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East Asia: Origins – 1800 (Spring '18)  
Professor Dube  
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## **CURRICULUM UNIT**

**SUBJECT:** ELD 3

**LESSON SUMMARY:** Students will analyze *A Long Way to Go: MINORITIES and the Media* by working on a shared Google document using differentiated roles. This curriculum unit is developed in conjunction with the EDGE Level B textbook for ELD 3 and the resources presented by Professor Clayton Dube regarding the presence of minorities in the media and the influence of western entertainment and media in today's China. Students will learn about the coverage of minorities in Chinese's media, compare-contrast the American and Chinese high schools.

### **EAST ASIA RESOURCES:**

-2 Million Minutes: a movie reviewed and suggested by a USC-China participant in the Film Festival section of the forum comparing American and Chinese high school experiences.  
- Fact & Details: great website from the USC-China Web Resources Forum with plenty of information about minorities in China.

<http://factsanddetails.com/china/cat5/sub29/item192.html>

-USA vs. China: a web resourced provided by a USC-China participant in the High School Ideas section of the forum that provides insight into the demographics, culture, etc about both countries. The format is very simple and student-friendly with straight forward data and comparisons.

-Filial Piety (Cartoons): resources from the USC-China readings for session 2

### **STANDARDS:**

W. 9 – 10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

R.L. 9 – 10.4 Determine the meaning of words/phrases as they're used in the text, including figurative language and connotative meanings.

W. 1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.

W.L. 9 – 10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well- structured event sequences.

**ESSENTIAL QUESTION:** How Do the Media Shape the Way People Think? (EDGE B – Unit 6)

**LEARNING OBJECTIVE:** Students will be able to summarize a fiction text, discuss evidence, analyze vocabulary, and write an alternative ending using in a shared online document (differentiated by role).

**LANGUAGE OBJECTIVE:** Students will report a group consensus using correct subject-verb agreement.

**TEXT:** *A Long Way to Go: MINORITIES and the Media* – EDGE Level B (page 545)

**UNIT STRUCTURE:** 5 days (60-minute each day)

**Day 1**

- **Introduction:** talk to your elbow partner about the following quote. Then discuss it with your group in Round Robin fashion  
***“You can tell the ideas of a nation by its advertisements.”***- Norman Douglas  
Useful Sentence Starters
  - Douglas means that....
  - We think Douglas is talking about ...
  - I agree with Douglas because ...
- **Survey text:** look at the title of the text. What do you think this story will be about? What makes you think so?
- **First read:** first time read using the EDGE Level B audiobook

**Day 2**

- **Warm-up:** how might the growth in television broadcasting affect people’s lives?
- **Group Roles:** Create a new Google Doc and share it with the 4 people in your team. Then decide which of the following roles each person will pick and discuss how your team will present the work on Friday.  

**ROLES**

**Summarizer:** write a 10-sentence summary of the story (including 1 piece of evidence)

**Vocabulary enricher:** write the definition and a sentence with each of these 5 words: *stereotype, minority, alternative, expand, bias*

**Evidence Collector:** copy 3 pieces of evidence. Then explain why these are so important.

**Responder:** answer questions 1 – 4 on page 551
- **Break into groups:** begin working on your project

**Day 3**

- **Warm-up:** combine each pair of sentences using **or**, **and**, or **but** to make a compound sentence.
  1. Many actors are skilled. They can play many roles
  2. They want roles in big films. They want to avoid stereotypes
  3. Minority actors can fix the problem. They can choose to do something about it.
- **Groups:** continue working on your group project and differentiated roles

**Day 4**

- **Warm-up:** how do the examples on page #550 affect whether you agree with the author's opinions about minorities in the media?
- **Finish group work:** continue working on your group project and differentiated roles
- **Practice presentation:** write a short outline for your presentation and go over it with your elbow partner

**Day 5**

- **Group Presentation:** groups deliver presentation to the rest of the class
- **Peer Feedback:** for each presentation, discuss one strength and one weakness the group should work on.
- **Debrief:** what did you learn by completing this project?