

# Interdisciplinary Unit Plan for Chinese and Social Studies Classes

Unit Authors		
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Subject Taught	6 <sup>th</sup> -8 <sup>th</sup> Grade Chinese Language and Culture	7 <sup>th</sup> Grade Social Studies – Eastern World Cultures
School Name	Tyee Middle School	Tyee Middle School
School City, State	Bellevue, WA	Bellevue, WA
Unit Overview		
Unit Title (A descriptive and creative name for the unit)		
<b>Dreams and Changes in Shanghai, China</b>		
Unit Summary (Briefly describe purposes, major activities, and learning outcomes)		
<p>Through five days of interviews, research, collaborative presentations, and discussion, students will use their new understanding of various cultural and demographic aspects of the development of Shanghai over the last century to formulate their own view on how the American Dream and the Chinese Dream are similar.</p> <ul style="list-style-type: none"> <li>➤ For the first four days, Chinese and Social Studies students will collaborate within each classroom/computer lab to use information gathered through interviews and online resources to create a poster displaying photos, articles, and stories that clearly show how Shanghai, China has been developing in many aspects over the last century</li> <li>➤ On the fifth day, Chinese and Social Studies students will get together in the library to share their discoveries and discuss some of the driving forces behind these changes from the past to the present in Shanghai (dreams: courage, hard work, hope, etc.)</li> <li>➤ After these presentations, students will discuss the Chinese Dream as it compares to the American Dream, and then write a reflection on how people share similar dreams in China and America, using evidence gathered from all sources and discussions during this unit</li> </ul>		
Unit Essential Questions (Include the key questions that guide the learning of the unit)		
<ul style="list-style-type: none"> <li>• What is the American Dream?</li> <li>• What is the Chinese Dream?</li> <li>• In what ways has life in Shanghai been developing over the last century to show evidence of people reaching toward the Chinese Dream?</li> <li>• How is the Chinese Dream similar to the American Dream?</li> </ul>		

<b>Subject Involved</b>	Chinese	Social Studies
<b>Student Grade Level(s)</b>	7 <sup>th</sup> and 8 <sup>th</sup> grades	7 <sup>th</sup> grade
<b>Chinese Proficiency Level</b>	Novice Mid/High to Intermediate Mid	None to Advanced
<b>Time Needed</b>	<p style="text-align: center;"><b>5 Days</b></p> <p><b>Homework prior to Day 1:</b> Students write down their initial thoughts about how the Chinese Dream might compare to the American Dream. Students will have a week to interview 3-5 Chinese and Americans to find out what the Chinese Dream or the American Dream means to them.</p> <p><b>Day 1:</b> Using the opinions gathered from their interviews, students will collaborate in table groups to formulate descriptive declarations of both the Chinese Dream and the American Dream.</p> <p><b>Days 2-3:</b> Research in the computer lab about changes in living conditions over the last century in Shanghai. Students in each class in English or Chinese will also be learning the song by Abba, “I Have a Dream” to sing to each other on Day 5, or learn parts of Martin Luther King Jr.’s “I Have a Dream” speech in English or Chinese to recite in a choral reading presentation on Day 5.</p> <p><b>Day 4:</b> Each table group prepares a poster to show evidence of the Chinese Dream using evidence found in their research.</p> <p><b>Day 5:</b> Groups from both Chinese and Social Studies classes meet in the library to present their posters to each other and discuss their conclusions on the similarities between Chinese Dream and American Dream. Students will also perform and teach the others in class by singing or reciting their “I Have a Dream” presentations. As time allows, Chinese students will teach Social Studies students how to write Chinese characters for key concepts in these human dreams, such as “dream”, “future”, “believe”, “wonder”, “help”, and “I have a dream”.</p> <p><b>Homework following Day 5:</b> Students will write their reflections on how the Chinese Dream is similar to the American Dream using the 3-2-1 Bridge response sheet.</p>	

<b>Targeted Standards</b>	
<b>Subject Area 1: Chinese</b>	<b>Subject Area 2: Social Studies</b>
<ul style="list-style-type: none"> <li>• <b>Connections</b> <ul style="list-style-type: none"> <li>○ between Chinese class and Social Studies class</li> <li>○ between the American Dream and the Chinese Dream</li> </ul> </li> <li>• <b>Comparisons</b> <ul style="list-style-type: none"> <li>○ Life in Shanghai today compared with the 1910's, the 1940's, and the 1980's</li> <li>○ Language comparisons between English and Chinese in the song and the speech both titled, "I Have a Dream"</li> </ul> </li> <li>• <b>Culture</b> <ul style="list-style-type: none"> <li>○ Product – creating a poster using pictures, Chinese characters, and symbolic landmarks from their research in books and on websites</li> <li>○ Practice – looking at cultural practices and how people have enjoyed their spare time over the last century in Shanghai</li> <li>○ Perspective – understanding why modern skyscrapers and high-speed trains are built today to glorify China and the city of Shanghai</li> </ul> </li> <li>• <b>Communities</b> <ul style="list-style-type: none"> <li>○ Interviews with people of all ages about their views of the American and Chinese Dreams can help students understand the perspectives of their local and international community</li> <li>○ Sharing our posters by displaying them in the hallways of our school to make them visible to the local community</li> </ul> </li> <li>• <b>Communication</b> <ul style="list-style-type: none"> <li>○ Interpretive – reading articles, viewing videos, and listening to songs in Mandarin</li> <li>○ Interpersonal – interviews to ask people and each other about their views of the dreams of the American and Chinese people</li> <li>○ Presentational – creating and presenting posters, singing a song, and reciting a speech to students from the other class</li> </ul> </li> </ul>	<p>College, Career, &amp; Civic Life – C3 Framework – for Social Studies State Standards</p> <p>By the end of grade 8, individually and with others, students . . .</p> <p>Determining Helpful Sources D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.</p> <p>Civic and Political Institutions D2.Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people's lives.</p> <p>D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.</p> <p>D2.Civ.14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good.</p> <p>Economic Decision Making D2.Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society.</p> <p>Exchange and Markets D2.Eco.7.6-8. Analyze the role of innovation and entrepreneurship in a market economy.</p> <p>The National Economy D2.Eco.13.6-8. Explain why standards of living increase as productivity improves.</p> <p>Historical Perspectives D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.</p> <p>D2.His.5.6-8. Explain how and why perspectives of people have changed over time.</p>

<b>Learning Objectives</b>	
<b>Subject Area 1: Chinese</b>	<b>Subject Area 2: Social Studies</b>
<p><b>Knowledge:</b> (Language, culture, content)</p> <ul style="list-style-type: none"> <li>➤ Chinese students explore the term Chinese Dream proclaimed by President Xi and study the concepts related to it</li> <li>➤ Through interviews, research, collaborative activities, and discussion, students will use their understanding of various cultural and demographic aspects of Shanghai to formulate their own view on how the American Dream and the Chinese Dream are similar in many ways</li> <li>➤ Students will understand through pictures and stories found through online research and library books how much and in what significant ways that Shanghai has developed over the last century, and how this relates to the fulfillment of the Chinese Dream – areas to consider for research include housing, family life, education, transportation, hobbies, etc.</li> <li>➤ After viewing posters on Shanghai’s development and having discussions with others from a Social Studies class, students will reflect on and write about how the Chinese Dream is similar to the American Dream, reasoning with evidence using research from both classes using simple Chinese statements and pictures</li> <li>➤ Students will research, practice, and demonstrate Shanghai’s cultural games, cultural songs, cultural dances, and cultural artwork or hobbies to Social Studies students as time allows</li> </ul> <p><b>Skills (CAN DO)</b></p> <ul style="list-style-type: none"> <li>• <b>Identify</b> – I CAN identify and locate Shanghai’s major landmarks</li> <li>• <b>Discuss</b> – I CAN discuss Shanghai’s special cultural features with their peers</li> <li>• <b>Demonstrate</b> – I CAN demonstrate Chinese cultural practices, such as a game, a dance, a song, artwork, or hobbies</li> <li>• <b>Interview</b> – I CAN ask probing questions to people of varying ages and take notes on their answers to better understand their perspective of the Chinese Dream or the American Dream.</li> <li>• <b>Research</b> – I CAN find relevant and meaningful articles, stories, and pictures through research online and using library books to illustrate various aspects of development within Shanghai over the last century.</li> <li>• <b>Presentation</b> – I CAN work with others in a small group to create a poster creatively and colorfully displaying evidence of Shanghai’s development.</li> </ul>	<p><b>Knowledge:</b> (Language, culture, content)</p> <ul style="list-style-type: none"> <li>➤ Students will formulate a description of both the Chinese Dream and the American Dream through several interviews outside of class, online research, and table group discussions</li> <li>➤ Students will understand through pictures and stories found through online research and library books how much and in what significant ways that Shanghai has developed over the last century, and how this relates to the fulfillment of the Chinese Dream – areas to consider for research include jobs, economic development, housing, family life, education, transportation, hobbies, etc.</li> <li>➤ After viewing posters on Shanghai’s development and having discussions with others from a Chinese class, students will reflect on and write about how the Chinese Dream is similar to the American Dream, reasoning with evidence using research from both classes</li> </ul> <p><b>Skills (CAN DO)</b></p> <ul style="list-style-type: none"> <li>• <b>Interview</b> – I CAN ask probing questions to people of varying ages and take notes on their answers to better understand their perspective of the Chinese Dream or the American Dream.</li> <li>• <b>Research</b> – I CAN find relevant and meaningful articles, stories, and pictures through research online and using library books in order to illustrate various aspects of development within Shanghai over the last century.</li> <li>• <b>Presentation</b> – I CAN work with others in a small group to create a poster creatively and colorfully displaying evidence of Shanghai’s development.</li> <li>• <b>Discussion</b> – I CAN sustain a meaningful discussion with students from another class after listening carefully to their presentation and impressions of how the Chinese Dream might compare with the American Dream.</li> <li>• <b>Write</b> – I CAN reflect on the interviews, research, presentations, and discussion to formulate a final conclusion, reasoned with evidence, as to how the Chinese Dream and the American Dream might be similar</li> </ul>

<b>Assessment Plan</b>	
Subject Area 1: Chinese	Subject Area 2: Social Studies
<p>Students will be assessed on the following:</p> <ul style="list-style-type: none"> <li>• Their effort to interview people of both Chinese and non-Chinese background to gather their ideas on the Chinese Dream and the American Dream, as shown on their interview notes sheet</li> <li>• The quality of their research, evidenced by the articles, stories, and photos that they were able to find displaying development in many realms in Shanghai over the last century, as displayed on each small group poster</li> <li>• The quality of the Chinese expressions written in characters that each student adds to their group poster, identifying some of the changes in Shanghai over the last century</li> <li>• Participation in either singing the song or reciting the parts of the speech called “I Have a Dream”</li> <li>• The depth of thought and reasoning displayed in their written reflections as they compare the Chinese Dream with the American Dream, as well as their evidence and explanation of how their thinking has changed on this question on the 3-2-1 Bridge sheet</li> </ul>	<p>Students will be assessed on the following:</p> <ul style="list-style-type: none"> <li>• Their effort to interview people of both Chinese and non-Chinese background to gather their ideas on the Chinese Dream and the American Dream, as shown on their interview notes sheet</li> <li>• The quality of their research, evidenced by the articles, stories, and photos that they were able to find displaying development in many realms in Shanghai over the last century, as displayed on each small group poster</li> <li>• Participation in either singing the song or reciting the parts of the speech called “I Have a Dream”</li> <li>• The depth of thought and reasoning displayed in their written reflections as they compare the Chinese Dream with the American Dream, as well as their evidence and explanation of how their thinking has changed on this question on the 3-2-1 Bridge sheet</li> </ul>

<b>Major Activities</b>	
<b>Subject Area 1: Chinese</b>	<b>Subject Area 2: Social Studies</b>
<ul style="list-style-type: none"> <li>➤ Students will interview 3-5 Chinese people of various ages, and collaborating with other students to record a description of the Chinese Dream.</li> <li>➤ Students explore the term Chinese Dream proclaimed by President Xi and study the concepts related to it</li> <li>➤ Students will then find pictures and simple Chinese words through research showing changes in Shanghai from the past to the present (housing, family life, education, transportation, etc.)</li> <li>➤ Students will explore authentic Chinese hobbies, games, songs, artwork, etc. in order to present them to the Social Studies students</li> <li>➤ Working in groups of 4, students will display their pictures found through research as well as Chinese characters for key concepts related to the Chinese Dream on a poster to be presented to a small group of students from the Social Studies class</li> <li>➤ Students will have a choice of either singing the song by Abba (translated into Chinese) called, "I Have a Dream", or reciting parts of Martin Luther King Jr.'s "I Have a Dream" speech, (translated into Chinese) so they will be practicing these in class</li> <li>➤ Then the Chinese and Social Studies classes meet in the library for our final day of presentations and combined activities . . .</li> </ul>	<ul style="list-style-type: none"> <li>➤ Before the project begins, students will think about what their hopes and dreams are in life, ponder whether the Chinese Dream might be similar to the American Dream, and write down their thoughts</li> <li>➤ Next, students interview 3-5 people of varying ages to understand their description of the American Dream, and then compare their findings with those at their table group to gain a better understanding of the American Dream, in the end writing their own collaborative definition.</li> <li>➤ Students will also prepare for this project by researching the Chinese Dream, interviewing 3-5 Chinese people of various ages, and collaborating in the same way with other students to record a description of the Chinese Dream.</li> <li>➤ Students will have a choice of either singing the song by Abba (in English) called, "I Have a Dream", or reciting parts of Martin Luther King Jr.'s "I Have a Dream" speech, (in English) so they will be practicing these in class</li> <li>➤ Students will then find articles, stories, and pictures through research showing changes in Shanghai from the past and to the present, including jobs, economic development, housing, family life, education, transportation, hobbies, etc., with a focus on the 1910's, 1940's, 1980's, and today</li> <li>➤ Students will creatively display their findings at their table group on a poster to be shared with students from the Chinese class</li> <li>➤ Then the Chinese and Social Studies classes meet in the library for our final day of presentations and combined activities . . .</li> </ul>

## Combined Activities

**Subject Area 1 and Area 2: Chinese and Social Studies classes meet in the library for combined activities on the 5<sup>th</sup> and final day of this unit**

- All students in groups of 4 will present their posters to a small group of students from the other class.
  - Students will share their displays of photos and stories over the last century in Shanghai and discuss the driving forces behind these changes as Shanghai has developed from the past to the present (dreams: courage, hard work, sacrifice, hope, etc.)
  - Chinese students will then help Social Studies students write some of the key words for these concepts in Chinese characters
  - Some students from each class will perform and then teach the others how to sing a song about human hopes and dreams in Chinese and English called “I Have a Dream”
  - Some students from each class will recite in Chinese and English parts of Martin Luther King Jr.’s speech about human hopes and dreams called “I Have a Dream”
  - After these presentations, students will discuss how the Chinese Dream compares to the American Dream.
- If time allows Chinese class students will explain in Mandarin and English to the Social Studies students how to participate in Chinese cultural games, dances, songs, artwork, or hobbies
- For homework, each student will write a reflection on how people share similar dreams in China and America. Students will use the 3-2-1 Bridge sheets to describe in detail ways that their thinking has changed in response to this Essential Question.

## Materials and Resources for Unit

	Subject 1: Chinese	Subject 2: Social Studies
Teacher-Collected Materials (during the Shanghai project)	<ul style="list-style-type: none"> <li>• Photos taken around Shanghai</li> <li>• Picture cards of old and new Shanghai</li> </ul>	<ul style="list-style-type: none"> <li>• Photos taken around Shanghai</li> <li>• Picture cards of old and new Shanghai</li> </ul>
Printed Materials	<ul style="list-style-type: none"> <li>• Mandarin picture dictionary</li> <li>• Reference books and magazines from the library and Mr. Pearson’s collection on the history of Shanghai, including: <u>Shanghai: A Century of Change in Photographs 1843-1949</u> and <u>Shanghai: Our World in Colour</u></li> <li>• 3-2-1 Bridge sheet to help students explain how their thinking has changed regarding the Essential Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books and magazines from the library and Mr. Pearson’s collection on the history of Shanghai, including: <u>Shanghai: A Century of Change in Photographs 1843-1949</u> and <u>Shanghai: Our World in Colour</u></li> <li>• 3-2-1 Bridge sheet to help students explain how their thinking has changed regarding the Essential Questions</li> </ul>
Online Resources	<ul style="list-style-type: none"> <li>• “Humans of Shanghai”: <a href="http://humansofshanghai.org/">http://humansofshanghai.org/</a></li> <li>• “Humans of Seattle”: <a href="http://www.humansofseattle.org/">http://www.humansofseattle.org/</a></li> <li>• Short videos online about Shanghai, such as “Shanghai: New Meets Old” from National Geographic: <a href="http://video.nationalgeographic.com/video/exploreorg/shanghai-eorg">http://video.nationalgeographic.com/video/exploreorg/shanghai-eorg</a></li> <li>• Websites found through student research</li> </ul>	<ul style="list-style-type: none"> <li>• “Humans of Shanghai”: <a href="http://humansofshanghai.org/">http://humansofshanghai.org/</a></li> <li>• “Humans of Seattle”: <a href="http://www.humansofseattle.org/">http://www.humansofseattle.org/</a></li> <li>• Short videos online about Shanghai, such as “Shanghai: New Meets Old” from National Geographic: <a href="http://video.nationalgeographic.com/video/exploreorg/shanghai-eorg">http://video.nationalgeographic.com/video/exploreorg/shanghai-eorg</a></li> <li>• Websites found through student research</li> </ul>
Other Resources	<ul style="list-style-type: none"> <li>• “I Have a Dream” by Abba (translated into Mandarin)</li> <li>• “I Have a Dream” speech by Martin Luther King Jr. (translated into Mandarin)</li> </ul>	<ul style="list-style-type: none"> <li>• “I Have a Dream” by Abba (in English)</li> <li>• “I Have a Dream” speech by Martin Luther King Jr.</li> </ul>

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

# Changes in My Thinking about Ways that the Chinese Dream is Similar to the American Dream

Use the following 3-2-1 Bridge format to express your ideas, questions, and how your thinking has changed

I used to think . . .	But now I think . . .
<p><b>My first thoughts/ideas about ways that the Chinese Dream might be similar to the American Dream:</b></p> <p>1.</p> <p>2.</p> <p>3.</p> <p><b>Two questions I have about ways that the Chinese Dream might be similar to the American Dream:</b></p> <p>1.</p> <p>2.</p> <p><b>Analogy: how the Chinese Dream compares to the American Dream</b></p> <p style="text-align: center;">The Chinese Dream is to the American Dream like</p> <p>_____ is to _____</p> <p>Explain:</p>	<p><b>My new thoughts/ideas about ways that the Chinese Dream might be similar to the American Dream:</b></p> <p>1.</p> <p>2.</p> <p>3.</p> <p><b>Two new questions about ways that the Chinese Dream might be similar to the American Dream:</b></p> <p>1.</p> <p>2.</p> <p><b>New analogy: how the Chinese Dream compares to the American Dream</b></p> <p style="text-align: center;">The Chinese Dream is to the American Dream like</p> <p>_____ is to _____</p> <p>Explain:</p>
<p><b>Bridge:</b> Explain how your new viewpoint connects to or has changed from the way you used to think about how the Chinese Dream might be similar to the American Dream.</p>	