



# Wu Song Killing the Tiger

Adapted from  
Ancient Chinese Story



## 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 “Wu Song Killing the Tiger” by acting out the story as it is told in Chinese.
- relate the importance of Chinese folktales and myths
- apply knowledge animals and nature

Chinese Folktales and Myths – Through these stories Chinese values, traditions and customs are passed from one generation to the next. Wu Song is an example of a Chinese folktale based on some 108 men who sought refuge on Liangshan Marsh after running into trouble with the law. The marsh became a famous hideout for these outlaws. Though fugitives in the eyes of the authorities, these men had committed crimes in their bid for justice. Wu Song is noted for his cleverness and resourcefulness.

<http://library.thinkquest.org/03oct/01397/folkt.htm> - information about the importance of folktales and myths

## Wu Song, the Tiger Slayer

Wu Song is a respected hero in the Water Margin. He is famous in Chinese legend for killing a man-eating tiger with his bare hands. (Wu Song Da Hu means extreme courage in China).

As Wu Song passes by a small village (Mount Jinyang), he reads a notice warning travelers about a man-eating tiger in the surrounding woods. The villagers are afraid to leave their homes at night because of this tiger.

For the safety of the people, Wu Song decides to kill the tiger. After drinking wine, he goes in search of the tiger with his staff. The tiger jumps out at him. Wu Song's staff breaks, and he must kill the tiger with his bare hands.

He is awarded money by the local officials, but he gives the money to the hunters who have been searching for the tiger.

### **Anticipatory Set**

Guide the students through the creation of a tiger mask. Directions are at the following web site.

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

In Chinese ask the students what they are making. For example, are you making a horse, an elephant etc. **Nǐ zuò mǎ, dà xiàng hái shì qí tā de dòng wù ?**

Explain the class is going to be reading a folk tale about tigers and a brave man who killed a tiger.

### **Activity Sequence**

#### **Input**

1. Put approximately seven key words from the book on the board. Uncover them as they are addressed through TPR (total physical response). The words are as follows: kill, run, climb, blow, jump, hit, break, and give. Make up a TPR action that goes with each word and practice this motion several times with the students.
2. Read through the story using the Power point as the students do the TPR actions.
3. Hand out visuals printed from the Power point; students do living order of visuals while the teacher reads the story. The students can place the visuals on the sticky board.
4. Circle questions with TPRS.

#### **Guided Practice**

1. Match phrases from the story with their corresponding pictures. This activity may be done in partners.
2. 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.
3. Play Bingo using the vocabulary from the story. Younger students can do a large Bingo card as a class.
4. 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 animal in Chinese louder and louder. When the student goes away from the picture, the name is said softer and softer.
5. Have the students work together to retell the story using prompts from the board.
6. Animal Activities
  - Animal Guessing Game - Show only part of the animal, and the students will need to guess the animal in Chinese

- Charades - Students can perform the actions of various animals or mimic the sounds of various animals, and their classmates will guess the animal.
- Jungle Animals – draw a jungle and label the animals in it
- 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.
- 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..."

#### 6. Nature Activities

- Nature Pictionary - Write the nature vocabulary in Chinese on 3 X 5 cards, a separate word on each card. Divide the students into two teams A and B. The first person on a team A takes a card and draws on the white board what is written on the card. His teammates try to guess what nature vocabulary word he/she is drawing. If the team guesses correctly, the team gets two points. If not, team B gets a chance to earn one point if they guess the word correctly.
- Nature Drawing - Give in Chinese a description of a nature drawing, and students draw it according to your directions. Depending on the level of the students, the drawing may be very simple with just a sun, cloud, mountain, river and tree (**Tài yáng , yún ,shān ,hé , shù**) to something much more complex.

#### Extension Activities

1. Allow students to create their own new version of the story by changing animals, where the story took place etc. It can be a very simple change.
2. Complete a class picture dictionary.
3. Extend to other Chinese folk tales

<http://library.thinkquest.org/03oct/01397/folkt.htm> - lots of other Chinese folk tales

#### Evaluation

1. Check comprehension with simple yes/no questions or either/or questions.
2. Give a yes/no quiz in Chinese asking some of the following questions: What does Wu Song kill? (**Wǔ sōng shā le shén me?**) Where does the tiger run? **Lǎo hǔ pǎo dào nǎ lǐ qù le?** etc.

#### Closure

1. Retell the story one last time. Students will fill in the blanks when the teacher pauses.

### Additional Resource:

<http://library.thinkquest.org/03oct/01397/folkt.htm> more on the story of Wu Song

<http://www.highbeam.com/doc/1G1-172555457.html> -information about the history of this tale

<http://history.cultural-china.com/en/60History148.html> - Outlaws of the Marsh where Wu Song was taken from

<http://www.chinese-porcelain-art.com/article-chinese-ceramics.htm>

<http://www.englishbaby.com/forum/LifeTalk/thread/54982> - section about Wu Song and other aspects of Chinese culture

<http://www.enchantedlearning.com/subjects/mammals/tiger/> - information about tigers plus tiger print outs

### Connections

#### Social Studies

- Study how this folk tale relates to Chinese history
- Demonstrate the importance of Chinese folk tales in showing Chinese traditions and culture
- On a map, locate China's *absolute location* (longitude and latitude) and *relative location* (general descriptors of where the place is located, e.g., along the Pacific Ocean on the east and south of Russia).
- In a brainstorming session, have the learners describe China as a *place* by listing recognizable *physical characteristics* (landforms, water bodies, climate, soil, natural vegetation, animal life) and *human characteristics* (inhabitants, settlement patterns, languages, religions, how inhabitants make a living).
- Discuss the importance of the tiger in Chinese culture – indicate that 2010 is the Year of the Tiger on the Chinese Zodiac calendar

#### Science

- Students can fill in the semantic analysis chart for the various animals.

#### Language Arts

- Dramatize the folk tale of Wu Song
- Create a puppet show using wooden spoons, yarn, and markers
- Read and discuss six Chinese folk tales and fairy tales

<http://www.newton.k12.ma.us/angier/DimSum/Chinese%20Folktales.html>

- Write an original folk tale in the style of Chinese folk tales

<http://www.germantownacademy.org/academics/ls/5th/chinfolk/stinde00.htm> - examples from fifth grade

### **Higher Level Thinking Skills**

- Place the sequence of events in the story on a timeline
- Ask the learners to summarize this story in one or two sentences, then add to the summary the lesson being taught in the folktale.
- Ask the learners if the use of a tiger was symbolic in the story or could another animal have been substituted. Explain that, in China, tigers represent incredible bravery.

### **Art**

[http://asia.isp.msu.edu/outreach/EastAsiaTeachingSem\\_new/GR%20students%20TIPS/China/CHINESE%20FOLKTALES%20%20Dragons,%20Heroes%20&%20Villians.doc](http://asia.isp.msu.edu/outreach/EastAsiaTeachingSem_new/GR%20students%20TIPS/China/CHINESE%20FOLKTALES%20%20Dragons,%20Heroes%20&%20Villians.doc) – lesson incorporating social studies, language arts and art for older students