

Chinese Axioms in Stories 成语
Integrated Performance Assessment
Chinese, Level 3, Henry High School, Mid-Year

Theme: Axioms and Expressions in Chinese Stories

Enduring Understanding:

- Axioms are a cultural comment of life and society.

Important Questions:

- Are there more efficient ways to express our thoughts?
- How can we express our thoughts in quick efficient ways that others understand?
- Do others understand the meaning and the story behind American and Chinese axioms?

Learning Targets:

Students will be able to:

- Understand main points, gist, and supporting details. (interpretive)
- State and defend my own thoughts using sentences and strings of sentences. (interpersonal)
- Perform a story explaining a Chinese axiom that includes details and descriptions. (presentational)
- Narrate in simple sentences and terms. (presentational)
- Apply axioms in real life situations. (presentational)

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Summary of Performance Assessment Tasks and Standards Addressed

Communication	Interpretive task
	<ul style="list-style-type: none"> • Read a story explaining a Chinese axiom, illustrate the sequence of events, and answer literal and inferential comprehension questions.
	Presentational task
	<ul style="list-style-type: none"> • Present one axiomatic expression through a skit with a modern-day example to the Chinese Level One and Level Two classes.
Culture	Interpersonal task
	<ul style="list-style-type: none"> • Discuss opinions and share similar experiences about the story.
Culture	<ul style="list-style-type: none"> • 成语 are culture-bound expressions. They represent Chinese values and commentary on life and society.
Connections	<ul style="list-style-type: none"> • Drama – presentation of axiom • Art – illustration of axiom • Math – proportions and balance of writing Chinese characters • Literature – the structure of stories
Comparisons	<ul style="list-style-type: none"> • Text to self: “What would you do under such circumstances?” • Culture to culture: “Which stories in your culture are similar to this one?” “Which American axioms express a similar sentiment?” • Cultural comparison through Florence Kluckhohn’s model of value orientations as expressed in the axioms.
Communities	<ul style="list-style-type: none"> • Present axioms and posters to the other Chinese class levels. Record videos of the presentations to be shared with other Chinese classes through the district. • Present to other Chinese classes at other schools and then discuss via Skype or Google+ hangouts. • Host a “storytime” with YingHua Academy students and present these axioms to the younger students. • Visitors, international students from the University of Minnesota, come to our class to tell and discuss these axioms. • Calligrapher visits our classroom to practice character writing for the posters.

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Communication Interpretive	Performance Assessment Task 1
<p>Students have learned and practiced: Two stories have been introduced in second quarter, students build prior knowledge of the activities.</p> <ul style="list-style-type: none"> • Interpret meaning of short animated videos explain an application of these axioms • List main events of the stories • Identify details • Ask and answer questions about axioms 	<p>Read a story explaining a Chinese axiom, illustrate the sequence of events, and answer literal and inferential comprehension questions.</p> <p>Task directions to students:</p> <ol style="list-style-type: none"> 1. Read the story 画蛇添足. 2. Illustrate the sequence of events. 3. Answer comprehension questions. <p>Students read one version of the 画蛇添足 story and engage with the material through storytelling, discussions, comprehension questions, illustrating storyboards, and retelling the story. Then students are given a second version of 画蛇添足. Students create a Venn Diagram comparing and contrasting details of the two versions.</p>
Communication: Interpersonal	Performance Assessment Task 2
<p>Interpersonal needs to include non-rehearsed conversation.</p> <p>Four Chinese axioms in class (画蛇添足、守株待兔、自相矛盾、塞翁失马).</p>	<p>Discuss opinions and share similar experiences about the story.</p> <p>Task directions to students: After presentation of four Chinese axioms to the large group, students in smaller groups discuss.</p> <ul style="list-style-type: none"> • The story of this axiom • Their understanding of the meaning of the axiom • Why they like or dislike this axiom • How it relates to their life, experience, or culture. • Participate actively in the discussion. • Fill out the peer observation form below for your discussion. • Teacher will fill out the TALK Score rubric based on observing your group's discussion.

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Communication: Presentational	Performance Assessment Task 3
<p>Students have learned and practiced all of the above vocabulary, plus:</p> <p>Four previously studied axioms</p>	<p>Present a modern example of a traditional axiomatic expression through a skit to the Chinese Level One and Level Two classes.</p> <p>Task directions to students:</p> <ol style="list-style-type: none"> 1. In a group of 3-4, choose one of the four previously studied axioms. 2. As a group, create and type a script for a skit to present a Chinese axiom and illustrate it using a modern-day example. 3. Describe (in English or Chinese) the first scenario (the famous Chinese story explaining this axiom) or the second scenario (a modern example of this axiom): What is the significance? What does this axiom express? 4. Create a poster that shows and illustrates the 4- character axiom. 5. Present the skits for the Chinese Level One or Level Two classes.

Criteria for Assessing Integrated Performance Tasks

- How will you know how well students understand?
 - Use the **interpretive task rubric** for Novice with students.
- How will you know how well students can express ideas and give information to others?
 - Use the **presentational task rubric** for Novice with students.
- How will you know students can interact with other in the target language?
 - Use the **interpersonal task rubric** for Novice with students.
 - Use the Peer Observation: Scored Discussion and Teacher Grading Rubric (Appendix 1)

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Language components and teaching resources			
Language Functions	Key Structures	Key Vocabulary	Materials/Resources
<ul style="list-style-type: none"> • List main events of the stories • Identify details • Ask and answer questions about axioms • Express and support opinions • Narrate stories explaining axioms • Discuss axioms, their usage, and their cultural significance • Compare American and Chinese axioms • Compare two Chinese versions of the same Chinese axiom • Perform skits explaining Chinese axioms 	<ul style="list-style-type: none"> • 得 particle for modifying a verb (verb 得 adverb): • 画得快 draw quickly、 • 画得像 draw very similarly • 完了 indicated completion: • 画完了 finished drawing • 添上几只脚 to add on a few feet、喝上美酒 to drink up the alcohol <p>Common Axioms</p> <ul style="list-style-type: none"> • 画蛇添足 To add superfluous details that ruin the effect • 守株待兔 To wait for something good to fall in ones' lap • 自相矛盾 Don't contradict yourself • 塞翁失马 A blessing in disguise 	<p>Essential to know: 蛇 snake、画 to draw/添 to add、脚 foot / 足 foot 成语 axiom 战国时代 Warring States Period、楚国 The state of Chu 寺庙 temple 管理 manager、仆人 servants 酒 alcohol 不够 not enough 完了 (indicates completion) 比赛 competition、赢 to win 结果 result</p> <p>Measure words: 只:几只脚 measure word used for small objects such as a foot 壶:一壶酒 measure word for a jar of something like alcohol 根:一根树枝 measure word used for something long and inflexible such as a stick 代表 to represent 道理 moral understanding</p> <p>Nice to know: 本来 originally、另外 other、没办法 there is no way、祖先 ancestors、像 to resemble、说好 to be finished speaking 多此一举 (another axiom) to do more than is necessary</p>	<ul style="list-style-type: none"> • Selected stories from 新编中文课外阅读丛书“Tales and Traditions Volume 1” By Yun Xiao et al. Cheng-Tsui, 2007 • Different types of stories http://www.speakipad.com/wp-content/uploads/2011/06/7ae31368480x480-75.jpg • Variations of the stories explaining these axioms, pictures • Animated video clips about axioms. http://xue.kumi.cn/20709.htm • List of situations in which these axioms can be applied • Observation sheet for interpersonal task (See Appendix 1) • TALK rubric (See Appendix 2)

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Description of sample lessons and formative assessments for <i>beginning, middle, and end</i> to teach the unit	
<p>Beginning</p> <p>Vocabulary focus:</p>	<p>Hook” students; get them interested in the topic.</p> <ul style="list-style-type: none"> ● Introduce with essential, important questions. ● Show two video clips of Chinese <p>Key elements of the lessons</p> <p>Introduce vocabulary:</p> <ul style="list-style-type: none"> ● TPR - students do actions; ● PQA-Ask students what <p>Practice interpersonal communication:</p> <ul style="list-style-type: none"> ● Students ask questions each other to find out ● Students ask questions each other to find out what <p>Formative assessments:</p> <ul style="list-style-type: none"> ● Respond to visuals - yes/no; choice (is it X or Y? who, what, where, when?) ● Tell and use comprehension checks, i.e. thumbs up/thumbs down; show with your hands how much you understand of a story or description, i.e. 8 fingers for 80%; ● Use TPR commands as comprehensions checks, watch students’ responses and reinforce with comprehensible input. (i.e. Point to X; Look at X) <p>Teach reading and writing:</p> <ul style="list-style-type: none"> ● Show the characters when the vocabulary is introduced orally ● Practice character recognition of limited number of key vocabulary. Post where it can be seen in the room for quick reference. ● Students will have their own set of flash cards with vocabulary in characters. ● Do activities using the flash card to reinforce the recognition of the characters, i.e., matching, quizzing each other, create sentences, etc. <p>Do interpretive performance assessment task when students are ready.</p>

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<p>Middle</p> <p>Vocabulary focus:</p>	<p>Transition and maintain students' interest in the topic.</p> <ul style="list-style-type: none"> • What axiom did you choose? Why? <p>Key elements of the lessons</p> <p>Introduce vocabulary:</p> <ul style="list-style-type: none"> • The teacher introduces axiom vocabulary words to students. (i.e. 仆人 servants、画 to draw、蛇 snake、脚 foot、代表 to represent、道理 moral understanding、等等 etc.) <p>Practice interpersonal communication:</p> <ul style="list-style-type: none"> • Inside/outside circle interpersonal speaking activity: Each student prepares a two to three literal or inferential questions about the story we are studying, teacher compiles a list and reviews the questions and answers with all students. Then students pair up with a partner and ask questions to each other and respond according to the story. After sixty seconds, students switch partners for four rotations. <p>Samples of formative assessment:</p> <p>Teaching reading and writing:</p> <ul style="list-style-type: none"> • Students copy characters from new vocabulary. A good, <i>quick</i>, start-up exercise for the beginning of class is to have students write a character on the board, without duplicating one that someone has written already. Students volunteer to read these. • Students will keep their own flash cards of the key vocabulary written in characters. Use these cards to play games, such as matching, identifying, Around the World, etc. • Practice writing sentences as homework. <p>Do presentational performance assessment task when students are ready.</p>
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<p>End</p> <p>Vocabulary focus:</p>	<p>Wrap up the unit and revisit and answer the important questions.</p> <ul style="list-style-type: none">● Discuss cultural similarities and differences in Chinese and American axioms. <p>Key elements of the lessons</p> <p>Introduce vocabulary:</p> <ul style="list-style-type: none">● TPR: learn verbs. Students can do an actions to show X● PQA: teacher asks through circling yes/no, either/ or, who, what.... About X● Introduce axioms and explanations/scenarios <p>Practice interpersonal communication:</p> <ul style="list-style-type: none">● Survey: students create questions to ask their classmates about● Samples of formative assessment:● Venn diagram: discuss similarities and differences in Chinese and American axioms. <p>Teaching reading and writing:</p> <ul style="list-style-type: none">● Students write a skit to describe their axiom.● The students read their paragraph to their partners. <p>Do interpersonal performance assessment task when students are ready.</p>
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Appendix 1:

Peer-observation (for classmates): Scored Discussion (Clementi 2011)

I am observing: _____

Positive Behaviors	Observed - Example – Evidence
Is prepared to participate in the discussion topic.	
Actively listens to other classmates.	
Adds insights and information that directly relates to the topic currently being discussed.	
Keeps group on task: brings group back to topic as needed and moves to a new dimension of the topic as needed to keep the discussion lively.	
Encourages quiet classmates to contribute to the discussion.	
Contributes new information, insights to the overall discussion.	
Detractors	Observed - Example – Evidence
Dominates the discussion.	
Does not contribute to the discussion.	
Does not pay attention during the discussion.	
Is disrespectful of other classmates' opinions.	

Feedback: Something that you did particularly well:
 Something to improve your participation:

Appendix 2: Grading rubric (for teacher): TALK Scores by Shrum and Glisan (Clementi 2011)

	Target Language	Accurate	Listens	Kind
Student 1	+	+	+	+
Student 2	√	√	+	+
Student 3	-	-	+	+

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LESSON PLANNING CHECKLIST

√	ITEM
STAGE ONE: LESSON GOALS	
	I have identified what I want students to know by the end of the lesson
	I have identified what I want students to be able to do by the end of the lesson
	I have identified the Standards that I am addressing in the lesson
STAGE TWO: CHECK FOR LEARNING	
	I know how students will show me that they have achieved the lesson goals by the end of the lesson
STAGE THREE: LESSON ACTIVITIES	
	I have thought about various activities that could be used to achieve the lesson goals
	From the activities I have thought about, I have carefully selected activities that hold the greatest promise for reaching the lesson goals
THE ACTIVITIES I HAVE SELECTED DO THE FOLLOWING:	
	Give students a reason for needing and wanting to pay attention, and being on-task
	Provide students with an authentic (real-world) purpose for using the language
	Make the learner—not the teacher—the active participant
	Engage all students as opposed to just one or two at a time
	Provide sufficient opportunities for input before expecting output
	Provide multiple, varied opportunities for students to hear new words and expressions in contexts that make meaning transparent
	Represent the best use of instructional time
	Take an appropriate amount of time considering the age of the learner
	Include enough variety to enable a lively pace for the lesson
	Vary in level of intensity and physical movement from one activity to the next

2011. Donna Clementi, HUTEF, STARTALK