



Using hieroglyphs and Chinese ink painting to learn Chinese radicals

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Title: Using hieroglyphs and Chinese ink painting to learn Chinese radicals

Theme/Topic: Chinese radicals

Introduction (2-3 sentence summary of lesson): Chinese characters are hieroglyphs which look like pictures. In this class, students can learn the origin of Chinese characters and a few common radicals in order to read more characters. They will use Chinese ink painting to describe their understanding.

Subject(s)/Grade level(s): Chinese Immersion program grade 3-6 or grade 9-12

Suggested Duration of Lesson: Four days

Connection to Standards/Common Core (2-3 standards):

- World-Readiness Standards for Learning Languages, 5Cs: Communication, Cultures, Connections, Comparisons, and Communities.
- Communication: Interpersonal, Interpretive and Presentational Communication.
- Cultures: Interact with cultural competence and understanding about cultural Perspectives,
- Practices, and Products.
- Connections: Connect with other disciplines.
- Comparisons: Cultural Comparisons.

<https://www.actfl.org/resources/world-readiness-standards-learning-languages/standards-summary>

Essential Questions (2-3 questions):

Where do Chinese characters come from?

Are there any tricks to understand Chinese?

What are the differences between Chinese ink painting and watercolor painting?



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Learning Objectives (2-3 objectives):

1. Students can relate the history of hieroglyphs and the origin of Chinese characters.
 2. Students can read some Chinese common radicals.
 3. Students can make a Chinese ink painting.
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Materials Needed:

Chinese ink painting paper, brushes, ink

Pre-Assessment of Prior Knowledge: *How will students show what they already know about the topic?*

I will provide some examples from multiple languages, such as Arabic, Egyptian, Greek, English, Spanish, Chinese, Japanese and encourage students to pick out the hieroglyph languages.

Then, I will ask students why these languages are called hieroglyphs. (Pictorial writing)

Lesson Activities/Instructional Strategies (5-7 steps):

Day 1

- I will provide examples from different languages, such as Arabic, Egyptian, Greek, English, Spanish, Chinese, Japanese and let students recognize hieroglyphs by using their prior knowledge.
- I will provide some hieroglyphs pictures and let students guess the meaning of the pictures.
- Students will define hieroglyphs as groups (2-4 students), by using graphic organizer.
- Let students draw their hieroglyphs and present them in front of the class.



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Day 2

- I will provide students with some common radicals, Chinese characters, and their hieroglyph versions.
- Students will guess the meaning of each radicals and be offered different pictures of the radicals with their English meanings.
- I will provide students with four different radicals. Students will discuss their meanings as a group (2-4 students).
- Lecture time: Chinese characters are composed of radicals, which are put together in different orders and different combinations.
- Students will see different Chinese characters but still be using the same radicals we mentioned above.
- Students can discuss the meaning of each character and their English meaning.

Day 3

- Introduce Chinese ink painting. <https://www.youtube.com/watch?v=qF3EbR8y8go>
- Share some famous Chinese ink paintings.
- Compare the Chinese ink painting and watercolor painting. Students will read these authentic materials. <https://new.qq.com/omn/20191218/20191218A0RR7R00.html> (advanced)/ <https://www.chinahighlights.com/travelguide/culture/painting.htm>. (novice & intermediate) Let students find the differences and what they have in common.
- Students will recognize Chinese ink painting and watercolor painting.
- I will introduce three famous Chinese ink painters, Beihong Xu, Daqian Zhang and Baishi Qi and their paintings.
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- Modern painting gallery:

Ink paintings portray Chinese athletes in 2020 Tokyo Olympics

http://en.chinaculture.org/a/202108/11/WS6113673fa310efa1bd66827b_1.html

Modern painters

https://www.christies.com/features/Chinese-Contemporary-Ink-artists-to-know-10032-1.aspx?sc_lang=zh-CN

Day 4

- I will use Chinese ink paintings to show the understanding of each Chinese character.
- Students present their paintings in front of the class. (There are some examples below from [日月山川](#))





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Resources:

[说文解字](#)

[日月山川](#)

[图说汉字](#)

Youtube

Closing/Reflection Activity:

The teacher will upload students' projects online. Students will leave a comment anonymously in this online gallery and elaborate on the meanings of the Chinese characters.

Post-Assessment:

Students will draw three unfamiliar characters by using Chinese ink painting at home.

Extension Activities/Extending the Lesson/Cross-Curricular Connections (2-3 ideas):

- Students can use common radicals to learn more Chinese characters.
- Students can elaborate the origin of Chinese characters in history class.