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| Lesson Topic | **Visiting China Through Nature and Panda Bears**  |
| Class/Grade | 4th Grade |
| Activity Type | Various |
| Lesson Objectives | **The student will be able to:*** Describe the location of China in relationship to other countries like Japan, Korea, Vietnam and the West.
* Describe and analyze how geographical features have affected the human population (population growth, transportation, imports, exports, and cultural development of symbolic language and writing.)
* Appreciate the connection with nature and its impact on the culture and arts in China.
* Compare and contrast Eastern and Western works of art about nature with an eye as to how art reflects cultural values (i.e. order, balance, stability in China.)
* Develop a deep understanding of the impact humans have on wildlife such as the endangered panda bear.
* Develop an understanding of the partnership between the East and West to reach common goals such as protecting and preserving the panda bears.
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| Essential Questions | How does the United States cooperate with other countries to help preserve and protect the environment? |
| Standards/Benchmarks | KSDE Social Studies5.3 The student will investigate and connect dynamic relationships to contemporary issues. |
| Sources Used | Indianapolis Children’s Museum: Celebration China (click on China link)Indianapolis, Indiana, accessed 3/19/2015<https://www.childrensmuseum.org/discover/china>4. The Han Collection: Background and folklore of panda bearsThe Han Gallery, Gresham, Oregon, accessed 3/19/2015<http://www.originalchinesepaintings.com/Pandas/>6. Chinese Painting Instruction: Painting panda bearsMoon Bear World for Ichen Art Academy, accessed 3/19/2015<https://www.youtube.com/watch?v=BeKkNqz9tno>7. Chengdu Research Base <http://www.panda.org.cn/english/news/news/>Chengdu, China, accessed 3/19/20158. Panda Web Cam: Chengdu Research Base (Choose from ‘On Air choices)<http://en.ipanda.com/live/>Chengdu, China, accessed 3/19/20159. Panda Web Cam: Ya’an China- Giant Panda Reserve<http://explore.org/live-cams/player/china-panda-cam-1>Ya’an, China, accessed 3/19/2015 10. Panda Web Cam: San Diego Zoo<http://zoo.sandiegozoo.org/cams/panda-cam>San Diego Zoo, San Diego California, accessed 3/19/201511. Watch the time lapse photography of a baby panda growing.<http://www.huffingtonpost.com/2013/11/27/national-zoo-baby-panda-100-days-old_n_4351778.html>The National Zoo, Washington D.C., accessed 3/19/201512. News and Partnership: Listen, what do their names mean?<http://www.livescience.com/12874-baby-panda-100day-tradition.html> Live Science, accessed 3/19/2015 |
| Required Materials | * Access to computers for research and online digital learning
* Apps to create a product with technology, other materials outside technology as needed
* Paper, pencils, paint/brushes/art paper for art video instruction
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| Time Requirement | 3-7 class periods |

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| Procedure |  |
|  | **Procedure**1. Geography: Locate China and the surrounding countries on a map: review important geographical features and how they are used by humans(such as major rivers and waterways used for trade and travel); mountains; large cities; and finally locate panda bear habitat and conservation areas.

**Introduction: China Celebration in America**Indianapolis Children’s Museum: Celebration China (click on China link)<https://www.childrensmuseum.org/discover/china>Discovery: Students discuss observations; make a list of questions or topics they may want to research on safe children’s web sites approved by teacher. Share with class and post in classroom for independent discovery (works well in a blended classroom format.)**Compare/Contrast East and West throughout the lessons and Eastern philosophy of Order, Balance, Stability.** Seeing China through Evaluation Art and Nature: Instruction with students:1. The Han Collection: Background and folklore of panda bears<http://www.originalchinesepaintings.com/Pandas/> 2. Han Gallery: More Contemporary artist paintings of Pandas<http://www.originalchinesepaintings.com/gal_type.asp?iType=48&offset=36>Guided Learning: Focus on simplicity of Chinese painting and brush strokes1. Chinese Instructor: Painting panda bears<https://www.youtube.com/watch?v=BeKkNqz9tno>Students will watch the painting video with the teacher and discuss observations. Students will use paper, paint, and brushes to follow painting panda bears in a learning station using the video.**Real World Connection:** Conservation- Human Interaction and Panda Bear’s Survival1. Choose articles from the news center of “Chengdu Research Base of Giant Panda Breeding” to learn more about Panda Bear conservation efforts in China and Japan.<http://www.panda.org.cn/english/news/news/>2. Watch the web cams of live Panda Bears. What are human providing for them to survive? What is their natural habitat compared to the human-made habitats? What are the pandas eating? How are they acting or interacting with their environment? a. Panda Web Cam: Chengdu Research Base (Choose from ‘On Air choices)http://en.ipanda.com/live/b. Panda Web Cam: Ya’an China- Giant Panda Reserve<http://explore.org/live-cams/player/china-panda-cam-1> c. Panda Web Cam: San Diego Zoo<http://zoo.sandiegozoo.org/cams/panda-cam>**Partnership: China and United States work help the endangered Panda Bear to survive at the National Zoo, Washington D.C.**a. Watch the time lapse photography of a baby panda growing.<http://www.huffingtonpost.com/2013/11/27/national-zoo-baby-panda-100-days-old_n_4351778.html>b. Watch the news clip <http://www.livescience.com/12874-baby-panda-100day-tradition.html> about naming the twin Pandas at 100 days old, a Chinese Tradition. In China, human babies traditionally receive their names 100 days after their birth. c. Did you know that around the world, all Pandas technically belong to China and are loaned to foreign zoos?    |
| Extension/Assessment | 1. Summative: Students will create products of their choice to demonstrate their learning on topics chosen as a result of lessons/content.
2. Formative: Students will create a painting using brush strokes taught by a Chinese instructor.
3. Formative: Students will compare and contrast some aspects of Eastern Culture and Western culture through a Venn-type diagram of teacher choice.
4. Summative: Students will evaluate one way a global partnership between China and the U.S. is beneficial (imports, exports, the survival of wildlife like the Panda Bear, sharing arts and culture, etc.)
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