

Day-1

<p>Subject: Mandarin Grade Level: 5th Grade</p>	<p>Thematic Unit: Who we are.</p>	<p>Strategies and skills: Critical thinking skills, small and large group discussion, vocabulary building</p>	<p>Sub-Theme: Chinese Culture- (field trip) Chinese American history/Chinese Garden</p>	<p>Targeted Level: Novice Low DOK:3/4</p>
<p>Rationale: Students already learned location of China, Chinese people, holidays, land, animals, history... This lesson gives students an opportunity to learn and understand Chinese culture better. Students learn that culture gives people a sense of who they are. Before students examine their own cultural backgrounds and United States culture, they will develop a working definition of culture, and this will help them learn Chinese Mandarin better.</p>				
<p>Learning Objective: Students will be able to connect and compare Chinese culture to American culture. (Day-1)Students will be able to learn Chinese American history and see Chinese architecture by having a field trip to Chinese American Museum and Chinese Garden-Huntington Library Park. Vocabulary: bowuguan-museum, hua yuan-garden</p>				
<p>Standards Met: STAGE I Communication B.1.0 Students use <i>formulaic language</i> (learned words, signs [ASL] and phrases). B.1.2 Students interpret written, spoken or signed (ASL) language. <i>Functions</i> B.1.5 Students identify learned words, signs (ASL) and phrases in authentic texts. Structures D.1.0 Students use orthography, phonology or ASL parameters to understand words, signs (ASL) and phrases in context. Settings E.1.0 Students use language <i>in highly predictable common daily settings</i>.</p>				
<p>Material List: a trip agenda, school bus, tour guides.</p>				
<p>Opening (Do it now/Warm-up/Review):</p> <ul style="list-style-type: none"> • Warm up –Trip policy/ essential agreements 				

Procedures:

9:00 am Picking up

9:30-11:00 pm Exhibition and workshop (CAM)

Symbolically housed in the oldest and last surviving structure of Los Angeles’ original Chinatown, the 7,200 square foot Chinese American Museum (CAM) embodies a cultural and physical link to the past, as well as a promising point of entry for the city’s multicultural future. Opened on December 18, 2003 after 20 years of dedicated community and civic leadership and support, CAM’s presence at El Pueblo de Los Angeles Historical Monument—a 44-acre public park honored as Los Angeles’ “birthplace” and the site of its original Chinatown—reflects the vibrant development of an immigrant history that began over 150 years ago when the first major Chinese settlement was documented in Los Angeles. CAM is dedicated to researching, preserving, and sharing the experiences and contributions of Chinese Americans in the United States through quality exhibitions, programs, events, publications, and workshops. In addition to its role in the community as an active-learning institution, CAM is also proud to serve as a visual symbol of new and emerging traditions.

11:00-12:00 transportation and lunch

12:00-2:00 pm Chinese Garden-Huntington Library

The Garden of Flowing Fragrance, Liu Fang Yuan 流芳園, is amongst the largest Chinese-style gardens outside China. Designed to promote the rich traditions of Chinese culture, the garden is truly a cross-cultural effort. Architects and artisans from Suzhou, the renowned garden city of southern China, worked alongside California builders and gardeners. As a result, the Garden of Flowing Fragrance combines the botanical with the artistic and scholarly, in the tradition of Henry Huntington.

2:00-2:30 Transportation

2:30 Back to School

Closure and Homework:

Students will complete the worksheet and answer questions about the field trip as a home work.

Assessment: teacher questioning and observation.

Differentiated instruction:

- Provide visual material in large print for a student with visual impairments.
- Arrange partners for the student.

Day -2

Subject: Mandarin Grade Level: 5th Grade	Thematic Unit: Who we are.	Strategies and skills: Critical thinking skills, small and large group discussion, vocabulary building	Sub-Theme: Chinese Culture- Asia Film	Targeted Level: Novice Low DOK:3/4
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Learning Objective: Students will be able to learn Chinese culture by watching the movie- “**Forever Enthralled**”

Students will be able to increase their listening skill by listening to the Authentic Chinese .

Vocabulary:

Jingju-Beijing Opera

Standards Met: STAGE I

Communication

..... B.1.0 Students use *formulaic language* (learned words, signs [ASL] and phrases).

..... B.1.2 Students interpret written, spoken or signed (ASL) language.

Functions

..... B.1.5 Students identify learned words, signs (ASL) and phrases in authentic texts.

Structures

..... D.1.0 Students use orthography, phonology or ASL parameters to understand words, signs (ASL) and phrases in context.

Settings

..... E.1.0 Students use language *in highly predictable common daily settings*.

Material List: project, DVD, computer

Opening (Do it now/Warm-up/Review):

- Warm up –classroom essential agreements
- Review Chinese culture.

Procedures

- Teacher will let the students watch the movie “**Forever Enthralled**”
- The movie will be in Chinese Mandarin and with English subtitle.
- Teacher will ask students questions and check students understanding after the movie.
- Teacher will teach some new vocabularies from the movie. (showing posters on the board-whole group work) .
- Teacher will let the students do group work share ideas about the movie.

Closure and Homework:

Students will complete a worksheet regarding the movie.

Assessment: teacher questioning and observation.

Differentiated instruction:

- Provide visual material in large print for a student with visual impairments.
- Provide appropriate seating arrangement for the student.
- Arrange partners for the student.

Day-3

Subject: Chinese	Thematic Unit: Who we are.	Strategies and skills: Critical thinking skills, small and large group discussion, vocabulary building	Sub-Theme: Asia Movie- Chinese traditional costume/compare Chinese culture to American culture	Targeted Level: Novice Low DOK:3/4
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Learning Objective: Students will be able to connect and compare Chinese culture to American culture.

Vocabulary:
Jingju-Beijing Opera

Standards Met: STAGE I

Communication

..... B.1.0 Students use *formulaic language* (learned words, signs [ASL] and phrases).

..... B.1.2 Students interpret written, spoken or signed (ASL) language.

Functions

..... B.1.5 Students identify learned words, signs (ASL) and phrases in authentic texts.

Structures

..... D.1.0 Students use orthography, phonology or ASL parameters to understand words, signs (ASL) and phrases in context.

Settings

..... E.1.0 Students use language in *highly predictable common daily settings*.

Material List: posters, projector, computers.

Opening (Do it now/Warm-up/Review):

- Review of learned vocabulary routines

Procedures

- Teacher will let the students do peer work, and they will share ideas about a scene from theater culture and literati scene of 1930s Beijing. They will reflect the authentic costumes and accessories of Beijing Opera.
- Students will talk and share ideas about the life of Mei in three stages: teenager, young adult in his 20's, and a more matured Mei in his 40's. They then use a scene analysis framework to explore Beijing Opera and specific costumes for each character.
- Students will talk about Chinese culture that related to costumes. Students will talk about why in the Beijing Opera costumes are as important as the characters themselves because each piece tells a story.
- Students will reflect on the scene individually and in groups and then create their own scene to be presented to the rest of the class.

Assessment:

- Students will complete a double bubble map to compare and contrast Chinese culture to American culture.
- Teacher questioning and observation.

Differentiated instruction:

- Provide visual material in large print for a student with visual impairments.
- Provide appropriate seating arrangement for the student.
- Arrange partners for the student.
- Review the instructions a second time for special need students.