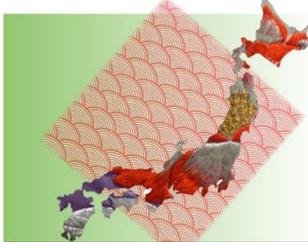




### Japanese New Year

"Akemashite omedetou gozaimasu"  
Ah-keh-mosh-eh-oh-med-deh-toh-go-sai-mah-su



Did you know: In 1873, Japanese New Year began to be celebrated on January 1st? Before, New Year's day was connected to the Lunar Calendar.



### Lao New Year

"Sa bai di Pii Mai!"



Did you know: The middle day of Lao New Year is considered a day that's neither in the past year nor the new year!

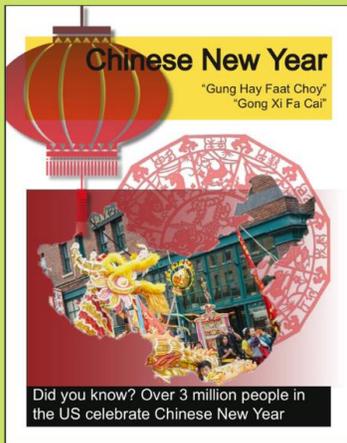


### Vietnamese New Year

"Chuc Mung Nam Moi!"



Did you know: Vietnamese New Year is celebrated by 50+ ethnic groups throughout Vietnam and the world!



### Chinese New Year

"Gung Hay Faat Choy"  
"Gong Xi Fa Cai"



Did you know? Over 3 million people in the US celebrate Chinese New Year



### Korean New Year

"Saehae bok mani badeuseyo!"



Did you know: Korean New Year's celebrations last for three full days!

## Teachers Guide

# New Year's All Round



# **New Year's All Round:**

Fun, Family, and Heritage & Asian and Pacific Islander  
American Traditions

(Classroom Resources for Elementary Students to Engage with and Embrace  
Our American Identities)

## **Teacher's Guide**

## INTRODUCTION

“Our cultural conditioning is reflected in our teaching; how we set up our classroom, establish relationships with students, even how we design and deliver our lessons.”<sup>1</sup> The New Year's All-Round Exhibit at the Wing Luke Museum is designed to rotate through key cultural and social themes that convey to students the importance of retaining cultural heritage and to better understand what cultural heritage means to individuals, families, communities and beyond. For many, these celebrations still appear as the cultural practices of non-Americans. The following activities, histories and content are designed to fully embrace the teaching of multicultural American traditions with the goal of honoring cultural diversity American schools. The activities can be used alone or in preparation for a future field trip to the museum where the immersive experience will reinforce a sense of cultural familiarity among student peers.

While multicultural education classes may include general information about Japanese Americans and Chinese Americans, due partly to their long history in the state, educators may still benefit from having additional information and curricular materials to understand the many Asian and Pacific Islander American subgroups. Some of those subgroups hold a much longer history in our state and region than is often not recognized. As students explore their own identity and family and community cultures, they will be able to empathize more fully with the ethnic communities that are included in this curriculum. Students will be able to “honor the journey” both similar and unique, of other students that make up their school and community, and perhaps learn more about their own backgrounds as well.

For grades K-5, Our [“Encouraging Empathy in Elementary Kids”](#) is a helpful resource the museum developed several years ago and has continued to utilize with minor changes. We believe it is critical to begin understanding Asian American history early in their education to better ground them in the histories of WA State and the Pacific Northwest. We need a student body thinking critically about issues of identity in the safe and nurturing environment of the classroom. For grades 6-9, the [“Honoring Our Journey”](#) curriculum series, takes them through a journey into identity, while separate curriculum modules focus on immigration, citizenship, civil rights, civic engagement, and refugee resettlement.

## **A UNIVERSAL ENTRY POINT FOR YOUNGER LEARNERS**

**Holidays and celebrations are a tangible entry point for children to recognize that their communities are bigger, better and filled with traditions they may not have ever experienced. Sharing that joy of learning about a community member's cultural practices is a powerful way to expand their connections to one another. We are encouraging schools to move beyond 'diversity' days and "diversity potlucks" to adopt culturally inclusive curriculum that is sustainable beyond the capacity and interests of a few parent volunteers and key teaching faculty. Multi-cultural education takes all of us.**

The Wing Luke Museum has chosen a solid entry point by celebrating the myriad New Year traditions among East, Southeast, Pacific Islander, and South Asian communities who helped transform the Pacific Northwest from the very beginnings of colonization and expansion into the region Asian immigrants settling in the Pacific Northwest bring with them the many holidays from their homelands, many of which are passed down to their Asian Pacific Islander American children. Families celebrate in their homes or gather with others in their communities. Today, many Asian Pacific Islander American communities hold large festivals with traditional song and dance performances, parades and other festivities. Much like St. Patrick's Day, the New Year has become an American holiday that people from all backgrounds celebrate. Competing ideas on what constitute American holidays often coincides with the accepted holidays of one religion while leaving the other holidays unnoticed by the mainstream—but celebrated with gusto, nonetheless. Children “learn how to notice, listen, and care by watching and listening to adults and peers, and they take cues from these people about why empathy is important.

“Children and teenagers naturally have the capacity for empathy, but that doesn't mean they develop it on their own.” “To have empathy, we have to notice and understand others' feelings” ... but “to care about and value them,” is to create real connections between people. This very simple set of New Year's celebrations is our way of inviting students to enjoy other American holidays, and to learn to recognize these holidays as part of American life. <sup>2</sup> As demonstrated in this Lunar New Year's curriculum, though many New Year traditions have changed to accommodate new surroundings in America, their essence still remains. Family, friends and communities join together around food, music, dancing and games to usher out the old year and welcome in the new.

This set of engaging and interactive lessons takes a more comprehensive view of your classroom and emphasizes regular interaction between students in order to be successful. The Wing Luke Museum has focused on strengthening empathy among younger aged students, and now is recognizing that it is not enough—we must encourage real connections between our children. This has been discussed as an effective way to further social studies and civics education as students' progress through K-12.



## DESCRIPTION

The classroom lessons in this curriculum set are designed to engage students of any background in the first-person stories of celebrating New Year from an Asian Pacific Islander context in the United States. Each downloadable PDF or digital booklet focuses on one country of ancestry specific to immigrant or refugee groups in our region and emphasize how successive generations continue to celebrate these holidays here as Americans. We have tried to be, when necessary, more representative of the multiple New Year celebrations many nations celebrate. For example, different ethnic groups hold different celebrations, often at different times of the year. There is one booklet for New Year's traditions celebrated in China, Japan, Vietnam, Korea and Laos. Within each booklet there is an oral history, folk tale, recipe, dance moves and craft linked with each country of ancestry.

The lesson plans in this teacher's guide can be used for any of the specific celebrations we highlight, but also applied to other holidays and festivals enjoyed by students in your classrooms. We recommend utilizing other resources when needed and to make connections between the content presented here with students of other ethnic or religious backgrounds in your classroom as well.

These lessons were written K-2<sup>nd</sup> grade level; however, teachers of higher elementary grade levels are encouraged to modify the activities to fit the needs of their individual classes. The readings lend themselves to read-along lessons and have been practiced successfully in virtual classroom settings.

The wing Luke curriculum page you can download each booklet (available in full color or black and white) versions of each lesson booklet—one without distracting colors and only black and white text. On our curriculum website will be digital exploration tools for teachers and students to explore more about each of these holidays. Four celebrations are highlighted in 2020-2021.

## OBJECTIVES

- Students will become familiar in using Visible Thinking Routines to better understand multiple perspectives and lived experiences.
- Students create a *family celebration packet* of their own to help them develop a sense of connection and empathy with classmates.
- Students help create a positive classroom and school environment through active listening and reading comprehension.

# **WASHINGTON STATE ESSENTIAL ACADEMIC LEARNING REQUIREMENTS (EALRS)**

## **Kindergarten**

Evaluates the fairness of one's point of view.

Understands how to ask questions about the classroom and school community.

Retells and explains personal history.

## **1st Grade**

Understands that when individuals and families make choices about meeting their needs and wants, something is gained, and something is given up.

Understands that the way families live is shaped by the environment.

Understands how knowledge of family history can be used to make current choices.

Understands how questions are used to find out information.

Uses texts and visuals to identify the main ideas or key details to study family life.

## **2nd Grade**

Understands that people in communities affect the environment as they meet their needs and wants.

Understands multiple points of view on issues in the community.

Engages in discussions to learn about different points of view on issues.

## RECOMMENDED CLASSROOM USE

While the museum will not prescribe how these materials must be used in a classroom or in an online distance-learning environment, we do offer suggestions that have encouraged greater participation and retention among students engaging with New Year or cultural celebration content. We recommend teachers begin by helping students develop their own ‘honing questions’ as they explore cultural celebrations as an introduction to the unit. Several of the activities provide explicit instructions, such as the dance, craft and recipe sections. We also have outlined several instances where we have found *Visible Thinking Routines*<sup>3</sup> (developed through Project Zero at Harvard University) work best.

The following activities can be used for any of the booklets. The booklets are organized into the following sections headers:

- Family Celebration Packets
- Introductory Activity
- Finding a Honing Question
- Oral histories
- Answering the questions: Who, What, and How.
- Folk tales
- Stories and the art of storytelling
- Recipes
- What does your holiday taste like?
- Dance moves
- Almost everyone dances.
- Crafts
- Make what other children make!

## Family Celebration Packets

We’ve made a few, but this set of packets does not tell the whole story. There are billions of stories and families and histories. If you are anything like us at the museum—you want to hear them all. In fact, if the events of the past year are any indication of what our country has called out for; it’s acknowledging each of our importance in the history of our nation. Your students are part of history, and key to making that happen. The overall assignment we envision is for every student K-2 everywhere in the country to make a packet; asks the questions of their elders, cooks a family recipe, dances, enjoys celebrating, and most importantly, begins seeing new ways in which they connect with the people around them.

Your students' packets do not have to include every section we have made. In fact, it would be a tough project for some of the littler students of ours to complete every section the way we have. So, we encourage you all to pick and choose which sections you want your students to complete. The important thing is to have them complete their packets and share them with their classmates.

### **Introductory Activity: [Think Pair Share](#)**

Separate your classroom into pairs of students. Pose a question to your class. Make it big, make it relatable to the students. Here are several we use to start the conversation:

1. What holidays does your family celebrate?
2. What does your favorite holiday smell like? (taste, look, feel, sound)
3. Why do we celebrate holidays?
4. What do you do to celebrate that you think is different than your partner?
5. What story goes along with your favorite holiday?

Questions like these, in particular the one about how a holiday might smell, can elicit fun, often goofy responses that create an immediate connection between sharing partners. Students will spend 3 minutes answering the question: 90 seconds per student. When completed, bring everyone back to the whole class and ask each 'Pair' to Share.

As students share their ideas back to the larger group, identify ways that other students can show connection to those particular answers. In a classroom setting students can always raise their hands if they connect with what other classmates are sharing. Online can be harder since we want to keep those chats to a minimum and microphones kept muted. In this case, make sure that your students have the ability to click an icon, such as a thumbs up or clapping hands, and be sure to ask the student(s) who is sharing to look at the images of their classmates to see who else agrees or connects with what they are saying. If those icons/emojis are unavailable, we suggest teaching them how to say "same" or "me too" in American Sign Language. [Click here to see a super short video to demonstrate how to say the phrase.](#)

Record all the answers where students identified connections with each other. Identify a common theme among your students and use that as a segue into the packets themselves. Write that visibly for all your students in the online chat, on a slide, whiteboard or any other software you may be using in your distance-learning class. (If you are in a school classroom—we always love a good chalkboard)

Extra Credit Homework for Teachers: Create a Venn diagram or another connection map to show students where their family/cultural practices overlap. Every chance to make connections between your students easy to understand, the more we reinforce the connections that actually exist, and not the ones that we adults expect to exist. This distinction is the very core of these lessons—to encourage students to connect the dots between themselves and others, based on what their peers want to share and how they share their stories in their own voices.

## **Oral History – 30 minutes**

### **Classroom**

It is time for your morning meeting with your students. Maybe it's circle time, carpet time, or another creative way to get the children ready for learning. It is the perfect time to read an oral history, let the kids meet an elder, a child, a parent. Whether they were born here, came as refugees or as immigrants, these stories tell of traditions and adaptations; what a family does and what that family enjoys. We recommend a series of simple questions:

1. Who is the story about?
2. What is that person's cultural heritage? (Be sure to mention that these are all Americans. This will introduce the distinction between our understanding of nationality and ethnicity. It may also help to limit the question of "where are they from". The answer is America.)
3. What are some things they do to celebrate the new year?
4. Have they changed any of their traditions?
5. Why might they do things a little differently?
- a. End the session with this final question: [What Makes You Say That?](#)

(This PDF linked here offers two questions as part of this exercise. Rather than using the first question on the Project Zero PDF, use question 5 as the first question and follow with "What Makes You Say That?"

Record all answers and make these answers visible to the class.

### **Asynchronous/ Homework**

In our curriculum set "[Encouraging Empathy in Elementary Kids](#)" we outline several activities for each grade level for your students. We recommend following this link to choose an activity. [[Click Here](#)]

## **Folk Tales- 20 minutes**

\* NOTE Before we begin these sections in the classroom, it is critical to discuss a major shift in the way these cultural holidays and traditions are discussed. While it has become easy for us to describe particular stories as religious foundations and thereby relegate other beliefs and stories to mythology; the museum questions this method of definition. Mythology implies, in today's understanding, a story with a moral, but from something illusory or make-believe. This is simply not the case. Oral tradition is the most common method of cultural transference for humans; especially when conveying how people should behave, how they should treat each other, how they can celebrate heritage. These are foundations of one's culture and very far from make-believe. The stories do not live outside of the people, rather the people live side-by-side with the stories. Describing these belief systems as adhering to something make-believe reduces the value of people, families, communities and entire ethnic groups. Just as Americans have a culture made from thousands of traditions, so it must give way and accept that the traditions and cultural practices presented in this unit are equally part of the American experience.

### **Classroom**

Read a version of the folk tale included in the packet, or one that you feel would work better for your students. Please make sure it is still the same foundational story.

1. What happens in the story?
2. Who are the characters in the story? Describe what they are like? (i.e., the rabbit in the Japanese story is often seen as showing what kind of sacrifice we make to show our love for others. While it can be extreme, such as in this story, these are stories for children, nonetheless. It is our job to help our students understand why the story would be shared with children.)
3. Which character made a decision that you found surprising?
4. What are some problems the characters are trying to solve?
6. What do these characters want us to think about for the next year?
7. What is your family's story about New Years?

### **Asynchronous/ Homework**

Have the students recall a folk tale they might have heard, or ask someone at home to tell them a folk story. Following the story, ask your students to work with

that family member to complete the same list of questions they did in class. The last question they should answer is: What makes folktales different than other stories?

## **Recipes- Timing is Variable**

These recipes are the favorites of the community members sharing their oral histories with your class. They are simple and delicious. (We have tested and taste them all several times over). Many can be made within a class period and completed (baked, steamed or cooked) by the end of a school day. As such we recommend these be used to engage your students' parents and guardians. Keep this asynchronous, whether you are in a distance-learning environment, hybrid or full school. Ask your students to share their family's creations *and* another dish that their family eats during their own New Year's celebration.

Having your students work with their parents or guardians to write down their own family recipes is an important piece in developing their own *family celebration packet*.

Regardless of whether a student and their family cook the recipe, or one of their own, students will be asked to write down their family recipe and provide clear directions for their classmates to try it out in their own homes. This recipe will be included in their *family celebration packet*.

## **Other Visible Thinking Routines We Love to Use:**

For the sake of simplicity, we are sharing a link to the Thinking Routine Matrix, which is a helpful tool to determine which activity would work best for your students.

Other sections, like dancing, lend themselves to completely different engagement.

### **Online/Distance Learning Options:**

- Recipes - Teacher Cooking Demonstration or a classroom Iron Chef live during class
- Dance moves- Get Down and Boogie morning Warm-Up
- Folk tales - get some great ideas from one of our favorite Scholastic lessons: [Myths, Folktales, and Fairy Tales for Grades K–3](#)
- Oral histories - [[Step Inside](#)], [[Think Pair Share](#)], [[What Makes You Say That?](#)]
- Crafts - [[The Explanation Game](#)],

