

**STARTALK-PENN 2019**  
**College group lesson plan 2<sup>nd</sup> draft**

<b>Overview Information</b>	
Unit Topic/Theme	<b>Silk Road and Buddhism</b>
Language Level	<b>CHI 201</b>
Grade Range	<b>College Sophomore-Senior</b>
<b>Unit Plan Outline</b>	
Total Instructional Time (Class Periods) for the Unit	<b>150 mins</b>
Curriculum Connection (Established Goal(s) & Standard(s))	
<b>This is a review unit after students studied IC Lesson 11 Weather, Lesson 12 Food, and Lesson 13 Directions.</b>	
<b>ACTFL 5Cs Standards: Communication, Cultures, Comparisons, Connections, Communities</b>	
Unit Can-Do Statements	
<ul style="list-style-type: none"><li>• <b>Students can briefly retell Xuanzang’s journey to the ancient India and understand the significance of the Silk Road in cultural exchanges in Tang Dynasty.</b></li><li>• <b>Students can write a travel journal to describe one of their own travel experiences.</b></li><li>• <b>Students can identify two types of Buddha statues and briefly describe the differences.</b></li><li>• <b>Students can assume the role of curators to design and arrange the Buddha statues to be displayed in a space in the museum.</b></li></ul>	
Performance Assessment Task	

- After day 1, students will write a travel journal to describe one of their own travel experiences including their routes, the local weather, and the local food they had.
- After day 3, students will design a layout plan for the Buddhism statues and provide a brief explanation of their design concepts.

## Lesson Plan Outline

### Day 1

Day 1's class is focused on providing (1) key concepts about the Silk Road through relevant (2) new vocabulary practice and an integrated (3) review of Chapter 11-13 in Integrated Chinese Level I Part II. The instructor begins the lesson with a comprehension check on students' factual and referential knowledge introduced in the assigned videos clips in both Chinese and English on the Silk Road that they watched prior to the Day 1's class. Through teacher-student conversations and pair discussions, new vocabulary related to the Silk Road (e.g., 絲綢, 物物交換) along with the grammatical structures from Chapter 11-13 (e.g., comparative sentence with 沒有 and degree indication 那麼 as in 馬沒有絲綢那麼貴, 所以一卷絲綢可以用來換三匹馬) are applied in context when students are exploring the daily life of people on the Silk Road. The teaching objective in lesson content is to introduce what happened on the Silk Road, which leads up to the Day 2's lesson on 玄奘天竺取經。

### Day 2

After becoming more familiar with the Silk Road background information from the day 1 lesson, students will continue exploring 玄奘天竺取經 on day 2. For example focusing with more detail on the route Xuanzang took along the Silk Road. Students will also learn more about the food, weather, and locations on the Silk Road. Teachers can utilize this chance to review what students have learned from chapters 11-13, describing directions, explaining the details of the weather, exploring the food culture, and ordering food. In addition to that, cultural perspectives will also be explored. Students can compare what Xuanzang did with modern professions(翻譯員、外交官、學者、教育家...). The main text of the 玄奘天竺取經 provided is expected to be finished on day 2, and students will continue to work on their own travel journal as an assessment of this review lesson.

### Day 3

I will bring students to the museum and deliver the first half of the class right in the museum. I will first teach the vocabulary, and then ask students to walk around and observe certain Buddha statues in the museum and think which statue was created earlier and which was later. Before students' observation, I will provide them some hints like focusing on the size and the color of the statue, and the appearance of the Buddha etc. Finally, I will gather students together and check their thoughts and answers. Then I will bring students back to the classroom and recap what they've learned in the museum. Then I will use the newly-learned vocabulary and "chronology" concept to quickly review the comparative structure. Finally, I will deliver the "space" concept and teach "把" structure. the final project students need to come up with is how to place the Buddha statues in an exhibition room.

### Lesson Plan (day 3)

Total Instructional Time for the Lesson 50mins

#### Lesson Can-do Statement(s)

- Students can identify two types of Buddha statues (featured artifacts and art form on the Silk Road) and briefly describe the differences.
- Students can chronologically put Buddha statues into order.
- Students can resume the role of curators to design and arrange the Buddha statues to be displayed in a space in the museum. (Review 把 structure)

#### Vocabulary

博物馆；佛；菩萨；肉髻；璎珞；早；晚；把；放

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

1. comparison pattern: A 比 B adj. (早、晚、高、矮、大、小...)  
B 没有 A adj.
2. 把 structure: Subj. 把 Obj. 放在 directional word.

Check for Learning (assessment task)

- **In-class formative assessment:** Students work in small groups to discuss their layout plans and orally report to the class what their layout is.
- **After-class assessment:** Students will provide a written proposal of their layout plan, including a description of the statue layout and a brief explanation why they put a certain statue in a certain position.

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

#### 1. Learning Vocabulary

I will prepare students with vocabulary on Quizlet and go over all the new words with students at the very beginning of the class. The teaching strategies I will apply are as follows. First, providing visual support to make input comprehensible. I will let students observe different Buddha statues and distinguish the differences. In this way, students might be able to understand words such as 佛；菩萨；肉髻；瓔珞 better. Second, I will use repetition to make sure that students understand and memorize all the words correctly. For example, I will divide these four words into two chunks. I will first introduce 佛 and 菩萨, and then move on to 肉髻 and 瓔珞. To give students enough repetition, I will take advantage of the Buddha statues in the museum, and ask students if a certain statue is 佛 or 菩萨, if he has 肉髻 or wears 瓔珞. After discussing all or most of the statues in the museum, students should have enough repetition for each word.

#### 2. Observing Statues

In case the introduction to each statue distracts students from independently thinking, before the class, I will ask the person who works in the museum to cover all the important or obvious information for each statue that will be used in class with a blank paper. After knowing all the necessary words, the students are grouped into two or three and walk around to observe different Buddha statues with a question, which statue is earlier/later than which. I will prefer students to observe by themselves first and come up with any ideas, but if they truly struggle with it, I will provide them some hints like focusing on the size and the color of the statue, and the appearance of the Buddha, etc.

**检测活动：**

### **Activity 2**

**Can-do statements for Activity 2:**

- 1. Students can ask about the chronological order of a series of buddha sculptures, which is the Silk Road cultural products**
- 2. Students can describe what the objects look like.**
- 3. Student can compare the colors, patterns, and size of the objects.**

**The chronological knowledge about the objects related to the Silk Road is one of our teaching objectives, and thus the third activity is centered on developing students' knowledge about the era when the objects were created through students' negotiation in finding out the chronology of the object that they individually present .**

- 1. Each student is given a picture of a buddha statue with the year of creation and brief description of the statue in the back.**
- 2. Students walk around to introduce their statue, including both the year and descriptions**
- 3. Students find out the chronological order among themselves and then line up in the correct order.**

### **Activity 3**

**After the second activity, students are expected to obtain the chronology and typology knowledge about the objects (mostly buddha statues) they have observed. In order to reinforce the knowledge and take advantage of the museum exhibition, they are given the chance to rearrange the objects in the same exhibition room.**

- 1. Students are divided into groups of 3 people. Each group is given a set of pictures relating to objects in the exhibition.**
- 2. Students negotiate with their partners to decide where to display their objects by placing the pictures in the exhibition room. (In lieu of an exhibition room, we can alternatively use a large table or poster.)**
- 3. I walk around to assist students.**

**Can-do statements:**

1. Students can *negotiate* with each other in target language (我认为；我觉得；应该...) in order to decide how to display their objects.
2. Students can *describe* where to put the objects. (eg. 我把 Obj.放在左边/旁边)
1. Students can *explain* why they display their objects in a certain way. It can be because of differences in the size, height, aesthetic, or chronology.

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

### Pre-activity

-The Silk Road: Connecting the ancient world through trade-Shannon HARRIS Castelo

<https://www.youtube.com/watch?v=vn3e37VWc0k>

-Early Silk Road | World History | Khan Academy

<https://www.youtube.com/watch?v=iLeIclx2IAU>

-玄奘西行 EdPuzzle preview

<https://edpuzzle.com/assignments/5d40ffdc6d4ec7409752f375/watch>

### Main activity

-**Authentic material:** 1) Picture of silk money from the Silk Road (prologue); 2) A map of the Silk Road route during Xuanzang's journey; 3) A short paragraph taken from an authentic article written for native speakers.



-**Main text:** A modified authentic story of Xuanzang's journey (The story includes the direction of the journey, where he went, what he ate and did, and the weather condition.)

### Post-activity

- Watch a video on EdPuzzle and answer questions.

<https://edpuzzle.com/assignments/5d410a879f94ab409fd4598f/watch>

