

Roles of Women in Modern Society

Students Demographic Background:

Students are 11th 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 3.

Short-term Goal:

Students will gain a deeper insight on how roles of women have developed/changed in recent years by actively investigate the challenges of each type of women represented in the movie.

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 watch the movie “Lost, Found”
 - Movie is accessible 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:
 - Extract characteristics of assigned types of women
 - Investigate the challenges women are facing
 - Learn new vocabulary to describe women
 - To collaboratively work with team members to present ideas

Materials:

- The movie of “Lost, Found”
- Movie Detail Worksheet
- Vocabulary Collection
- Advantage and Disadvantage Worksheet
- Audience Worksheet
- Access to Chromebooks & Schoology

Assessment:

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

Day 1

Lesson Plan Objective	Learning vocabulary of different types of women Extracting details from the movie
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 finish watching the complete movie <u>“Lost, Found”</u> on their own time
Instructional Plan	
<p>Materials/ Resources:</p> <ul style="list-style-type: none"> • Movie Detail Worksheet <ul style="list-style-type: none"> ○ Details of specific type of woman represented in the movie • Vocabulary Collection <ul style="list-style-type: none"> ○ List of 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 different types of women in modern society and to learn the related vocabulary • Inform students that they are gathering information to prepare for their presentation • The requirement of the presentation is provided on the Schoology. The presentation is in the form of a skit. • Students are divided into three teams by drawing popsicle sticks. 	

- Each team represent one of the three female characters in t he movie.

Individual Practice / Collaborative Learning: (35 mins)

- Each team gets two worksheets. The first worksheet is for extracting details from the movie to describe the situation of their character. Some guided questions are provided on the worksheets to help students. The second worksheet is for collecting vocabulary.
- 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 that specific type of woman. 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.
- 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	Creating skits to showcase the advantage and disadvantage of specific type of women
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 <u>A.2.1</u> Address topics related to self and the immediate environment <u>B.1.4</u> List, name, identify, enumerate <u>C.1.1</u> Associate products, practices and perspectives with the target culture <u>E.1.0</u> Use language in highly predictable common daily settings <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 gain deeper understanding of their assigned types
Instructional Plan	
Materials/ Resources:	
<ul style="list-style-type: none"> ○ Advantage and Disadvantage Worksheet ○ Draft of the skit <ul style="list-style-type: none"> ▪ Assigning roles/duties/tasks 	
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: (10 mins)	
<ul style="list-style-type: none"> ● Inform students that they will continue working with their partners to start creating the skit for their final presentation ● Students are given 5 minutes to review their previous worksheets <ul style="list-style-type: none"> ○ What happened to your character in the movie? ○ What type of woman is she? 	

- What advantage/disadvantage did she have?

Individual Practice / Collaborative Learning: (40 mins)

- Students review the movie as necessary on Schoology
- Based on their review of previous worksheets, list the advantages and disadvantages of that characters
- Students are given 20 minutes to finish filling up the worksheet
- Upon completion of the worksheet, students will have the rest 20 minutes to discuss with team members of what/how to present their characters:
 - Draft of the skit
 - Rough outline of the plot
 - The role of each student
 - Writer, actors/actresses, director,

Closing: (2 mins)

- Remind students to turn in the worksheet
- Inform the students that next day will be the presentation
- Dismiss the class

Day 3

Lesson Plan Objective	Presentation of skits
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 understand the challenges of being specific type of women.
Instructional Plan	
<p>Materials/ Resources:</p> <ul style="list-style-type: none"> ○ Audience Worksheet ○ Peer Evaluation Sheet 	
<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 team goes first ● Give students 10 minutes to get ready for the skit. 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 basic rules of being audiences ● Each team will have up to 5 minutes to present their skits. ● Students are to fill out the audience worksheet upon as they watch the skits ● Any foul language or inappropriate comment used 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

Movie Detail Worksheet

Please discuss the movie details of your assigned type of woman and fill out the questions:

- What type of woman was she, in your opinion?
- What are some of the characteristics of her?
- How was she presented in the movie?

Characteristics	Details in the Movie

Vocabulary Collection

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

- Give a title to your assigned type of woman
- Collect the vocabulary to describe this type of woman

English	Chinese	Pinyin

Please complete the following sentences according to the structure of:

她是一位_____的女性。

我会/不会希望成为她这样的女性，因为_____。

(She is_____ woman.

I would/would not like to become her because_____.)

1. _____

2. _____

Advantage vs. Disadvantage

Please discuss the advantages and disadvantages your assigned type of woman:

	Advantages	Disadvantages
<p>Name of your assigned type:</p> <p>-----</p>		

Audience Worksheet

Please watch the other two skits carefully and answer the following questions:

- What type of woman is she?

- What are some of the challenges that she is facing?

- Was she your ideal type of woman? Why or Why not?

- If you were to give her some suggestions, what would they be?
