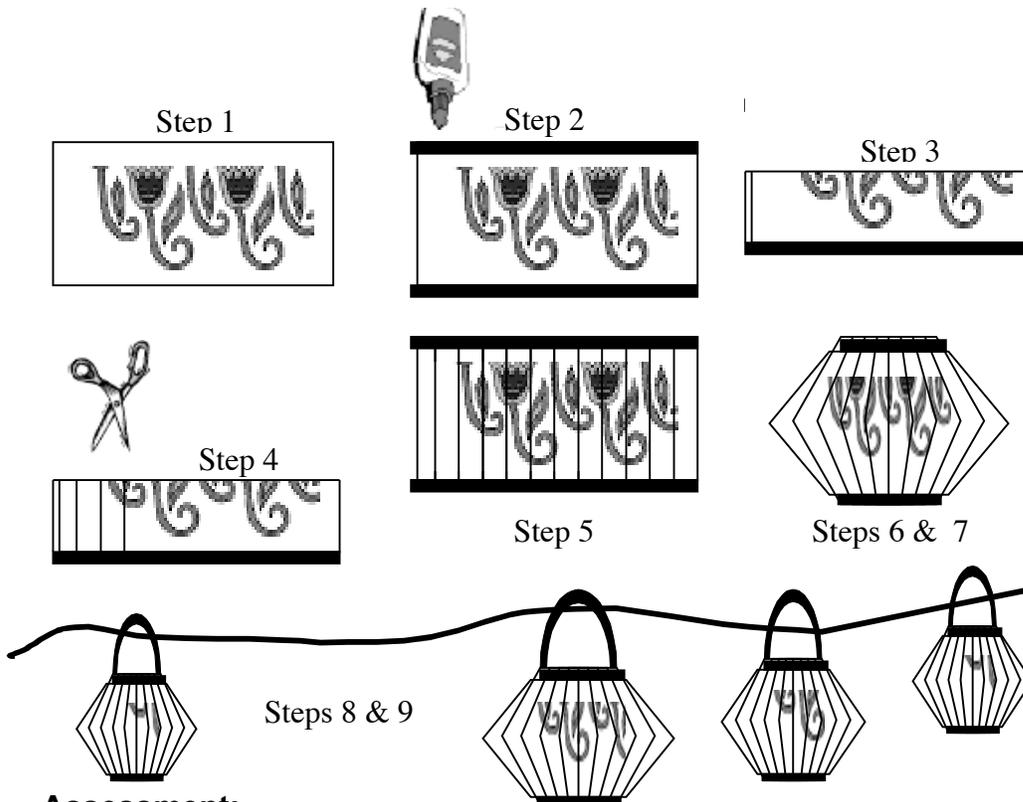
C. Create:

Each student will create his or her own paper lantern from construction paper using scissors, markers, and glue. First, students will decorate large colored sheet of construction paper with markers. Students may draw Chinese symbols, characters, or other scenes relevant to the Chinese New Year celebration. After decorating, paper will be folded in half lengthwise (“hot-dog-style”) so that rectangle measures 4.5” x 12”. Students will then measure and mark equal distances of 1/2” from fold to one black edge. Beginning from folded edge, students will use scissors to make cuts along measured lines, being careful to cut up only up to the edge of the black strip and not beyond. (Students can unfold paper once all cuts have been made.) Students will then bend short edges (9” edges) together to form a cylinder and glue together. Once edges are dry, students will spread the slits at the fold and create the “lantern effect.” A final black 12” x 1/2” strip is bent and attached with glue at top of the lantern to form the handle. If desired, students may add crumpled orange and yellow tissue paper to the inside of their lanterns to resemble the candle flame. When all lanterns are dry, students can string lanterns along black yarn and hang around the classroom.

Student Procedures:

1. Decorate 9” x 12” rectangular colored construction paper with markers.
2. Glue one 12” x 1/2” black strip along each long (12”) edge of the rectangular paper. Let dry.
3. Fold paper lengthwise (“hot dog style”) with the decorations on the outside (so that folded rectangle measures 4.5” x 12”).
4. Starting from the folded edge, make cuts about 1/2” apart, cutting up to the black edge, but not beyond.
5. Unfold.
6. Glue one of the short sides to the other, creating a cylinder. Let dry.
7. Spread the slits at the fold, creating a lantern effect.

8. Bend last black strip of construction paper to form a handle, attaching to lantern with glue. Let dry.
9. String lanterns onto cord and hang around classroom.
10. Optional: for added "light" effect, crumple orange and yellow tissue paper and insert inside lantern.



VII. Assessment:

Students will be grade upon construction of their lanterns. Criteria may include:

- Did students follow directions correctly?
- Did students create a design on their lantern related to the Chinese New Year?
- Did students require little to no assistance with construction?
- Did students use materials properly?
- Did students clean up work space completely?
- Did students work well with classmates?

VIII. Closure:

Students will recap what they have learned from the Power Point presentation. A group discussion or questions and answers written on the board will reinforce knowledge. Students can compare and contrast Chinese New Year traditions with their own

IX. Across the Curriculum:

- A. History:** Have students explore more of the traditions of Chinese New Year and its origin. Compare the traditions of the western celebration of New Year's with the traditions of Chinese New Year. Explore the functions of paper lanterns.
- B. Math:** Practice counting coins. Learn to count to ten in Chinese. Measure the sizes of the paper needed to construct the lanterns and the cuts needed to make the lantern expand.
- C. Art:** Make rubbings of actual coins. Study color and texture.
- D. Science:** Have students study the climate of China and compare it to local weather during the Chinese New Year festivities.
- E. Reading:** Read picture books aloud to the students or have them read along.
- F. Writing:** Have students write short stories or poems about what they have learned. Have students write postcards to pen pals from China.
- G. Technology:** Have students research Chinese New Year via search engines on-line.

X. Resources:**A. Books:**

1. Cech, M. (1991). *Globalchild: Multicultural Resources for Young Children*. New York: Addison-Wesley.
2. *Chinese New Year Celebration Box Guide*. (1993). Lakeshore Learning Materials.
3. Sing, R. (1992). Chinese New Year's Dragon Teacher's Guide. In *Multicultural Celebrations*. Cleveland, Ohio: Modern Curriculum Press.
4. Santino, J. F. (1990) *Calendar*. In *The New Book of Knowledge* (Vol. 3 pp 11-17) Connecticut: Grolier Inc.
5. Warren, J. & McKinnon, E. (1988). *Small World Celebrations*. Everett, WA: Warren.
6. Yuan, Haiwang. (1995). *Chinese New Year*.

B. Websites:

1. www.educ.uvic.ca/faculty/mroth/438/CHINA/chinese_new_year.html
2. www.c-c-c.org/chineseculture/festival/newyear/newyear.html
3. www.kiddyhouse.com/CNY/
4. www.dennisflood.com/photos/featured/lantern_festival_2003.shtml