

Lesson plan-Chabuduo

1. Rationale: This lesson gives students an opportunity to examine another culture and the importance it places on quality work by synthesizing the ideas from a Chinese short story about chabuduo and an essay about the culture's current view of artisanship. Students will discuss their own cultural views of quality work and compare it to the idea of chabuduo, evaluating their ideas of "good enough" vs. doing one's best. Lastly, compare different articles that show opposite actions/views of a culture.
2. Skill and content objectives:
 - CC.9-10.R.L.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
 - CC.9-10.R.I.2 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 - W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - SL.9-10.1c Propel conversations by posing and responding to questions that relate to the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
 - CC.9-10.R.I.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
 - CC.9-10.L.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
3. Lesson plan-(approximately 5-6 days)

Day one: Start with a quick write on the board “Do you want your life to be “good enough”? Why or why not? Give the students 5 minutes to think and write their quick write. Have them turn to their shoulder partners and give them 2 minutes each to have an opportunity to explain their points. Then have a class discussion—focusing on why we don’t dream of being good enough. Ask the students why people dream for the best. Then ask whether they “do” their best. Why or why not? Does that impact their outcome? Why or why not?

Put the following quote on the Smart board, “Successful people are simply those with successful habits.” –Brian Tracy What does this mean—specifically what are successful habits? Have students talk to their shoulder partner and answer this question. Have partners volunteer to share out. Then explain that Brian Tracy is a motivational speaker that travels worldwide to help people achieve personal and professional goals. Do you think he could motivate people if he traveled around the world inspiring people to do just enough to get by? Would many people pay to take his courses? Why not?

Chrome book research—have individual students take examples of people they know of that have achieved by putting forth their best effort. Students will research the specific situation, write bullet points on a sticky note and post on the white board. Example: http://www.espn.com/college-football/story/_/id/18358380/the-remarkable-story-tcu-rhodes-scholar-caylin-moore Show the article on the smartboard (don’t read the full article—this is just an example), write the sticky note for Caylin Moore and put it on the white board. (It would be best to “prime the pump” by asking them who they know that is famous—like Eminem, Michael Jordan, etc.)

Allow students 20-25 minutes to research, write their sticky note, and post. Have volunteers share their inspirational person and what characteristics they share.

Announce to the students that we will be reading the English translation of a Chinese story called “The Life of Mr. Chabuduo” (Mr. “Close-Enough”) by Hu Shih tomorrow. Explain that his name has meaning--

Show the Youtube video pronunciation of “chabuduo”
<https://www.youtube.com/watch?v=hOZ2o3Orwcc>

Ask: What words or phrases do we have in English that mean the same?

Day two: Here on the board we have our examples of success and the characteristics that they share. What would be the opposite characteristics? Can you share any examples of people or situations that follow those?

Pass out “The Life of Mr. Chabuduo” by Hu Shih – share a little history about Hu Shih.

Read story pausing to ask comprehension questions, clarification questions, etc.

When through, ask students to write their answers to the following questions on yesterday’s quick write page:

1. Is this what you expected a Chinese philosophy to be? Why or why not?
2. Is this a good rule to live your life by?
3. How do you view Mr. Chabuduo? Saint? Flexible? Failure?
4. Is this how you are currently living your life?

Discuss as a class. Have students turn in the quick write and questions.

Pass out essay by James Palmer “Chabuduo! Close enough...” Have students number the paragraphs and pass out the jigsaw vocabulary. There are 20 words, five groups—each group looks up four words, checks how it is used in the paragraph (paragraph # is on the jigsaw page) and that group is responsible to define and teach that word to the class. Assign the words to the groups.

(may take part of day 3 depending on length of class discussion)

(*as an alternative you could cut paragraphs 26-35 with ellipsis if you want to shorten the article—depending on the attention span and reading level of your students. Be sure you change the vocabulary sheet to reflect the change.)

Day three:

Have these questions on the board:

What are the benefits of ‘chabuduo’?

What are the hazards of ‘chabuduo’?

Ask the class the questions and discuss. (as a ‘predict’ activity before reading)

Show the image (copy it from document and make into google slide) to students. Ask what is happening in the picture and how that relates to “chabuduo”. Discuss.

Have students take out their essay “Chabuduo! Close enough...” They are going to annotate the article as they read—at the end of each paragraph students will summarize the main point in one sentence.

Read/ annotate/ discuss.

Give them the handout that goes with the article so they can fill in the T chart as they read.

Day four:

Put the students in groups. Have them compare what they put on their T chart—if someone in their group has different answers, they can trade answers. Next, they need to work together to answer the questions and find quotes from the article to support their answers. Let them know that they will only have 30 minutes to complete both tasks because they need to work on their group project. The questions they don’t finish in class becomes homework (not the project though—that has to be done in class). Review the group project on the hand out. After 30 minutes guide the students to begin their project.

(Depending on the class, you may want to turn this into a presentation, Google slides, etc. that the students would give to the class—that would be your day 5)

Day five:

Give students 20 minutes to finish their group's ideas and write up. Have them turn that worksheet in.

A different side of China—no chabuduo here.

Pass out the article, "China's Cram Schools" by Brook Larmer and the accompanying handout.

Have students read, discuss, and answer the questions in their groups from day four.

As a class, discuss the difference between chabuduo and what is happening in the cram schools. Why is it so different?

Would you consider staying at school until 10:50 pm?

What sacrifices did Cao Yinsheng's family make? How much work did Cao put into his education? What happened?

Have students tear off and turn in the questions for this article.

Ask: Were you surprised when we read about chabuduo. Why? Does this article fit more with your idea of China or less?

Final assessment:

Write a one page reflection—typed, MLA format.

During this unit we have discussed successful attitudes and not so successful attitudes. In your reflection explain the following:

What are your goals for the future? What kind of work is it going to take for you to achieve your goals? Will you get where you want to be if your attitude is 'chabuduo'? As with your assignment to help China eradicate the 'chabuduo' attitude, what specific steps will you take to eradicate chabuduo in your own life? Explain how reading about 'chabuduo' and China's cram schools has helped you on your road to success—use specific examples from the story or articles.