



The Fox Borrows the Tiger's Fierceness by Walking with the Tiger



Adapted from an
Ancient China Fable

Standards Met

- 1.1: Communication – Interaction
- 1.2: Communication – Interpretation
- 1.3: Communication – Production
- 3.1: Connections – Reinforce other content areas
- 4.1: Comparisons – Chinese language patterns
- 5.1: Use Chinese beyond school

Objectives:

The students will...

- demonstrate knowledge of commands through actions.
- demonstrate comprehension of “The Fox Borrows the Tiger's Fierceness by Walking with the Tiger” by acting out the story as it is told in Chinese.
- relate the importance of Chinese fables
- apply knowledge of verbs and animals

A fable is a short story devised to convey some useful lesson. A distinctive feature of the fable is that it contains a moral truth.

Some Chinese fables concentrate on a certain period in the development of Chinese fables while others cover almost the entire history of Chinese literature up to the Qing Dynasty. Fables have served to enrich the Chinese language and the morals of these tales have found their way into the language and are still in use up to this day.

The Fox Borrows the Tiger's Fierceness by Walking with the Tiger

A tiger caught a fox one day and was about to eat him. The fox said: "You cannot dare to eat me. Do you know I am sent by god to rule over the animal kingdom? If you eat me, you will be going against god's mandate. Do you think I'm lying? Come and walk behind me. You'll see all the animals will flee when they see me."

The tiger followed the fox's plan walking behind the fox. All the animals fled when they saw them coming. The tiger believed that the animals were really afraid of the fox. He did not realize that he himself was the reason why the animals ran away.

In Chinese, the idiom **狐假虎威** is used to describe a person who uses another person's power to manipulate **or** intimidate **people**.

Zhangguo ce (Strategies of the Warring States)

<http://chineseculture.about.com/library/extra/story/blyrh10311999.htm> - history of the fable and its significance

Anticipatory Set

In Western culture, the lion is known as the king of beasts, but Chinese believe the tiger is the strongest and most vigorous animal. Some Chinese phrases associated with the tiger illustrate its authority like, "as powerful as a tiger (**Hu Hu Sheng Wei**)," and "by walking together with a tiger, even a fox becomes fierce (**Hu Jia Hu Wei**)." For ancient Chinese, tiger hunting was not an easy job without the aid of poison or a trap.

Have the students create one of the following craft ideas for a tiger:

Tiger Hand Puppet

Chinese Kite Craft

Chinese Paper Cut Craft

Chinese Tiger Hand Drum

Directions for these crafts are found at the site below

<http://www.artistshelpingchildren.org/tigerscraftsideasactivitieskids.html>

Activity Sequence

Input

- Have the students TPR key words from the story such as the command verbs.
- Tell the story in Chinese using the Power point presentation.
- Retell the story using the Power point presentation and have the students TPR the words that they know.
- Hand out visuals and words; students do living order of visuals while the teacher reads the story. The students can place the visuals on the sticky board.
- Circle using yes/no questions about the story.

Guided Practice

- As a whole class, play a memory card game with large cards that have the vocabulary from the story. Students match the picture with its corresponding word in Chinese. This game is just like Concentration.
- Put a word from the story on the back of each student. By asking only yes/no questions, the student will try to find out which word is on his/her back. When a student thinks that he/she has the correct answer, he/she asks someone to verify that answer. If the answer is correct, he/she removes the paper and places it in correct category on the board (semantic mapping). This may also be done in pairs or small groups.
- Hide a picture of a vocabulary word while one student is out of the room. The student tries to find the picture with the help of the class. As the student gets

- closer to the picture, his/her classmates say the name of the word in Chinese louder and louder. When the student goes away from the picture, the name is said softer and softer.
- Have the students work together to retell the story using prompts from the board.
 - Animal Activities
 1. Animal Guessing Game – show only part of the animal, and the students will need to guess the animal in Chinese.
 2. Who am I? Tape the label of an animal on the back of each student. Students need to determine what they are by asking questions of their classmates. They may not ask who or what they are directly. They can only ask each person two questions. The questions can be in English or in Chinese depending on the level of the students.
 3. Animal Jeopardy - Write clues for wild animals and let the students guess the animal. These clues may be written in Chinese or English.
I have black and white stripes.
I am king of the jungle.
 4. TPR Animals – I have a felt board with many animal cut outs that I like to use to create a story. I usually incorporate the animals into my stories. When doing TPR I say..."Walk like a penguin...like a lion...like an elephant..."
 - Verb Activities
 1. Act Out the Verb – Give students a verb in Chinese and have them act it out.
 2. Flyswatter Game – Students love the flyswatter game (I do this at the board, but students can have a set at their tables and work with a partner as well.) The teacher calls out the translation and the students must slap the correct answer on the board (or at their table). The first student to slap the correct translation wins. The answers on the board can be vocabulary, but I most often use verbs and these can be written on the board or written on laminated pieces of paper to prevent tearing – these are then taped on the board. I call out three verbs, students race to see who can hit these first. Those at the front can change with other students in the room or the winner can stay until he/she is beaten. You can play as individuals or as two teams.
 3. Show the visual of the verb and have students say it in Chinese
 4. Have students draw the actions for the verbs as the teacher says it in Chinese

Extension Activities

- Create a collage of animals that the students like
- Extend to other Chinese fables

<http://chineseculture.about.com/library/extra/story/blyrh.htm> - many additional Chinese fables

Evaluation

- Check comprehension of the story with simple yes/no questions or either/or questions.
- Do a stand and share activity where the students each share one part of the story.
- Say verbs and have the students act them out.

Closure

- One last retell of the story with the students filling in the blanks when the teacher pauses.

Connections

Science

KWL chart

The teacher will begin the lesson by showing the students the chart (referred to as a KWL). She will give the students an opportunity to turn and talk to a partner or small group about things they already know about tigers. After allowing students time to talk, ask students to share things they discussed. Record responses on the KWL under the heading "What We Know." Then ask the students if there are any questions they have about tigers. Allow time for the students to turn and talk in order to develop questions for the chart. Ask students to share and record responses on the KWL chart under the heading "What We Want To Know." Explain to the students that you will come back to the KWL after researching tigers to complete the last section labeled "What We Have Learned."

KWL chart can also be done with foxes

Jungle Animal Reports

Do animal reports using colored index cards for your notes. Assign each color a topic for the report. Each note card needs at least 3 facts on it

green--general information--mammal, lifespan

blue—environment: where it lives, part of the world: cave, forest

yellow--what it looks like: weight, height

white-- # of babies; length of gestation

pink--what it eats: diet, baby's diet

orange--how it hunts or defends itself

The note cards have just phrases on them. Students use them to write an animal report.

Animal Scavenger Hunt

Select an animal. Research that animal and find 15 unique facts about it. Create a poster with ten facts written in interesting, understandable sentences in Chinese. On your poster, include a picture of the animal. This picture may be from the Internet or drawn. From the information on your poster, write in Chinese characters or pinyin two questions and their answers to be turned into the teacher. The teacher types these questions to

create a question scavenger hunt. On jungle day, the students complete this question scavenger hunt through the animal posters.

Animal Food Chain

Have students create a "food chain" by drawing a predator animal, that animal's food source, and so on until they reach the lowest organism on that particular food chain. Glue each drawing to a strip of oak tag, and then form a paper chain by stapling the oak tag strips into circles in the correct order. - a FOOD CHAIN!

Endangered Animals

The South China Tiger is an endangered animal. Discuss endangered species and identify ways people help protect these living things so that they are not endangered or become extinct. In groups devise a plan to help save them. Suggestions might be to create a commercial or write a letter to the editor.

Math

Teach graphing using Tiger Math

http://alex.state.al.us/lesson_view.php?id=23793

Clothespin graph

Use a half-sheet of bristle board and at the top print this question:

"Which one of these is your favorite?"

On the left side, glue a picture of a fox, and a picture of a tiger on the right side. Draw a line down the center. Give each child a clothespin with his/her name on it. They each have to decide and tell why one of the animals is their favorite. They then put their clothespin on the correct side. The results can be graphed.

Venn Diagram

Create a Venn Diagram comparing characteristics of a tiger and a fox

Language Arts

Tiger Bookmarks

Students read books about tigers and create illustrated bookmarks as records of the most interesting facts that they learned about tigers.

Tiger Research

Students research tigers. They then can role-play a tiger's special hunting abilities, the variation across subspecies, or problems that the wild tigers face

Dramatize the story.

Write a poem about a tiger or fox

Fable Comparison

Compare the Aesop fable *The Fox and the Crane* with the traditional Chinese fable *The Fox Borrows the Tigers Fierceness by Walking With the Tiger*.

Class Booklet of Fables

Discuss fables and have students write their own fable. These fables may also be illustrated. The teacher could compile all of the fables into a class booklet of fables.

Art

Wild Tiger Mask

Students study photographs of tigers and then create their own tiger masks.

Wild Tiger Cube

Students create multimedia cubes with written facts, drawn pictures, photographs and other decorations. To extend the activity, students count roll their cubes and tell more about the side that lands face up.

Tiger Craft Activities

<http://www.dltk-kids.com/animals/jungle-tigers.html>

Jungle Animal Crafts

<http://www.dltk-kids.com/animals/jungle.html>

Create an Origami Fox

<http://www.activityvillage.co.uk/Origami%20Fox.pdf>

Social Studies

Chinese Calendar and New Year

The tiger is an animal of the Chinese calendar. Have students research Chinese New Year. The following are a variety of activities they can do for Chinese New Year.

http://www.activityvillage.co.uk/chinese_new_year.htm

Resources

Fables

<http://chineseculture.about.com/library/extra/story/blyrh.htm> - many additional Chinese fables

<http://www.chinavista.com/experience/fable/fable.html> - ancient Chinese fables

Chinese Tiger

<http://www.usbridalguide.com/special/chinesehoroscopes/Tiger.htm> - facts about the Chinese tiger of the zodiac

http://lion_roar.tripod.com/SouthChinaTiger.html - South China tiger facts

<http://www.indiantiger.org/tigers-around-the-globe/south-china-tiger.html> - South China tiger facts

Chinese New Year

This holiday is the most important holiday.

Dates change from year to year because based on cycles of the moon.

Dates can be at the end of January or in February.

The celebration lasts 15 days.

The celebration includes family reunions and visiting friends and relatives.

Lots of firecrackers are set off to drive away evil spirits

Chinese New Year Traditions

Fresh start – clean house from top to bottom before New Year’s Eve

Kitchen God – watches over family and week before New Year’s Day, reports to heaven the behavior of the family

Big Feast – knives put away before New Year to avoid cutting good luck
Family share huge meal and say only positive things.

Gifts – children receive little red envelopes with money inside

Lights – last day of the celebration is Lantern Day

People light lanterns and hang them to welcome in spring.

Happy Birthday – seventh day of New Year is everyone’s birthday

Lucky Signs – hang up red banners with wishes for good fortune and happiness

Firecrackers – set off firecrackers to drive away evil spirits

New Year Graphics – each new year, people will decorate their homes with many New Year Graphics, the best of which are from the small town called Yangliuqing.

New Year’s Festival – cloth dragon winding down the street

Ends with the beautiful Lantern Festival. The children carry lanterns all around the village.



Resources

http://crafts.kaboose.com/holidays/chinese_new_year.html - excellent source for easy students' crafts for the Chinese New Year

<http://www.history.com/topics/chinese-new-year> - video of the Chinese New Year

<http://www.enchantedlearning.com/crafts/chinesenewyear/> - excellent site for information for children, crafts, and many activities

http://www.activityvillage.co.uk/chinese_new_year.htm - lots and lots of student activities and ideas

http://www.educ.uvic.ca/faculty/mroth/438/china/chinese_new_year.html - in-depth explanation of the Chinese New Year

http://www.chiff.com/home_life/holiday/chinese-new-year.htm - lots of good information

http://www.familyculture.com/holidays/chinese_new_year.htm - details family culture as it relates to the Chinese New Year

<http://pbskids.org/sagwa/games/countdown/index.html> - kid countdown for the Chinese New Year based on the book The Chinese Siamese Cat written by Amy Tan

<http://www.dltk-holidays.com/china/index.htm> - great student site – games, crafts, information etc.

http://www.theholidayspot.com/chinese_new_year/ - lots and lots of great information and pictures

<http://www.kiddyhouse.com/CNY/> - great activities for kids and teachers