

Day-1

<p>Subject: Mandarin Grade Level: 3rd 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- Chinese American history/Chinese architecture</p>	<p>Targeted Level: Novice Low DOK:3/4</p>
<p>Rationale: Students already learned Chinese culture about Moon-cake festival. This lesson gives students an opportunity to learn and understand Chinese culture more. 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 (visiting Chinese American museum and Thien Hau Temple in China town). Vocabulary: bowuguan-museum, miao-temple</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

9:30-10:30 am Tour-Then Hau Temple

Thien Hau Temple: 750-756 N Yale St Los Angeles, CA 90012 , Phone: (213) 680-1860

Thien Hau Temple, also known as Chua Ba Thien Hau in Vietnamese and as Tian Hou Gong in Chinese, is a Taoist temple in Los Angeles Chinatown. It is a popular site for worship and tourism in the Los Angeles area. Thien Hau Temple is dedicated to Mazu, the Taoist goddess of the sea and patron saint to sailors, fishermen, and to those whose cultures are associated with the sea. Guan Yu, the god of war, brotherhood and righteousness; Fu De, the god of the earth, wealth and merit; Dizang, a bodhisattva from the Buddhist faith are also worshiped at the Thien Hau Temple.

10:30-11:30 am Chinatown (lunch)

Students try some Asian drinks and/ or food.

Chinatown is a neighborhood in [Downtown Los Angeles, California](#) that became a commercial center for [Chinese](#) and other [Asian](#) businesses in [Central Los Angeles](#) in 1938. The area includes restaurants, shops and art galleries but also has a residential [neighborhood](#) with a low-income, aging population of about 10,000 residents.

12:00-2:00 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.

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.

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.
- Review the instructions a second time for special need students.

<p>Subject: Mandarin Grade Level: 3rd 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- Asia Film</p>	<p>Targeted Level: Novice Low DOK:3/4</p>
<p>Learning Objective: Students will be able to learn Chinese culture by watching the movie- “In the Mood for Love”.</p> <p>Students will be able to increase their listening skill by listening to the Authentic Chinese .</p> <p>Vocabulary: Qipao-Chinese dress</p>				
<p>Standards Met: STAGE I</p> <p>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: project, DVD, computer</p>				
<p>Opening (Do it now/Warm-up/Review):</p> <ul style="list-style-type: none"> • Warm up –classroom essential agreements • Talk about the field trip and review Chinese culture, eg. Chinese architecture and Chinese American history. 				
<p>Procedures</p> <ul style="list-style-type: none"> • Teacher will let the students watch the movie “ In the mood for love”. 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. 				
<p>Closure and Homework:</p> <p>Students will complete a worksheet regarding the movie.</p> <p>Assessment: teacher questioning and observation.</p>				
<p>Differentiated instruction:</p> <ul style="list-style-type: none"> • 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. 				

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 dress/ compare Chinese culture to American culture	Targeted Level: Novice Low DOK:3/4
<p>Learning Objective: Students will be able to connect and compare Chinese culture to American culture.</p> <p>Vocabulary: Qipao-Chinese dress</p>				
<p>Standards Met: STAGE I</p> <p>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.</p> <p>Functions B.1.5 Students identify learned words, signs (ASL) and phrases in authentic texts.</p> <p>Structures D.1.0 Students use orthography, phonology or ASL parameters to understand words, signs (ASL) and phrases in context.</p> <p>Settings E.1.0 Students use language <i>in highly predictable common daily settings</i>.</p>				
<p>Material List: posters, projector, computers.</p>				
<p>Opening (Do it now/Warm-up/Review):</p> <ul style="list-style-type: none"> • Warm up –classroom essential agreements • Review of learned vocabulary routines 				
<p>Procedures</p> <ul style="list-style-type: none"> • Teacher will let the students do peer work, and they will share ideas about the scene, music and visuals reflecting the modern life of Chinese in Hong Kong at that time. • They then use a scene analysis framework to explore why Wong Kai-wai (the director) chose the setting, camera angles, lighting, and music and what choices do they create the scene’s tone. • Then teacher will let students talk about Chinese culture that related to the traditional Chinese dress -Qipao. • 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. • Students will compare and contrast Chinese culture to American culture. 				
<p>Assessment:</p> <ul style="list-style-type: none"> • Students will complete a double bubble map to compare and contrast Chinese culture to American culture. • Teacher questioning and observation. 				
<p>Differentiated instruction:</p> <ul style="list-style-type: none"> • 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. 				

