



NCTA Lesson Plan

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Title: My favorite leader in East Asian Economy

Theme/Topic: Families and Communities

Introduction (2-3 sentence summary of lesson): Following the Families and Communities unit, students will learn “countries” which is “Global Issues and Challenges” unit. The students have an opportunity to explore the communities and economy. The teacher will briefly introduce East Asia Economy through [youtube](#). The students will use jigsaw to research the leaders who have contributed to the economy rising in China, Taiwan, South Korea and Japan.

Subject(s)/Grade level(s): Mandarin Chinese 8th grade (Novice Low-mid)

Duration of lesson: 2 weeks

Connection to standards/common core (2-3 standards):

Intercultural:

- Identify practiced or familiar words and phrases supported by visuals, gestures, and facial expressions (N-Low)
- Recognize a few very simple behaviors in other cultures.
- Understand a few familiar words or phrases in authentic informational texts

Communication-interpretive:

- Identify similarities and differences between typical cultural products and practices to help understand perspectives in native and other cultures,
- Make personal connections to a text using prior knowledge or experiences

Communication-Interpersonal:

- Identify a few very familiar cultural products and practices in native and other cultures

Communication-Presentational:

- Identify a few typical products and practices related to familiar, everyday life in native and other cultures.

Essential Questions (2-3 questions):

- Who is your favorite leader in China/Japan/Taiwan/Korea?
- Why do you like him/her?
- Where is he/she from?
- How many family members does he/she have?
- What's his/her birthday?
- What does he/she look like?
- What's his/her occupation?

Learning Objectives (2-3 objectives):

Students can

- Select one of their favorite leaders who have contributed the rising economy in China/Japan/Taiwan/Korea
- Summarize and retell about their favorite leader using familiar sentence structures.

Learning Targets for Intercultural Communication (optional):

Culture: *Intercultural* [Can-Do Statements:](#)

Students can

- Recognize a few very simple behaviors in other cultures.
- Understand a few familiar words or phrases in authentic informational texts

Communication: *Interpretive, Interpersonal and Presentational* [Can-Do Statements](#)

Communication-interpretive: students can

- Identify similarities and differences between typical cultural products and practices to help understand perspectives in native and other cultures,
- Make personal connections to a text using prior knowledge or experiences

Communication-Interpersonal: students can

- Identify a few very familiar cultural products and practices in native and other cultures
- Provide basic information on very familiar topics
- Express a few basic personal needs in very familiar situations.
- Express a few basic preferences or feelings.

Communication-Presentational:students can

- Identify a few typical products and practices related to familiar, everyday life in native and other cultures.

Investigate: In my own and other cultures I can investigate what my favorite leader looks like and why I like him/her.

Interact: I can

- discuss with my peers and teacher in the jigsaw activity.
- become the expert of introducing one of assigned leaders.
- reteach what I have learned about the leader to my original group members

Materials Needed: chromebook, youtube, worksheet, google doc, websites ([wikipedia](#), one of the examples), Understanding East Asia's Economic "Miracles" book (ideally), jigsaw worksheet, [storyjumper](#)

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Pre-Assessment of Prior Knowledge: *How will students show what they already know about the topic of this unit?*

Students learned how to introduce him/herself with surrounding information including age, birthday, occupation, physical characteristics, personality traits and family information.

What activities will be used?

- Students will watch a video as warm up.
- Group discussion
- Jigsaw activity
- Storyjumper to create an electronic storybook

Lesson Activities/Instructional Strategies (5-7 steps):

- Students will watch a video as warm up.
- Students will discuss what they have learned from the video.
- Teacher divides students into 5 or 6 person jigsaw groups and assigns each student one segment (one of the leaders)
- Students have time to research their segment and be familiar with it based on the worksheet provided by the teachers.
- Students are formed temporary “expert groups” by having one student from each jigsaw group join other students assigned to the same segment. They share and discuss to become the expert of each segment.
- Teacher brings the students back to their jigsaw group and has the student present his/her segment to the group.
- Students complete a google doc. quiz as formative assessment.
- As a summative assessment, students will use a storyjumper to create an electronic book talking about their favorite leader who has contributed to the rising economy in the east country.

Resources: websites ([wikipedia](https://en.wikipedia.org), one of the examples), Understanding East Asia’s Economic “Miracles” booklet (ideally), jigsaw worksheet, [storyjumper](#), all the youtube videos.

Closing/Reflection Activity: *How are students engaging with ideas from another culture? What does it mean for them?*

- Share one thing they’ve learned.
- Share a question for future investigation.
- Respond with a word about the different cultures.
- How East Asia’s products impact Americans’ daily life.
- How does East Asia’s economy impact the world?
- How does TOMORROW look like?

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- What is West and East?
- How Confucianism impacts East culture?
- What have I learned from Confucianism?
- What are three values of Confucianism?

Post-Assessment: How will students demonstrate what they have learned about the topic from this unit? What activities will be used?

The students will be able to describe an important leader who has contributed to the rising economy in East Asia and explain why. Students will create a digital story to introduce the important leader using a [story jumper](#).

**Extension Activities/Extending the Lesson/Cross-Curricular Connections (2-3 ideas):
(these maybe done in target language and English)**

Social Studies

Directions:

1. Students will watch a [video](#) about some Chinese one belt one road.
2. Students will have a chance to learn some basic information about “one belt one road” and learn about food and geography that can impact human’s life and economy.
3. Students may be given extra time to explore more about “one belt one road” and silk road and share their findings.

Math

Directions:

1. Students will watch a [video](#) about Asian Economies : Nominal GDP and learn how to say big numbers in Chinese.
2. Students will do research about America’s economy and use a graph to compare the growth rate between China and U.S.A.

History

Directions:

1. Students will watch a [video](#) about Eastern Philosophy - Confucius
2. Students will do research about how Confucianism impacts East Asia’s economy.



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History

Directions:

1. Students will be introduced three values of Confucianism – Filial Piety, Humanness, and Ritual.
2. Students will analyze the role of kinship and Confucianism in maintaining order and hierarchy
3. Students will do research about how Confucianism impacts East Asian's lifestyle.

History

Directions:

1. Students will watch a [video](#) about the geography of China.
2. Students will be split into small groups and research about how geography influenced China's development.
3. Students will also compare the geography between China and U.S.A.