

LESSON PLAN TEMPLATE & GUIDELINE

(Dr. Shen-Dietrich)

Overview Information
Unit Topic/Theme: Globalization (DP Theme: Sharing the planet)
Language Level: AP class and DP class
Grade Range: 11-12th grade
Unit Plan Outline
Total Instructional Time (Class Periods) for the Unit 20 class periods
Curriculum Connection (Established Goal(s) & Standard(s)) <ul style="list-style-type: none"> ● Students will understand the purpose of Zhang Qian's journey/mission. ● Students will understand the purpose and the influence of Silk Roads. ● Students will connect the impact of Silk Roads with Globalization.
Unit <u>Can-Do Statements</u> (Advanced -low): <ul style="list-style-type: none"> ● I can identify the underlying message and some supporting details across major time frames in descriptive informational texts. ● I can follow the main story and some supporting detail across major time frames in fictional texts. ● I can understand the main message and some supporting details across major time frames in conversations and discussions. ● I can tell stories about school and community events and personal experiences, using paragraphs across major time frames.
Performance Assessment Task Formative Assessment: <ul style="list-style-type: none"> ● Vocabulary Games ● Reading comprehension ● Listening comprehension ● Writing Journal ● Presentation Summative Assessment: <ul style="list-style-type: none"> ● Class Debate
Lesson Plan Outline Day 1-Introduce vocabulary, grammar and the text of Zhangqian. Day 2-Review vocabulary, grammar and the text and students use reading comprehension tasks to demonstrate their understanding of Zhangqian's story. Day 3-Discuss the concept of Loyalty by reviewing the text of Zhangqian again and students apply their knowledge to a research project about other Chinese historical figure.
Lesson Plan (Day 1)
Total Instructional Time for the Lesson 90 minutes
Lesson Can-do Statement(s) <ul style="list-style-type: none"> ● I can identify the underlying message and some supporting details across major time frames in Zhang Qian's story. ● I can follow the main story and some supporting detail across major time frames in Zhangqian's story. ● I can understand other people's contribution to discussions and conversations and participate in discussions and conversations.
Vocabulary:

- 丝绸 sīchóu-silk
- 汉朝 hàncháo-Han Dynasty
- 匈奴 Xiōngnú- Xiongnu; Huns
- 进犯 jìnfàn-to intrude
- 出使 chūshǐ-be sent on a diplomatic mission
- 使节 shǐjié- (diplomatic) envoy
- 酒席 jiǔxí-banquet
- 详细 xiángxì-detailed
- 物产 wùchǎn-products, to produce
- 兵力 bīnglì-military force
- 风俗 fēngsú-custom
- 打败 dǎbài-to defeat
- 开通 kāitōng-to open, to connect
- 接待 jiēdài – to receive, to accommodate
- 凿井 záojǐng-to build a well
- 派 pài-to send someone

Grammatical Structures (incl. trunk of words, phrases, common expressions)

- 派
- 为的是
- 。 。 。 都从来没有。 。 。
- 还。 。 。 并。 。 。
- 由。 。 。 到。 。 。

Check for Learning (assessment task)

- Quizlet Live
- Flashcard game
- Reorder text
- Reading comprehension worksheet

Learning Activities (Each activity should include detailed step by step description and the duration. Keep in mind that the purpose of the activity is not just for fun, it has to lead students to the lesson objective(s)—Can-Do statements and the performance task. Please use the StarTalk Learning Plan in your folder as a reference)

Activity 1: Understand the Text (15 minutes)

Divide the students into 5 groups, give each group one paragraph of the text. Ask students read the assigned text in silence for a minute, then discuss the underlined words within the group for 2 minutes. Have each group share with the class by reading their text first, then discuss the words they studied. The sharing time is 10 minutes, 2 minutes for each group.

Activity 2: Review vocab and reinforce the understanding of the text (15 minutes)

Regroup the students in 5 different groups. Give each group a list of three words and one sentence pattern. Ask students work in groups to make sentences for the assigned words/sentence patterns. They then need to use [padlet](#) to type their sentences there. Each group shares with the class their sentences.

Activity 3 Review vocabulary (15 minutes)

The teacher uses quizlet to review the key vocabulary. Students go to www.quizlet.com to self review vocabulary for 5 minutes. After 5 minutes, the teacher will have the whole class play quizlet live game for

about 10 minutes to review the definition of all key vocabulary. If there are words which students get wrong a lot, the teacher will review those words.

Activity 4 Review text (15 minutes)

The teacher prints the text and cut it into [6 parts](#). Have the students work in groups to read each stripe and then reorder the text based on the timeline.

Activity 5 Reading and Comprehension (20 minutes)

The teacher has the students work individually on the [reading comprehension questions](#).

Materials Needed (list authentic resources, supplies, and other materials you will use to implement the lesson plan)

- Key vocabulary list paper
- PowerPoint slide with text
- Timeline worksheet
- flashcards
- access to technology to play online vocabulary games
- reading comprehension questions worksheet
- sentence stripes prepared by the teacher

Lesson Plan (Day 2)

Total Instructional Time for the Lesson

90 mins

Lesson Can-do Statement(s)

- I can tell stories about school and community events and personal experiences, using paragraphs across major time frames.
- I can interact and negotiate to resolve an unexpected complication that arises in a familiar situation, using a few simple paragraphs across major time frames.
- I can maintain conversations by providing explanations and comparisons of preferences, opinions, and advice on familiar and concrete academic and social topics using a few simple paragraphs across major time frames.

Vocabulary:

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Check for Learning (assessment task)

- Kahoot
- Listening comprehension
- Skit and Role Play

Learning Activities (Each activity should include detailed step by step description and the duration. Keep in mind that the purpose of the activity is not just for fun, it has to lead students to the lesson objective(s)—Can-Do statements and the performance task. Please use the StarTalk Learning Plan in your folder as a reference)

Activity 1 10 mins: Vocabulary Review

The teacher uses Kahoot to review the key vocabulary. Students go to <https://kahoot.it/> and put the pin number. Then they will play the game for about 8 minutes to review the definition of all key vocabulary. If there are words which students get wrong a lot, the teacher will review those words.

Activity 2 10 mins: Listening Comprehension

Students will get a graphic organizer of 4 boxes. The teacher reads Zhangqian's story again or students listen to the audio of the text. Then the students draw the picture clues of the story and the teacher will check each students' understanding.

Activity 3 40 mins: Writing Skit

The teacher explains the expectation of this writing task. Students work in a group of 6 students and each of them get a different role as merchant, diplomat, emperor etc. Then students discuss within their own groups and write a skit about the story happened on the Silk Road during different time period.

The skit needs to include:

- At least 12 key vocabulary
- 5 sentence structures
- 4 time periods of Zhangqian's story and 3 place names
- At least 250 characters

After completing the skit as a group, students also needs to create 4 questions about their story to check other group's understanding.

Activity 4 30 mins: Role Play

Students will do their Role Play in groups and other students need to answer questions while they are playing. Students are also encouraged to ask questions about other group's play.

Materials Needed (list authentic resources, supplies, and other materials you will use to implement the lesson plan)

- PowerPoint slide with key vocabulary and grammar
- PowerPoint with 4 activities
- access to technology to play online vocabulary games
- Paper for students to write the skit
- Audio player

Lesson Plan (Day 3)

Total Instructional Time for the Lesson
90 mins

Lesson Can-do Statement(s)

- I can exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames.
- I can state a viewpoint with supporting evidence on some concrete academic, social and professional topics of interest using paragraphs across major time frames.
- I can deliver presentations on some concrete academic, social and professional topics of interest, using paragraphs across major time frames.
- In my own and other cultures I can explain some diversity among products and practices and how it relates to perspectives.
- I can interact at a competent level in familiar and some unfamiliar contexts.

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Check for Learning (assessment task)

- Gimkit
- Discussion
- Journal Writing
- Research Project

Learning Activities (Each activity should include detailed step by step description and the duration. Keep in mind that the purpose of the activity is not just for fun, it has to lead students to the lesson objective(s)—Can-Do statements and the performance task. Please use the StarTalk Learning Plan in your folder as a reference)

Activity 1 10 mins: Vocabulary Review

The teacher uses Gimkit to review the key vocabulary. Students go to <https://www.gimkit.com/play> and put the pin number. Then they will play the game for about 8 minutes to review the definition of all key vocabulary.

Activity 2 20 mins: Class Discussion

The teacher gives students 3 guiding questions on paper and students have 5 mins to write down their thoughts. Then, they will do a think-pair-share with a partner for 5 mins. Last, students share their thoughts as a whole class.

Guiding Questions:

- What have you learned from Zhangqian's story?
- What characteristic did Zhangqian have?
- What's your interpretation of Loyalty?

Activity 3 30 mins: Journal Writing

Students are divided into 4 groups according to 4 time periods of the Silk Road and they need to write a 250 characters journal as Zhangqian during that time period.

4 Time periods:

- When Zhangqian got the mission
- When Zhangqian was caught by the Huns
- After Zhangqian has been locked up for 10 years and when he escaped
- When Zhangqian arrived in Dawanguo

The expectation of the journal

Paragraph 1: Use the key vocabulary and sentence structures to describe the story plot

Paragraph 2: What actions of Zhangqian demonstrate his loyalty?

Paragraph 3: If you were Zhangqian, how would you deal with those situations?

Activity 4 30 mins: Historical Figure Research

Students work in groups and each group research online about one historical character in China who also has the characteristic of loyalty and they can choose a text type (Google slides, video, blog, podcast etc) to present the person.

For example:

- 岳飞
- 关羽
- 屈原

Then, they will present their findings to the whole class by using one of the formats listed in the task requirement.

Materials Needed (list authentic resources, supplies, and other materials you will use to implement the lesson plan)

- PowerPoint slide with key vocabulary and grammar
- PowerPoint with 4 activities
- access to technology to play online vocabulary games
- Paper for students to write the skit
- Audio player

Ask yourself the following questions as you draft the lesson plan:

1. Are the desired objectives (can-do statements) aligned with established standards/goals?
2. Are the objectives attainable and appropriate at the student's proficiency level?
3. Do the learning activities provide sufficient opportunity for students to acquire and process the language in meaningful context?
4. Do the learning activities provide sufficient opportunity for students to use the language in engaging and meaningful context?
5. Do the learning activities scaffold students to successfully carry out the performance task?

6. Is the performance task aligned with the lesson objectives? And does it yield sufficient and reliable evidence of the learning outcome?