

## GTS 2020 Lesson Plan (Sammi Zhao)

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|--|---|
| <b>Proficiency Level of Tasks in This Unit:</b><br><div style="text-align: center;"> <span style="margin-right: 100px;"><u>Novice Low/ Mid/ High</u></span> <span><u>Intermediate Low/ Mid/ High</u></span> </div> <p style="text-align: center;">Chinese 3 -- Intermediate Low - Mid (Junior)</p>   |   |
| <b>Theme or Topic (s):</b><br>Farmland usage in China vs. in the US  |   |
| <b>Essential Question (s):</b> <ul style="list-style-type: none"> <li>What is the usage of farmland in the US?</li> <li>What is the usage of farmland in China?</li> <li>What is the difference and similarity of the usage of farmland in both countries?</li> <li>What experiences/strategies can both countries learn from each other about using farmland in a creative eco-friendly/eco-efficiently way in the future? Any specific ones for Ohio farmers?</li> </ul> |   |
| <b>Learning Target for Intercultural Communication</b> <ul style="list-style-type: none"> <li><b>Culture:</b><br/><i>Intercultural</i><br/><u>Can-Do Statements</u></li> </ul>   | <b>Investigate:</b><br>In my own and other cultures I can <ul style="list-style-type: none"> <li>➤ Analyze and describe relationships among products, practices, and perspectives and compare them across cultures.</li> <li>➤ Experience the target language and culture(s) and share information and personal reactions with others.</li> </ul>   |
| <ul style="list-style-type: none"> <li><b>Communication:</b><br/><i>Interpretive, Interpersonal and Presentational</i> <u>Can-Do Statements</u></li> </ul><br><b>Standards and Competencies</b><br><i>NOTE: You do not need to do all of these in this one lesson</i><br><br>Grade levels:<br><u>K-12</u> <u>6-12</u> <u>9-12</u>  | Interpretive: I can identify how authentic sources convey viewpoints and use authentic sources critically.<br><br>Interpersonal: I can negotiate to mean using requests, clarifications, and conversation strategies.<br><br>Presentational: I can present information, concepts, and viewpoints on familiar and some unfamiliar topics from across disciplines.<br><br><a href="http://education.ohio.gov/Topics/Learning-in-Ohio/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Scoring-Guidelines-for-World-Languages">http://education.ohio.gov/Topics/Learning-in-Ohio/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Scoring-Guidelines-for-World-Languages</a> |
| <b>Formative Practice and Assessments:</b> <i>How/when will I check for understanding (interpretive, interpersonal, presentational, culture, vocab, grammar) and guide my instruction to ensure that students are progressing toward the learning outcomes for the unit? (IE activities, quizzes, bell ringers, games, exit tickets, etc.)</i><br><b>ATTACH ALL MATERIALS AT END OF LESSON PLAN</b>  |   |
| <b>Keywords/target expressions quiz (Quizlet link for individual/group practice)</b><br>农地/农场/农民/亩vs.英亩/有机种植/无土种植/环保/能源/水/土地/空气/污染/干净/自然/更   |   |

“...有多大? ”, “...有多少...?” , “你觉得...怎么样? ”, “A 比 B 更 (adj). ” <add more based on student learning needs> <https://quizlet.com/8kq1o4?x=1qqt&i=g19lx>

**Role-play contextualized dialogue performance**

<possible context: a group of Chinese experts meets and share with a group of US representatives in a Global Agriculture and Economic Conference 20XX>

**Group critique sessions (teacher-students)** Students share their work with each other on a regular basis for the purpose of exchanging feedback and improving their craft. The teacher provides guidance and feedback.  
Rubric:

**Group presentation (students), using rubric at the end.**

**Pre-Assessment of Prior Knowledge:** *How will students show what they already know about the topic of this unit? What activities will be used?*

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revised survey based on the original “China Knowledge” quiz by Dr. Mancl, Professor (Google Form)

**1. How much farming/planting experience do you have? Are any of your family members/friends a local farmer? If so, what did you learn from them about farmland usage?**

**2. the US farmland (% of total area)**

- a. 10%
- b. 20%
- c. 40%
- d. 60%

**China farmland (% of total area)**

- a. 10%
- b. 20%
- c. 40%
- d. 60%

**3. Average farm size:**

- The US?
- Ohio?
- China?

**4. Years of agriculture:**

- The US?
- China?

**5. Who owns the land in the US?**

- a. Citizens
- b. Local government
- c. National government

**Who owns the land in China?**

- a. Citizens
- b. Local government
- c. National government

**Activities** (*in class, in the target language*) / **Instructional Strategies and Resources:** *Overview of helpful instructional strategies for this unit (tech integration, native/heritage speakers, students with disabilities, gifted students, career connections, etc.)*

NOTE: What audio, video or text will we use throughout this unit for practice?

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Warmup: a Kahoot game about the key points of the pre-assessment and essential questions

<https://create.kahoot.it/share/farm-facts/5f3a4eb8-8561-4461-8a9f-76b2791d26c6>

- What is the usage of farmland in the US/Ohio?

Students work in pairs to do online research on this essential question while making connections to the local (Ohio). Put their findings on a post-it note, stick it on the whiteboard and share their answers with the class in a set timeframe. Students use keywords/target expressions in Chinese while exchanging information.

- What is the usage of farmland in China?

repeat the same procedure as the above.

- What is the difference and similarity of the usage of farmland in both countries?

Students divided in groups, work with peers for deeper online research, and have a discussion and find the difference and similarity of the usage of farmland in both countries. Watch informational videos and meet with native speakers who are experts on this topic. Collect supporting information, prepare informational posters or PPTs depending on group preference. Students use keywords/target expressions in Chinese while exchanging information.

Edpuzzle/YouTube:

1. [https://youtu.be/MWAO3ZhD8\\_Q](https://youtu.be/MWAO3ZhD8_Q)
2. <https://youtu.be/jsymmLnus4M>
3. <https://youtu.be/UW0CCk3FQ5I>

- What experiences/strategies can both countries learn from each other about using farmland in a creative eco-friendly/eco-efficiently way in the future? Any specific ones for Ohio farmers?

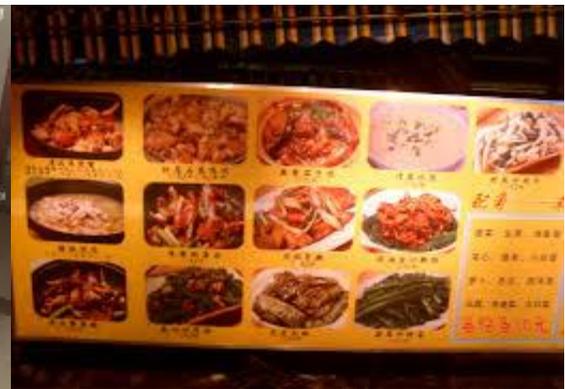
Students work between groups to share their knowledge of the usage of farmland in both countries and learn about the experiences/strategies can both countries learn from each other. Students are encouraged to share their creativities and ideas as the future of the country and the world. Students participate in group critique sessions to receive feedback from peers and teachers, and revise the informational posters or PPTs for their presentation if needed. Students use keywords/target expressions in Chinese while exchanging information.

Edpuzzle /Flipgrib:

李子柒 <https://youtu.be/b44xia5KeAo>



广东农庄Guangdong Farms



<https://www.tour-beijing.com/blog/beijing-travel/top-10-beijing-suburbs-best-farm-to-table-food>

[http://www.xinhuanet.com/english/2018-03/21/c\\_137054369.htm](http://www.xinhuanet.com/english/2018-03/21/c_137054369.htm)

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<https://www.cambridge.org/core/journals/renewable-agriculture-and-food-systems/article/soilless-cultivation-for-high-quality-vegetables-with-biogas-manure-in-china-feasibility-and-benefit-analysis/1681B87C6C7EEB52B38778B547E48AB7#>

[http://en.cnki.com.cn/Article\\_en/CJFDTotai-NYGU200101002.htm](http://en.cnki.com.cn/Article_en/CJFDTotai-NYGU200101002.htm)

<https://www.travelchinaguide.com/attraction/guangdong/zuhai/agricultural-scientific-academy.htm>

**\*Extra-credit assignments:**

**Find and share additional information about how other countries/regions/ ethical groups use their farmland in a creative eco-friendly/eco-efficiently way.**

**[Grow Your Own Mushrooms in Used Coffee Grounds \(Cal. US\)](#)**

**[How can a small farmer earn Rs 15 lakh from multilayer farming? \(India\)](#)**

Finally, students give presentations in Chinese as a group in class with the use of the informational posters/PPTs.

Rubric:

|                              | <b>Farmland usage in China vs. in the US PBL Rubric</b>  |  |  |   |  |
|------------------------------|--|--|--|---|--|
| <b>Organization</b>          | <b>100-95</b>  | <b>94-89</b>   | <b>88-70</b>   | <b>69-below</b>   |  |
| <b>Completion and timing</b> | Final audio has strong visual, audio and editing quality that enhances the audience's understanding.<br><br>The project meets all the requirements and exceeds with extra lines and long sentences and the team completes all tasks on schedule.             | Final video avoids any visual, audio or editing errors that make it difficult to understand.<br><br>The project meets all the requirements and the team follows the schedule closely with minor delay.   | Final video has some visual, audio or editing errors that make it difficult to understand.<br><br>The project only meets part of the requirements or the team does not follow the schedule to complete the task on time.                     | Final video has a few visual, audio or editing errors that make it difficult to understand.<br><br>The project does not meet the requirements and the team does not follow the schedule to complete the task on time. |  |
| <b>Language use</b>          | The team demonstrates full mastery and show strong evidence on the three modes of communication (Presentational, Interpretive and Interpersonal) with accurate use of a wide range of target expressions and simple conversation. Complex sentence structure | The team demonstrates mastery and shows a few evidences on the three modes of communication (Presentational, Interpretive and Interpersonal) with accurate use of a range of target expressions and simple conversation. Complex sentence structure. | The team demonstrates mastery and shows some evidence on the three modes of communication (Presentational, Interpretive and Interpersonal) with accurate use of some target expressions and simple conversation. Complex sentence structure. | The team cannot demonstrate evidence on the three modes of communication (Presentational, Interpretive and Interpersonal).  |  |
| <b>Performance</b>           | The pronunciation and intonation are accurate and the presentation flows very smoothly and fluently without pauses.  | The pronunciation and intonation are mostly accurate and the presentation flows smoothly with few pauses.  | The pronunciation and intonation are partially accurate and the presentation flows somewhat smoothly with some pauses.   | The pronunciation and intonation are mostly incorrect and do not flow smoothly with frequent pauses.  |  |
| <b>Creativity</b>            | The presentation is very creative and exciting. It is very engaging and fun.   | The presentation is creative and exciting. The audience enjoys watching it.  | The presentation is somewhat creative.   | The presentation could be more creative.  |  |
| <b>Team Collaboration</b>    | The team works closely together and collaborates all the time. Members always respect and help each other.   | The team works together collaboratively most of the time and members respect and help each other.  | The team works together sometimes. Only some people do the work or members do not show respect now to help each other.   | The team does not work together collaboratively and only few members do the work and members do not respect and help each other.  |  |
| <b>Interculturality</b>      | Language or performance shows strong cultural knowledge and understanding.   | Language or performance shows cultural knowledge and understanding.  | Language or performance shows some cultural knowledge and understanding.   | Language or performance shows inaccurate cultural knowledge and understanding.  |  |

| Comments   |  | Total: |
|--|--|--------|
|  |  |        |
| <b>Closing/Reflection Activity:</b> <i>How are students engaging with ideas from another culture? What it means for them? (in the target language)</i><br><b>ATTACH ALL MATERIALS AT END OF LESSON PLAN</b>  |  |        |
| <p>Students have individual reflection on their own performance/knowledge and share self-reflection with the teacher via Google Doc.</p> <ul style="list-style-type: none"><li>● What is the usage of farmland in the US/Ohio?</li><li>● What is the usage of farmland in China?</li><li>● What is the difference and similarity of the usage of farmland in both countries?</li></ul> |  |        |