

**CHINESE FLAGSHIP SECONDARY CURRICULUM
AN INTERCONNECTED WORLD– Level 4
Unit 5: Chinese Cultural Heritage**

Topic 2: Famous Chinese Names and Places

What will students be able to do by the end of the topic?

<p>Speaking/ Listening (interpersonal and presentational)</p>	<ul style="list-style-type: none"> • Students can express their opinions about the history of China as well as talk about a Chinese philosopher. • Students can ask and answer questions about the story of “Journal to the West” and The Silk Road. • Students are able to have conversations around the topics presented. • Students can discuss the character qualities of a Chinese celebrity.
<p>Reading (interpretive)</p>	<ul style="list-style-type: none"> • Students can read complex sentences in a paragraph • Students can identify main ideas and supporting details in readings about Chinatown and Confucius. • Students can understand the vocabulary related to this Units topics
<p>Writing (presentational)</p>	<ul style="list-style-type: none"> • Students can write briefly about Unit 1 topics and present information in paragraphs. • Students can describe people, activities, events, and experiences. • Students can respond to an email in writing • Students can compare and contrast philosophers from China and America. • Students can describe The Monkey King from Chinese literature.
<p>AP Theme</p>	<ul style="list-style-type: none"> • Contemporary Life • Personal and Public Identities

Vocabulary	Phrases/Grammar
<ol style="list-style-type: none"> 1. 丝绸 silk 2. 时髦 fashionable 3. 艰难 difficult; hard 4. 贸易 trading 5. 荒无人烟 desolate; uninhabited 6. 唐人街 Chinatown 7. 辉煌 Grand 8. 食衣住行 the basic need of living 9. 息息相关 closely 	<p>Grammar</p> <p>1) 从。。。起 starting from 从那时起，中国和欧洲各地开始了丝绸之路的贸易。</p> <p>2) 不仅....., 更..... : not only..., but more... 她不仅喜欢唱歌，更喜欢跳舞。</p>

<p>correlated</p> <p>10. 寺庙 temple</p> <p>11. 家乡菜 home dishes</p> <p>12. 尊敬 respect</p> <p>13. 管理 to manage</p> <p>14. 诚实 honest</p> <p>15. 重视 to value</p> <p>16. 渴望 desire</p> <p>17. 西游记 journey to the west</p> <p>18. 本领 skills/ability</p> <p>19. 人物 character</p> <p>20. 顽皮 naughty</p> <p>21. 闯祸 get in trouble</p> <p>22. 叛逆 rebell</p> <p>23. 齐天大圣 Monkey King独生子 single child</p> <p>24. 高人一等 being better or very wise</p> <p>25. 登场 appear on the stage</p> <p>26. 效力 effect</p> <p>27. 开拓 developing</p>	<p>3) 而是 but ; 进而 and :</p> <p>昨天我约了他去看电影, 我不却去, 而是他自己去了。</p> <p>为了进一步了解中国文化, 我去了中国学习汉语, 进而留在那里工作了五年。</p> <p>4) 不管...还是...in spite of ...still</p> <ul style="list-style-type: none"> • 不管孙悟空有多顽皮, 师父唐三藏还是对他有耐心。 Master Tang still has patience for the Monkey King regardless how naughty he is. <p>5) 既然...就...since..should...</p> <ul style="list-style-type: none"> • 既然师父唐三藏收了孙悟空为徒, 那孙悟空就要好好的保护他师父了。 Since Master Tang was willing to accept Monkey King as his saint, then it is the Monkey King's responsibility to protect his master. <p>6) 之一 one of them</p> <ul style="list-style-type: none"> • 西游记是中国4大名著之一。 "Journal to the West" is one of the four famous Chinese literatures.
<p>Supplementary</p> <p>1. 想法 idea</p> <p>2. 贡献 contribution</p> <p>3. 感动 touching</p> <p>4. 印象深刻 impression</p> <p>5. 一生 lifetime</p> <p>6. 四大名著 four classic literature</p> <p>7. 扮演 play; act</p> <p>8. 分布 distribute</p> <p>9. 寺庙 temple</p> <p>10. 家乡 home-town</p> <p>11. 节庆 festival</p> <p>12. 产品 products</p> <p>13. 观光客 tourists</p> <p>14. 思想家 philosopher</p>	<p>7) 而 :</p> <ul style="list-style-type: none"> • 昨天我去看电影了, 而他却没有去。 I went to a movie yesterday, but he did not go. <p>8)</p> <ul style="list-style-type: none"> • ____也好, ____也好 在学校打球也好, 在家里后园打球也好, 都必顺要小心安全。 If you play ball at school or in the backyard, you should be careful. <p>9)</p> <ul style="list-style-type: none"> • 不算, 还。。。。 姚明打球好不算, 还有个性也一样好。 Not only does Yao Ming play basketball, he also has a nice temperament. <p>10)</p> <ul style="list-style-type: none"> • 给。。。印象 从小姚明给别人一个小巨人的印象。 Yao Ming gave others the impression of a " little giant" ever since he was young.

	<p>11)</p> <ul style="list-style-type: none"> ● 害得。。 姚明职业生涯后期饱受伤患困扰，害得他选择在2011年退役。 Yao Ming ended his basketball career in the year of 2011 because of his illness. <p>12)</p> <ul style="list-style-type: none"> ● 扮演。。。的角色 在东南亚地区，海外华人在经济，贸易上扮演非常重要的角色。 In Asia, the oversea Chinese play an important role in the economy. <p>13)</p> <ul style="list-style-type: none"> ● 息息相关： 中国城和海外华人的食衣住行(衣食住行)各方面都息息相关。 Chinatown and oversea Chinese have a great connection between their basic lives. <p>14)</p> <ul style="list-style-type: none"> ● 对。。很大的吸引力。。。 中国城对观光客很有很大的吸引力。 Many tourists have been attracted to Chinatown.
AP Themes	Personal and Public Identities

Planning for Instruction
What instructional activities will be used?
<p>Lesson 1-丝绸之路</p> <p>Objective/s:</p> <ul style="list-style-type: none"> ● Students can describe “The Silk Road” and orally explain the influence of The Silk Road to students from western civilization. ● Students can identify and recall the development of “The Silk Road” in a diagram by drawing. ● Students will demonstrate their understanding about the history of “The Silk Road”. <p>Vocabulary:</p> <ol style="list-style-type: none"> 1. 丝绸 silk 2. 时髦 fashionable 3. 贸易 trading 4. 艰难 difficult; hard

5. 荒无人烟 desolate; uninhabited
6. 跋涉 to trudge; to trek

Phrase/Grammar:

1) 从。。。起

从那时起，中国开始形成了一整套封建制度。

2) 不仅....., 更..... :

她不仅喜欢唱歌，更喜欢跳舞。

Teach Vocabulary:

- [Lesson 1 PPT](#)
- [Reading: Silk Road](#)

Activity 1:

- [The Silk Road Article Activity](#) - Reading and listening comprehension

Activity 2:

- [Build a Road Activity](#) - Writing and speaking

Resource:

<https://www.youtube.com/watch?v=vn3e37VWc0k> (The Silk Road in English)

Lesson 2-中国城

Objective/s:

- Students will be able to understand the function of Chinatown
- Students will be able to describe the Chinatown in their city or another city in the US.
- Students can express their understanding of the culture of Chinatown.

Vocabulary:

1. 唐人街 Chinatown
2. 辉煌 Grand
3. 食衣住行 the basic need of living
4. 息息相关 closely correlated
5. 寺庙 temple
6. 家乡菜 home dishes

Grammar:

2) 扮演... ...的角色。

在东南亚地区，海外华人在经济，贸易上扮演非常重要的角色。

在我们的成长过程中，_____

小张的妈妈很早就去世了，他的大姐一直_____

3) 息息相关：

中国城和海外华人的衣食住行(衣食住行)各方面都息息相关。

风水的观念和_____息息相关。

Teach Vocabulary: [Lesson 2 PPT](#)
[Reading: 中国城](#)

Activity 1:

- [Introduction to Chinatown](#)

Activity 2:

- [Email Response](#) - Describe your Chinatown in your city

Resource:

https://www.youtube.com/watch?v=LWw_nw3-YTQ (加州乐志: Chinatown Los Angeles 洛杉矶唐人街 华埠 中国城)

Lesson 3-有名的学者- 孔子

Objective/s:

- Students will be able to acquire and apply new vocabulary words
- Students will be able to describe one of the famous Chinese philosophers- Confucius
- Students will be able to compare and contrast Chinese philosophers vs. Western philosophers
- Students will be able to express agreement and/or disagreement through discussions

Vocabulary:

- | | |
|--------------------|----------------|
| 1. 思想家 philosopher | 2. 尊敬 respect |
| 3. 管理 to manage | 4. 诚实 honest |
| 5. 价值 value | 6. 主政 in power |
| 7. 重视 to value | 8. 渴望 desire |

Grammar:

2) 而：

他们两一个性格很急躁，而另一个性格很内向，所以要鼓励他。

昨天我去看电影了，而他却没去。

我为了进一步了解中国文化而努力学习汉语。

Teach Vocabulary: [Lesson 3 PPT](#)
[Reading: 孔子](#)

Activity 1 Reading and report:

- Oral presentation about [Confucius](#)
- [Reading: 孔子](#)

Activity 2 Writing:

- [Compare and Contrast](#)

Resource:

<https://www.youtube.com/watch?v=Ha2X2BlaXrg> (传统故事69 孔子的故事 上)

<https://www.youtube.com/watch?v=vn9BHtpkISM> (传统故事70 孔子的故事 下)

Lesson 4-中国文学作品 -西游记

Objective/s:

- Students can discuss the famous character “The Monkey King” from one of the four famous Chinese literatures of “The Journey of the West.”
- Students will acquire vocabulary through the story of “The Journey of the West” and use it in their communication.

Vocabulary:

1. 西游记 journey to the west
2. 本领 skills/ability
3. 顽皮 naughty
4. 闯祸 get in trouble
5. 叛逆 rebell
6. 人物 character
7. 齐天大圣 Monkey King

Grammar:

1) 不管...还是...

不管孙悟空有多顽皮，师父唐三藏还是对他有耐心。

2) 既然...就

既然师父唐三藏收了孙悟空为徒，那孙悟空就要好好的保护他师父了。

3) “之一”

西游记是中国4大名著之一。

Teach Vocabulary:

- [L4U5T2 PPT](#): Lesson 4

Activity 1 :

- [Reading 孙悟空](#)-Reading comprehension

Activity 2

- [Monkey King story](#)-Reading comprehension

Activity 3

- [Role play](#)- speaking activity

Activity 4 Writing activity:

- [Writing](#) - Describe the Monkey King story in writing using learned vocabulary words

Resources:

https://www.youtube.com/watch?v=yN3_6efimoQ (Background knowledge)

https://www.youtube.com/watch?v=d_sYUUz49Fs(havoc of heaven)

<https://www.youtube.com/watch?v=ZJnKEDKfSx4>(孙悟空大冒险)

Lesson 5-有名的华人代表- 姚明

Objective/s:

- Students can describe a famous Chinese athlete
- Students will be able to discuss the qualities of character learned about Yao Ming.
- Students will be able to learn about another Chinese athlete through research.

Vocabulary:

1. 独生子 only child
2. 高人一等 being better or very wise
3. 登场 appear on the stage
4. 效力 effect
5. 开拓 developing

Grammar:

1) ____也好, ____也好

在学校打球也好, 在家里后园打球也好, 都必顺要小心安全。

2) 不算, 还。。。。

姚明打球好不算, 还有个性也一样好。

3) 给。。印象

从小姚明给别人一个小巨人的印象。

4) 害得。。

姚明职业生涯后期饱受伤患困扰, 害得他选择在2011年退役。

Teach Vocabulary: [L4U5T2 PPT](#) : Lesson 5

[Reading 姚明](#)

Activity 1:

- [Yao Ming Presentation Poster](#) Reading Comprehension

Activity 2:

- [Research](#) - Compare Yao Ming with another Chinese Athletic

Culture Presentation/Activity:

Divide students in five groups and ask each group to summarize their learning in Chinese and create one product to relate to their learning.

(This can be a powerpoint, video, collage, presentation with visual like handouts, model, pictures,etc)

Adapted from Jefferson County Public Schools, KY, 2011