

LESSON PLAN

by Qing Liang, Xuzhu Wang, Janny Wong, Xiaojing Zhang

Overview Information
Unit Topic/Theme Tribute system on Silk Roads
Language Level Chinese level 1 (Novice Low - Mid)
Grade Range Grade 7-12
Unit Plan Outline
Total Instructional Time (Class Periods) for the Unit 6 periods
Curriculum Connection (Established Goal(s) & Standard(s)) Communication: 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Culture: 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures and the Chinese speaking world. Connections: 3.1 Students reinforce and further their knowledge of other disciplines through the Chinese language. Comparison: 4.2 Students demonstrate understanding of the concept of culture through comparisons of Chinese culture with their own.
Unit Can-Do Statements Day 1: I can explain what silk roads are, identify and recognize characters in eight directions. Day 2: I can recognize characters representating silk road countries and the related goods for trade exchange. Day 3: I can identify the difference in gift giving between Americans and Chinese and the taboos involved in Chines culture. Day 4: I can explain what the tributary system in ancient China is. I can identify special goods produced in each silk road country and describe the location of these countries. Day 5: I can run a dialogue within my group to demonstrate the tributary system in Chinese. Day 6: I can orally present the idea of the tributary system in various formats.
Performance Assessment Task (product) Oral presentation of the tributary system during the period of silk roads in China in different formats such as a role play script, a short story, a song or drawing.
Lesson Plan Outline Day 1 -Ask students if they know anything about silk roads. Let them brainstorm the idea with the KWL chart. Then show the class a short English video on the topic. Check students' understanding with Yes/No questions. -Tell the class the focus will be on eight directions to begin with. Show the class four main directions (东、南、西、北) and do the chanting with gestures to help students familiarize themselves with the terms. Then add four other directions (西北、西南、东北、东南). -Show the class a world map indicating China and the States. Help students describe where

China is in directions e.g 中国在美国的东边。

- Pair work: Give each pair a map of the U.S.A. Ten states are marked with pinyin offered. The pair goes through the following dialogue:

A: State 1 在哪里？

B: State 1 在 State 2 的 direction 边。

Day 2

-Show the class a map where several silk road routes are marked. Focus on the countries covered by different routes: China, Mongolia, India, Turkey, Iran and Rome. Help students familiarize with these terms through drilling, activities and games.

-At the end of this section, students are expected to carry out the dialogue as follows:

A: 这是什么国家？

B: 这是 Country 1。

A: Country 1 在哪里？

B: Country 1 在 Country 2 的东南边。

Then show the class a group of goods local people used for trade exchange along the silk roads. Get students familiarize with the names such as 棉花, 玻璃, 丝绸 etc. through pair work and group activities.

Day 3

-Teacher reviews with students on calendar and birthdays. This is followed by questions like 你的生日是几月几号？你爸爸送给你什么礼物？ Then teacher shows the class gifts Chairman Xi brought to the States when he visited President Trump not long ago. Finally teacher brings out the taboos of gift giving in China. For example, Chinese people never use clock, umbrella, shoes as gifts and the teacher explains why.

- Class activity: pair up students to search online to find other taboo things that are forbidden to be the gifts. Each pair needs to share with the whole class what it is and explain the reasons behind.

Day 4

-Show the class a short video on ancient trade. Ask the class what they get from the video and explain the tributary system in their own words.

-Tell the class an adapted story in Chinese about this ancient system with the help of images and TPR. Check students' understanding with MC questions through Kahoot.

-Ask each student to find a partner. Each pair is given a table with missing pieces on directions and goods for exchange. They need to look for different missing information and work together to fill in the whole table by engaging themselves in a dialogue.

-Teacher helps students to get familiar with the goods and silk road countries with nearpod and then let students divide into groups to run more dialogues among themselves.

- Exit ticket: At the end of this period, students are expected to complete a 6-question online quiz through quizizz.com.

Day 5

-Teacher gives the class an example how to present the idea of the tributary system e.g. a role play dialogue between a foreign ambassador and a Chinese emperor.

-Students are given time to think about how to present the idea in their own way. The final

product could be a script, a story, a song or a piece of drawing. When showing the class the final product, they have to orally present the idea.

Day 6

Students step up to the front and orally present the idea of this ancient system using all the vocabulary terms they have learned.

Lesson Plan (Day 4)

Total Instructional Time for the Lesson
60 minutes

Lesson Can-do Statement(s)

- I can explain what the silk roads and tributary system are.
- I can identify special goods produced in each silk road country.
- I can describe the location of the countries in relation to another country/location.

Vocabulary

方向：东、南、西、北、东南、西南、东北、西北

在哪里、丝绸之路、进贡制度、送什么给、贡品（棉花、丝绸、地毯、玻璃、彩瓷、马）

国家：中国、蒙古、印度、土耳其、伊朗、罗马

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

- 1) Country 1 在哪里？在 Country 2 的西边。
- 2) 从哪里来？
- 3) 送什么给 pronoun

Check for Learning (assessment task)

Teacher's observation during the class, data from nearpod, quizziz (exit ticket)

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)

Day 4

Activity 1 (3 minutes)

-Briefly review the 6 goods through pear deck flashcard factory.

Activity 2 (17 minutes)

-Write “tributary system” on the board and then show the class a short video on silk road and the ancient trade. Then ask the class to describe what tributary system is in their own words. Tell the class an adapted story in Chinese about the tributary system with the help of images and TPR. Check students' understanding with MC questions through Kahoot.

Activity 3 (15 minutes)

-Ask each student to find a partner. Each pair is given a table with missing pieces on directions and goods for exchange. Student A is only asked to match the goods with the right country by searching the Net while Student B has to find out the missing directions with a map given. Then they need to work together to complete the table with the following dialogue:

A: Country 1 在哪里？

B: Country 1 在中国的 direction 边。

B: Country 1 送给中国什么贡品？

A:Country 1 送给中国 goods.

Activity 4 (as an assessment) (7 minutes)

Teacher starts to ask the class different questions based on the complete table with nearpod. For example, teacher may ask 哪个国家的贡品是棉花? Students response with their electronic device. The class can simultaneously view the result to get a sense how many get the question right. The data shown by nearpod also tells the teacher if the class handles the content well.

Activity 5 (15 minutes)

Show the dialogues below to the class. Make sure they understand the meaning completely. Teacher tries the dialogues out with strong students first as demonstration. Then ask the whole class to divide into three groups with six members each. Each member picks a country (an index card) to be its representative in a trade market and gets another index card which shows the goods produced by that country. They need to go through the dialogues among themselves by talking with his/her neighbors. The teacher may walk around the room to offer support.

Dialogue I

A: 我想要棉花。谁有棉花?

C: 我有棉花，你有丝绸吗?

A: 我有丝绸。

C: 太好了，我送给你丝绸，你送给我棉花，好吗?

Dialogue II

A: 我想要棉花。谁有棉花?

B: 我有棉花，但是我想要丝绸。你有丝绸吗?

A: 我没有丝绸。

C: 我有丝绸，我给你丝绸。

Exit ticket (3 minutes)

Students complete a 6-question online quiz through [quizizz.com](https://www.quizizz.com) about silk roads and tributary system with a minimum 90% correction. Students are allowed to re-do it as homework at a later time.

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

YouTube videos on [silk road and ancient trade](#) and [tributary system](#), simple facts and adapted short story on [tributary system](#), smart board/white board, world map, exit tickets, worksheet with information gap on silk road countries, their goods and directions, laptops and various language learning software (pear deck, quizizz, kahoot, nearpod).

Looks good!