



University of New Mexico
STARTALK Chinese Student Program Curriculum

Theme: Dragon Boat Festival

Target Proficiency Level novice-low to novice-Mid

Number of Hours: 50 hours

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Brief Description of Program (including curricular context and goals)

During the four-week program, students will be introduced to the Chinese language and culture through the theme of the Dragon Boat Festival. They will research issues related to the following three communicative activities:

- Composition of rhymes in pinyin, reading poetry
- Representation of food for different events
- Moral values in Chinese culture

What Enduring Understandings are Desired:

- Chinese politics and moral values as shown by Chinese festivals.
- We live in a diverse world, and we should know how to appreciate a different culture through its language.
- The diverse world can be integrated by friendship and cooperation through international sports competitions such as Dragon Boat Championships.

What Essential Questions Will Guide this Program and Focus Teaching/Learning:

- To what extent or in what ways is the Dragon Boat Festival special and important for the Chinese?
- How can we connect China to the world, and connect one's life to Chinese culture through the Dragon Boat Festival?
- What does the symbol of the dragon mean to the world?

Standards/Goals:

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Standard 5.1: Students use the language both within and beyond the school setting

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Content:

Key Vocabulary:

我, 你, 他, 她, 們, 的, 是, 叫, 姓, 名, 年, 月, 日, 中國, 美國, 人, 在, 吃, 喝, 做, 和, 跟, 喜歡, 什麼, 也, 都, 朋友, 家, 黃, 紅, 藍, 黑, 白, 綠, 很, 大, 中, 小, 快, 慢, 好, 忙, 個, 隻, 一...十, 龍, 粽子, 船, 比賽, 香包, 酒, 飯, 端午節, 熱, 冷, 水

Skills:

- Talk about the value of opinions about the Dragon Boat Festival.
- Talk about boating and racing experiences.
- Interpret symbolic meanings and concepts of dragons in different cultures.
- Interpret a basic Chinese poem.
- Create rhymes in Chinese.
- List events and write simple sentences about the festival in Chinese

Connections to Other Disciplines:

- History: evolution of the Chinese dynasties
- Literature: Chinese Poetry, and the relationship between politics and scholarship in ancient China
- Fine art: crafts

- Music: Chinese dragon music
- Physical Education: Paper boat racing, and foot racing

Technology Integration:

Students will write a dialogue journal through WebCT. Students will research a specific aspect of the Dragon Boat Festival through the internet. Students will share their research through PowerPoint presentations. Students will watch clips of the celebration of the Dragon Boat Festival through YouTube.

Assessments:

Performance tasks

- Students will use appropriate Chinese greetings.
- Students will apply the vocabulary and structures they learned from the textbook, Chinese Link, during the activities for the Dragon Boat Festival.
- Students will discuss their favorite activities during the Dragon Boat Festival.
- Students will watch and discuss films about the Dragon Boat Festival.
- Students will make crafts for the Festival.
- Students will make traditional food for the Festival following Chinese recipes.

Quizzes, Tests, Prompts, Work Samples

- Students will take a quiz for each lesson integrating the activities for the Dragon Boat Festival.
- Students will write a recipe in Chinese for a traditional dish for the Festival.
- Students will write the script for the stories about the Festival in Chinese.
- Students will create PowerPoint picture books based on the stories of the Dragon Boat Festival, to be uploaded on the FLL website.
- Students will act out the stories that they write for the Festival.

Unprompted Evidence (observations, dialogues)

- Students will write dialogue journals reflecting each activity and event about the Festival.
- Students will interact with peers and instructors in the class expressing their opinions in Chinese or English.

Can do Statements from Linguafolio

- Students can use polite forms of greeting in Chinese.
- Students can express their preferences in food, props and activities for the Dragon Boat Festival in Chinese.
- Students can ask simple questions and give simple responses about their preferences about the Dragon Boat Festival.
- Students can express their reaction to food, props, and activities for the Dragon Boat Festival in Chinese.
- Students can exchange their personal and family information using simple phrases in Chinese.
- Students can introduce their family by using descriptive structures.

- Students can use descriptive structures to express their families' and friends' activities during the festival.
- Students can use descriptive structures to create a linear story about the Dragon Boat Festival in Chinese.

Required Resources:

Computer lab, internet access, DVD player, construction paper, UNM Campus kitchen

Differentiation of Instruction:

- To meet the needs of students with multiple intelligences, instruction will be presented through various media, such as visual aids, written language, gestures, audio and video files, and manipulative objects.
- Students of different abilities and proficiency levels in the same class will have the flexibility to adjust or surpass the expectations for learning tasks so that every student can maximize his/her growth and individual success.

Instructional Strategies:

- Communicative competency
- Student-centered learning
- Pair or group work
- Project presentation
- Hands-on activities
- Film discussion
- Self-assessment
- Integrated progressive assessment
- Role playing

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

- Some prior knowledge of Chinese history
- Common knowledge of the representation of dragons
- Water sports

Links to relevant web sites:

- <http://www.twhistory.org.tw/20010625.htm>
- http://www.gio.gov.tw/info/festival_c/dragon/dragon.htm#
- http://edu.ocac.gov.tw/culture/chinese/cul_chculture/vod10html/vod10_10.htm
- <http://www.youtube.com/watch?v=A-UW8IvLraQ>
- <http://www.youtube.com/watch?v=pLXz7JV6H14>
- <http://www.youtube.com/watch?v=9Qmzy-79bak>
- http://www.youtube.com/watch?v=q6po_4GwkcQ
- <http://www.youtube.com/watch?v=4wHmf6cIBMk&feature=related>

Sub-theme(s)/unit(s)

- Poet: Qu, Yuan

- Crafts: Fragrant bag, paper dragon boats, standing egg
- Food: Zongzi, yellow wine
- Dragon Boat
- Final Celebration