Unit Title: Examining Characteristics of Good Teachers from Chinese and American Perspectives: What Makes a Good Teacher?

Language: **Chinese**

Level: **2 High School (grade 10-11)**

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Unit Length: 6-8 periods

Theme: Teachers

Important Question: What makes a good teacher?

Background: This unit was designed for students at a suburban high school who meet 50 minutes each day, 5 days a week for Chinese class.

GOALS/OBJECTIVES

1. Students will use simple language to list the characteristics of a good teacher. (Standard 1.1)
2. Students will be able to use adjectives to describe a good teacher. (Standard 1.1)
3. Students will be able to compare the characteristics of teachers in China and the U.S. (Standard 4.2)
4. Students will interpret what they see in the movie "Not One Less" and describe the main characters (Standard 1.2)
5. Students will demonstrate their understanding of why Chinese people often refer to others by their title as a sign of respect for their age or status. (Standard 2.1)
6. Students will compare their favorite teacher to some characteristics of Confucius. (Standard 1.3, 1.1)

VAC
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Teacher-developed IPA from the Virtual Assessment Center (VAC) at CARLA

Summary of Assessment Tasks

Communication→	Interpretive task	Presentational task	Interpersonal task
Performance Assessment → (Note: The performance assessment tasks are integrated throughout the instructional unit; they are not meant to be given as a whole at the end of the unit.)	Students will watch the Chinese movie "Not One Less" and complete a character description worksheet.	1. Students will research the topic: What made Confucius a great teacher? 2. Students will make a PowerPoint presentation about the characteristics of their favorite teacher.	In groups, students will discuss the following questions: How is your favorite teacher like Confucius? Would you like to be a teacher? How can you be a good teacher? What does an ideal teacher do? What is hard about being a teacher? What qualities did Confucius have that you would like to acquire and why?
What are the Cultural Aspects?	• This lesson gives students the opportunity to learn about the classroom setting and school life in China, and between urban and rural education. • This lesson provides an opportunity to learn about Confucius, as a great teacher and philosopher, and understand the impact his teachings have had on teachers in China.		
What are the Connections to other subjects?	• People in the community, education - Social Studies • Confucius – philosophy • Rural vs. urban – geography		
What are the language and cultural Comparisons	• Cultural views towards teachers in China are compared to teachers in the US.		
What are the connections to Communities in and outside of the classroom?	• Students will reflect on their own qualities and compare them with the qualities of their favorite teachers. They will also discuss Chinese perspectives of friends and family. • Students view an authentic Chinese film.		

Step 1: Description of Assessment Tasks

Assessment Task 1

Mode of Communication	Interpretive task
Performance Assessment	Students will watch the movie "Not One Less," and complete a worksheet that describes traits of the main characters while they watch the movie. They should be familiar with some of this vocabulary from the pre-task, however, they can also receive some assistance from the teacher if they are struggling. *Alternative Method: The students receive an additional sheet with English translations of useful vocabulary for character descriptions that can be used while they watch the film and fill out a chart with traits below the names of the two main characters.
Where in the unit does this fit best?	This task will be completed after the pre-task activities (See **Learning Activities: Description** Beginning).

Criteria for Assessment Task 1

Task: Character Description Worksheet

Character Description Worksheet

Below is a list of Chinese characters. As you watch the film "Not One Less" think about the personality traits of the two main characters, Wei Minzhi and Zhang Huike. Put a "1" next to <u>adjectives</u> that describe Wei Minzhi, and a "2" next to <u>adjectives</u> that describe Zhang Huike. Some of the adjectives might describe both characters, and many of the words will describe neither (Not all of the words are adjectives). (Note: the sheet that students receive will not have translations next to the words.)

1.友善(kind)
2.幽默感(humorous)
3. 学校(school)
4. 椅子(chair)
5. 国歌(national anthem)
6.有见识(knowledgeable)
7. 穷(poor)
8. 乡村(village)
9.城市(city)
10.代课老师(substitute teacher)

11. 关心学生(cares for students)
12. 老师(teacher)
13. 同学(students/classmates)
14. 童工(child labor)
15. 书桌(student's desk)
16. 努力(hardworking)
17. 粉笔(chalk)
18. 点名册(attendance book)
19. 唱歌(sing songs)
20. 公平(fair)

Rubric for Assessment:

Approaching expectations	Meets expectations	Exceeds expectations
Less than 4 characteristics are identified accurately.	Identifies 4-5 characteristics accurately.	Identifies 6 or more characteristics accurately.

Assessment Task 2

Mode of Communication	Presentational task
Performance Assessment Where in the unit does this fit best?	The students will make a PowerPoint presentation in Chinese about their favorite teacher. They will have time to work on this assignment in class and at home. Their presentation will include at least 5 slides with pictures and information about their favorite teacher. The presentation will include a recording, using Voice Thread, that describes the student's favorite teacher. Before students record what they want to say, the teacher will inform them that they can write notes in Pinyin (the Chinese phonic system), since writing Pinyin is easier for students than writing characters, and they can practice what they want to say in their Voice Thread with a partner. The teacher will circulate around the classroom to answer questions and give feedback while students work. If necessary, students could be given more than one class period to work on this presentation. The students will have 1 week to finish their projects. This assessment will follow the pre-task vocabulary instruction necessary for its completion (See **Learning Activities: Description** Middle).

RUBRIC or Criteria for Assessment Task 2

Task: My Favorite Teacher PowerPoint Presentation

Non-negotiables:
- 1 picture/photo per slide
- 1 characteristic per slide
- Typed in Chinese
- Font size is at least 24
- Includes a minimum of 5 slides

Criteria	Approaching expectations	Meets expectations	Exceeds expectations
Comprehensibility	Generally understood by teacher and students	Mostly understood by teacher and students	Understood by teacher and students
Vocabulary	Uses only basic vocabulary	Uses some variety of vocabulary	Uses varied vocabulary and descriptors
Writing Accuracy	Generally accurate with some errors that do not significantly impede comprehension	Accurate with a few minor errors that do not impede comprehension	Highly accurate with no significant error
Narration	Includes 1 characteristic with few details	Includes 2 characteristics with details	Includes 3 characteristics with details
Attractiveness	Layout of the PowerPoint is ordinary	Layout of the PowerPoint is colorful	Layout of the PowerPoint is attractive

Assessment Task 3

Mode of Communication	Interpersonal task
Performance Assessment	The class will be divided into two groups. The first group will discuss the following questions: In what ways is your favorite teacher like Confucius? Would you like to be a teacher? How can you be a good teacher? The second group will use the "Scored Discussion" rubric to observe. Each student will be assigned a student to observe and give feedback after the discussion. After the first group is done, the second group will discuss the following questions and the first group will use the rubric to observe the group discussion: What does an ideal teacher do? What is hard about being a teacher? What qualities of Confucius would you like to acquire and why? The teacher will assess students with the rubrics and lead students in summarizing their discussion. This assessment will take place after the teacher reviews key points about Confucius's teaching philosophy and before the students have the debate in Lesson 7 (See **Learning Activities: Description** End).
Where in the unit does this fit best?	

SCORED DISCUSSION

Student Observed_____

Positive Behaviors	Observed - Example – Evidence
1. Is prepared to participate in the discussion topic.	
2. Actively listens to others.	
3. Adds insights and information that directly relate to the topic currently being discussed.	
4. Keeps the group on task, brings the group back to the topic as needed, and moves to a new dimension of the topic to keep the discussion lively.	
5. Encourages passive students to contribute to the discussion.	
6. Contributes new information and insights to the discussion.	

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

RUBRIC or Criteria for Assessment Task 3

Rubric for Group/Scored Discussion

Task: Group Discussion

Non-negotiables:
- Turn taking

Criteria	Approaching expectations	Meets expectations	Exceeds expectations
Comprehensibility	Student is understood by classmates and teacher only with frequent clarification and support	Student is understood by classmates and teacher with occasional clarification	Student is easily understood by classmates and teacher
Communication strategies	Student uses strategies to understand and respond with support from teacher and peers	Student uses strategies to understand and respond; occasional support may be needed	Student uses strategies to understand and respond
Content/Culture	Student rarely uses relevant language/vocabulary in a culturally appropriate way, and needs many reminders	Student generally uses relevant language/vocabulary in culturally appropriate way, but may need an occasional reminder	Student uses most relevant language/vocabulary in culturally appropriate way

*Adapted from a rubric developed by participants in the 2008, 2010 CARLA Summer Institutes

Step 3	The Instructional and Formative Assessment Components of the Unit		
Functions	**Structures**	**Vocabulary**	**Materials/Resources**
Describe a person and a place Narrate a PowerPoint presentation Write personal traits in Chinese	Idioms such as 因材施教(teach according to students' different abilities)，有教无类(teach anyone and everyone) Adjectives: 友善(kind)，幽默感(humorous),关心学生(care for students)，努力(hardworking)，公平(fair)、有见识(knowledgeable),最喜欢 (favorite) Time:已前 (before/past)	乡村(village)、城市(city)、童工(child labor)、学校(school)、老师(teacher)、同学(students/classmates)、代课老师(substitute teacher)、书桌(student's desk)，椅子(chair)、粉笔(chalk)、点名册(attendance book)、村长(village leader)、唱歌(sing songs)、国歌(national anthem)、升旗礼(flag raising ceremony)、敬礼(salute)、小学(elementary school)、穷(poor)	Pictures, online resources, videos, PowerPoint software
When/How do I assess these? Through group and class discussion, PowerPoint presentations and class observation.	When/How do I assess these? Through group discussion, class discussion, PowerPoint presentations and class observation.	When/How do I assess these? Through the charades game with the students and teacher.	
Reflection: What worked well, what needs to be changed?			

STEP 4

Planning Template

Preparing for (Interpersonal/Presentational/Interpretive) Assessment
(Beginning–middle–end)

Learning Activities: Description

Beginning: Lessons 1-2

Pre-task:

The teacher will put one play money dollar on each student's desk before they enter the classroom. The teacher will ask students what they can do with $1. The teacher will tell the students that they are going to watch a movie called "Not One Less" and find out how $1 can change a whole village. The teacher will pre-teach some of the vocabulary and tell students the storyline before watching the movie. The teacher will use TPR to teach the vocabulary. As a class, students will discuss if the main character Wei Minzhi was a good teacher or not, and give reasons to support their arguments. They will play charades to show their understanding of the vocabulary.

1. Students have learned some adjectives describing their good friends. The teacher will activate students' prior knowledge by asking students to brainstorm some qualities about a good teacher. Students may use words such as "好"good "善良"kind "努力"hardworking "开心"happy, etc. . .

2. The teacher will pre-teach some of the vocabulary before students watch the movie "Not One Less". The teacher will also give students the main story line in English.

3. Students will begin watching the movie "Not One Less" in Chinese with Chinese subtitles.

The story is about a teenage girl, Wei Minzhi, who is hired as a substitute teacher in an elementary school in rural China. The school has a high drop out rate because a lot of the students go to the city as child laborers. Before the teacher, Gao, leaves, he tells the teenage girl that if no one drops out of her class during the month while he is absent, she will earn an additional 10 RMB ($1.2 USD) for her salary. However, one boy leaves school for the city to find a job to support his family. In order to bring him back to school, the teenage girl makes a journey to the city.

3.At the end of the first class period, the teacher will ask students to predict the ending of the movie.

Post-task:

1. In Chinese, the teacher will ask students to talk about their predictions about the ending of the story.

2. The teacher will ask students to describe their reactions after watching the movie. What did they see in the movie that impressed them?

3. The teacher will ask students to have a discussion in Chinese about the main characters (Wei Minzhi, and Zhang Huike, the student). Does Wei Minzhi possess characteristics of a good teacher? Why or why not? What does Zhang Huike's personal story tell about the lives of students in rural China? Students should try their best to speak in Chinese, but the teacher can give support if necessary.

4. The teacher will ask students how the Chinese people in the movie addressed people of higher status. The teacher will remind students that Chinese people address others by their titles to show respect for their age and status, e.g. "Village leader Tian, Teacher Gao, Teacher Wei."

5. The teacher will play charades with the students to assess their understanding of the vocabulary.

Middle: Lessons 3-5

Pre-task:
1. Before class, students will use the internet to research information about Confucius and why he was considered the "role model for teachers of all ages."

2. The teacher will discuss with students Confucius' teaching philosophy 有教无类(teach everyone and anyone)，因才施教 (Teach students according to their abilities－differential instruction). Since students have done research about Confucius, students will be able to understand the lesson in Chinese.

3. The teacher will ask students to brainstorm what characteristics a good teacher should possess according to Confucius' teaching philosophy. Students are also encouraged to express how these characteristics are important in other professions. If students cannot express the characteristics in Chinese, they can say them in English and the teacher will rephrase them in Chinese. The teacher will type all the Chinese words on the computer and project them on the white board.

4. The students will create a list of words that they want to learn for use in their presentation. The teacher puts these on the board and practices them with the students

Post-task:
The students will present their PowerPoint presentations in front of the class.

End: Lessons 6-7

Pre-task:
1. The teacher will lead the class in summarizing what students have learned about Confucius and his teaching philosophy.

2. The students will summarize the information learned from the presentations about favorite teachers with support from the teacher.

Post-task:
In the movie, Wei Minzhi was offered 10 RMB extra if no student dropped out of her class. To improve students' performance, some policy makers in the US have talked about compensating teachers whose students' show good performance in class.

The teacher will divide students into two groups and ask students to prepare for a debate. The debate topic is: "Should teachers be paid according to their students' performance?" Each group will pick a side. Within the group, students will discuss the issue and prepare their arguments.

Students will debate in English about the above issue. The teacher will be the moderator.

The teacher will lead students to summarize both sides' arguments and praise students for their hard work.