Lesson Plan by: Yang Zhang, Highland High School, NCTA 2021 (The Ohio State University seminar)

Title: China’s economic development

Theme/Topic: The Belt and Road Initiative

Introduction (2-3 sentence summary of lesson): Students will learn about China’s economic development since 1949 and the “belt and road initiative” through teacher’s presentation, reading, and videos; They will learn new words and phrases related to this topic, discuss in groups and share their own opinions in Chinese about this topic.

Subject(s)/Grade level(s): Mandarin 4/AP Chinese

Duration of lesson: 3 classes (45 minute each)

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

1. Interact with intercultural competence using knowledge and understanding of native and other cultures.
2. Communicate effectively in languages other than English in person and via technology.
   ● INTERPRETIVE: Identify, understand and analyze input that is heard, read or viewed on a variety of topics from authentic resources.
   ● INTERPERSONAL: Interact and negotiate meaning in spontaneous spoken, written or signed conversations to exchange and share information, reactions, feelings and opinions.
   ● PRESENTATIONAL: Present information, concepts and viewpoints to inform, explain, persuade and narrate in spoken, written or signed language when negotiation of meaning is not possible.

Essential Questions (2-3 questions):

1. How has China’s economy developed since 1949? How did people’s lives change over time?
2. What is the Belt and Road Initiative? What do I think of it?

Learning Objectives (2-3 objectives):

1. Students will understand China’s economic development since 1949.
2. Students will be able to briefly introduce the Belt and Road Initiative and share their own opinions in Chinese about it.
China’s economic development

Materials Needed:

Pre-Assessment of Prior Knowledge:

Students will complete a K-W-L worksheet and quizlet quiz for pre-assessment.

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

1. Students will be divided into groups of 4 to discuss and complete a K-W-L worksheet in English about what they know, want to learn about China’s economic development.
2. With the same group, students will complete a quizlet quiz for pre-assessment review/preview of related words and phrases in Chinese.
3. Teacher presentation on China’s economic development with PPT in Chinese mainly with English explanations when necessary.
4. Students will watch a video about the road and belt initiatives.
5. Learn new vocabulary in Chinese with quizlet and quizlet live games.

Closing/Reflection Activity:

With the same group, students will discuss what they have learned and complete the K-W-L worksheet. They will also discuss and share their own opinions on the topic with guided questions. The discussion will be in Chinese.

Post-Assessment:

As an assessment, every student will record a brief introduction of what they have learned in this lesson and share their own opinions on China’s economic development and the belt and road initiatives. They will record on a padlet to share with the class. Each student is also required to respond to 3 classmate’s recordings in Chinese on padlet.

Extension Activities/Extending the Lesson/Cross-Curricular Connections:

Reading: Understanding East Asia’s Economic “Miracles”
China’s economic development

Resources:

Google slides

This is China

https://www.youtube.com/watch?v=ePwvh8Vvt0Q&list=PLBYQiILy80D30ywcZONpHjaXSI35QF2Y6Q&index=57

What is China’s Belt and Road Initiative? https://www.youtube.com/watch?v=j8zzL2aBo2M


Understanding East Asia’s Economic “Miracles” - Zhiqun Zhu, Association for Asian Studies, Inc. Resources for Teaching about Asia.