

Communication Debate

— handwritten letters vs. instant messages

Students Demographic Background:

Students are 10th graders in a public high school located in the downtown LA area. Majority of our students (99%) is with Hispanic descent. Students are currently attending Mandarin 2.

Short-term Goal:

Students will gain a deeper insight on how communication has developed in recent years by actively experiencing both communication approaches.

Students will cooperatively work with team members to present a debate.

Steps:

A: Parts are done prior to the 3-day lesson plan

- Students will write a letter to an unknown pen pal
 - One class session is given to write that letter. Students have the right to choose what to include in the letter as long as it's language and content appropriate
 - Students are asked to not include their names in the letters
 - Teacher collect the letters and reassign them the next day to the arranged pen pals
 - Students will need to write a letter in return
- Students will watch the movie of “Last Letter”
 - Movie is posted on Schoology
 - Students watch it on their own time before the due date

B: Parts detailly included in the 3-day lesson plan

- Students work with team members to:
 - Compare the movie with themselves
 - Compare the content and emotion presented in both approaches
 - Learn new vocabulary to describe emotions and feelings
 - To collaboratively work with team members to present ideas

Materials:

- The movie of “Last Letter”
- Emotion Comparison Worksheet 1 & 2
- Emotion Vocabulary Collection
- Content Comparison Worksheet
- Advantage and Disadvantage Worksheet
- Access to Chromebooks & Schoology

Assessment:

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

Day 1

Lesson Plan Objective	Learning vocabulary of emotions Comparing two communication approaches
Content Standards Addressed	<p>World Language Content Standards for California Public Schools:</p> <p><u>A.1.1</u> Address discrete elements of daily life</p> <p><u>A.2.1</u> Address topics related to self and the immediate environment</p> <p><u>B.1.4</u> List, name, identify, enumerate</p> <p><u>C.1.1</u> Associate products, practices and perspectives with the target culture</p> <p><u>E.1.0</u> Use language in highly predictable common daily settings</p>
Prior Knowledge	Students write their own letters Students watch the movie of the “Last Letter”
Instructional Plan	
<p>Materials/ Resources:</p> <ul style="list-style-type: none"> • Comparison Worksheet <ul style="list-style-type: none"> ○ Emotion comparison between the ones in the movie and the ones students feel. ○ Emotion comparison between writing letters and using instant messages. • Emotion Vocabulary Collection <ul style="list-style-type: none"> ○ List of emotion vocabulary in Chinese 	
<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"> • Explain to students that they will be working in groups to discuss emotions and learn about emotion vocabulary in Chinese. • Inform students that they are gathering information to prepare for their debate • The requirement of the debate is provided on the Schoology. • Students are divided into two teams by drawing popsicle sticks. 	

- Within each group, students are divided into two subgroups
- One subgroup is in charge of the first worksheet
- Another subgroup is in charge of the second worksheet

Individual Practice / Collaborative Learning: (35 mins)

- Each team gets two worksheets. One worksheet is for comparing the emotion presented in the movie and the emotion they feel while writing the letter and waiting for response. Some guided questions are provided on the worksheets to help students.
- The movie is accessible on Schoology. Students may review the scenes if necessary.
- Upon completing the first worksheet, students will start research to find the matching Chinese vocabulary for each emotion. Students are required to fill out the list.
- Upon completion of finding the vocabulary, students are required to practice sentence writing with group members. Structures are provided on the worksheet
- All members shall actively participate in the discussion and make contribution. The subgroups who are in charge of each worksheet only means they are responsible of filling it out.
- 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.
- Teams are given 35 minutes to fill out all sheets.

Closing: (3 mins)

- Bring back everyone's attention
- Asking students to show case some of the vocabulary they learn today
- Inform the class that they will continue working with their teams tomorrow
- Dismiss the class

Day 2

Lesson Plan Objective	Comparing the contents in both communication approaches
Content Standards Addressed	<p>World Language Content Standards for California Public Schools:</p> <p><u>A.1.1</u> Address discrete elements of daily life</p> <p><u>A.2.1</u> Address topics related to self and the immediate environment</p> <p><u>B.1.4</u> List, name, identify, enumerate</p> <p><u>C.1.1</u> Associate products, practices and perspectives with the target culture</p> <p><u>E.1.0</u> Use language in highly predictable common daily settings</p> <p><u>C.2.2</u> State similarities and differences within the target cultures and among students' own cultures.</p> <p><u>C.3.2</u> Describe similarities and differences within the target cultures and among students' own cultures.</p>
Prior Knowledge	Students experience both communication approaches
Instructional Plan	
<p>Materials/ Resources:</p> <ul style="list-style-type: none"> ○ Content Comparison Worksheet ○ Advantage and Disadvantage Worksheet 	
<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 continue working with their partners ● Students are given 5 minutes to review the movie <ul style="list-style-type: none"> ○ What were the contents in the letters they wrote in the movie? ○ What content did you write about to your pen pal? ○ What content did your pen pal include in the response? ● Inform students that they will also get ready for their debate tomorrow 	

Individual Practice / Collaborative Learning: (40 mins)

- Students review the movie as necessary on Schoology
- Students list the contents/topics mentioned in the letter written in the movie
- Based on their preview session earlier, extract the topics covered in their own handwritten letter
- Go through their snapchat stories and extract topics covered in those instant messages.
- List the advantages and disadvantages of two approaches
- Students are given 20 minutes to finish filling up the first worksheet
- Upon completion of the worksheet, students will have the rest 20 minutes to discuss with team members of what/how to present in the debate tomorrow
 - The drawing will decide the side:
 - We are losing the real spiritual/emotional/heart-to-heart communication with the development of technology
 - We are not losing the communication. On contrary, we are catching up with the development of the world.
 - The role of each student
 - Argument, Rebuttal, Conclusion
 - The scripts needed for the debate

Closing: (2 mins)

- Remind students to turn in the worksheet
- Inform the students that their debate is tomorrow.
- Dismiss the class

Day 3

Lesson Plan Objective	Practicing debating on the essential question.
Content Standards Addressed	<p>World Language Content Standards for California Public Schools:</p> <p><u>C.2.2</u> State similarities and differences within the target cultures and among students' own cultures.</p> <p><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 differences between handwritten letters and instant messages.
Instructional Plan	
<p>Materials/ Resources:</p> <ul style="list-style-type: none"> ○ Scripts for debate ○ Worksheets on Schoology 	
<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: (15 mins)</p> <ul style="list-style-type: none"> ● Have team leaders draw to decide which side goes first ● Give students 10 minutes to get ready for the debate. Students still have access to all the worksheets they had on Schoology. 	
<p>Individual Practice / Collaborative Learning: (35-40 mins)</p> <ul style="list-style-type: none"> ● Inform the students that all shall participate in the debate ● Argument – 5 mins / total ● Open debate – 10 mins ● Recess – 5 mins ● Rebuttal – 5 mins 	

- Open debate – 10 mins
- Conclusion – 2 mins / total
- Students must cite at least 2 movie scenes to prove their points
- Any foul language or inappropriate comment used in the debate will result in disqualification
- Upon completion of the debate, all students are required to complete an evaluation form on Schoology to evaluate the process of their teamwork

Closing: (2 mins)

- Bring back everyone's attention
- Asking students to wrap up what they are doing and put away the Chromebooks
- Inform the class that they will move on to the next unit tomorrow
- Dismiss the class

Emotion Comparison Worksheet # 1 & 2

Please discuss emotion presented in the movie and your own emotion while writing the letters

Please consider the following questions to guide you through the process:

- *What were you thinking while writing your own letter?*
- *How did you feel when waiting for your pen pal to respond your letter?*
- *What were the characters' feeling when they wrote/read the letters?*
- *How did you feel when you read your pen pal's letter?*
- *Do you feel the same when you using instant messaging with your friends? If not, how different?*

Emotion in the movie	Emotion of your own (letter)	Emotion of your own (IM)

Emotion Vocabulary Collection

Please list the vocabulary in English and then fill in the Chinese characters and pinyin according to your research:

English	Chinese	Pinyin

Please select two vocabulary to make sentences according to the structure of:

我感覺/覺得 _____ 因為 _____。

(I feel _____ because _____.)

1. _____

2. _____

Content Comparison Worksheet

Please discuss the contents in two different approaches and fill out the questions:

- Handwritten letters: Please include the topics in the movie and in your own writing
- IM: Please research the recent storylines to find the answers

Common topics in Handwritten Letters	Common topics in Instant Messages

Advantage vs. Disadvantage

Please discuss the advantages and disadvantages in both approaches:

	Advantages	Disadvantages
Handwritten Letters		
Instant Messages		

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?