



# #9983 THE FRIENDS OF KWAN MING

NATIONAL FILM BOARD OF CANADA, 2002

Grade Level: K-4

7 mins.

## DESCRIPTION

Kwan Ming makes three friends on the journey from China to the New World. When opportunities for work arise, Kwan Ming lets his friends have the best jobs, leaving him as a helper to a mean boss. Kwan's friends then help him meet three challenges the boss gives him—to find a suit that won't tear, boots that never wear out, and bread that always stays fresh. Based on the book by Paul Yee.

## ACADEMIC STANDARDS

### Subject Area: Language Arts–Reading

- Standard: Uses the general skills and strategies of the reading process
  - ♦ Benchmark: Establishes a purpose for reading (e.g., for information, for pleasure, to understand a specific viewpoint) (See INSTRUCTIONAL GOALS 3.)
  - ♦ Benchmark: Makes, confirms, and revises simple predictions about what will be found in a text (e.g., uses prior knowledge and ideas presented in text, illustrations, titles, topic sentences, key words, and foreshadowing clues) (See INSTRUCTIONAL GOALS 2.)
  - ♦ Benchmark: Understands the author's purpose (e.g., to persuade, to inform) (See INSTRUCTIONAL GOALS 5.)
- Standard: Uses reading skills and strategies to understand and interpret a variety of literary texts
  - ♦ Benchmark: Uses reading skills and strategies to understand a variety of literary passages and texts (e.g., fairy tales, folktales, fiction, nonfiction, myths, poems, fables, fantasies, historical fiction, biographies, autobiographies, chapter books) (See INSTRUCTIONAL GOALS 1.)
  - ♦ Benchmark: Knows the defining characteristics of a variety of literary forms and genres (e.g., fairy tales, folk tales, fiction, nonfiction, myths, poems, fables, fantasies, historical fiction, biographies, autobiographies, chapter books) (See INSTRUCTIONAL GOALS 1.)

## C a p t i o n e d M e d i a P r o g r a m

- ♦ Benchmark: Understands the basic concept of plot (e.g., main problem, conflict, resolution, cause-and-effect) (See INSTRUCTIONAL GOALS 7.)
- ♦ Benchmark: Understands elements of character development in literary works (e.g., differences between main and minor characters; stereotypical characters as opposed to fully developed characters; changes that characters undergo; the importance of a character's actions, motives, and appearance to plot and theme) (See INSTRUCTIONAL GOALS 6.)
- ♦ Benchmark: Makes inferences or draws conclusions about characters' qualities and actions (e.g., based on knowledge of plot, setting, characters' motives, characters' appearances, other characters' responses to a character) (See INSTRUCTIONAL GOALS 6.)
- ♦ Benchmark: Makes connections between characters or simple events in a literary work and people or events in his or her own life (See INSTRUCTIONAL GOALS 4.)

### **Subject Area: Language Arts–Viewing**

- Standard: Uses viewing skills and strategies to understand and interpret visual media
  - ♦ Benchmark: Understands different messages conveyed through visual media (e.g., main ideas and supporting details; facts and opinions; main characters, setting, and sequence of events in visual narratives) (See INSTRUCTIONAL GOALS 1, 5-8, and 10.)

### **Subject Area: Grades K-4 History–The History of Peoples of Many Cultures Around the World**

- Standard: Understands selected attributes and historical developments of societies in Africa, the Americas, Asia, and Europe
  - ♦ Benchmark: Understands various aspects of family life, structures, and roles in different cultures and in many eras (e.g., medieval families, matrilineal families in Africa, extended families in China) (See INSTRUCTIONAL GOALS 9.)

### **Subject Area: Thinking and Reasoning**

- Standard: Applies basic trouble-shooting and problem-solving techniques
  - ♦ Benchmark: Identifies simple problems and possible solutions (e.g., ways to make something work better) (See INSTRUCTIONAL GOALS 10.)

### **Subject Area: Working with Others**

- Standard: Displays effective interpersonal communication skills
  - ♦ Benchmark: Displays friendliness with others (See INSTRUCTIONAL GOALS 11.)

## **INSTRUCTIONAL GOALS**

1. Examine the tale *The Friends of Kwan Ming*.
2. To make predictions about *The Friends of Kwan Ming* before and during the viewing of the video and then confirming and/or revising them by the end of the viewing.

## C a p t i o n e d M e d i a P r o g r a m

3. To set a purpose to read or view the story.
4. To relate the story to personal life experiences.
5. To state the author's purpose for the story.
6. To examine the development of the main character, Kwan Ming.
7. To study the plot of *The Friends of Kwan Ming*.
8. To examine the importance of setting to the story *The Friends of Kwan Ming*.
9. To discover various aspects of family life in a different era in China.
10. To identify problems and possible solutions.
11. To identify and relate character traits of a friend.

### VOCABULARY

- |               |               |
|---------------|---------------|
| 1. apprentice | 8. items      |
| 2. assistant  | 9. peasant    |
| 3. cruel      | 10. plentiful |
| 4. customers  | 11. ruined    |
| 5. desperate  | 12. scuffed   |
| 6. dismay     | 13. stale     |
| 7. familiar   | 14. tailor    |

### BEFORE SHOWING

1. Define *tale*. Give examples.
2. Locate China on a world map and discuss how tales from this country may be affected by its culture.
3. Discuss the title of the video *The Friends of Kwan Ming*. Make predictions about the story.
4. List and discuss character traits of a good friend.
5. Identify and discuss character traits of a bully.
6. Review the elements of the plot of a story.
7. Set a purpose before viewing the story. Suggested purposes for *The Friends of Kwan Ming* include:
  - a. The problem of the story.
  - b. Elements of the China setting or culture.
  - c. The setting—time or year.
  - d. The sequence of the plot.
  - e. The author's purpose.
  - f. The appropriateness of the title *The Friends of Kwan Ming*.

### DURING SHOWING

1. View the video more than once, with one showing uninterrupted.
2. Stop the video to observe and discuss behaviors of Kwan and his friends that depict characteristics of a good friend:
  - a. On the ship.
  - b. When the innkeeper brings news of four jobs.
  - c. When Kwan Ming tells his friends about his problem.
  - d. When the boss demands the three things.
  - e. In the newly named "Kwan Ming & Friends" shop.

## C a p t i o n e d M e d i a P r o g r a m

3. Stop the video after Kwan Ming's boss demands the three things. Conclude whether he is a bully or not by discussing his behavior.
4. Stop the video to make predictions:
  - a. After Kwan Ming's unsuccessful job hunting.
  - b. After Kwan Ming's boss demands the three things he must bring to him in order to keep his job.
  - c. As Kwan Ming's boss is inflating from eating the bread.
  - d. As Kwan Ming ponders what to do when the customers show up after the boss floats away.

### AFTER SHOWING

#### Discussion Items and Questions

1. Review and discuss the purposes set before the video.
2. Summarize the plot of the story.
3. Revisit predictions. Confirm or revise them.
4. Identify the main problem as well as related problems in the story and how they were resolved:
  - a. Kwan Ming and his mother had no money following the death of his father.
  - b. Kwan Ming and his friends needed jobs.
  - c. The innkeeper offered three good jobs and one other job, the shop boy.
  - d. Kwan Ming's boss became angry after his fall and was going to fire Kwan Ming.
  - e. Kwan Ming needed three difficult items to give to his boss in order to keep his job.
  - f. Kwan Ming's boss floated away.
5. Identify the author's purpose for writing the story *The Friends of Kwan Ming*, giving supporting details from the story.
6. Relate personal life to this story.
7. Interpret how the setting affects the story. Address:
  - a. Chinese culture.
  - b. The time or year of the story.
  - c. United States' Chinatown.
8. Evaluate the importance of friendships as related to the story.
9. Discuss and justify the statement: "Kwan Ming was a good friend to his mother too."

#### Applications and Activities

1. Conduct character studies using a variety of graphic organizers. Identify each character's qualities, actions, and importance to the story:
  - a. Kwan Ming.
  - b. Kwan Ming's friends.
  - c. Kwan Ming's boss.
2. Read Paul Yee's story *The Friends of Kwan Ming*. Compare and contrast the published work with the video. (Use a Venn diagram or other comparable graphic organizer.)

## C a p t i o n e d M e d i a P r o g r a m

3. Create friendship links to make a "Chummy Chain," naming a character trait of a good friend on each link. Decorate a bulletin board or area in the classroom with them.
4. Read about friendship in books and online. (See RELATED RESOURCES.)
5. Conduct interviews with classmates about friendships. Compose a class chart "Feelings about Friends."
6. Create "friendly flowers" for friends, thanking them for being good "buddies." Display the flowers and pictures of everyone on a bulletin board entitled, "Budding Relationships."
7. Create acrostic poems using the word "friend" or "friendship."

### CMP RELATED RESOURCES

- *The Five Chinese Brothers* #2657
- *From Far Away* #9981
- *Roses Sing on New Snow* #9982
- *The Three Servants* #3188



### World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

#### • FRIENDSHIP

<http://www.henry.k12.ga.us/pges/kid-pages/friendship/default.html>

This Web site presents information about friendship, including an interview, a survey, tips on how to be a good friend, and original poems from Pleasant Grove Elementary School students.

#### • TOPICS: AN ONLINE MAGAZINE FOR LEARNERS OF ENGLISH

<http://www.topics-mag.com/Electronic/Magazine.html>

This Web site is an online magazine for people who are learning English as a second language. It is assessable to everyone who wants to learn about cultures from a variety of countries. Topics presented include: proverbs, customs, clothing, foods, toys, cultural issues, and more.

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- **KIDS ON THE NET: A CELEBRATION OF FRIENDS**

<http://kotn.ntu.ac.uk/allabout/friends/index.cfm>

This Web site is a gallery of elementary children's writings and accompanying artwork from all over the world. International communications encourages collaboration and opportunities for your students to use their writing skills and to recognize peer talents and abilities while celebrating their own.

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- **PAUL YEE**

<http://www.writersunion.ca/y/yee.htm>

Read a short biography of the author of *The Friends of Kwan Ming*, and see a complete list of his other books and his awards.