

## Chinese Lesson Plan

### Learning Objectives:

- To compare the epic literature, characters and tales of Western society (as seen through the *Odyssey*) with the epic literature, characters and tales of Eastern society (as seen through the *Journey to the West*).
- To evaluate students understandings of characterization, meaning, personification and other literary elements and their implications in literature.
- To increase critical thinking through comparison of two varying texts.
- To gain a better understanding of the variances in modern societies through examination of their historical texts.
- To have students become better writers, thinkers through comparison and analysis.

### CSOs addressed:

- RLA.O.9.1.1      examine the social, historical, cultural and biographical influences on literary and informational texts.
- RLA.O.9.1.2      recognize literary styles according to genre.
- RLA.O.9.1.8      recognize the relationships of the literary elements (e.g., setting, plot, narrative perspective, point of view, theme, conflict, characterization, voice, tone, structures) within specific genres.
- RLA.O.9.2.1      compose narrative, informative, descriptive, persuasive writing from a prompt using the five-step writing process (pre-writing, drafting, revising, editing, publishing).
- 21C.O.9-12.2.LS.1      Student engages in a critical thinking process that supports synthesis and conducts evaluation using complex criteria.

### Duration

Unit should last 10 days in duration.

### **Day 1**

Students will have just completed Homer's epic "The Odyssey". We will have a brief review of characters, setting and literary elements before students elicit prior knowledge of Chinese culture. Students will then quickwrite on their predictions of the story "Journey to the West".

### **Day 2 and 3**

Students will be given a brief character analysis and summary of text as class reads aloud and examines the first tale in the Journey to the West. Students will then be assigned individual chapters/sections of the tale to dissect and compare to Homer's Odyssey.

**Days 4 through 6**

Students read through and examine their teacher assigned tale and compare it to aspects of the Odyssey. Teacher will attempt to assign sections to incorporate student ability and interest. Each student will work on project using a rubric designed to incorporate a written paper comparison as well as a brief presentation of their story.

**Days 7 through 8**

Students will present, evaluation presentations of others according to rubric.

**Days 9 and 10**

All students who completed projects will watch the 2007 film “Sayuuki: Journey to the West” to pull all aspects of the epic story together. Teacher and class will pause to refresh aspects of story and themes for students who may have trouble reading/comprehending the subtitled film.

Note: Alternate assignment of simple comparison of the movie: “O’ Brother Where Art Thou” to “Sayuuki: Journey to the West” may be given to very low level students or classes.

**Materials Used or Referenced:**

Homer’s Odyssey from 9<sup>th</sup> grade English text.

Journey to the West 4 volume set

Film “Sayuuki: Journey to the West”

Rubric on class project, presentation

Film “O Brother Where Art Thou”

Literary elements handout