



STARTALK Summer Program 2008
Chicago Public Schools and The University of Chicago
Designed by Jun Yang

Expected Enrollment: 30

Target Level: novice-high or intermediate-low

Duration: 4 weeks, from June 23rd. to July 17th.

Instruction Hours: 80hrs. (4hrs./day)

Brief Description of Program

The course will be centered around the general theme of connecting language to your own life. Under the general theme, there will be three to four related sub-themes including

- Community: Chinatown
- Communication: Journalism in US and China
- Career: Skidmore (or Boeing) and China
- Connections: Olympics 2008 in Beijing and Chicago's bid for 2016

What Enduring Understandings are Desired?

Students will understand a culturally diverse world, in which traditions, beliefs, economic activities vary. They will also learn what it entails to be a global citizen.

What Essential Questions Will Guide This Program and Focus Teaching/Learning?

- How is communication in this language different than or the same as the language you speak?
- How is the culture of the language similar and different than the culture you come from?
- How will learning this language impact your life?
- What opportunities are out there for you if you speak this language?

National Foreign Language Standards:

All of them! (1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3)

Theme One - Chinese Community

Content:

Students (1) learn about the basic facts about a Chinese community in terms of its geography, immigration history, language and traditions; (2) learn to understand diversity within Chinese culture and tradition; (3) prepare themselves to communicate in a culturally appropriate manner.

Knowledge

1. Key Linguistic Structures/Grammar

自我介绍:

请问,?

您是哪里人? 南方人还是北方人?

您是哪儿出生的?

你来美国多久了?

您在美国干什么? 您原来在中国做什么?

您今天来唐人街干什么?

你常来唐人街吗?

除了普通话以外, 你还会说别的地方的话吗?

您喜欢吃米, 还是喜欢吃面? 你最喜欢这里哪家餐馆? 为什么?

2. Key Vocabulary

地方: 南方, 北方, ...省, ...市, 出生地, 家乡, 在...南边, 离...坐火车要...小时

语言: ...话, 广东话, 上海话, 普通话, 国语, 国语电影, 国语歌曲,

饮食: ...菜, 茶, 餐馆, 菜馆, 点心, 烤鸭, 广东菜, 四川菜, 上海菜, 山东菜; 口味, 甜, 酸, 辣, 苦, 咸,

职业: 老师, 医生, 工程师, 律师, 厨师, 服务员, 学生, 做生意, 老板

商业活动: 商店, 买东西, 逛街, 礼物, 银行, 菜店

称谓: 先生, 小姐, 阿姨, 老大爷, 大娘

Skills

- To greet strangers appropriately using the right term of address
- To find information about a person's background, including
 - to name a profession
 - to locate, identify, and name a province or a city of China
 - to identify and name major dialect groups of China
- To learn about the major traditions and cultures associated with that background, for example, food, music, family, etc.
- To recognize diversity within China and discuss such diversity in connection to the diversity embodied in the Chinese American experience

Connection to Other disciplines

- Geography: map skills

- History: Chinese immigration history
- Sociolinguistics: terms of address, Chinese dialects
- Cultural Anthropology: food and human life

Technology Integration

Digital audio/video materials, relevant internet resources, online discussion group/forum

Assessments

Performance-based assessment

- Oral interview
- Role play
- Oral report or presentation
- Contribution to forum or other kind of online discussion

Quizzes, Tests, Specific Assignments

- Voc quiz
- Unit tests
- Questionnaire design
- Posters of Chinese dialect groups
- Posters of Chinese regional culinary traditions

Unprompted Evidence

- Class participation
- Participation in field trip
- Spontaneous use of language during Chinese lunch table

Self Evaluation from LinguaFolio

I can

- ask native speakers of Chinese and understand their responses regarding where they are from, what dialect they speak, what kind of food they like, and what they do for a living;
- name the major groups of dialects and culinary traditions of China and locate them on maps;
- identify differences of Chinese communities based on the above information;
- use Chinese to find out if I can relate in any way to a Chinese American;
- follow and engage in simple and straight-forward discussion on regional differences in language and food.

Required Resources

- Access to internet and multimedia equipments
- Maps
- Markers, Poster paper
- MP3 recorder

Differentiation of Instruction:

- Adjustments should be made to adapt to the different abilities of students from novice-high level and those from intermediate-low. Areas of adjustment include the size of the required vocabulary and grammatical structure, the degree of difficulty in quizzes and tests, the complexity of the skills implied and the accompanying “I can” statements.
- Presentation in different channels or modes is recommended to benefit students of different learning styles.

Instructional Strategies:

- One-on-one instructor – student interaction
- Pair work or group work
- Role-play
- Language games
- Watching movie clips, sample music and food
- Self-assessment

What do they already know that will help them learn new information?

A placement test will be given prior to the start of the program to determine students’ level and readiness for the program.

Links to relevant web sites:

<http://www.gissky.net/map/>

<http://www.guang.net/map.htm>

<http://test.3xiong.com/map/>

<http://www.surveyor.com.cn/Maps/ShowPhoto.asp?PhotoID=193>

Sub-theme(s)/unit(s)

The program consists of 3-4 units, each with its own sub-theme and taking about 20 instructional hours. In addition to Chinese Community, the other parallel sub-themes are:

- Communication: Journalism in US and China
- Career: Skidmore (or Boeing) and China
- Connections: Beijing 2008 and Chicago’s bid for 2016

Lessons that support the sub-theme/unit:

Daily instructional plan for the unit of Chinese Community

- Day 1: “where are you from?” -- encounters between strangers in China
 - First hour: present Dialog 1, a naturally occurring dialog between two strangers, using scaffolding or other means to help students understand the interaction;

- Second hour: highlight the parameter of politeness in the encounter, using comparison if necessary;
 - Third hour: highlight the key expressions and structures in such an encounter, familiarize students with the encounter routine using structured practice;
 - Fourth hour: learning to read and write the key expressions and structures in characters, using visual aides and hands-on activities when necessary.
- Day 2: “where are you from” -- in review
 - First hour: instructor initiated interaction, followed by additional structured practice;
 - Second hour: student-student interaction and practice, modeled on Dialog 1;
 - Third hour: language game or word play, accompanied by structured practice on pronunciation and characters;
 - Fourth hour: do’s and don’ts in first encounter; prepare for the survey: brainstorming on what I would ask a Chinese person.
- Day 3: “where are you from?” – a variation
 - First hour: present Dialog 2, which is a variation on Dialog 1 to strengthen students’ knowledge of first time encounter in China and to teach them to be sensitive to different social situations;
 - Second hour: recycle key linguistic and social elements from Dialog 1, highlight and practice additional linguistic elements and strategies characteristic of the new situation;
 - Third hour: learning to read and write the key new elements introduced in Dialog 2;
 - Fourth hour: design a questionnaire for the survey to be used on the field trip to Chinatown.
- Day 4: “Where are you from?” – performance in class
 - First hour: role play;
 - Second hour: questions and answers session to tie up any loose ends from homework and other assignments;
 - Third hour: written quiz;
 - Fourth hour: finalize the questionnaire, rehearse doing a field survey in Chinese.
- Day 5: “where are you from?” – survey report
 - First hour: oral report from survey, using visual aides (later contribute an entry to Chinatown Profile);
 - Second hour: discussion on what I learned about Chinese community from the survey;
 - Third hour: what worked and what not in conducting the survey?
 - Fourth hour: jointly create a dialog of first encounter.

