

Chinese Ethnic Groups unit

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GRADE LEVEL

10~11 grade/ AP Chinese

Essential question:

Within China there are different ethnic groups, through your research how do you think these groups can improve understanding and have better interaction with one another?

GUIDING QUESTIONS

1. How many minority groups in China are there? What are the groups?
2. Where are they mainly located & what are their languages?
3. What is their traditional clothing?
4. What kind of cuisine do they eat? and the custom they practice?
5. What religions do they practice?
6. How is their relationship with Han Chinese and between each other?
7. Why do many of them want to declare independence?
8. What can be done to improve their relationship and integrate their culture with Han?
9. How can people integrate with other people who are from different culture background within your own community in U.S.

INTRODUCTION

- China has 56 ethnic groups; the majority is Han which has around 91% of population
- The rest of the 55 minority groups comprised 8.49% of the population of mainland China
- All of them use the official language-Mandarin to communicate, but preserve their own language dialect, some have own written characters
- Each group has its individual custom, food and traditional indigenous outfit
- Majority believe in Buddhism, some believe in Islam, some still preserve their own religion
- Why are some of them wanting to declare independence?

OBJECTIVES

- Students will be able to understand China's ethnic groups.
- Students will acquire knowledge of each groups' history and geographic location

- Students will do research of what kind of cuisine that each ethnic group eat
- Students will compare and contrast each group's religion and customs
- Students will be able to differentiate their appearance & outfit
- Students will understand their relationship with Han
- Students will analyze why many of them want to declare independence
- Students can give suggestions of how to improve groups' communication

Unit Lessons

Day 1

- Warm up Video-https://www.youtube.com/watch?v=KkyPI_ZKiEk
- Using info graphic to illustrate a map of China and put down the major minority groups' location.
- Students will learn how to pronounce and practice on writing each group's name.

Day 2

- A lecture about Mongolia's history, outfit as well as some political development will be delivered to students.
- Formative assessment- A kahoot game will serve as formative assessment to check understanding

Day 3

- PPT instruction about Mongolia's Religion, culture and relationship with Han
- Assign research topic to each group of students

Day 4

- Student work with group members to do research about each minority group's culture, religion, food and relationship with Han
- Compare contrast with their finding
- Input discussion points and comments on padlet.

Day 5

- Group discussion with teacher & peers to show their finding (gallery walk)

Day 6

- Group oral presentation of their research (google sharing drive)
- Home work: Voicethread individual presentation
- <https://voicethread.com/myvoice/thread/3548471/41646611/42904449>

Day 7

- Students in big class to discuss how can we improve relationship with other culture background people within our own communities.

RESOURCES AND MATERIALS

- Youtube
- https://www.youtube.com/watch?v=KkyPl_ZKiEk
- Google images
- <http://map.ps123.net/world/11699.html>
- Wikipedia

STANDARDS

California World Language Content Standard:

3.1. h. Students address concrete and factual topics related to the immediate and external environment, including: Cultural, historical, and geographic aspects of travel

SAMPLE LESSON

Introduce Mongolia history and culture background to students

TIME REQUIREMENT

1 CLASS PERIOD (50 minute-period)

EQUIPMENT

Document camera, laptop, audio, video, paper, pens

TEACHER PREPARATION:

1. Research information about Mongolia's culture and history background
2. Download lots of pictures that teacher took from the silk road Mongolia trip
3. Download different versions of Mongolia maps from google.
4. Create Instructional PPT.
5. Create Kahoot questions to assess students' understanding.
6. Create Padlet board for students to post research information.
7. Design questions for students to discuss about their research.

LESSON:

1. This is an introduction lesson of the whole unit, so teacher will use a PPT contains 56 beautiful ethnic groups girls to set the stage, trying to attract students' attention.
2. Teacher will introduce the 7 major ethnic groups' name, and using a map to show students where are they located, as well as teaching students how to pronounce each groups' name. 汉, 满, □, □, □, □, 壮
3. Using Arch Chinese (an animated stroke order website) to teach students how to write each groups' name. Students can either use small white board to practice how to write or use their tablet to practice.

4. After knowing how to speak and write the important groups' name, teacher will start a lecture to introduce Mongolia, it's history, religion, Genghis Khan's achievement, and Mongolian's relationship with Chinese.
5. A formative assessment about the lecture will be given to students to assess their understanding. Students will play Kahoot game to compete with peers.
6. Group students and assign each group with one ethnic to do research.
7. Students need to post their finding on padlet.