Middlebury College
Thematic Unit
Chinese: Intermediate
Susie Tattershall
Stage 1  Desired Results
What Level 3 and 4 students will know, do, and understand

Communication
1.1 Interpersonal Communication
Students introduce a character in 西游记, name what each likes, where they live, what they are good at, name objects from the story, discuss going to places and crazy modes of transportation.

1.2 Interpretive Communication
Students comprehend short stories based on 西游记。Students grasp a basic understanding of meaning of symbolism in story.

1.3 Presentational Communication
Students prepare simple stories based on 西游记. Students will draw the story in comic or stick figure forms and present to the class.
Students will do research into characters.
Students will role play characters.

Cultures
2.1 Students investigate magic and objects used in 西游记 by each character.
Students will watch episode 15-16 of 西游记。

Comparisons
4.1 Students demonstrate understanding of titles of address in 西游记 significance of hierarchy of titles and compare with modern titles of address and respect.

4.2 Students understand the significance of 西游记 in China.

4.2 Students reflect on the differences of the heaven described in the book and the heaven of the Judeo-Christian cultures

Communities
5.1 Students will talk to friends in Beihai about their opinions and influence of 西游记。

Theme
西游记

Unit Essential questions
Who are the characters in 西游记 and what is their purpose.

Knowledge and Skills
Students will know and be able to...

Vocabulary relating to characters, travels, problems, and solutions in 西游记
Students will be able to describe movement and crazy outlandish modes of transportation.
Students will be able to use comparative sentences in contrasting characters of 西游记。
Students will be able to discuss likes and dislikes of characters.
Students will be able to discuss abilities of characters and other super heroes.
Students will be able to ask and answer questions about characters.
Students will be able to re-tell short stories told in class.
Students will be able to write their own stories based on different character perspectives.

Assessment evidence

Scenario: You meet the travelers on their way to get the 经 at the Yellow River. Help them decide how best to cross the river and avoid the monsters below.

Interpretive task 1
Teacher asks a story by using circling technique. The travelers have each have a special skill. Compare and contrast which weapon or skill will be most useful in crossing the river.

Interpretive task 2
Students make a flow map of story

Interpretive task 3
Students make bubble maps for the four main characters and one demon. Students reflect on scenes 15-16 in TV series as to why the demon is female in the TV series but male in the book and her captured spouse is male in the TV series but female in the book.

Interpersonal
Students will be able to use 把 to tell heroes what to do with demons and weapons.
Student express opinion about characters by comparing and contrasting each character according to his personality traits.

Presentational
Students write their own story and present it to the class.
Students take on different parts and respond to reporter questions
Student self assessment and reflection

Students will complete the “I can..” checklist.

1. ___ I can use vocabulary relating to objects used by main characters

2. ___ I can make and answer questions about stories told in class.

3. ___ I can use comparison structures to compare the characters’ physical and mental attributes.

4. ___ I can recognize several radicals used in characters.

5. ___ I can be creative with the language structures learned.

6. ___ I can write a news report of a monster attack and how the hero saves the day.

7. ___ I can recognize demons in human form and help the heroes defeat them.

8. ___ I can ask and answer yes/no questions

9. ___ I can ask why questions

10. ___ I can answer why questions

11. ___ I can use a 把 sentence

12. ___ I can use reported speech, A 对 B 说。  

What the students already know (sort of):

- numbers, verbs, adjectives, 走到地方, 的时候 phrases, some knowledge of 把字句, A对B说 (still need work and reinforcement)

Main characters: 吴承恩 author, 孙悟空, 猪八戒, 沙僧, 唐僧, 妖怪, 白马

孙悟空: 自以为是, 爱捣乱, 聪明, 猴王, 大师兄

猪八戒: 元帅, 性格温和, 力气大, 喜欢吃肉, 懒惰, 贪吃贪睡, 对师父忠心耿耿, 无可奈何, 喜欢种地, 胆小, 爱睡

唐僧: 吃斋念佛, 没有本领, 懦弱, 伪善, 怕死, 落入陷阱之后, 才大喊「悟空, 救我!」。凡夫俗子 character vastly different in TV series and book

沙僧: 大将, 月牙铲, 打碎了琉璃盏 沙僧’s punishment for breaking a cup far exceeds the crime, 一柄降妖杖

复习成语: 岂有此理 (response to Sandy’s punishment in heaven)

New vocabulary:

- 看穿魔鬼伪装, 徒弟, 翻筋斗, 变成, 变化, 金箍棒, 大闹天宫
- 猴子, 猪, 学会七十二变, 历经九九八十一难, 伸缩, 猴毛能变形, different terms for monsters: 怪物, 妖怪, 魔鬼

New 成语 to be used in door greetings with gestures one per week: 兔死狗烹, 鸟尽弓藏, 随心所欲, 无可奈何, 自私自利, 自食其果,
Every day Opener:
To be sung to the tune of 两只老虎 song:
四个和尚, 四个和尚, 去取经, 去取经, 打败了很多怪物, 打败了很多怪物, 真奇迹，真奇迹！

Cultural Task 1: recite poem for tone practice and introduce 7 character regulated poems with poetry ppt (needs adjusting for 七律诗, but you get the gist):
Students will learn first two lines, but are free to learn more if they want.

沙僧的诗：http://www.tianyabook.com/xiyouji/022.htm

一头红焰发蓬松, 平平平仄仄平平
两只圆睛亮似灯, 仄仄平平平仄仄平
不黑不青蓝靛脸, line describes 脸仄平仄平平仄仄
如雷如鼓老龙声, entire line describes 声 平平平仄仄平平
身披一领鹅黄氅chǎng overcoat 平平仄仄平平仄
腰束对攒cuán露白藤.téng cane 平仄仄平仄平平
顶下骷髅悬九个, 仄仄平平平仄仄
手持宝杖甚峥嵘”zhēng róng 仄平仄仄平平平

Descriptions of
孙悟空: 好猴王, 将身一纵, 跳起去, 一路筋斗, 直至北下观看, 见一座高山, 真是十分险峻

描述孙悟空的诗：

身穿金甲亮堂堂, 头戴金冠光映映。手举金箍棒一根, 足踏云鞋皆相称。
一双怪眼似明星, 两耳过肩查又硬。挺挺身才变化多, 声音响亮如钟磬。
尖嘴咨牙弼马温, 心高要做齐天圣。http://www.tianyabook.com/xiyouji/004.htm
Students learn one story in three parts based on 西游记 (two weeks per paragraph)

孙悟空既会看穿妖魔的伪装又会翻筋斗云。孙悟空住在花果山。
一天他翻筋斗云到天宫。他把马放开了，把皇后的桃子吃掉了，大闹天宫。玉皇很生气叫他走。唐僧看见孙悟空翻筋斗云的时候，他对他说，来来来做我的徒弟吧。孙悟空翻筋斗到唐僧那儿一起去取经。他们向西边走。第二天，他们看见一只猪，对他说，你叫什么名字？他说，“我叫猪八戒。唐僧问他，“你喜欢做什么？猪八戒说，我喜欢，吃饭，睡觉。你呢？唐僧说，“我喜欢念佛。”做我的徒弟，一起去取经吧？”猪八戒说我要去。孙悟空用金箍棒打败他以后，猪八戒没有办法无可奈何地跟他们一起去取经。三个人走到河边的时候，没有办法渡过河。唐僧哭哭哭。猪八戒说，肚子饿了，我要回家”。

突然沙僧走到河边对他说，我带你们渡过河吧。然后，唐僧对他，做我的徒弟，一起去取经吧?
突然，水里的恐龙出现了想把唐僧吃掉。三个徒弟把它杀掉了。突然有两个人走到了他们那儿。孙悟空把他们杀掉了。唐僧很生气叫孙悟空走。孙悟空对他说，那两个人是妖魔。我会看穿妖魔的伪装。猪八戒说，那两个人不是妖魔。唐僧相信猪八戒（唐僧不太聪明）又对孙悟空说“你走”。孙悟空说，“师傅是兔死狗烹”，就走了。突然一个巨大的妖魔走到唐僧那儿想把唐僧吃掉。唐僧大喊“悟空，救我！”。不过孙悟空已经离师傅很远了。怪物带唐僧到自己的房子里去准备吃他。唐僧应该怎么办？他孤苦伶仃地哭哭哭。

猪八戒肚子饿了，随心所欲地去找吃的东西。吃了以后在草地上睡着了。沙僧哭哭哭。他们的马很生气叫猪八戒去找孙悟空叫他回来。猪八戒无可奈何慢慢地走到水帘洞。肚子饿了，吃了以后，就在草地上睡着了。四十八个小时以后，猪八戒醒了继续慢慢地走到水帘洞。到了水帘洞的时候，叫孙悟空跟他回到师傅那儿。猪八戒对孙悟空说，“大哥师傅需要你救他。孙悟空听了以后，就一分钟筋斗到师傅那儿。孙悟空叫沙僧别哭。孙悟空走进妖魔的房子里。孙悟空有一根金箍棒。用金箍棒打败了妖魔。唐僧很高兴没有被妖魔吃掉。沙僧不哭了。猪八戒肚子饿了，吃了以后，在草地上睡着了。

语法要点：
复习：A对B说，走到地方去，把东西给我，把东西放在地上，方位词，以后。。就，。。的时候句子，带人去一个地方 (students following me on their knees in a chain as I ask them whether they want to go to Beihai or not, this time it sill be 西天);

继续学：
Stage I
Investigative activity on lab day:
Language lab activity:
Students are placed into groups according to character, they must do research on characters. Students must be able to fill out a bubble map on each their character and present it to the class. Students are directed to baidu.com
孙悟空:  http://baike.baidu.com/view/17131.htm
猪八戒:  http://baike.baidu.com/view/17156.htm
New vocabulary and structures are taught with lively action and circling questions and acting parts. No activity is done until teacher is satisfied that students have had enough input and will be able to produce the language.

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一天他翻筋斗云到天宫。他把马放开了，把皇后的桃子吃掉了，大闹天宫。玉皇很生气叫他走。唐僧看见孙悟空翻筋斗云的时候，对他说，来来来做我的徒弟吧。孙悟空翻筋斗到唐僧那儿一起去取经。他们向西边走。第二天，他们看见一只猪，对他说，你叫什么名字？他说，“我叫猪八戒。唐僧问他，“你喜欢做什么？猪八戒说，”我喜欢，吃饭，睡觉。你呢？唐僧说，“我喜欢念佛。”做我的徒弟，一起去取经吧？”猪八戒说我不要去。”孙悟空用金箍棒打败他以后，猪八戒没有办法无可奈何地跟他们一起去取经。三个人走到河边的时候，没有办法渡过河。唐僧哭哭哭。猪八戒说，“肚子饿了，我要回家”。

Quick assessment of story (2001):

Students will retell story with twist in the form of a chain.

Grades:
A if audible, logical, correct, and sufficient content
B for above average attempt in all areas, with some mistakes and stutters
C if the student can at least re-tell where we are in the plot. (at least student is paying attention)
0 if student can’t produce anything

Teacher and students fill out a story map, from the story map students do stick figure drawings.

Comprehension assessment:
Draw story in stick figures in the form of a “flow map”\(^1\).

\(^1\) http://www.thinkingmaps.com/
Teacher uses stick figure drawing in order to drill grammar and ask and answer questions: who, what, where, when, why.

Oral assessment (see rubrics below)
Retell story using teacher’s stick figure drawing.

Written assessment (see rubric below)
Rewrite story using teacher’s stick figure drawing.

Stage II After stage I is repeated, then follow stage II.

Students are divided into groups of 4 to 6 depending on number of students. Group I is 孙悟空组, Group II is 猪八戒组, 唐僧组, 沙僧组, 妖魔组, 白马组, 记者

Roshamob effect:
Each group comes up with a narrative about what happened to tell a reporter from the point of view of their character. Oral rubric below used for assessment

For example:
唐僧 watches 孙悟空 kill innocent bystanders. I deplore killing. I don’t believe that Sun killed a Yaomo. They looked like regular people to me. I was right to tell Sun to leave. He is nothing but trouble, I am really scared now. What will happen to me? I am so sad and alone.

孙悟空: I was right. Those two people were not people, they were Yaomo. Why doesn’t my 师傅 believe me? I am so sad. I don’t want to leave my master. It is fun to ride a cloud. Hey there is my kingdom of monkeys. Hey guys, I’m back.
猪八戒：Finally we are rid of that monkey. I can protect our master. I am strong. I am hungry and sleepy. I think I will take a nap. That Yao mo was really big and strong. There was nothing I could do.

沙僧：What just happened? Why is elder brother Sun leaving? I don’t think he should leave.

白马：Man those guys are crazy. I wish they would stop complaining. This bag is heavy. When are they going to feed me?

妖怪：Yay, Sun has left the group. If I eat that monk, I will stay young and live forever. I think I will grab him and take him back to my house.

记者：reporters must think of lots of questions to ask in order to find out what happened to 唐僧.

Stage III Stage I is repeated.

猪八戒肚子饿了，随心所欲地去找吃的东西。吃了以后在草地上睡着了。沙僧哭哭。白马很生气叫猪八戒去找孙悟空叫他回来。猪八戒无可奈何慢慢地走到花果山。肚子饿了，吃了以后就在草地上睡着了。四十八个小时以后，猪八戒睡醒了继续慢慢地走到水帘洞。到了水帘洞的时候，叫孙悟空跟他回到师傅那儿。猪八戒对孙悟空说，“大哥师傅需要你救他。孙悟空听了以后，就一分钟筋斗到师傅那儿。孙悟空叫沙僧别哭。孙悟空走进妖怪的房子里。孙悟空有一根金箍棒。用金箍棒打败了妖怪。唐僧很高兴没有被妖怪吃掉。沙僧不哭了。猪八戒肚子饿了，吃了以后，在草地上睡着了。

Retell story from the perspective of character. This is only done after teacher is satisfied that students have had enough input via TPRS to be able to produce the language.

Students read story. Given common radicals. Story is given to students in Pin Yin, characters both simplified and traditional. (The software to do this is on my computer at school).

Self assessment of reading proficiency:
1. I can only identify a character here or there.
2. I can guess the meaning of characters based their radicals
3. I can read characters in phrases and expressions in a story and guess their meaning
4. I can recognize and guess the pronunciation of characters with phonetic components. (包，票，巴，马，等等)
5. I can understand the main gist of the story
6. I can recognize parts of speech in a sentence (nouns, verbs, objects)
7. I can read simple descriptions of people, places or things when it is a topic I am already familiar with.
8. I can read the story and summarize it.
9. I can read the story, and retell it in detail (who, what, where, when, etc.) accurately
穴 xue hollow, hole, hidden 穴空穿突窟窟窟
竹 zhu bamboo 竿笑第等節
言 yan speaking 言計訓記詳認識哲解變
足 zu foot, leg, walking 跑跨跟跪路
虫 hui insect, creeping animal; sometimes read chong 蚊蚂蚁蝻蜚蛩螣蟊（雖金)
金 jin metal, gold 釜銀銅釘銳鋒鑒
雨 yu rain 雲霧電靈靈
食 shi eating 餐飲餘餐養饕
鳥 niao bird 鳥鳧鵲鳴鴛鴦鶯鴈鵝鳴鳳

Interpretive listening to video on line or in class.

Students watch clip of the Monkey King. Check words you hear.
http://hd.tudou.com/program/23986/

Check off words and phrases you hear in video clip (episode 15-16). This is to be done over several days and in short duration. However, list and website will be given to students, so they can work on it at home. This will be given to students in both pinyin and characters. Some words were chosen because students know them, some not.

Interpretive investigation:
Homework is to write down what is going on when these words were heard. Can you guess the meaning?

1.念紧箍咒 2.办法 3.女儿女儿，你在哪里？(several times.)
4.怎么办 5.给我放手 6.妖怪
7.别念了 8.她什么她 9.你走吧
10.去吧 11.火上加油 12.嫉妒
13.金箍棒 14.跪 15.起来吧
16.这是最后一次 17.救命 18.无可奈何
骗人
师父
师兄
杀了我
打死了三条命
不留你
鸟尽弓藏
兔死狗烹
信任带子的话，不信我
什么意思
大闹天宫
你过来
拉到
错怪大师兄
师弟
清楚明白
你得死了
以暴制暴
要是师父死了
就没有法去西天取经了
无能为力
青春永享
退下吧
长生不死
多吃点儿
为什么
变老鼠
大师兄，猴哥


<table>
<thead>
<tr>
<th>Excellent</th>
<th>Good</th>
<th>Needs Improvement</th>
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<tbody>
<tr>
<td>Completed 90% activity</td>
<td>Completed 70-80% of activity</td>
<td>Completed less than 2/3 of activity</td>
</tr>
<tr>
<td>Described what was going on in scene when heard the target words and guessed the correct meaning 90% of the time.</td>
<td>Was able to describe most of what was going on when heard the target words and made good guesses 70-80% of the time.</td>
<td>Described less than 2/3 of target words. Did not try to guess at meanings of target words.</td>
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<tr>
<td>Project was turned in on time.</td>
<td>Project was turned in one day late.</td>
<td>Project was turned in two or more days late.</td>
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Fill out this chart based on listening exercise (2001).
<table>
<thead>
<tr>
<th>Know</th>
<th>Want to know</th>
<th>Learned</th>
<th>Used</th>
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Other Activities to reinforce learning. Choose one of the following:

- Design a game that will help your classmates learn the vocabulary in the ‘want to know column’ and how to use it.

- Make a mp3 recording using vocabulary in the want to know and learned columns in correct sentences with perfect tones.

- Write a song using new vocabulary and perform it.

Required final summative project: The Video project (see rubric below)
Rubrics to be used for assessment

Rubric for oral activities (2001):

<table>
<thead>
<tr>
<th>Comprehensibility</th>
<th>Vocabulary</th>
<th>Accuracy</th>
<th>Risk taking, signs of improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Story was easy to understand. It was a complete story, with beginning, middle,</td>
<td>Lots of detail. A wide variety of vocabulary words (more than just from</td>
<td>Good tones and pronunciation. Almost no grammar mistakes. Language</td>
<td>Story was creative told with expression. You used</td>
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<td>and end</td>
<td>current lesson.)</td>
<td>flowed smoothly.</td>
<td>transition words, inserted colorful comments. You found</td>
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<td>a way to communicate entirely in Chinese.</td>
</tr>
<tr>
<td>Comprehensibility</td>
<td>Vocabulary</td>
<td>Accuracy</td>
<td>Risk taking, signs of improvement</td>
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<td>Story was fairly easy to follow, but there were a few rough spots (hesitation or</td>
<td>You used the vocabulary necessary to tell the story. The basic vocabulary</td>
<td>Mostly correct tones, but you had some difficulty with pronunciation or</td>
<td>Some vocal expression and creativity. The story was told correctly</td>
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<tr>
<td>groping for words.)</td>
<td>was used correctly.</td>
<td>grammar.</td>
<td>some elaboration.</td>
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<td>Story was difficult to follow. Speech was very choppy.</td>
<td>The story lacked need words or misused words.</td>
<td>Little attempt made to pronounce correctly. No tones. Significant</td>
<td>Monotone. You resorted to English. You only did the minimum to get by</td>
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<td>errors in usage or grammar.</td>
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Writing rubric:(20 01)  

<table>
<thead>
<tr>
<th>1 Standard not met</th>
<th>2 Standard barely met</th>
<th>3 Meets standard</th>
<th>4 Exceeds standard</th>
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<tbody>
<tr>
<td>Grammar errors include tone mark errors</td>
<td>8 or more errors. Uses only simple sentences incorrectly with no variation</td>
<td>Under 6 errors. Uses at least 2 constructions, uses a 把 sentence</td>
<td>Under 4 errors. Uses most of the structures, but forgets a few. Mostly correct grammar</td>
</tr>
<tr>
<td>Writing rubric: (2001)</td>
<td>1 Standard not met</td>
<td>2 Standard barely met</td>
<td>3 Meets standard</td>
</tr>
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</tr>
<tr>
<td>Word use</td>
<td>No attempt to use new vocabulary</td>
<td>Little attempt to use new vocabulary</td>
<td>Attempts to use new vocabulary.</td>
</tr>
<tr>
<td>Content</td>
<td>Ideas are incomprehensible, mostly unfinished</td>
<td>Ideas are somewhat incomprehensible, did not complete the writing assignment</td>
<td>Ideas are mostly comprehensible, assignment is mostly complete</td>
</tr>
</tbody>
</table>

Summative assessment²
The video project

| 4 | 3 | 21 | 0 |

² this is my rubric for video projects
<table>
<thead>
<tr>
<th>Creativity</th>
<th>The actors are creative and assume their roles expertly. The group uses props, costumes, and background with creative brilliance.</th>
<th>The actors are somewhat creative and are somewhat believable in their roles. Props, costumes, and background are used to great creative effect.</th>
<th>The actors are sort of creative and sort of believable. Props, costumes, and background are sort of creative.</th>
<th>The actors are rarely creative or believable. Props, costumes, and background are rarely used for any effect.</th>
<th>Students did not put any thought into their roles. Props, costumes, and background are not used at all.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dialogue</td>
<td>Dialogue flows naturally. Lines do not seem like lines but actual conversations. Everyone has equal amount of dialogue.</td>
<td>Dialogue is mostly natural. Conversations are still achieved. Sometimes a little stilted. Everyone has equal amount of dialogue.</td>
<td>Dialogue is forced and stilted, but occasionally dialogue flows.</td>
<td>Dialogue is always forced. Chinese is not natural, but memorized and stilted. Actors memorized lines for this one occasion only to forget quickly. Sometimes actors do not know what they are saying at all.</td>
<td>What dialogue? Actors read from a script and the group receives a failing grade for entire video project.</td>
</tr>
<tr>
<td>Use of vocabulary</td>
<td>Just about every word or phrase students learned is in the video. Students make wide use of 4 character phrases. Usage is 100% accurate.</td>
<td>Vocabulary is extensive and 4 characters phrases are used but not as comprehensive as could have been. Students missed a few opportunities to add language. Usage is mostly accurate.</td>
<td>Vocabulary is somewhat repetitious, but an attempt at variety is achieved. Usage is somewhat accurate.</td>
<td>Vocabulary is very repetitious. Not much variety. Students are still using 1st year vocabulary over and over. They do not demonstrate new knowledge. Usage is often inaccurate.</td>
<td>What vocabulary? Group used only bad words over and over. Group receives a failing grade for entire project. Usage is so inaccurate that the video is incomprehensible.</td>
</tr>
<tr>
<td>Use of Grammatical structures</td>
<td>Excellent use of grammatical structures. Every grammatical structure taught is used. Difficult and only briefly taught structures are also used.</td>
<td>Grammatical structures are used, but there are a few missing that were taught.</td>
<td>1st year grammatical structures are used, and there is some attempt at new structures.</td>
<td>1st grammatical structures are rarely used. No new structures are attempted.</td>
<td>What grammatical structures? Students’ use of grammatical structures are so incompetent and inaccurate as to wonder what they were doing the entire semester.</td>
</tr>
<tr>
<td>Relevance to Course Work</td>
<td>There is an attempt to include every grammatical structure, every word taught in the video.</td>
<td>Almost everything learned is used.</td>
<td>Most of what was taught is used.</td>
<td>Some of what was taught is used. But group is relying heavily on 1st year Chinese.</td>
<td>The group shows no evidence that they learned any new Chinese.</td>
</tr>
<tr>
<td>Plot</td>
<td>Quality of production</td>
<td>Participation of group members</td>
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<tr>
<td>Plot is excellent and easy to understand. No fillers are used. Music and fight scenes are brief and only add to the enjoyment.</td>
<td>Students are visible and can be heard all of the time.</td>
<td>Every student participates in the project all of the time. Every student helps with the script, editing, and filming. No one misses a planning session ever. Group works cooperatively. Problems and conflicts are worked out together. No excuses.</td>
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<tr>
<td>Plot is good and easy to understand. No fillers are used.</td>
<td>Students are visible and heard all of the time.</td>
<td>Excuses are rarely made for not showing up. Every student in the group participates in the script and filming. Every student is engaged fully at planning sessions. Every idea is listened to. Every student is in every scene. The group comes together to solve issues of transportation, but once in a while problems occur. Sometimes there are personality conflicts, but group tries to solve problems together.</td>
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<tr>
<td>Plot is so so, but teacher can still understand what is going on. No fillers are used.</td>
<td>There is only a brief lack of visibility and sound.</td>
<td>Some students in the group let others do all of the work. They are followers and have no intention of ever being their own boss of at any job. They are willing to just take orders and follow. But at least someone is taking charge.</td>
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<tr>
<td>Plot has a few confusing parts, but teacher can still understand it with help. Fillers are used.</td>
<td>Students often film in front of a window or in the dark and can't be seen. Sound problems are a big problem.</td>
<td>Some students don't participate at all. They never come to the planning sessions or they just show up for the filming.</td>
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<tr>
<td>What plot?</td>
<td>Students can't be seen or heard. The group received a failing grade for the project.</td>
<td>There is no one in the group who takes charge. Every one just makes excuses for their failure and blames everyone else. Students don't want to succeed in their lives. They want to flip burgers at Mc Donald's.</td>
<td></td>
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</tr>
</tbody>
</table>

**Reference**
