

## Chinese 2 中文二 2021-2022 PBL 美国亚裔 Asian American

**Driving question:** How can we show support to the Asian American community? ([Padlet](#))

### ACTFL Standards:

§ **Presentational:** Students can present information on both very familiar and everyday topics using a variety of practiced and memorized words, phrases, and simple sentences through spoken or written language.

§ **Interpersonal:** Students can communicate in spontaneous spoken or written conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, and simple sentences.

§ **Interpretive:** Students can identify the general topic and some basic information in texts that are spoken or written in both very familiar and everyday contexts, by recognizing practiced or memorized words, phrases, and simple sentences.

§ **Intercultural:** Students can identify some products and practices of Asian culture.

### Part 1 Introduction (2 class periods):

#### Learning Objectives---

1. Proactively participate in group discussions and focus on specific topics.
2. Show individual efforts and make an obvious contribution to teamwork.
3. Expand your own learning about Asian Americans and how to be respectful and show kindness to other cultures and ethnic groups while being a global citizen.
4. (What would you like to add here?) Have a group discussion and post yours on the group page - 5 min.

#### Topic (1) National Events

- a) What happened in Atlanta 亚特兰大 on March 16, 2021, which impacted the Asian American community, even the entire country, and the world?
- b) What do you think of this incident?

Step 1 Group discussion on the assigned topic/questions in a self-selected breakout room

Step 2 Post some keynotes about your research, individual opinion, and your group discussion on your group page.

Step 3 Read other groups' posts and post your comments.

(total 12 minutes)

New word:

国家时事	Guójiā shíshì	national events
亚裔	Yàyì	asian
枪击案	Qiāngjī àn	shooting

#### Topic (2) AAPI Heritage Month Intro

- a) What is AAPI Heritage Month (Asian Americans and Pacific Islanders Heritage Month) about?
- b) Why is it important to celebrate AAPI Heritage Month in the United States?

Step 1 Group discussion on the assigned topic/questions in a self-selected breakout room

Step 2 Post some keynotes about your research, individual opinion, and your group discussion on your group page.

Step 3 Read other groups' posts and post your comments.  
(total 12 minutes)

New word:

亚太传统月	Yàtài chuántǒng yuè	AAPI Heritage Month
华裔	Huáyì	oversea Chinese
日裔	rìyì	oversea Japanese
韩裔	hányì	oversea Korean
重要的	zhòngyào de	important

### Topic (3) Nationwide AAPI Protests

- a) What AAPI Protests happened around the country or the area you live in have you known about so far?  
b) What do you think of these protests? Share thoughts on nonviolent protests and violent ones? [Link](#)

Step 1 Group discussion on the assigned topic/questions in a self-selected breakout room

Step 2 Post some keynotes about your research, individual opinion, and your group discussion on your group page.

Step 3 Read other groups' posts and post your comments.  
(total 12 minutes)

New word:

抗议	kàngyì	protest
民主	mínzhǔ	democracy
自由	zìyóu	freedom
暴力的	bàolì de	violent
非暴力的	fēi bàolì de	nonviolent
有效	yǒuxiào	effective

### Topic (4) How to become anti-racist 反种族主义者 Fǎn zhǒngzú zhǔyì zhě?

Anti-racist Growth Chart

Take a close look at the anti-racist growth chart and finish a survey below.

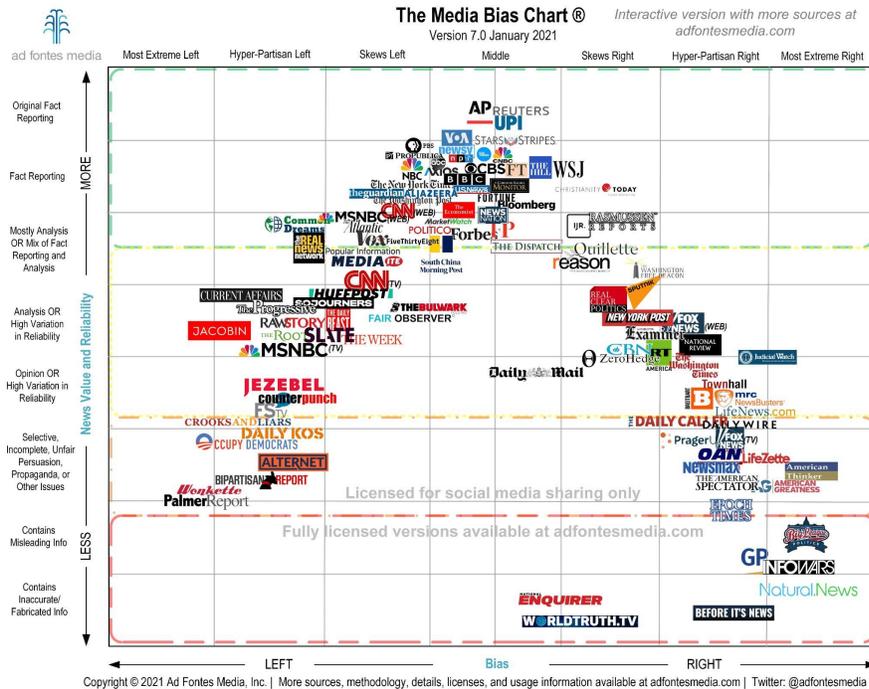
[https://forms.office.com/Pages/ResponsePage.aspx?id=jzeSxNtx90yA25jIPawhl8yyDHZSQoxHubGeuhe\\_gohUM1M0WTQwQkQyTDM4MTA1TEZPVTYzNkQ1WC4u](https://forms.office.com/Pages/ResponsePage.aspx?id=jzeSxNtx90yA25jIPawhl8yyDHZSQoxHubGeuhe_gohUM1M0WTQwQkQyTDM4MTA1TEZPVTYzNkQ1WC4u)



## Topic (5) How to choose 选择 Xuǎnzé reliable online resources?

### Media Bias Chart

Take a close look at the media bias chart posted below. Share ONE of the reliable online research sources you would like to recommend to your peers.



### Part 2 Group Presentation Task Choices (4 class periods):

1. Introduction of Asian American History (timeline/data about its population distribution, development, and contribution, etc.)
2. Introduction of ONE outstanding Asian American (background, achievement, contribution, etc.)
3. Introduction of Life of Asian in different countries
4. Social media campaign (blog, podcast, music video, etc.)
5. (students' suggestion)

**DUE @ 8:00 AM, Friday, 04/29 四月二十九号 星期五 上午八点**

### Part 3 Group Poster Design (2 class periods)

**DUE by the end of the class on Mon. 05/09 五月九号 星期一**

### Resources:

Materials/Equipment: OneNote, Quizlet, Padlet(Map/Timeline/Stream/Wall, etc), Flipgrid, Classkick, YouTube, MDBG.net, Adobe Illustrator, or Canva.com for any graphic design

### Part 2.1 Group Presentation Planning 四月五号 星期一

小组 Xiǎozǔ Group # (which is the same as the breakout room # of your group)	Group members' names	Group task	Group driving question	Group contract (link)
小组 1	Elias 柯以莱, DJ 谷乔, Thomas Cora 麦高文	Task choice 1	How can we show a timeline of Asian American history using timelines, data, images, and different types of media?	<a href="https://daytonstemschoolorg-my.sharepoint.com/:w/g/personal/clark_535_daytonstemschool_org/ESlQv_eYEsH5JtAaxbeww-00Bin45oXcCtteF9695qG_Ayw?e=4%3A151fV1&amp;at=9&amp;CID=41f1f20b-9ee4-4313-c30e-cdd7645c78">https://daytonstemschoolorg-my.sharepoint.com/:w/g/personal/clark_535_daytonstemschool_org/ESlQv_eYEsH5JtAaxbeww-00Bin45oXcCtteF9695qG_Ayw?e=4%3A151fV1&amp;at=9&amp;CID=41f1f20b-9ee4-4313-c30e-cdd7645c78</a>
小组 2				
小组 3				
小组 4				
小组 5				

### Part 2.2 Group Critique 四月二十三号 星期五

小组 Xiǎozǔ Group #	Group members' names	Group task	Group driving question	Group critique (Make notes about your group critique with the use of the <b>rubric</b> after discussing with your group members. Be specific as much as possible, like if you answer your group driving question and the big driving question, if you all make the greatest efforts and teamwork, what areas you can do better as a team, etc.)
小组 1	Elias 柯以莱, DJ 谷乔, Thomas Cora 麦高文	Task 1	How can we show a timeline of Asian American history using timelines, data, images, and different types of media?	We completed the presentation and had all the required information on it, but we were not able to include any Chinese sentences. However, we did include several images, and gave detailed information on all the topics that we covered.
小组 2				
小组 3				
小组 4				
小组 5				

### Part 3 Group Poster Design 五月二号 星期一

#### Poster Design Competition (overview -- presentational + intercultural)

**Driving question:** *How can we show support to the Asian American community?* ([Padlet](#))

**Group poster:** **DUE by the end of the class on Mon. 05/09 五月九号 星期一**

**Who:** original small group members

**Poster design requirements:**

1. Poster content should reflect your answer to the BIG driving question and your group driving question.
2. Show your group strong support to *the Asian American community*.
3. You may use the materials/contents you had in your group project before, including some topic-related drawing, craft, art, etc.
4. Have a group discussion on how to divide the tasks and finish the poster on time, make notes in the *meeting record* below within the given time phrase.
5. **Use hand sanitizer** BEFORE and AFTER working on the poster. Use your tools, no sharing tools.
6. Write down class period and all teammates' names on the back of the poster

All posters from both Chinese 2 classes will be displayed in the school cafeteria. And, we will invite students from Grade 6 -12 to vote for the best on **Tue. 05/10**. All posters will be displayed at the upcoming rally in Columbus, Ohio on **Sat. 05/15**.

**Each student earns their credit by showing individual efforts and contributions to teamwork.**

#### **Award** (Top Five Groups from two classes)

1. Members who showed **strong individual efforts** and **contribution to the teamwork** will have **ONE** individual assignment pass which may be used in Quarter 4.
2. Members who showed **strong individual efforts** and **contribution to the teamwork** will receive bonus credits!!

小组 Xiǎozǔ Group #	Group members' names	Group Task Arrangement (who takes care of what part of the poster design)
一	DJ, Cora, Elias, and Thomas	DJ: Add to poster / Japanese internment Cora: Elias: Add to poster / Goldrush + first immigration to America Thomas: Add to poster / Famous Asian-Americans
二		
三		
四		
五		

	<b>PBL 美国亚裔 Asian American Rubric</b>				
<b>Organization</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Total</b>
<b>Completion and timing</b>	The final product has <b>strong visual, audio, and editing quality</b> that enhances the audience's understanding.  The project meets all the requirements and exceeds with extra lines and long sentences and the team completes all tasks <b>on time</b> .	The final product has <b>some</b> visual, audio, or editing errors that make it difficult to understand.  The project meets all the requirements and the team follows the schedule closely with a <b>one-day delay</b> .	The final product has <b>a few</b> visual, audio, or editing errors that make it difficult to understand.  The project only meets part of the requirements with a <b>two-day delay</b> .	The final product has <b>too many</b> visual, audio, or editing errors that make it difficult to understand.  The project <b>does not meet the requirements</b> with a <b>three-day delay</b> .	
<b>Language use</b>	Each member says <b>MORE</b> than three meaningful sentences related to the topic.	Each member says <b>THREE</b> meaningful sentences related to the topic.	Each member says <b>TWO</b> meaningful sentences related to the topic.	Each member says <b>ONE</b> meaningful sentence related to the topic.	
<b>Performance</b>	The pronunciation and intonation are accurate and the presentation flows <b>very smoothly and fluently without pauses</b> .	The pronunciation and intonation are mostly accurate and the presentation flows smoothly <b>with few pauses</b> .	The pronunciation and intonation are partially accurate and the presentation flows somewhat smoothly <b>with some pauses</b> .	The pronunciation and intonation are mostly incorrect and do not flow smoothly <b>with frequent pauses</b> .	
<b>Creativity</b>	The final product is very creative and exciting. It is <b>very engaging and educational</b> . In the final product, students use music creatively. Students did a good job at "framing" with the camera.	The final product is <b>creative and exciting</b> . The audience enjoys watching it.	The final product is <b>somewhat creative</b> .	The final product <b>could be more creative</b> .	
<b>Team Collaboration</b>	The team works <b>closely together and collaborates all the time</b> . Members always respect and help each other.	The team works together collaboratively most of the time and members respect and help each other.	The team works together sometimes. Only some people do the work or members do not show respect now to help each other.	The team does not work together collaboratively and only a few members do the work and members do not respect and help each other.	
<b>Interculturality</b>	The final product <b>shows strong cultural knowledge and understanding</b> . It demonstrates a <b>deeper understanding using multiple reliable sources of information</b> .	The final product shows <b>some</b> cultural knowledge and understanding.	The final product shows <b>little</b> cultural knowledge and understanding.	The final product shows <b>inaccurate</b> cultural knowledge and understanding.	
<b>Comments</b>					Total: