



Department of
Education

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Learning About

Lunar New Year





Why Do We Study Different Cultures?

As our city becomes more and more diverse, the likelihood of interacting with people of other cultures is very high. Because of this, it is increasingly important that we learn to respect and show empathy toward other cultures and to understand their beliefs and ways of doing things.

Appreciation of other cultures requires nurturing our sense of tolerance and acceptance. The more we understand and appreciate each other, the more we strengthen the social fabric of our city and our schools.



Connection to NYC Social Studies Curriculum/NYS Framework for Social Studies

Of the ten unifying social studies themes identified within the NYSED Social Studies Standards and Curriculum Guide, there are two that reference culture:

- Individual Development and Cultural Identity.
- Development, Movement, and Interaction of Cultures.

These themes reinforce culture as essential to the study of social studies and history. They include learning about aspects of culture, such as belief systems, religious faith, or political ideals as influences on other parts of a culture.¹ Only through the study of culture can students come to understand the beliefs, values, institutions, behaviors, traditions, and way of life of a group of people. Most importantly, in a multicultural, democratic society and an increasingly interconnected

world, students are served well if they understand the multiple perspectives and complexities of cultural systems.

All students are enriched by studying culture. Young learners can explore cultural groups through social studies as they interact with class members and discover culturally based likenesses and differences. They can identify the celebrations and ways of life in their community and in examples from across the world. In the later grades, students can explore the nature and development of various cultures and cultural identity throughout history.

Teaching About Religion and Culture in Public School



The First Amendment protects students' rights to practice religion. In following the First Amendment, schools should be "neutral among religions" and should not "restrict religious freedom."² Therefore, when teaching about religion and religious practices in school, teachers should be careful not to denigrate

¹ New York State K-12 Social Studies Framework (November 2014) <http://www.engageny.org/resource/new-york-state-k-12-social-studies-framework>.

² C. Whittaker, S. J. Salend, and H. Elhoweris, "Religious diversity in schools: Addressing the issues." *Intervention in School and Clinic*, (2009) 44(5), 314-319.

a particular religion or promote another faith. It is important to present lessons about cultural practices and religious traditions that are supported by factual information, are free from bias, and demonstrate understanding and inclusiveness. It is equally important to incorporate lessons about all faiths, particularly those represented by the students taught in New York City schools. Children's book author Fawzia Gilani-Williams cautions, "By leaving out some children's heritage while others are

visible presents youngsters with an image of being undervalued or unimportant."³ Also, while comparison can be a useful strategy to develop understanding about diverse faiths, teachers should avoid presenting simple equivalencies and stereotypes.

Teachers should present holidays and other religious practices to students in sensitive and developmentally appropriate ways.



³ Fawzia Gilani-Williams, "Say the Word Again? Eid." *School Library Journal*, December 1, 2007. http://www.slj.com/2007/12/opinion/say-the-word-again-eid-up-for-discussion/#_

Teacher Background



Lunar New Year

Celebrated by millions of people worldwide, Lunar New Year is considered a very important holiday in China, Vietnam, Mongolia, North and South Korea, and other parts of Asia. It is an opportunity to reunite with family and celebrate traditions dating back over 4,000 years. Its arrival in China triggers the largest annual human migration in the world, as migrant workers living in cities return to their families in the countryside. In China alone, a country of 1.35 billion people, it was estimated that the 2014 Lunar New Year celebration generated approximately 3.6 billion journeys by trains, planes, and automobiles.⁴ Close to one-sixth of the world's population celebrates this remarkable holiday.

Also called the Spring Festival, the Lunar New Year has its origins in the agrarian history of China and is rooted in celebrating the arrival of spring. It likely began as a celebration by farmers who wanted to signal the conclusion of winter and the start of spring since it was important for the farmers to know when to till the soil and sow the seeds.

The date of the Lunar New Year changes every year because it is based on the lunar calendar. The traditional lunar calendar used in Asia is based on the moon's orbit around the earth. Lunar New Year is always celebrated on the second new moon after the winter solstice,



⁴ Michael Mullins, "Lunar New Year 2014: More Than Just Chinese Year of the Horse," *Newsmax*, January 31, 2014. <http://www.newsmax.com/TheWire/lunar-new-year-2014/2014/01/31/id/550193/>

and the years are represented by 12 zodiac animals that rotate through 12-year periods: rat, buffalo, tiger, cat, dragon, snake, horse, goat, monkey, rooster, dog, and pig. Each animal is considered to have different strengths and weaknesses that are believed to be passed on to any person born in that year. Today, countries in Asia use a solar calendar (the Gregorian calendar) for business and a lunisolar calendar for civil engagements, which indicates both the moon phases and the time of the solar year.

While both Buddhism and Daoism incorporate New Year's traditions, the Lunar New Year predates both religions. The holiday has adapted to the cultures and traditions of the countries that celebrate it.

Some of the Chinese New Year traditions, beliefs, and practices stem from folklore about a wild beast that attacked a Chinese village many years ago. This beast caused the villagers great fear, but they soon learned how to ward off the beast by using bright lights, loud noises, and bright red objects. Over time, some of these practices have evolved into lighting firecrackers, performing lion and dragon dances, and wearing new red clothes during Chinese New Year. The wild beast that haunted the villagers from long ago came to be called *Nian*, the current Chinese word for "year." And so, celebrating the Chinese New Year is referred to as *Guo Nian* (in Mandarin), which means to "pass over Nian" or "overcome Nian."

Symbolism plays a big role during the Lunar New Year. Certain foods represent important Chinese ideals. For example, oranges represent wealth, tangerines are given for good luck, and lotus seeds represent the hope for having sons in one's family. Eating fish on New Year's Eve

represents having something left over for the New Year. In China, other preparations for the Lunar New Year include cleaning one's house to get rid of evil spirits and getting a haircut. These traditions emphasize the importance of starting the year off with a clean slate.

These traditions, which have changed over time, can be seen in Chinese neighborhoods across the United States and all over the world. While the use of firecrackers is prohibited in New York City, Lunar New Year is still celebrated with much pageantry, including the launching of confetti, parades, music, and lion and dragon dancing performed by people of all nationalities. Today, families have replaced the tradition of painting doors red with the hanging of red banners and scrolls of lucky sayings written in Chinese calligraphy.

In Korea, Lunar New Year is a very important holiday commonly known as *Seollal* or *Solnal*. The holiday generally falls on the day of the second new moon after winter solstice. The Korean New Year holiday lasts three days, and on the days before, people clean their houses, take baths, and burn bamboo sticks to rid their homes of demons. Lights are kept on in every room, and people stay awake through New



Year's Eve to celebrate the arrival of the New Year. The next morning, *tteokguk*, a soup made of broth, meat, round rice cakes, leeks, and eggs, is eaten to symbolize a new beginning. Many Koreans dress up in *hanbok* (traditional Korean clothing) and pay visits to friends and family to wish each other good fortune and wealth. The younger generation pays homage to their elders with deep bows and blessings, and in return they are given "lucky" money.

Tết, or Vietnamese New Year, is the most important celebration in Vietnamese culture, comparable to Lunar New Year in China and Korea. The word is an abbreviated form of *Tết Nguyên Đán*, "Feast of the First Morning of the First Day," and celebrates the arrival of spring. The Vietnamese prepare in advance for the *Tết* by cleaning their houses, paying off old debts, decorating their homes, and cleaning the graves of their ancestors. At midnight, bells are rung in Buddhist temples and people burn incense and say prayers. The next three days are spent visiting friends and relatives and feasting on traditional Vietnamese foods such as sticky rice wrapped in leaves and mung bean pudding. People play drums and gongs to ward off evil spirits, and a traditional *Lan* dance is performed.

The Mongolians also celebrate Lunar New Year, or *Tsagaan Sar*. Preparations for the feast begin weeks in advance with the cooking of special dishes such as *buuz*, steamed dumplings made of beef and onions; *boov*, biscuits made out of flour; and *uuts*, a dish prepared from sheep. On New Year's Eve, people clean their homes, burn candles to symbolize enlightenment, and leave three pieces of ice in the doorway for the mule of the goddess *Baldanlham*, who according to

legend visits each home three times. On New Year's Day, people wear a new *deel*, which is traditional Mongol clothing, and visit their elders to pay their respects.

The Tibetan and Himalayan communities in Nepal, Bhutan, and India celebrate Lunar New Year or *Losar*. *Losar* is celebrated for 15 days, with the main celebrations on the first three days. In preparation for *Losar*, people make fried cookies called *khapse*, clean their homes, and recite prayers. During *Losar*, they visit temples, monasteries, and immediate family members. Every household has its own altar, which is decorated with sweets, butter lamps, and other offerings. The standard greeting is *Losar Tashi Delek*, which means "May you have auspiciousness in the new year."

The traditions among nations that celebrate Lunar New Year are fundamentally very similar, yet still have distinct aspects that correspond to the cultures in which the holiday is celebrated. Students can learn about the different folklore and beliefs associated with each of these cultural celebrations of the Lunar New Year to gain deeper understanding and appreciation of the cultures that make up our great, diverse city.

- **In 2016, Lunar New Year is on February 8.**
- **In 2017, Lunar New Year is on January 28.**
- **In 2018, Lunar New Year is on February 16.**

Sample Lessons and Suggested Activities

The following lessons and activities offer opportunities to recognize and celebrate Lunar New Year with students. The lessons can be modified to meet the individual needs of students. In addition to lessons, there are other resources ranging from suggested books and websites to museum exhibits that allow for greater exploration of Lunar New Year and Asian culture.



Vocabulary

Vocabulary is an essential component to understanding new areas of study. The vocabulary list below contains key words. Some suggestions for incorporating these words into instruction include:

- creating a visual glossary.
- completing an open sort of the words, where students put related words together and create a title for their categories.
- searching slide shows and labeling examples of each new term.

Bánh chưng: a traditional square Vietnamese rice cake with that symbolizes the earth with mung beans and pork to symbolize plants and animals

Bánh day: a white traditional round Vietnamese rice cake that symbolizes the heavens

Calligraphy: decorative handwriting or handwritten lettering

Chinese zodiac: based on a 12-year cycle, with each year in that cycle related to an animal sign (the signs are rat, ox, tiger, rabbit, dragon, snake, horse, sheep, monkey, rooster, dog, and pig)

Culture: the beliefs, customs, arts, etc., of a particular society, group, place, or time

Cultural diffusion: the spread of cultural beliefs, features, and social activities from one culture to another

Dialect: a particular form of a language that is particular to a specific region or social group

Festival: a day or time of celebration marked by feasting, ceremonies, or other observances

Losar: New Year celebrated by Tibetan and Himalayan communities

Lunar calendar: a calendar that is based on the different phases of the moon

Mandarin: a northern Chinese dialect, especially as spoken in and around Beijing

Religion: an organized system of beliefs, ceremonies, rules, and practices

Tết: the Vietnamese New Year observed during the first several days of the lunar calendar beginning at the second new moon after the winter solstice

Tradition: stories, beliefs, a way of doing things that is passed down from generation to generation



Sample Lesson: Getting Ready for the New Year

Suggested Grades: K–8

Materials:

Picture and nonfiction trade books about Lunar New Year, such as:

- *Chinese New Year* by Alice K. Flanagan
- *Red Eggs & Dragon Boats: Celebrating Chinese Festivals* by Carol Stepanchuk
- *Moonbeams, Dumplings & Dragon Boats: A Treasury of Chinese Holiday Tales, Activities & Recipes* by Nina Simonds

Paper, scissors, examples of Chinese words for “spring” and “upside down”

Objective:

Students understand the origins of the Lunar New Year and participate in activities that celebrate these traditions.

Help students build an understanding of the origins of Lunar New Year through a shared reading. Possible texts include: *Chinese New Year* and *Red Eggs & Dragon Boats*.

Check for understanding through use of the following questions. Students either answer the questions through a think-pair-share or through a teacher-led discussion.

- What are some traditions and customs the Chinese have when getting ready for the Lunar New Year?
- How have these Chinese traditions and customs come about?
- What are some traditions and customs you have seen in New York City when the Lunar New Year is celebrated?

After building background on the origins of Lunar New Year, students apply their learning through one or more of the following activities.

Younger students:

Students draw a picture of a family preparing for the Lunar New Year or what a home might look like during the Lunar New Year celebration. Include at least three traditions or customs.

Students draw a picture that depicts the story of the wild beast that started Chinese Lunar New Year traditions and customs.

Intermediate students:

Students write a story about a family preparing for the Lunar New Year. Students provide details about what the family does to get ready for the Lunar New Year, dialogue featuring things they might say, and depictions of what they might wear.

Students write Chinese “good luck sayings” on strips of red or orange paper using a Chinese calligraphy brush (a regular paint brush or marker would also work). These, can then be posted on classroom walls or doors for good wishes. Optional: Special red and orange paper with gold specks and samples of “good luck characters,” or *chun lian* in Mandarin, can be purchased at Chinese stationery stores in Chinatown during the time of Lunar New Year.

Provide students with a template of half of the Chinese word for “spring” (春). Students trace

the template on folded red, orange, or yellow paper and then cut out and unfold the word. Discuss the meaning of symmetry and ask students to decide if the word for “spring” in Chinese is symmetrical. The word can be hung on a string or posted on a door or wall. Students can repeat this process with the Chinese word for “upside down,” which is a homophone for the word “arrive.” Hanging the word “spring” upside down, therefore, conveys the message that “spring is here” or “spring has arrived.”





Sample Lesson: How Do Korean and Chinese Lunar New Year Traditions Compare?

Suggested Grades: 3–8

Materials:

Chinese New Year: <http://www.scholastic.com/browse/collection.jsp?id=891>

“Moon Soup: My Lunar New Year”

by Janet W. Wong:

http://go.galegroup.com/ps/i.do?id=GALE%7CA19079779&v=2.1&u=nysl_ca_dmvacces&it=r&p=AONE&sw=w&asid=9a9ad6c-028ecdd6ff8f881bee8808e37

Objective:

Students recognize similarities while distinguishing between distinct characteristics of Chinese and Korean Lunar New Year celebrations.

Lead the class in a shared reading of the “Moon Soup: My Lunar New Year,” an article by Janet W. Wong. Model how to use the details in the article to compare Lunar New Year to Korean New Year. Ask students to use a Venn diagram or a chart to compare and contrast Chinese and Korean celebrations of the Lunar New Year for the following categories: Lunar New Year foods, customs, and sayings.

Students research how one other particular Asian culture (Vietnamese, Tibetan, Mongolian, etc.) celebrates the New Year. Next, students

add details to the existing or new Venn diagram or chart to compare the traditions. To support students, teachers can provide students with articles that summarize the Lunar New Year celebrations of the various cultures.

Scholastic.com also features articles written by students that describe how communities across the U.S. celebrate Lunar New Year.

Conclude with students writing a paragraph in response to the following:

- Based on your comparison of Lunar New Year celebrations of China and the culture you chose to research, what are the most important traditions and beliefs associated with Lunar New Year?

Some students may need some scaffolded support to respond to this question. Sample scaffolding questions include:

- What Lunar New Year traditions do these two cultures share?
- What do these traditions stand for? Why are they important?





Sample Lesson: Tết-Vietnamese New Year

Suggested Grades: 3–8

Materials:

“Earth Cakes, Sky Cakes”: <http://www.learningatogive.org/resources/earth-cakes-sky-cakes>

Objective:

Students learn the legend of earth cakes and sky cakes and analyze their symbolism and importance during the Tết celebrations.

Ask students to think of foods that are made for special occasions and ask them to think about how these might be part of a tradition. Ask them to consider why these foods are made on these occasions and what the food might symbolize. Chart students’ responses as they share.

To provide context, tell students that they are going to learn about a traditional Vietnamese dish that is made especially for Lunar New Year. Next, show students the images of the bánh chưng and ask them to think about what they see in the images.

Ask students to think-pair-share: What do you see in the pictures? What are the people doing? What types of ingredients do you think are in the food? Why do you think they are wrapped up this way?

Explain that these are images of bánh chưng and that you will be reading a story about this traditional Vietnamese dish that is eaten on Tết. Explain that Tết is the Vietnamese name for Lunar New Year, which is one of the most important holidays in Vietnamese culture. During the read-aloud of “Earth Cakes, Sky Cakes,” pause periodically to clarify unfamiliar words or phrases, pose questions to check for understanding and comprehension of the text, or prompt students to focus on sections that contain key information or details.

Bánh chưng



After the read-aloud, students engage in a discussion on the following questions:

- What do we learn about the Vietnamese celebration of Lunar New Year?
- How would you describe the ingredients of earth and sky cakes and their significance to Tết (Lunar New Year)?
- What is the legend that is being told in this story?
- What lesson does this legend teach us?
- Why does King Hung Vuong I select Lieu over his brothers to be the next king?



Conclude with students writing a response to the following question:

- According to the story, what do bánh chưng and bánh day symbolize?
- Why do you think they are still an important part of Lunar New Year celebrations today?

To learn how to make earth and sky cakes, or bánh chưng and bánh day, visit <http://www.vietnamesefood.com.vn/vietnamese-recipes/vietnamese-dish-recipes/square-rice-cake-with-mung-bean-and-pork-belly-recipe-banh-chung.html>.





Sample Lesson: Symbolism and Culture

Suggested Grades: K–6

Materials:

Picture and nonfiction trade books about the Chinese zodiac such as:

- *The Race for the Chinese Zodiac* by Gabrielle Wang
- *The Great Race: The Story of the Chinese Zodiac* by Dawn Casey

Character Trait Chart

Chinese zodiac animals, years, and characteristics: <http://www.chinatoday.com/culture/zodiac/zodiac.htm>

RT Tips for Reader's Theater: <http://www.aaronshp.com/rt/Tips.html>

Objective:

Students recognize the cultural significance and symbolism of the Chinese zodiac.

Read aloud a picture book on the Chinese zodiac. Possible titles include *The Race for the Chinese Zodiac* by Gabrielle Wang or *The Great Race: The Story of the Chinese Zodiac* by Dawn Casey. During the read-aloud, pause periodically to clarify unfamiliar words or phrases, pose questions to check for understanding and comprehension of the text, or prompt students to focus on sections that contain key information or details. If needed, chart any relevant information that might support students in completing the *Character Trait Chart*.

Younger students:

Provide younger students with a list of zodiac animals and a list of their character traits. Ask students to match them and to use evidence from the story to explain why they matched them.

Older students:

Students listen during the read-aloud and can “stop and jot” when appropriate. Students complete the *Character Trait Chart* after listening to the story.

After completing the character chart, students complete one or more of the following activities:

- Students work in pairs or small groups to write their own version of the story of one of the characters of the Chinese zodiac in the form of a “Reader’s Theater” play. Encourage students to use their own words to tell the story. In Reader’s Theater, students can practice expressiveness and intonation through “getting in character.” After publishing their plays/scripts, students practice in their groups and finally perform their play for the class. Teachers can refer to “RT Tips” when introducing students to Reader’s Theater.
- Students create a poster or infographic depicting the story of the Chinese zodiac.
- Students ask five friends or family members what their Chinese zodiac animal sign is (or ask for their birth year to identify the person’s animal sign) and consider if the character traits for that animal sign accurately match the person.

Conclude the lesson with a discussion on the following: In what ways can the Chinese zodiac be considered symbols of Chinese culture and traditions? How do these traditions connect to celebrations of Lunar New Year?

Character Trait Chart

Name of Character	Character Traits	Evidence

Chinese Lunar New Year Parade





Sample Lesson: Foods, Symbolism, and Culture

Suggested Grades: K–8

Materials:

Picture and nonfiction trade books about Lunar New Year such as:

- *Chinese New Year* by Alice K. Flanagan
- *Red Eggs & Dragon Boats: Celebrating Chinese Festivals* by Carol Stepanchuk

Objective:

Students identify and analyze the significance of various symbols associated with the Lunar New Year.

Ask students to share some customs that they follow when celebrating the New Year or another holiday or special occasion. Provide context for the lesson by explaining that many of the foods and customs that are part of Lunar New Year celebrations are symbols for larger beliefs and traditions. Lead a read-aloud or shared reading of the chapters “Getting Ready for the New Year” (pages 11–12) and “Happy New Year’s Day” (pages 19–20) from *Chinese New Year*. Another possible chapter to read includes “Chinese Lunar New Year” (page 9) from *Red Eggs & Dragon Boats: Celebrating Chinese Festivals*.

Younger students:

Use the chart below to create cards. Students sort the cards into two categories: Food or Custom. The activity can be extended by including a card that includes what the food or practice symbolizes. To support emerging readers or English Language Learners, include images that depict the key terms.

Older students:

Students complete the chart on the next page. Determine which parts of the chart to include or leave blank based on the needs and readiness of the students in the classroom. For example, some students may be able to complete the chart entirely on their own. Others may need the categories listed, etc.



Chinese New Year Food/Custom	Food/Custom	What Food/Practice Symbolizes
Having a clean house	Custom	Allows for room for all the good things the new year will bring
Having a kumquat tree (fruit looks like a tiny orange) in the home	Custom	Good luck for the coming year
Having peach and plum flowers in the home	Custom	Brings long life in the new year
Wearing red clothing	Custom	Happiness in the new year
Blossoming flowers	Custom	Beauty and good luck
Showing good manners on New Year's Day	Custom	Whatever happens on this day will show the kind of luck people can expect in the coming year
Oranges	Food	Money and wealth
Tangerines	Food	Good luck
New Year's cakes and candies	Food	Peace and togetherness
Apples	Food	Good luck
Crab and fresh fish	Food	To have plenty for the new year
Noodles	Food	Long life
Sugared melon	Food	Good health
Lotus seeds	Food	Chinese word for lotus (<i>lian zi</i>) sounds like the word for "lots of children"

Conclude the lesson with students selecting one food or custom from the chart and writing a paragraph that summarizes its symbolism. Students can be prompted to compare two symbols or customs, or to compare the custom with a similar one from another culture that they know or have learned about.



Sample Lesson: Lunar New Year Around the World

Suggested Grades: 6–8

Materials:

Photo Analysis Worksheet

Photographs or slide shows from Lunar New Year celebrations around the world

- Time for Kids: <http://www.timeforkids.com/photos-video/slideshow/chinese-lunar-new-year/219016>
- NBC News: <http://www.nbcnews.com/slideshow/travel/chinese-new-year-celebrations-around-the-world-46060762>
- PBS NewsHour: <http://www.pbs.org/newshour/updates/chinese-new-year-celebrations-around-globe-ring-year-goat/>

Objective:

Students analyze images to identify themes, symbols, and motifs that appear in celebrations of Lunar New Year across a variety of cultures.

Ask students to think about whether or not they can learn information from looking at pictures. Some possible questions include:

- Can we learn new information just by looking at pictures?
- Can you recall a time when you learned something new from looking at a picture?
- What skills might we need to use to learn information from pictures? (Observe, infer, analyze, etc.)
- What can we do to be fair and non-judgmental when we study photographs?
- What are some things we should pay attention to?

Chart students' responses as they share.

Explain that they will be analyzing a variety of images in order to learn about Lunar New Year. In order to help their analysis, they will use the *Photo Analysis Worksheet* to help to remind them to follow the steps they listed.

- Select one image from the ones following the lesson and model how to analyze it. If students have previously engaged in similar types of analyses, you can ask one or two students to join in the modeling activity with you.
- Students then select two or three additional photographs from the ones following the lesson or from one of the slide shows of Lunar New Year celebrations around the world. Students can work in pairs or groups of three to analyze the photographs.

Younger students:

Encourage students to use inference and observation to analyze each photograph and answer the following questions:

- What do you notice?
- Have you seen something like this before?
- What are you wondering?

After the analysis of the photographs, lead a discussion on student observations and connections. What can we learn from these images? How are they alike? How are they different? What inferences can we make?

Older students:

Students work in small groups to complete the *Photo Analysis Worksheet* and draw conclusions about common motifs, colors, and activities.

Conclude the lesson with students selecting one recurring theme, symbol, or motif that they discovered in the images they analyzed and writing about why they think it might be significant to Lunar New Year celebrations.

Lunar New Year Celebrations Around the World

Australia



Singapore



Lunar New Year Celebrations Around the World

China



United States of America



Photo Analysis Worksheet

Observations

- Study the photograph for two minutes.
- Form an overall impression.
- Divide the photo into quadrants and study each section.

Use the chart below to list people, objects, and activities in the photograph.

People	Objects	Activities

Inference

Based on what you have observed, list three things you might infer about Lunar New Year from this photograph.

Questions

What questions does this photograph raise in your mind?

Why do you think this image is significant?

Synthesis—Searching for Common Themes

What common motifs, themes, images, and activities did you notice throughout the photographs?

What conclusions can you draw about Lunar New Year?

What questions do you still have?

Resources



Museums and Organizations

Asian Art collection at the Metropolitan Museum of Art
<http://www.metmuseum.org/en/about-the-museum/museum-departments/curatorial-departments/asian-art>

Mr. and Mrs. John D. Rockefeller collection at the Asia Society
<http://www.asiasocietymuseum.org/>

Hall of Asian Peoples American Museum of Natural History
<http://www.amnh.org/exhibitions/permanent-exhibitions/human-origins-and-cultural-halls/gardner-d.-stout-hall-of-asian-peoples>

Rubin Museum of Art
<http://rubinmuseum.org>

Museum of Chinese in America
<http://www.mocanyc.org/>

Books

Elementary School

Chinese New Year
 by Alice K. Flanagan
 Capstone Press, 2003
 ISBN-13: 9780756504793

*The Great Race:
 The Story of the Chinese Zodiac*
 by Dawn Casey
 Barefoot Books, 2008
 ISBN-13: 9781846862021

The Race for the Chinese Zodiac
 by Gabrielle Wang
 Candlewick Press, 2013
 ISBN-13: 9780763667788

The Dragon Prince
 by Thich Nhat Hanh
 Parallax Press, 2007
 ISBN-13: 978-1888375749

K is for Korea
 by Hyechong Cheung
 Frances Lincoln Children's Books
 ISBN 978-1847801333



Elementary/Middle School

China by Poppy Sebag-Montefiore
DK Children, 2007
ISBN-13: 978-0756629762

*Land of Morning Calm:
Korean Culture Then and Now*
by John C. Stickler
Shen's Books
ISBN 978-1995008473

*Moonbeams, Dumplings & Dragon Boats:
A Treasury of Chinese Holiday Tales,
Activities & Recipes* by Nina Simonds
HMH Books for Young Readers, 2002
ISBN-13: 978-0152019839

*Red Eggs & Dragon Boats: Celebrating
Chinese Festivals* by Carol Stepanchuk
Pacific View Press, 1994
ISBN-13: 9781881896081

Vietnamese Children's Favorite Stories
by Phuoc Thi Minh Tran
Tuttle Publishing, 2015
ISBN-13: 978-0804844291

Middle School/High School

*Mooncakes and Hungry Ghosts:
Festivals of China* by Carol Stepanchuk
and Charles Choy Wong
China Books and Periodicals, 1992
ISBN-13: 978-0835124812

**Websites with Lessons and
Activities for Lunar New Year****All Grade Levels**

Asian Art Museum of San Francisco:
<http://www.asianart.org/campaign/lunar-new-year-2015>

NCTE's Read, Write, Think: <http://www.readwritethink.org/classroom-resources/calendar-activities/chinese-year-starts-today-20424.html>

Smithsonian Education: http://www.smithsonianeducation.org/educators/lesson_plans/lunar_stamps/index.html

Elementary/Middle School

Scholastic Chinese New Year: <http://www.scholastic.com/teachers/lesson-plan/chinese-new-year>

Time for Kids: <http://www.timeforkids.com/photos-video/slideshow/chinese-lunar-new-year/219016>

A China Family Adventure: <http://www.china-family-adventure.com/index.html>

High School

BBC:
<http://www.bbc.co.uk/guides/z8vdjxs>

PBS:
<http://www.pbslearningmedia.org/resource/awr09.socst.world.glob.chinesenyr/chinese-new-year/>

References

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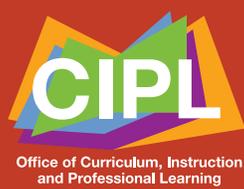
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