

## Folktale for Autumn Festival

**Grade Level:** Grade Four

**Unit Theme:** Mid-Autumn Festival—Chang E Ben Yue 嫦娥奔月

### Ohio Standards Connections

**Standard: Communication:** Communication in languages other than English.

**Benchmark H:** Identify the main idea and describe characters and setting in oral, signed or written narratives.

**Indicator 8:** Identify and state the main idea, and describe characters and settings of narratives and media presentations.

**Benchmark J:** Tell or retell stories.

**Indicator 9:** Write and tell a simple, original story.

**Standard: Cultures:** Gain knowledge and understanding of other cultures.

**Benchmark C:** Observe, identify, describe and reproduce objects, images and symbols of the target culture.

**Indicator 5:** Identify, read about or participate in expressive products of target culture peers (e.g., selections from children’s literature, types of art work, dances).

**Standard: Comparisons:** Develop insight into the nature of language and culture.

**Benchmark D:** Identify and describe products of the target culture and students’ own culture.

**Indicator 6:** Identify and describe similarities and differences between products (e.g., toys, games, clothing) of the target culture and students’ own culture.

**Unit mode(s) of focus:** Interpretive and Presentational

### Unit Description

In this multiple-day unit, students will not only dramatize one of the well-known folk tales, Chang E Ben Yue 嫦娥奔月, but also learn about two famous poems for Mid-Autumn Festival, also called “Moon Festival.”

### Performance Outcomes

Students will be able to:

- Say Chang E -- 嫦娥,

- Recall and pronounce zhōngqiūjié 中秋节—*Mid-Autumn Festival*, yu è 月-- *moon*, yu bǐng 月饼-- *mooncake*, chī 吃—*eat*, re 热—*hot*, and ri 日—*sun*.
- Retell the story of Chang E Ben Yue 嫦娥奔月
- Recite the poems Jing Ye Si 静夜思 (by Li Bái 李白) and Chang E 嫦娥 (by Lǐ Shāng-yǐn 李商隐)

**Time Frame/Estimated Duration:** 5 classes/2.5 hrs.

### General Tips from the Writers

- It might be a good idea for you to team up with the music teacher to enhance the production.
- Student performance for parents and others would be a good advocacy tool for the Chinese program.

### Tips from Pilot Teachers

- This was too hard for my fourth graders [unit has been revised and the script made easier].
- Revise the script, choose simpler words and phrases so that students can actually learn and perform the story meaningfully.
- Give a lot of time for students to practice and rehearse before putting the play together for performance.
- Revise the vocabulary words and phrases. Choose the ones that the students can easily relate to.
- Provide more culturally rich materials for students to help them appreciate the Festival and its related subjects.
- Teach one poem only, and present to students with some basic information about the poem and the poet.
- Provide a simple tune for the students to sing with Li-Bai’s “Jing Ye Si.” More interestingly, sometimes students are eager to provide their own tunes to sing with the poem.
- Teach some characters from the poem for students to practice writing.
- There is a children’s song called “Moon Lady” which I think is suitable for this unit.
- Let the students draw a picture based on the story they know.
- Play games using pictures/objects/items related to the Festival or the folklore.

### Pre-Assessment

- Use Attachment A, Pre-Assessment Activity
- Allow students to match the character with the picture for the following review vocabulary:
  - Sun
  - Moon
  - Autumn
  - Husband
  - Wife

- 9
- Emperor
- House
- Field

**Pre-Assessment Scoring Guidelines:**

Collect the students’ pre-assessment worksheets and use the following scale to evaluate their background knowledge of the story and related terms:

- 8 of 10 = Strong understanding
- 6- 7 of 10 = Adequate understanding
- 4 - 5 of 10 =Poor understanding/needs remediation
- 0 - 3 of 10 = Insufficient understanding/needs remediation

**Unit Assessments and Scoring Guidelines:**

**Presentational Assessment**

Students dramatize the folk tale for the Mid-Autumn Festival/Moon Festival. Use the scoring rubric in Attachment B.

**Vocabulary and Structures**

- divine archer.....shén shèshǒu 神射手
- so-so.....yībān 一般
- body light as a feather.....shēnqīngrúyǔ 身轻如羽
- immortality.....chángshēngbùlǎo 长生不老
- put away.....shōucáng 收藏
- hero.....yīngxióng 英雄
- neighbors.....zuǒlíngróushè 左邻右舍
- visit.....kànwàng 看望
- dry meat.....ròugān 肉干
- if it weren’t for you.....yàobúshìní 要不是你,
- terrible.....zāogāo 糟糕

**Materials, Resources and Useful Web Sites**

- Picture cards that depict vocabulary words and phrases (See end of Attachment D)
- Props for the folk tale and poems.
- Put “Li Bai Jing Ye Si 静夜思” and Li Shāng-yǐn 李商隐 Chang E 嫦娥 in your search engine to access many multimedia resources for this unit, including storyboards with music.

**Sequence of Activities**

**Day One**

- Conduct the pre-assessment to determine learner’s familiarity with previously learned vocabulary.

- Using pictures/illustrations, tell the story of Autumn Festival in Attachment D.
- Be sure to include zhōngqiūjié 中秋节—*Mid-Autumn Festival*, yuè 月-- *moon*, yuèbǐng 月饼-- *mooncake*, chī 吃—*eat*, rè 热—*hot*, rì 日—*sun* with old pictures/flashcards.
- Using picture cards, ensure understanding of the new words and expressions: shén shèshǒu 神射手—*divine archer*, yìbān 一般—*so-so*”, shēnqīngrúyǔ 身轻如羽, chángshēngbùlǎo 长生不老—*immortality*, shōucáng 收藏—*put away*.
- Have students repeat, as a class and individually, each word or phrase to practice pronunciation and intonation.

#### Day Two

- Conduct a review of the vocabulary by having students repeat, touch the correct visual, or act out the words.
- Using picture cards, present the rest of the new words and expressions: yīngxióng 英雄—*hero*, zuǒlíngróushè 左邻右舍—*neighbors*, kànwàng 看望—*visit*, ròugān 肉干—*dry meat*, yàobúshìni 要不是你—if it weren't for you, zāogāo 糟糕—*terrible*. Have students repeat, as a class and individually, each word or phrase to practice meaning, pronunciation, and intonation.
- Tell the folktale again, with expression, pointing to the pictures.
- Assign groups of five students to work together to practice Scene 1 to Scene 6 from the script (see Attachment D). Or, assign one scene to each small group, choosing the more difficult scenes for more proficient learners.

#### Day Three

- Allow student groups to work together to practice the folktale. Have them use visuals, props, and gestures to depict the tale.
- Hand out the poems. Using internet sites or a recording of the poems, have the boys practice Li Bai's “Jing Ye Si 静夜思” together, and girls have the girls recite Li Shāng-yīn 李商隐's “Chang E 嫦娥” together. Repeat several times as you move between the two groups.
- Ask students to practice in pairs.
- Encourage students to make/find props at home to personalize their roles.

#### Day Four

- As a review activity, give students one-sentence scene descriptors out of order and ask them to put them into order with you.
- Have students repeat the scene lines after you, chorally. Stress correct speed of delivery, gestures, and intonation.
- Divide the class into four or five groups to practice the whole tale, including the poems, with their props.

#### Day Five

- Give students five minutes to practice their performance.

- Call student groups up to enact the folktale and the poems. When it is time for all boys or girls to do their part, do so as a class. This provides lots of reinforcement.
- Use the rubric in Attachment B to rate student performance.

#### **Differentiated Instructional Support**

- Encourage literate heritage speakers to master all the characters, including the poems.
- Allow students to choose whether they wish to recite one of the poems or to perform in the folktale re-enactment.

#### **Extensions and Home Connections**

Encourage students to ‘be an actor/actress’ to parents, dolls, teddy bears, pets, etc. using the target language. Students must bring back Attachment C, Speaking Extension Activity, from home stating that the student attempted to use the vocabulary/expressions. Students who do so may be rewarded with items from class ‘treasure box’, or in some other way.

#### **List of Attachments**

Attachment A, Pre-Assessment Activity

Attachment B, Post-Assessment Scoring Rubric

Attachment C, Speaking Extension Activity

Attachment D, Cháng Ē Bēn Yuè 嫦娥奔月

**Attachment A**  
**Pre-Assessment Activity**

Cut apart the visuals and the words and have students match them.

•

- Sun: 太阳 tàiyáng



- Moon: 月亮 yuèliàng

- Autumn: 秋天 qiūtiān

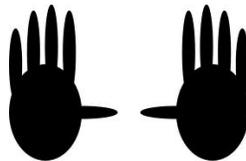


- Husband: 丈夫 zhàngfu

- Wife: 夫人 fūrén



- 10: 十 shí



- 9: 九 jiǔ



- Emperor: 皇帝 huángdì



- House: 房子 fángzi



- Field: 田里 tiánlǐ



**Attachment B**

### **Post-Assessment Scoring Rubric**

- 4 Student uses all vocabulary expressions correctly.  
Student speaks clearly with good pronunciation and intonation.  
Student speaks at an appropriate pace and volume.  
Student retells the tale with details.  
Student uses appropriate gestures when needed.  
Student is highly proficient overall.
- 3 Student uses most vocabulary expressions correctly.  
Student speaks clearly most of the time with adequate pronunciation and intonation.  
Student speaks at a mostly appropriate pace and volume.  
Student retells the tale with most of the details.  
Student attempts to use gestures when needed and mostly succeeds.
- 2 Student uses some - but not all - vocabulary expressions correctly.  
Student makes some minor pronunciation and/or intonation errors.  
Student may speak too rapidly or too slowly. Student's volume may be too soft to hear or too loud for the situation.  
Student retells the tale with a few details.  
Student use of gestures is inappropriate.  
Student requires minor remediation.
- 1 Student fails to use the majority of the vocabulary correctly.  
Student makes major pronunciation and/or intonation errors.  
Student speaks too rapidly or too slowly. Student's volume is too soft or too loud for the situation.  
Student does not remember any details of the tale.  
Student is not proficient and requires extensive remediation.

**Attachment C**  
**Speaking Extension Activity**

**As an extension of his or her learning in Chinese class, your child has been given the opportunity to act as a teacher to a family member or his or her playmate/teddy bear by using the following words currently and previously being studied. These words and phrases are:**

**English**

1. hero
2. divine archer
3. immortality
4. so-so
5. neighbors
6. visit
7. put away
8. dry meat
9. If it weren't for you,
10. Terrible!

**Once you have verified that your child has taught a family member or his or her playmate/teddy bear above 8 words and expressions sign this form and have your child return it to me.**

**Please trust your child's pronunciation of the vocabulary is accurate. Your children have an amazing ability to hear words and phrases and then pronounce them with great accuracy.**

**Parent Signature \_\_\_\_\_ Date \_\_\_\_\_**

**Remember, the more opportunity your child has to practice his or her Chinese outside of class, the better the chance that he or she will retain the language.**

**Xièxie!**  
**(Thank you!)**

Formatted: English (U.S.)

## Attachment D

# 嫦娥奔月 Cháng É Bēng Yuè

Formatted: English (U.S.)

Narrator: This is one of the legends about the origin of the Mid-Autumn Festival, also called the “Moon Festival”.

### Scene 1 Rice Field

Background: In the sky 10 suns are scorching the earth.

Characters: 12 people (students) are working in the field, sweating and exhausted, some fainting from the heat.

一人：真热！

Yī rén: Zhēn rè

一人：我不行了...

Yī rén: Wǒbùxíng. (He passes out)

### Scene 2 Palace

Characters: Emperor, Hòuyì guards

Narrator: The emperor calls a brave archer, Houyi, to the Palace.

玉帝：后羿，你去把那九个太阳射下来。

YùDì: Hòuyì, Nǐ qù bǎ nà jiǔ ge tàiyáng shèxiàláí.

后羿：是

Hòuyì Shì

### Scene 3

Narrator: Hòuyì shoots down nine suns and leaves one in the sky. The emperor is very pleased and rewards him with a box of “candy”.

玉帝：你真是一个“神射手”！这是给你和你夫人的。

Yù Dì: Nǐ zhēn shì yíge “shénshèshǒu”! Zhè shì gěi nǐ hé nǐ fūrén de.

后羿：谢皇上！

Hòu Yì Xiè Huángshàng!

玉帝：这可不是一般的礼物。吃了它，你会身轻如羽，长生不老。

Yù Dì: Zhè kě bú shì yíbān de lǐwù. Chī le tā, nǐ huì shēn qīng rú yǔ, chángshēng bùlǎo.

后羿：谢皇上！我一定把它收好！

Hòu Yì: Xiè Huángshàng! Wǒ yíding ba tā shōu hǎo!

### Scene 4 Hòuyì's home

Narrator: Hou Yi returns home triumphantly and hands the box to his wife, Chang-E.

(Inside)

嫦娥：夫君回来了。

Cháng É: Fūjūn huí lái le.

后羿：这是玉帝赐给我们的，你把它收好。

Hòu Yì: Zhè shì Yù Dì cì gěi wǒmende, nǐ ba tā shōu hǎo.

嫦娥：这是什么？

Cháng É: Zhè shì shénme?

后羿：一种神奇的东西，。。。 (Neighbors all shout: “我们的英雄回来了。”) 乡亲们来了，我出去看看。

Hòu Yì: Yī zhǒng shénqì de dōngxī—(Neighbors all shout: “Wǒmende yīngxióng huílái le.”) Xiāngqīnmen láile, wǒ chūqù kànkàn.

(Courtyard)

一位老人：后羿，太谢谢你了！

Yī wèi lǎo rén: Hòu Yì, tài xièxiè nǐ le!

一个年轻人：后羿哥，要不是你，我们都变成肉干了。

Yī gè nián qīng rén: Hòu Yì gē, yào bù shì nǐ, wǒmen dōu biànchéng ròu gān le.

众人：哈，哈，哈，。。。。

Zhòng rén: Hā, hā, hā...

### Scene 5 Hòuyì's house

Narrator: Chang-E is attracted by the beautiful box and wonders what's inside.

嫦娥：这个盒子真好看！

Cháng É: Zhè ge hézi zhēn hǎo kàn!

(She opens the box. There are about a dozen tiny dough-shaped bits)

嫦娥: ( 拿了一个 ) 闻起来甜甜的。不知道能不能吃。。。

Ch áng É: (n áe y ğ è) w én qǐl á ti ánti ánde. B ù zhīd ào n éng b ù n éng chī...

(She bites into one.)

嫦娥: 太好吃了! 和奶奶做的米糖一个味儿。

Ch áng É: Tài hǎo chī le! Hé nǎinǎi zuòde mítáng yíge wèir.

(She eats another one, then another one.)

### Scene 6

Narrator: Suddenly, Chang-E feels her body getting lighter and lighter. She is leaving the ground.

嫦娥: 夫君, 夫君, ...

Ch áng É: Fūjūn, Fūjūn...

Chang E is flying out of the house.

后羿: 嫦娥, 你怎么了? ( 后羿往后院奔去。 )

Hòu Yì Ch áng É, nǐ zěnmē le? (Hòu Yì wāng hòu yu àn bēn qù.)

嫦娥: 我吃了几粒...(Chang E points to the box sitting on the table now.)

Ch áng É: Wǒ chī le jǐ lì..

后羿: 糟糕了, 糟糕了!

Hòu Yì: Zāo gāo le, zāo gāo le

(Hou Yi stamps his feet and raises his head, seeing Chang E flying further and further.)

Scene 7: Night in an open field

Narrator: Hou Yi sits under a big old tree with that beautiful box in his hand.

后羿: 嫦娥, 你在哪儿?

Hòu Yì Cháng É, nǐ zài nǎr?

Narrator: Far away on the Moon, Chang E is looking sadly down at the Earth.

嫦娥: 云母屏风烛影深, 长河渐落晓星沉。嫦娥应悔偷灵药, 碧海青天夜夜心。

Cháng É: Yún mǔ píng fēng zhú yǐng shēn, cháng hé jiàn luò xiǎo xīng chén.  
Cháng É yīng huǐ tōu líng yào, bì hǎi qīng tiān yè yè xīn.

**Props:** pictures of 10 suns, bow and arrows, drawings of house, Chinese music

**Costumes:** Girls wear traditional outfits and boys can wear black or white gi (Karate uniform). The Emperor wears a robe with dragons.

(See next pages for visuals)



Chang E is flying to the Moon.



This one and the one on the next page might be suitable for the last scene in which Chang E is reciting a poem (by Li Shangyin, one of the famous poets in Tang Dynasty) titled “Chang E”.





中国古代神话故事连环画