

Chinese Cultural Presentation

— Chinese Blossom Blow Painting

Students Demographic Background:

Students are 12th graders in a public school located in the downtown LA area. Majority of our students (99%) is with Hispanic descent. Students are currently attending AP Chinese class.

Short-term Goal:

Students will gain a deeper insight on a traditional cultural practice, Chinese Blossom Blow Painting, by practicing the painting with guidance and help of volunteers.

Students will cooperatively work with team members to present a traditional cultural practice in Chinese.

Steps:

- Students will watch two YouTube videos
 - Simple Blow Plum Bloom Painting
 - Cherry Blossom Blow Painting
- Students work with team members to:
 - Compare two videos by completing worksheet
 - Discuss changes and adjustments needed for remaking the video
 - Work on presentation script
 - Present this cultural practice fully in Chinese while playing the remade video

Materials:

- Video clips
- Video comparison Worksheet
- Changes & adjustment Worksheet
- Access to Chromebooks & Schoology
- Camera or phone with camera

Assessment:

- Verbal thoughts sharing during class session
- Worksheets
- Presentation
- Peer and Self Evaluation Form

Day 1

Lesson Plan Objective	Comparing two video clips and preparing cultural presentation.
Content Standards Addressed	<p>Cultures Standards: <u>C1: Cultural Products, Practices and Perspectives:</u> Students demonstrate understanding of the relationships between the products a culture produces, the practices a culture manifests and the perspectives that underlie them. <u>C2: Cultural Comparisons:</u> Students demonstrates understanding of similarities and differences within target cultures and among students' own cultures.</p> <p>World Language Content Standards for California Public Schools: <u>C.2.2</u> State similarities and differences within the target cultures and among students' own cultures. <u>C.3.2</u> Describe similarities and differences within the target cultures and among students' own cultures.</p>
Prior Knowledge	Students understand different forms of Chinese paintings.
Instructional Plan	
<p>Materials/ Resources:</p> <ul style="list-style-type: none"> • YouTube video clips <ul style="list-style-type: none"> ○ Simple Blow Plum Bloom Painting ○ Cherry Blossom Blow Painting • Video clips worksheet <ul style="list-style-type: none"> ○ Two video clips comparison ○ Suggestions and adjustment 	
<p>Anticipatory Set: (3 mins)</p> <ul style="list-style-type: none"> • Greeting the students in Mandarin • Selecting a student to say today's date in Mandarin 	

Preparing the Learners & Guided Practice: (20 mins)

- Explain to students that they will be working in groups to discuss the YouTube clips that they will watch today.
- Inform students that they are gathering information to prepare for their cultural presentation in two days.
- The requirement of the presentation is provided on the Schoology.
- Students are divided into three groups by drawing popsicle sticks.
- Students will then watch the two video clips together.

Individual Practice / Collaborative Learning: (25 mins)

- After watching them, each team will get two worksheets. One worksheet is for comparing two video clips. Students will collaboratively work on details of both videos such as how they introduced or demonstrated the art and the differences
- The other one is for students to list what changes or adjustments they would make if they were to make a presentational video of their own.
- Teams are given 20 minutes to fill out both sheets. Video clips are accessible on Schoology. Students may review the clips if necessary.
- Schoology worksheet will give teacher access to know who makes contribution and what kind of contribution students make.
- Teacher will be circulating the classroom and provide help as needed.

Closing: (3-5 mins)

- Bring back everyone's attention
- Asking students to conclude what details of the videos they have worked on today.
- Inform the class that they will have surprise guests coming tomorrow.
- Dismiss the class

Day 2

Lesson Plan Objective	Practicing Chinese blow painting technique
Content Standards Addressed	<p>Cultures Standards: <u>C1: Cultural Products, Practices and Perspectives:</u> Students demonstrate understanding of the relationships between the products a culture produces, the practices a culture manifests and the perspectives that underlie them. <u>C2: Cultural Comparisons:</u> Students demonstrates understanding of similarities and differences within target cultures and among students' own cultures.</p> <p>World Language Content Standards for California Public Schools: <u>C.2.2</u> State similarities and differences within the target cultures and among students' own cultures. <u>C.3.2</u> Describe similarities and differences within the target cultures and among students' own cultures.</p>
Prior Knowledge	Students learnt about Chinese blossom blow painting.
Instructional Plan	
<p>Materials/ Resources:</p> <ul style="list-style-type: none"> ○ Colored paper, straws and ink ○ Camera or phone with camera ○ Volunteers from the Culture Center of TECO 	
<p>Anticipatory Set: (3 mins)</p> <ul style="list-style-type: none"> ● Greeting the students in Mandarin ● Selecting a student to say today's date in Mandarin 	
<p>Preparing the Learners & Guided Practice: (10 mins)</p> <ul style="list-style-type: none"> ● Inform students that they will be practicing Chinese blossom blow painting ● Students are given 5 minutes to prepare with their team members: <ul style="list-style-type: none"> ○ How to film the Blow Painting? ○ Who will be writing the script? 	

- After 5 minutes, students will be introduced with the volunteer from the culture center of TECO who will guide them to do the painting practice.
- Inform students to practice first then prepare for filming.

Individual Practice / Collaborative Learning: (40 mins)

- Students following the volunteers to practice the Chinese Blossom Blow painting.
- Once everyone tries, team members will work together to film their own culture presentation.
- The team who finishes the filming earlier may start working on practicing their spoken part of the presentation.

Closing: (3 mins)

- Remind students to clean up
- Express appreciation to volunteers
- Inform the students that their cultural presentation is tomorrow.
- Dismiss the class

Day 3

Lesson Plan Objective	Practicing debating on the essential question.
Content Standards Addressed	<p>Cultures Standards: <u>C1: Cultural Products, Practices and Perspectives:</u> Students demonstrate understanding of the relationships between the products a culture produces, the practices a culture manifests and the perspectives that underlie them. <u>C2: Cultural Comparisons:</u> Students demonstrates understanding of similarities and differences within target cultures and among students' own cultures.</p> <p>World Language Content Standards for California Public Schools: <u>C.2.2</u> State similarities and differences within the target cultures and among students' own cultures. <u>C.3.2</u> Describe similarities and differences within the target cultures and among students' own cultures.</p>
Prior Knowledge	Students experienced the cultural practice of Blow Painting. Students finished filming
Instructional Plan	
Materials/ Resources:	
<ul style="list-style-type: none"> ○ Recorded video clips 	
Anticipatory Set: (3 mins)	
<ul style="list-style-type: none"> ● Greeting the students in Mandarin ● Selecting a student to say today's date in Mandarin 	
Preparing the Learners & Guided Practice: (15 mins)	
<ul style="list-style-type: none"> ● Have team leaders draw to decide the order of the presentation ● Give students 10 minutes to get ready for the presentation. Students still have access to all the worksheets they had on Schoology. ● Each team should also get ready for Q & A session. 	

Individual Practice / Collaborative Learning: (35-40 mins)

- The basic rule for cultural presentation is that everyone needs to present
- As each team play their video, team members present the cultural practice fully in Chinese.
- After the presentation, audiences are allowed to ask questions regarding the presentation.
- When all the presentations are done, students are required to do peer evaluation.

Closing: (3 mins)

- Bring back everyone's attention
- Ask students how they feel about the presentation
- Dismiss the class

Comparison of the Two Video Clips

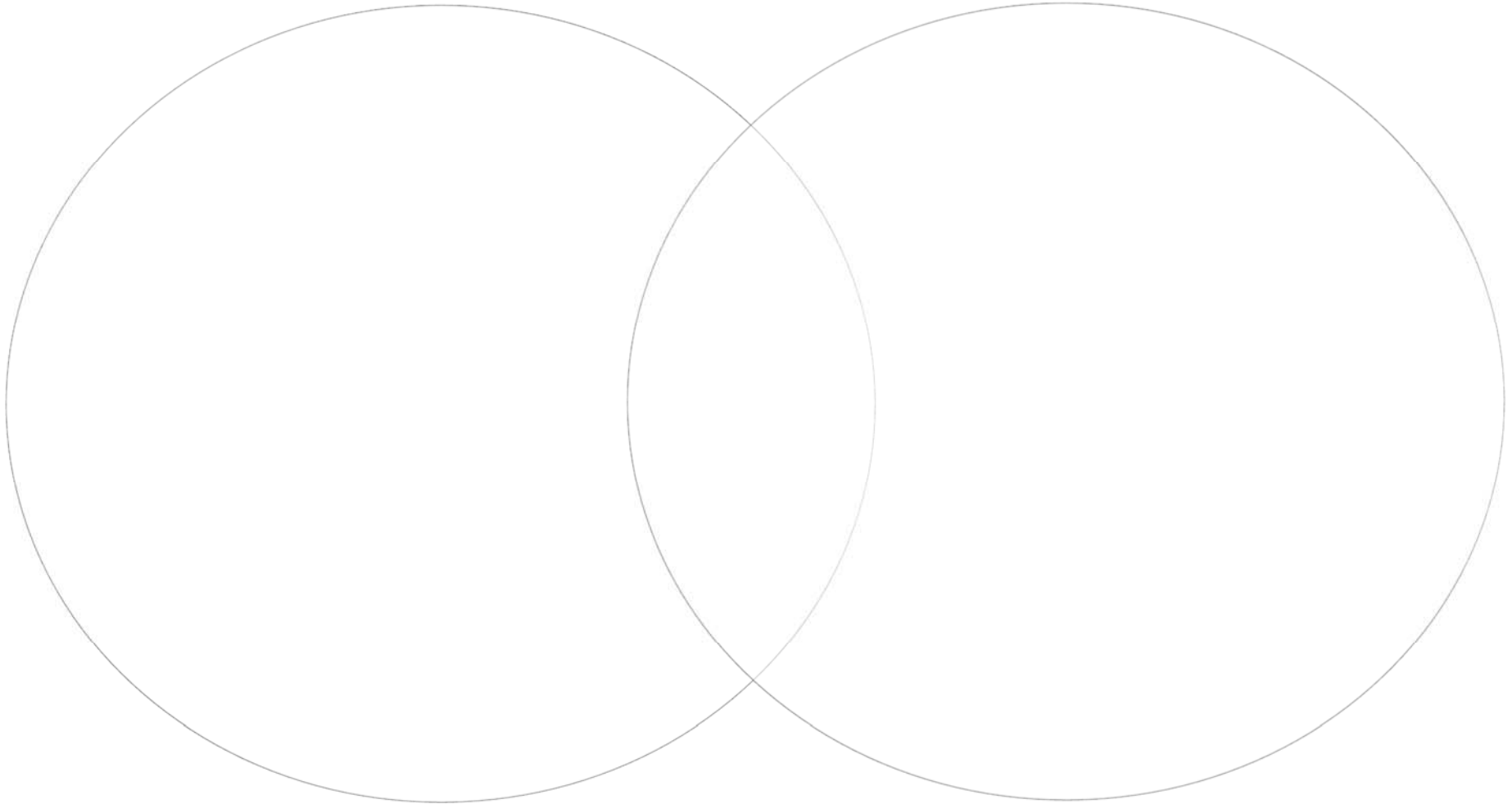
What do two video clips have in common?

What makes them different from each other?

Please list the common traits in the overlapping area.

Simple Blow Plum Bloom Painting

Cherry Blossom Blow Painting



Changes and Adjustments

If you were given the chance to remake a video to introduce this cultural practice, what are some changes or adjustments you would like to make?

Please describe in detail.

The parts in the original video	Changes / Adjustments

Peer Evaluation Form for Group Work

Write the name of each of your group members in a separate column. For each person, indicate the extent to which you agree with the statement on the left, using a scale of 1-4 (1=strongly disagree; 2=disagree; 3=agree; 4=strongly agree). Total the numbers in each column.

Evaluation Criteria	Group member:	Group member:	Group member:	Group member:
Attends group meetings regularly and arrives on time.				
Contributes meaningfully to group discussions.				
Completes group assignments on time.				
Prepares work in a quality manner.				
Demonstrates a cooperative and supportive attitude.				
Contributes significantly to the success of the project.				
TOTALS				

Feedback on Team Dynamics:

1. How effectively did your group work?
2. What was your role and contribution to your group work?
3. Were the behaviors of any of your team members particularly valuable to the team? Please elaborate.
4. What did you learn about working in a group from this project that you will carry into your next group experience?

Website Resources:

<https://www.youtube.com/watch?v=sfEc-1OJX6w>

<https://www.youtube.com/watch?v=bnvDR9S2UjA>