

***Beijing Opera and Shadow Puppets* 北京京腔 皮影戏** **Integrated Performance Assessments** **Chinese, Grade 5, Hall Elementary School, Year End**

This Integrated Performance Assessment was developed as part of the Minneapolis Public Schools' ACES Project (Arabic and Chinese Extended Sequences). The project was funded with a FLAP (Foreign Language Assistance Project) grant from 2008-2012. The purpose of the grant was to: develop high quality, articulated language instruction, curriculum, and assessments for Arabic and Chinese in K-12 programs; provide high quality professional development for teachers of Arabic and Chinese; and establish model articulated programs in Arabic and Chinese in grades K-12.

The ACES Project created new course-level curriculum maps, benchmarks, and thematic units with integrated performance assessments for Arabic and Chinese in Minneapolis, based on the Understanding by Design framework, (Wiggins and McTighe, 2005). This curriculum design model allowed ACES project teachers to develop curriculum that integrates an interdisciplinary, content-based approach that incorporates the National Standards for Foreign Language Learning, (ACTFL, 1996). The themes, topics, and benchmarks are articulated to facilitate students' proficiency development over a course of language learning in grades K-12. The project benchmarks were adopted and adapted to provide learning targets for the curriculum sequences and address the various entry points for students who begin learning Arabic or Chinese in K-12, 6-12, and 9-12 learning sequences in Arabic and Chinese.

More information about the ACES program, additional IPAs, and benchmarks can be found at: worldlanguages.mpls.k12.mn.us/aces

This IPA is included on the Virtual Assessment Center (VAC) website at the Center for Advanced Research on Language Acquisition (CARLA) at the University with permission from the Minneapolis Public Schools.

The VAC includes step-by-step instructions for teachers to create their own IPAs (www.carla.umn.edu/assessment/vac/CreateUnit/p_1.html) along with a collection of IPAs (www.carla.umn.edu/assessment/vac/CreateUnit/e_1.html).

***Beijing Opera and Shadow Puppets* 北京京□ 皮影戏**
Integrated Performance Assessments
Chinese, Grade 5, Hall Elementary School, Year End

IB Theme: Arts: How do we express ourselves?

Enduring Understanding:

- The practices, products and perspectives of a culture relate to and reflect each other.

Important Questions:

- How do we express ourselves? Why do people act?

Learning Targets:

Students can:

1. Identify a Beijing Opera Mask from an oral description in Chinese. (Interpretive)
2. Describe a favorite mask to a partner who asks clarifying questions to identify the masks from several pictures. (Interpersonal)
3. Present a shadow puppet skit using numbers, colors, shapes, and descriptive words. (Presentational)

Beijing Opera and Shadow Puppets 北京京□ 皮影戏
Integrated Performance Assessments
Chinese, Grade 5, Hall Elementary School, Year End

Summary of Performance Assessment Tasks and Standards Addressed

Communication	Interpretive task
	<ul style="list-style-type: none"> Listen to verbal descriptions of Beijing Opera masks and color the masks according to the descriptions.
	Presentational task
	<ul style="list-style-type: none"> Perform a skit with shadow puppets orally in Chinese.
Culture	Interpersonal task
	<ul style="list-style-type: none"> Describe a favorite Beijing Opera mask to each other and ask clarifying questions to identify each other's favorite mask from a group of several pictures.
Connections	<ul style="list-style-type: none"> Understand meanings that various colors represent in Chinese culture.
Comparisons	<ul style="list-style-type: none"> Connects with English Language Arts and Visual arts. Prepare and present a short skit. Work with Art teacher and a puppet specialist to teach students how to make shadow puppets.
Communities	<ul style="list-style-type: none"> Compare opera and theater in the U.S. and China. Compare meanings of various colors in U.S. and Chinese cultures.
	<ul style="list-style-type: none"> Present shadow puppet plays in Chinese to students in other grade levels.

Beijing Opera and Shadow Puppets 北京京□ 皮影戏
Integrated Performance Assessments
Chinese, Grade 5, Hall Elementary School, Year End

<p>Communication: Interpretive</p>	<p>Performance Assessment Task 1</p>
<p>This assessment is at the beginning of the unit.</p> <ul style="list-style-type: none"> • functional chunks/ phrases on immediate surroundings • numbers • colors • shapes • body parts • descriptive words 	<p>Listen to verbal descriptions of Beijing Opera masks, then draw and color blank Beijing Opera masks according to the descriptions.</p> <p>Task directions to students:</p> <ol style="list-style-type: none"> 1. Listen as the teacher describes masks in Chinese. 2. Use blank drawings of Beijing Opera masks. 3. Draw on the mask and color it according to the description.
<p>Communication: Presentational</p>	<p>Performance Assessment Task 2</p>
<p>This assessment is in the middle of the unit.</p> <ul style="list-style-type: none"> • functional chunks/ phrases on immediate surroundings • numbers • colors • shapes • body parts • descriptive words <p>Students prepare an oral presentation to perform for an audience.</p>	<p>Prepare and perform a skit orally in Chinese with student made shadow puppets.</p> <p>Task directions to students:</p> <ol style="list-style-type: none"> 1. Watch a shadow puppet play. 2. In a group of three or four students, make up a short skit using words and phrases in Chinese. Make sure each student has about the same amount of words and dialog in the skit. 3. Design and make shadow puppets for each character. 4. Present your shadow puppet play in Chinese to classmates and other grade level classes in the school.

Beijing Opera and Shadow Puppets 北京京 皮影戏
Integrated Performance Assessments
Chinese, Grade 5, Hall Elementary School, Year End

Communication: Interpersonal	Performance Assessment Task 3
<p>This assessment is at the end of the unit.</p> <p>Students have learned and practiced how to communicate in a unrehearsed conversation using</p> <ul style="list-style-type: none"> • functional chunks/ phrases on immediate surroundings • numbers • colors • shapes • body parts • descriptive words • emotions (happy/sad/mad) 	<p>Describe a favorite Beijing Opera mask to each other and ask clarifying questions to identify each other's favorite mask from a group of several pictures.</p> <p>Task directions for the teacher: Display a large poster of a numbered collection of Beijing Opera masks so that it is only visible to students who are going to do the give descriptions of the masks (Student A). Choose random pairs of students. Student A will to decide which Beijing Opera mask they like. They whisper to the teacher the number of the mask they chose. Student B asks questions of Student A to try to determine which mask Student A has chosen.</p> <p>Task directions to students:</p> <ol style="list-style-type: none"> 1. Choose a mask from the poster. Quietly tell your teacher which one it is. 2. Describe for your partner what your favorite Beijing Opera mask looks like. 3. Answer questions from your partner clarifying your mask description. 4. When your partner chooses a mask they think is the one you are describing, verify if they are correct or not.

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.

Beijing Opera and Shadow Puppets 北京京 皮影戏
Integrated Performance Assessments
Chinese, Grade 5, Hall Elementary School, Year End

Language components and teaching resources			
Language Functions	Key Structures	Key Vocabulary	Materials / Resources
<ul style="list-style-type: none"> • Ask and answer basic questions about colors, shapes, body parts • Identify descriptive words • Tell the color and number of shapes • Tell your favorite item • Describe in basic, familiar language a Beijing Opera mask or a shadow puppet 	<ul style="list-style-type: none"> • What do you see? □□□□? What color do you like? □□□□□□? • I see _____. □□□ _____ □ I like _____. □□□ _____ □ I don't like _____. □□□□ _____ • Who likes red? □□□□□? • Where is Beijing? □□□□□? • Robert likes red or yellow? Robert □□□□□□□? • How do you get to _____? □□□□ _____? • Verb + Direction + Number + Step(s) - Go east three steps. □□□□ • 他/她很生气 He/she is angry. • 我很害怕 I am scared. • □ 害怕 Don't be scared. 	<ul style="list-style-type: none"> • Colors- □□□□□□□□□□□□□□□□ □□□□□□□□□□□□□□□□ (red, yellow, blue, orange, purple, green, brown, white, black, pink) • Shapes - □□□□□□□□□□□□□□□□ □□□□□□ (circle, square, triangle, rectangular, oval, rhombus) • Facial parts - □□□□□□□□□□□□□□□□ □□□□□□□□ (eye, ear, nose, mouth, eyebrow, cheek, forehead, chin) • Descriptive Words - □□□□□□□□□□□□□□□□ □□□□□□□□□□□□□□□□ (big, small, long, short, tall, short, same, not the same, • Emotions and feelings 快乐 Happy, 难过 Sad 	<ul style="list-style-type: none"> • Picture and word cards • Chinese Beijing Opera face stickers • Film describing Beijing Opera 1. http://www.youtube.com/watch?v=7JuFB D-M2A0 2. http://www.youtube.com/watch?v=qnCliAJm7NI&feature=related • Description of Beijing Opera from online source such as http://www.beijingopera.info/ • Introduction of famous Beijing Opera stories by Jiang, J. (2004) The Magical Monkey King: Mischief in Heaven, Shen's Books • Blank drawings of Beijing Opera masks to be used for Interpretive task • Film of the Shadow Puppet show to introduce Shadow Puppet Theater 1. http://www.youtube.com/watch?v=cO76o OEb6i0&feature=related 2. http://www.youtube.com/watch?NR=1&feature=endscreen&v=RTQsvIRKWsw • Art materials of making shadow puppets • A sample skit of a shadow puppet play to model for students. (See Appendix 1.)

Beijing Opera and Shadow Puppets 北京京□ 皮影戏
Integrated Performance Assessments
Chinese, Grade 5, Hall Elementary School, Year End

Description of sample lessons and formative assessments for <i>beginning, middle, and end</i> to teach the unit	
<p style="text-align: center;">Beginning</p> <p>Review:</p> <ul style="list-style-type: none"> • Numbers • Colors • Asking and answering questions <p>Introduce:</p> <ul style="list-style-type: none"> • Shapes • Face and Body parts • Descriptive words – small, large, mean • Emotions (happy/sad/angry) 	<p>Key elements of lessons</p> <p>“Hook” students; get them interested in the topic.</p> <ul style="list-style-type: none"> • Give students a Chinese Beijing Opera face sticker • Tell TPR Story: Changing Faces using circled questions and answers • Watch Chinese Beijing Opera DVD about what Beijing Opera • Introduce famous Chinese Beijing Opera characters and famous Chinese Beijing Opera stories. <p>Introduce vocabulary:</p> <ul style="list-style-type: none"> • Personalize questions and answer about the TPR Story: Changing Faces • Students act out the story, follow teacher commands and do actions, show emotions. • Identify shapes, colors, emotions with photo flashcards <p>Practice interpersonal communication:</p> <ul style="list-style-type: none"> • Teacher asks personalized questions to students about the story. • Compare and contrast of students’ favorite on colors, shapes, facial parts <p>Sample formative assessments:</p> <ul style="list-style-type: none"> • Respond with memorize sentences to guiding questions for the skit presentation. • Comprehension checks • Students’ responses to information questions • Thumbs up/down • Songs, chants, choral response <p>Teaching reading and writing:</p> <ul style="list-style-type: none"> • Teach the character when the word is introduced • Practice character recognition • Students copy a character for vocabulary topic; <p>Do interpretive performance assessment task when students are ready.</p>

Beijing Opera and Shadow Puppets 北京京腔 皮影戏
Integrated Performance Assessments
Chinese, Grade 5, Hall Elementary School, Year End

<p style="text-align: center;">Middle</p> <p>Use vocabulary and structures in context of storytelling, questioning</p> <ul style="list-style-type: none"> • Shapes • Face and Body parts • Colors • Descriptive words – small, large, mean • Emotions (happy/sad/angry) 	<p>Transition and maintain students’ interest in the topic.</p> <p>Key elements of the lessons:</p> <ul style="list-style-type: none"> • Make a Beijing Opera mask and describe symbols of different colors. (Different colors symbolize different personalities. Facial make up is not only a way to show the personalities of characters but also a special kind of art work • Personalize questions and answer about the TPR Story: Changing Faces • Students act out the story, follow teacher commands and do actions, show emotions. <p>Practice interpersonal communication:</p> <ul style="list-style-type: none"> • Teacher asks personalized questions to students about Memory games of flash cards with Chinese characters/ Pinyin and pictures of various vocabulary • Compare and contrast of students’ favorite on colors, shapes, facial parts <p>Sample formative assessments:</p> <ul style="list-style-type: none"> • Respond with memorize sentences to guiding <p>Do presentational performance assessment task when students are ready.</p>
<p style="text-align: center;">End</p> <p>Prepare a skit using memorized phrases and functional chunks.</p> <ul style="list-style-type: none"> • Shapes • Face and Body parts • Descriptive words – small, large, mean • Emotions (happy/sad/angry) 	<p>Wrap up the unit and revisit and answer the important question.</p> <ul style="list-style-type: none"> • Small groups make shadow puppet. • Groups prepare skits to perform with for classmates and other classes at different grade levels. • Discuss skits and compare theater in China to theater in the U.S. <p>Do interpersonal performance assessment task when students are ready.</p>

Appendix 1: Sample skit:

Beijing Opera and Shadow Puppets 北京京剧皮影戏
Integrated Performance Assessments
Chinese, Grade 5, Hall Elementary School, Year End

A: 你好 Hello. 你好 (A is wearing a white face mask that looks angry.)

B: 你□□□□白色的。你很生气□？

A: 不，我不生气。

C: □□你很生气。你的眼睛是正方形□。你很生气。

A: □□，我不生气

B: □，你很生气。你的□□又大又□。你很生气。

C: 我□□害怕。

A: □害怕。你喜□什么□色？

B: 我喜□□色。□色代表□□□

C 我也喜□□色。□色代表□□。

A: 我在哪里会找到□色的面具？

B: 往西走，28步。然后，往北走，10步。你□会找到□色面具□。

A: 好的。我□□□□□□□找□色面具□。

A: Hello. How are you? (A is wearing a white face mask that looks angry.)

B: Your face is white and you are angry.

A: No, I am not angry.

C: Yes, you are angry. Your eyes are square. You are angry.

A: No, I am not angry.

B: Yes, you are angry. Your mouth is round and big. You are angry.

C: We are scared.

A: Don't be scared. What color do you like?

B: I like green. Green is a color of harmony.

C: I like green, too. Green is a color of harmony.

A: Where can I find a green face?

B: Go west for 28 steps. Then, turn north for 10 steps. You will see a green face.

A: All right. I will travel to look for a green face.

Beijing Opera and Shadow Puppets 北京京腔皮影戏
Integrated Performance Assessments
Chinese, Grade 5, Hall Elementary School, Year End

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

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