

**China Research Project:
Gary Fitchpatrick**

**Subject Matter: Chinese Culture
Student Grade Level: 7th Grade**

China:

The major theme of my Chinese lesson will focus on independent research to allow the students to better understand a specific topic of their choice. By the end of the lesson the students will understand how their individual topic helped shape Chinese history and additionally affected the “outside” world. The main objective of the lesson is to show the students how to complete independent research using reliable research tools and create an outline that will give them the framework of an essay. In doing the research they will also have a better understanding of their topic as it relates to China and the rest of the world. The students will use multiple print and electronic resources to find the information to complete the lesson.

This lesson’s theme is Regions and People of the Eastern Hemisphere: Historical Thinking and Skills. Historical thinking begins with a clear sense of time – past, present and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions. Content Statement: Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E...

Objectives:

Students will get a working knowledge of a topic of their choice that has an origin in Ancient or Mediaeval China.

State Standards:

People in Societies:

- A. Compare cultural practices, products and perspectives of past Civilization in order to understand commonality and diversity of cultures.
- B. Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government.

Social Studies Skills and Methods:

- A. Analyze different perspectives on a topic obtained from a variety sources.
- B. Organize historical information in text or graphic format and analyze the information in order to draw conclusions.
- C. Present a position and support it with evidence and citation of sources.

People and Society:

- C. Analyze the ways that contracts between people of different cultures result in exchanges of cultural practices.

Goals:

1. The students will effectively research a topic of their choice from the Chinese culture and create an essay to show understanding.

Materials:

1. How to Teach About China PowerPoint Presentation
2. Internet
3. Multiple print materials of students choice

On Line Resources:

<http://www.cia.gov/cia/publication/factbook/geos/ks.html>

<http://www.lcveb2.loc.gov/frd/cs/krtoc.html>

<http://www.arianinfo.org/asianinfo/korea/top>

Procedure:

Day 1:

1. Have students create a KWL Graphic Organizer (Know, Want to Know, and Have Learned) about China.

2. Discuss the K with students orally after they have written what they currently know or think they know. When done correct any misgivings of students and discuss how much students currently know.
3. Have students complete the W and share orally.
4. Inform the students that they are going to do a research project on a topic that they find "Interesting" in Chinese history. i.e. kites, military, dress, or dance
5. Share W topics orally to possibly have students add to list of interesting topics.
6. Introduce Chinese History using PowerPoint and answer any questions about the presentation afterwards.
7. Inform the students that as I discuss the presentation they are to write down 3-5 potential subjects that they find "Interesting."
8. Share what the students (L) earned orally.
9. Do preliminary research to determine the topic of research

Day 2:

1. Explain the rubric and the project.
2. Allow students to choose topics.
3. Discuss bibliography and work cited information (.
4. Allow students to do research on their given topic use only print materials.

Day 3:

1. Share at least 1 fact from research that they discovered yesterday during their research.
2. Continue research.

Day 4:

1. Share 1 fact that you learned from a classmate yesterday.
2. Share a detail that you learned on your own yesterday.
3. Continue research, now using trusted internet sources.

Day 5:

1. Discuss expectations and outline for essay format.
2. Create outline of Expository Essay.
3. Peer Edit
4. Create first draft

Day 6:

1. Edit personally
2. Peer Edit
3. Create second draft

Day 7:

1. Inform students of procedure and rubric for poster.
2. Start poster.

Day 8:

1. Finish Poster
2. Draw order of presentations.
3. Practice presentations with friend
4. Practice presentation with opposite gender
5. Practice presentation with group of 4-5 students

Day 9:

1. Presentations

Day 10:

1. Presentations

Day 11:

1. Presentations

China Report Evaluation

Topic: _____

+ Outstanding / Satisfactory - Needs Improvement 0 Missing
4 pts. 3 pts. 2 pts. 0 pts.

Evidence of Research

_____ Notes
_____ Outline
_____ Rough Draft

Report: _____ Typed in 12-14 font, double spaced, title, heading

Introduction Paragraph

_____ Main idea clearly stated
_____ Explanation/description
_____ TS, SS, CS
_____ Written Expression
_____ MUGS

Paragraph Two

_____ Details/examples
_____ Quality of information
_____ Organization
_____ TS, SS, CS
_____ Written Expression
_____ MUGS

Concluding Paragraph

_____ Explains importance to China
_____ Explains influence on the rest of the world
_____ TS, SS, CS
_____ Written Expression
_____ MUGS

_____/80 Total

**China Presentation
Evaluation**

Topic: _____

+ Outstanding 4 pts.	/ Satisfactory 3 pts.	- Needs Improvement 2 pts.	0 Missing 0 pts.
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Visual(s)

- _____ Border, title, heading
- _____ Pictures mounted/framed, captions
- _____ Colorful, careful, creative
- _____ Clear information
- _____ Helps explain topic

Presentation

- _____ Dressed up
- _____ Poised, good posture, eye contact
- _____ Spoke clearly and pronounced words correctly
- _____ Evidence of preparation
- _____ Informative
- _____ Explanation of visual(s)

_____/44 Total

China Report Evaluation

+	√+	√	√-	-	0
Outstanding	Very Good	Satisfactory	Needs Improvement	Unsatisfactory	Missing
4 pts.	3.5 pts.	3 pts.	2.5 pts.	2 pts.	0 pts.

Cover

_____ Border; heading; title; careful, colorful, creative

First Paragraph

_____ Informative description (at least 10 facts)

_____ Written expression/Conventions

_____ TS, SS, CS

_____ Typed, 14 font, single spaced, mounted

Second Paragraph

_____ Explains importance to China (at least 2-3 examples)

_____ Describes impact on rest of world (at least 2-3 examples)

_____ Written expression/Conventions

_____ TS, SS, CS

_____ Typed, 14 font, single spaced, mounted

Illustration

_____ Relates to topic, mounted

_____ Informative caption sentence(s), conventions, mounted

Bibliography

_____ Title, typed, 14 font, double spaced, correct format, mounted

_____/52 Total

China Report Research Checklist

√ Have - Requirements not met 0 Missing
2 pts. 1 pt. 0 pts.

- _____ Report requirements
- _____ Topic list (at least 30)
- _____ Notes (words/phrases; highlighted)
- _____ Bibliography notes (print; internet)
- _____ ¶ one web: at least 10 ideas
- _____ ¶ two web: importance to China (2-3)
importance to world (2-3)
- _____ ¶ one rough draft with revisions
(TS/CS/first words/etc.)
- _____ ¶ two rough drafts with revisions
(TS/CS/first words/etc.)

- _____ /16 Total

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2 pts. 1 pt. 0 pts.

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- _____ /16 Total

Sample Outline for Beluga Whale

I. What Beluga whales look like?

- A. Toothed whale
- B. Up to 18 ft. in length
- C. Dark brown or blue-gray
- D. Weighs up to 3,500 kilograms
- E. Has dorsal ridge instead of fin

II. How Beluga whales behave?

- A. Live up to 25 to 30 years
- B. Prefer shallow or cold water
- C. Females are pregnant for 14 months
- D. Females separate from group to have babies
- E. Babies average 170 pounds at birth

III. Where Beluga whales live?

- A. Live in Arctic and sub arctic region
- B. Travel 620 miles during migration
- C. Migrate from the Arctic as far as New Jersey
- D. Migrate down Rhine River in Europe

IV. What and how Beluga whale eat?

- A. Don't chew their food; swallow it whole
- B. Forage at or near the bottom of shallow water
- C. Eat approximately 2.5% to 3% of their body weight per day
- D. Hunt schooling fishes
- E. Eat octopus, squid, crabs, shrimp, clams, and a variety of fish

Chinese Poster Rubric

2= Great 1= Average 0=Missing

- _____ Title
- _____ Who
- _____ What
- _____ When
- _____ Where
- _____ Why then...
- _____ Why now...
- _____ Topic Knowledge
- _____ Presentation
- _____ Neatness
- _____ / 20 Total Points

Comments: