

Interdisciplinary Unit Plan

| Unit Authors | | | |
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| Name | Tina S Kao | Maria Shields | |
| Subject Taught | Chinese Level V/IB | Arts | |
| School Name | George Mason High School | George Mason High School | |
| School City, State | Falls Church VA 22101 | Falls Church VA 22101 | |
| Unit Overview | | | |
| Unit Title (A descriptive and creative name for the unit) | | | |
| Hope From Darkness | | | |
| Unit Summary (Briefly describe purposes, major activities, and learning outcomes) | | | |
| In this unit, students will learn about the historical event, cultural revolution in China. Student will also explore related issues, compare and contrast the events in China with the US and/or Europe in World War II . The students will write a personal story about the change in their own life when darkness turned to hope. | | | |
| Unit Essential Questions (Include the key questions that guide the learning of the unit) | | | |
| <ul style="list-style-type: none"> • How do artists communicate feelings? • How do tragic events from history impact the future? | | | |
| Subject Involved | Subject 1:Chinese | Subject 2:Art | |

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| Student Information | Grade Level(s): 9-12 | Grade Level(s): 9-12 |
| | Chinese Proficiency Level: IB/V | Chinese Proficiency Level: none |
| Time Needed | Four weeks | 3-5 classes |

Targeted Standards

Subject Area 1:

- **MFL1 – VA**

The student will exchange information orally and in writing in Chinese on a variety of topics related to culture context.

1. Express and support opinions, and elicit those of others.
2. Exchange personal reactions to spoken and written information related to Chinese cultures.
3. Exchange information from sources such as newspapers, magazines, broadcasts, and Web sites.

Subject Area 2:

- **VA VPA SOL**

Learning Objectives

Subject Area 1:

Knowledge: (Language, culture, content)

Students will know:

- Vocabulary to describe feelings and events
- Facts about cultural revolutions
- grammatical structures

Subject Area 2:

Knowledge: (Language, culture, content)

- Seven elements of art
- Artists "peace Goddess"

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| <p>Skills (CAN DO)</p> <ul style="list-style-type: none"> • Describe some aspects of issues, and identify similarities and differences in US and in China • Discuss issues related to tragic events and express the feeling | <p>Skills (CAN DO)</p> <p>Use Pencil to create value</p> |
| Assessment Plan | |
| Subject Area 1: | Subject Area 2: |
| <p>PERFORMANCE TASKS:</p> <p>A. A letter to editor: (Written task) You are given 3 media sources/texts/articles about cultural revolution from teacher about the issues related to culture revolution in China. You will need to write a letter to the editor of 300- 400 words. You need to start with the rationale as to why you choose this text, and analysis the media text, and make your justification as to why you support or not agree on the media.</p> <p>B. Based on panel discussion from the above, you will be divided into two main groups for an exhibition on topic: “My Dream” and choose one photo and caption for the chosen art pieces.</p> <p>C. Show time! – In the end of unit project, the entire class will work with Art class, and create the exhibition. On the day of the exhibition, you will need to explain to the audiences pertains to your piece.</p> | <ul style="list-style-type: none"> • Complete drawing • Written reflection |

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| Major Activities | |
| Subject Area 1: | Subject Area 2: |
| <p>Warm-up PowerPoint:</p> <ul style="list-style-type: none"> • Show the PowerPoint with images of various aspects of Cultural Revolution events in China. Show each image for one minute, asking students to work with partner to take turns making comments on each picture, and have students write a list of the various aspects of Chinese development that were highlighted in the pictures. Share with whole class. • Giving students a couple of minutes to discuss how the images expresses the feeling, then take volunteers to share with whole class before going on to next image. • Summarize what the images show about the world's perspective is on Chinese culture revolution. <p>Research/Read</p> <ul style="list-style-type: none"> • Each student will choose one article, propose a caption for the chosen article, and do Internet research in the computer lab on the incident/issue and how it was covered in Chinese media. Teacher will provide list of websites that might be most useful. <p>Think –pair-share</p> <ul style="list-style-type: none"> • The next day in class, students will report on their chosen article, with the rest of the class taking notes (in English or | <ul style="list-style-type: none"> • Introduction to sculptors • Compare/contrast Picasso to Massacre event |

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| <p>Chinese).</p> <p>Writing/Discussion forum – Paper 1 and paper 2 (as per IB rubric)</p> <ul style="list-style-type: none"> • After research and read the article (different text type), student will be asked to write an email personal response back to teacher. It should have 250 words. (use new IB rubric 2013) <p>Presentation –</p> <ul style="list-style-type: none"> • Have each group present one topic related to the issues in China or in US with whole group discussion after each presentation then do the rest as whole. Teacher will add things from article related to students’ findings, and discuss in-depth on their specific findings. | | |
| Combined Activities | | |
| Subject Area 1 and Area 2: | | |
| <p>Gallery –student drawing on view Captions written in Chinese/English</p> | | |
| Materials and Resources for Unit | | |
| | Subject 1: | Subject 2: |
| Teacher-Collected Materials (during the project in Shanghai) | Book | Book |

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| Printed Materials | Power point | Power point |
| Online Recourses | Internet | Internet |
| Other Recourses | Map, articles | Drawings |