

## Lesson Plan #2

### Sports in China: What and Why they play?

#### Ohio Standards Connections

##### **Standard:**

- **History:** Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United State, and the world
- **People in Societies:** Students use knowledge of perspectives, practices, and products of cultural, ethnic, and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings

##### **Benchmarks:**

- Analyze the influence of different cultural perspectives on the actions of groups
- Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices

#### Lesson Summary

##### **Teacher Information**

- Sports play a key role in most cultures around the world. Providing a way to interact with others and learn many life lessons. China is no different than most countries in the sense that sports serve many purposes in this culture. Such as, a way to teach the importance of physical fitness and the lesson of teamwork and cooperation and also to create a cultural identity to the rest of the world. The core of this lesson will be with the students researching Chinese sports on the internet but some basic background information is needed for the teacher in order to complete this lesson. Some sources for the teacher can be from the following sources:
  - *China: Games people play*
    - This book by Kim Dramer discusses ways that Chinese children have amused themselves from ancient times to the present, with such games, toys, and sports as Chinese checkers, tangrams, paper folding, stilts, kites, ping pong, and martial arts.
  - *Women, Sport and Society in Modern China*
    - This book by Jinxia Dong is a look at sports in the Chinese culture especially on women. It analyzes sports through its relationship with politics, culture and society during its rise into Modern China.
  - <http://chineseculture.about.com/library/weekly/aa032301a.htm>
    - A website designed to explore sports in China throughout history, from the Western Han Dynasty to Modern China. Also, this website analyzes sports in China through the different regions and Chinese minority ethnic groups.
  - <http://www.chinasite.com/Sports/Sports.html>
    - A website designed to explore sports in China in many different aspects. From general sports information to upcoming sporting events to be held in China. This website considers itself “The Complete Reference to China/Chinese-Related Sports Web Sites”
    -

## **Student Lesson Objectives:**

Students will learn several different types of Chinese sports played throughout history in China. Also, students will learn the historical perspective of the importance of sports in Chinese culture. At the conclusion of this Unit, students will create a final project using information about three types of Chinese sports of their choice in the format of a sports mobile.

## **Assessment**

### *Pre-Assessments:*

- Students will need to have very little formal prior knowledge for this lesson
- The set-up of the room will be the desks are around the outside walls of the classroom
- The lesson will be including the discussion and learning about different sports in China
  - The teacher will have a world map up in the front of the room and the teacher will ask one student to come to the map and point out the location of China.
  - The map will stay in front of the room for the entire unit.
- Once China has been located the teacher will place two 6 foot long stick in the middle of the room
- Teacher will ask what kinds of sports use these two poles?
  - Students will then try to come up with a sport that would use these types of instruments?
  - The class will take about 10-15 minutes to try different uses of the poles.
- After several attempts the teacher will place a picture of Bamboo Pole Dancing to illustrate the type of sports the Chinese people play and some of the similarities of American games

### *Scoring Criteria:*

- Teacher will score students based on participation in attempts to figure out the use of the poles placed in the middle of the classroom

### *Post-Assessment*

- Students will be assessed upon completion of assignments throughout the lesson. Such as, note-taking, journal writing, and Chinese Sports Mobile final project

## **Instructional Procedures**

### **Day 1: (45 minute class period)**

- 15-20 minutes: Teacher and students will complete the *Pre-Assessment* activity above to begin understanding the types of sports played in Chinese culture and the similarities and differences to American sports
- Desks will be moved back to position previous to Pre-Assessment activity
- 20 minutes: Teacher will present notes to students in outline form (*Sports in China*)
  - Students will copy notes from overhead projector and place notes in Social Studies Notebook
  - Information will contain information based on the historical importance of sports in Chinese culture
- 5 minutes: Wrap up: Students will place notes in previously established Social Studies notebook
  - Students will be informed that information of Chinese sports will continue on Day 2 with introduction of final project

## Day 2:

- 3-5 minutes: Class will review Day One lesson
  - Such as, types of sports in China, importance of physical fitness to Chinese culture
- 5-7 minutes: Journal writing
  - In Social Studies notebook students will write question and answer question written on chalkboard
  - Why are sports so important in the United States? Is it for the same reasons as in China? Why or Why not?
  - Upon completion of journal
    - Whole class discussion
    - Are sports more important in US or China?
    - Why?
    - Is money the reason Americans play sports?
    - Do sports have the same tradition in the US?
- Entire class will walk to Computer lab
- 25-30 minutes: Teacher will pass out information on Chinese sports internet research project
  - Teacher will read instructions of research project from *Research Project Handout #1*
  - Students will choose three (3) sports to research for Day 3 and Day 4 lesson research (teacher must approve sport choices)
  - Students will continue to research sports for the duration of class period

## Day 3:

Students will meet in Computer Lab

- Entire Class period (45 minutes)
- Students will use the Rubric to continue research in Computer lab
- Information can be printed out based on policy of School Library
  - Students may write necessary information in Social Studies notebook
  - Students will print pictures of chosen sports for final project

## Possible Websites for Students

- [http://en.wikipedia.org/wiki/Sports\\_in\\_China](http://en.wikipedia.org/wiki/Sports_in_China)
- <http://www.answers.com/topic/chinese-martial-arts>
- <http://www.chinasite.com/Sports/Sports.html>
- <http://chineseculture.about.com/library/weekly/aa032301a.htm>

All of these websites provide a variety of information on sports in China. For example, historical information on types of sports in China to the cultural importance of sports in China.

## Day 4:

Students will meet in Computer Lab

- Students will compile information from internet research and begin a rough draft copy using *Research Project Handout #1*
- 5 minute Wrap-up:

- Teacher will inform student of the “Due Date” of research project
- Students will meet in classroom for Day 5 and 6 lesson
- Need to bring all information from internet research to class and need to bring pictures printed

#### **Day 5:**

- 5 minutes: Teacher will review needed information to students
  - Due Date of Research Project
  - 2 class periods to complete Sports mobile
- 5 minutes: Teacher will pass out *Chinese Sports Mobile Handout*
  - Read as a class
  - Supplies to will out for students to complete project
- 30 minutes: Students will work individually on sports mobile using the supplies provided to them
  - Create pyramid writing sports name Ex: Mongolian Wrestling
  - Write information on mobile Ex: challenge is sent by elder
  - Glue pictures of sports on mobile from Internet.
- 5 minutes Wrap-up: Clean up and teacher collects mobiles.
  - Students informed- mobiles will be complete by end of next class period

#### **Day 6:**

- 5 minutes: Review
  - Previous day work
  - Inform students that mobile must be complete by end of class period
- 35 minutes: Students will complete mobiles
- 5 minute: Wrap up:
  - Students turn in mobiles
  - Teacher remind students of research paper due date
  - Discuss with class some of the sports they learned about
  - Any similar to America
  - How different from America?
  - Most interesting sport?
  - If they could play one sport, what would it be?
  -

#### **Differentiated Instruction Strategies**

- Journal writing
- Hands-on materials
- Vary pacing
- Use of multiple intelligences
- Use of varied manipulative and resources
- Relate content to real-life
- Model-making
- Use and encourage student use of technology

### **Estimated Time Duration**

- Six or Seven 45 minute class periods
- Breakdown of each activity time established in above Day to Day lessons

### **Materials Needed**

*For Teachers:*

- Chalkboard
- Computers
- Handouts/ Rubric
- Construction Paper
- Yarn
- Markers
- Colored pencils
- Computer paper
- Glue
- Overhead picture of Bamboo Pole Dancing
- 2 six foot long poles (flag poles, broom poles)
- Scissors

*For Students:*

- Social Studies Notebook
- Pen/pencil
- Handouts/Rubric

### **Homework Options**

- Work on Research paper
- Type or writing research paper
- Possible internet research of sports

### **Interdisciplinary Connections**

- English
  - Journal Writing
  - Research Paper
- Physical Education
- Art

### **Technology Connections**

- Computers
- Internet
- Overhead Projector

## Chinese Sports Mobile

Direction: To create the pyramid mobile and the necessary information follow the directions step by step.

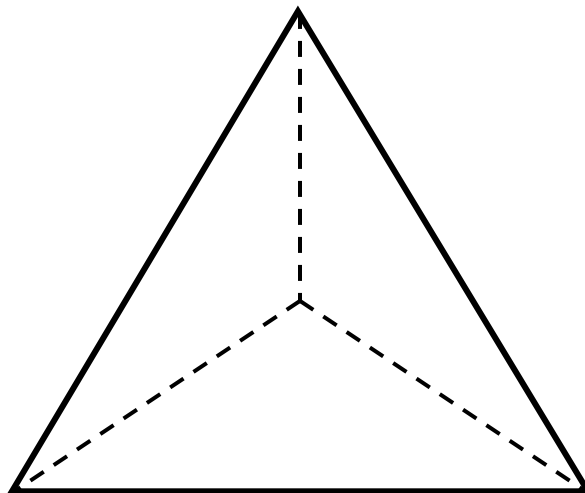
**Step 1:** Fold a sheet of  $8 \frac{1}{2} \times 11$  paper into a taco, forming a square. Cut off the excess rectangular tab formed by the fold

**Step 2:** Open the folded taco and refold it the opposite way forming another taco and an X-fold on the paper.

**Step 3:** Cut one of the folds to the center of the X, or the midpoint, and stop. This forms two triangular-shaped flaps.

**Step 4:** Glue one of the flaps under the other, forming a pyramid.

**Step 5:** Label front section and write information, notes, thoughts, and questions inside the pyramid on the back of the appropriate tab.



**On pyramid:**

Name of the sport.

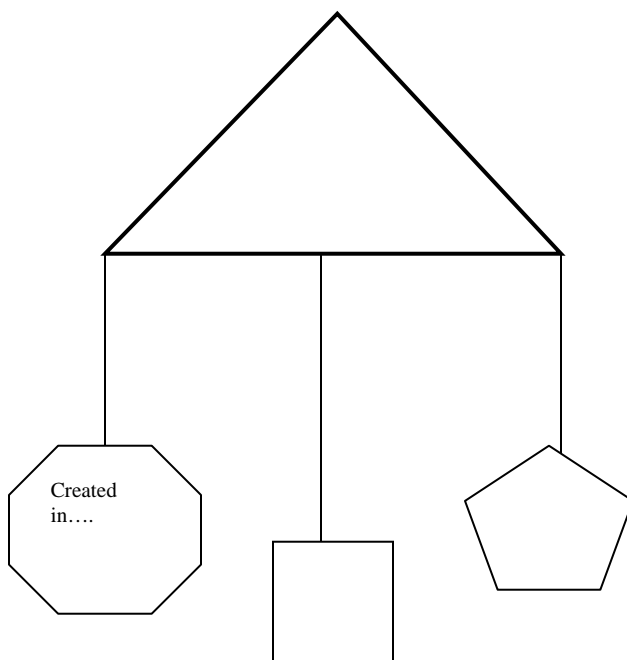
**On Mobile (must include)**

\* Size of mobile can vary

Side 1: Picture of sport

Side 2: Basic information on sport

Use yarn at different lengths hanging from pyramid.



**RUBRIC FOR RESEARCH PROJECT**

**Student Name(s)**

**Final**

**Grade**

	<b>Thesis/Problem /Question</b>	<b>Information Seeking/Selecting and Evaluating</b>	<b><u>Analysis</u></b>	<b>Synthesis</b>	<b>Documentati on</b>	<b>Product/Proc ess</b>
<b>4</b>	Student(s) posed a thoughtful, creative question that engaged them in challenging or provocative research. The question breaks new ground or contributes to knowledge in a focused, specific area.	Student(s) gathered information from a variety of quality electronic and print sources, including appropriate licensed databases. Sources are relevant, balanced and include critical readings relating to the thesis or problem. Primary sources were included (if appropriate).	Student(s) carefully analyzed the information collected and drew appropriate and inventive conclusions supported by evidence. Voice of the student writer is evident.	Student(s) developed appropriate structure for communicating product, incorporating variety of quality sources. Information is logically and creatively organized with smooth transitions.	Student(s) documented all sources, including visuals, sounds, and animations. Sources are properly cited, both in-text/in-product and on Works-Cited/Works-Consulted pages/slides. Documentation is error-free.	Student(s) effectively and creatively used appropriate communication tools to convey their conclusions and demonstrated thorough, effective research techniques. Product displays creativity and originality.
<b>3</b>	Student(s) posed a focused question involving them in challenging research.	Student(s) gathered information from a variety of relevant sources--print and electronic	Student (s) product shows good effort was made in analyzing the evidence collected	Student(s) logically organized the product and made good connections among ideas	Student(s) documented sources with some care, Sources are cited, both in-text/in-product and on Works-Cited/Works-Consulted pages/slides. Few errors noted.	Student(s) effectively communicated the results of research to the audience.
<b>2</b>	Student(s) constructed a question that lends itself to readily available answers	Student(s) gathered information from a limited range of sources and displayed minimal effort in selecting quality resources	Student(s) conclusions could be supported by stronger evidence. Level of analysis could have been deeper.	Student(s) could have put greater effort into organizing the product	Student(s) need to use greater care in documenting sources. Documentation was poorly constructed or absent.	Student(s) need to work on communicating more effectively
<b>1</b>	Student(s) relied on teacher-generated questions or developed a question requiring little creative thought.	Student(s) gathered information that lacked relevance, quality, depth and balance.	Student(s) conclusions simply involved restating information. Conclusions were not supported by evidence.	Student(s) work is not logically or effectively structured.	Student(s) clearly plagiarized materials.	Student(s) showed little evidence of thoughtful research. Product does not effectively communicate research findings



## Chinese Sports Internet Research Project

Time Frame: Two (2) class periods

Assignment is to find information regarding different sports in China.

You must contain information about two (2) sports. Such as,

- Name
- History
- Purpose or Objective
- How to play
- Significance of sport in Chinese History
- Region sport is played
- Increase of popularity of sport?
- World famous players?

Sports must be approved by teacher before writing paper

In a research paper:

- 2 pages minimum- handwritten or typed
- Include the information you discovered from the internet research
  - Include website
- Follow the rubric as you write the research paper

**DUE DATE:** \_\_\_\_\_

## Sports in China

- Chinese have always enjoyed sports in their culture
- Known as the land of Martial Arts
  - Example Tai Chi
- Culture has always stressed importance of physical fitness
- During 20<sup>th</sup> century, China called the “sick man of East Asia”
  - Seen as unfit and weak in sports and athletics
    - Create “New China” idea
  - Leaders wanted to change this image
  - Leaders have granted athletes many types of support
    - Financial and new facilities
- Currently China is one of the most successful in competitive sports
  - Especially in Olympic Competition and World Cup
- Most popular sports in China
  - Historically: Ancient Football, Dragon Boat Racing, Tai Chi, Badminton, table tennis, wrestling
  - Currently: table tennis, martial arts, soccer, and basketball
- Participation in sports among Chinese people increases 2% per year

- Space is very limited in China due to high population (1.3 billion)
  - Government invested in building sports and recreation facilities in urban areas
- Life expectancy of Chinese has increased because of increased activity and focus on physical fitness
  - Before “New China”(1949): Average: 35 years
  - 1981: Average: 68 years
  - 2006: Average: 73 years
  - Average in USA: 77 years
- Due to large country, high population and number of minority groups in China each groups may have a unique sport and a unique way to play the sport
- Sports are a cultural expression in China
  - May contain singing, dancing, and instrumental performances