LaSalle Language Academy Capstone Project

Field Trip---Cyrus Tang Hall in China.

**The theme of our capstone project is Field Trip—Cyrus Tang Hall in China.** The aim of the field trip is to let the students of Grade 5 and Grade 6 at LaSalle to take a closer look at objects that tell stories of China’s complex history, diverse cultures, while learning Mandarin.

 **Objectives：**

The whole project will last several months which can be divided into three procedures:

1. Explore the Field Trip before March with Ms. Veitch. (We have explored the museum--- Cyrus Tang Hall in China on Feb. 11. I’ve taken many pictures of the exhibitions and got a lot of materials for creating Field Trip Plan.
2. Contact with the home teacher and school consulter

 to confirm the good perfect date for the trip

according to the school calendar, which doesn’t affect students’ study and exam.

(We originally planned to carry on the trip at the beginning of April when the weather gets warmer, but the date hasn’t been set because of the unexpected school closures because of COVID-19 on Mar. 17th. We will figure out the date when we go back to normal school teaching.)

Get the students of Grade 5 and Grade 6 at LaSalle to explore Field Trip—Cyrus Tang Hall in China to take a closer look at objects that tell stories of China’s complex history, diverse cultures, while learning Mandarin.

(when we complete the field trip, I will upload the pictures and maybe videos when the students are exploring the museum.)

**Field Trip Plan:**

**Exploring The Field**

|  |  |
| --- | --- |
| **Them** | **Exploring Cultures** |
| **School Name** |  **LaSalle Language Academy** |
| **Grade Lever** | **5th-6th grade** |
| **Exhibitions** | **Cyrus Tang Hall of China** |
| **Time** | **2 hours** |
| **Mandarin Teachers** | **Huaqiong Wu (5th Grade)****Fang Wang (6th Grade)** |

 Overview

In this exploration students Students will make scientific observations about artifacts to learn more about the cultures, while learning how to say the name of artifacts in Chinese.

 Guiding Questions

What can we learn about a culture from the characteristics of the artifacts they made?

 How do people use the the artifacts？

Key Words

Artifact(手工艺品) - an object that was made by people in the past.

Connections to Standards

Conduct short research projects to answer questions with prizes, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

（Print the worksheet and hand out to the students when the

 students begin to explore.）

**Field Trip—Cyrus Tang Hall in China**

 EXPLORING CULTURES

 NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Trip Tip: In the Cyrus Tang Hall of China, all the reading rails are interactive. Investigate further by touching the screen panel for more information about the objects you are interested in.**

1. **Observe and Explain (in the exhibition)-Part A**

Find a map of China （中国地图）at the beginning of the exhibit. Talk with a partner about three parts that you find interesting. Point out parts that might have valuable natural resources.

1. **Observe and Explain (in the exhibition)-Part B**

Every culture develops new and unique ways to meet the basic needs we all have as humans. Find artifacts（手工艺品） from each exhibit and explore an artifact that meets each human need. Here is a questionnaire and you can get a prize when you guess a right answer.

（ 1 ）What is this cloth used for?

 (No.2 Craft—Beaded belt with the Eight Daoist Symbols)

 (Cover the label before guiding the student to observe the craft. When the students guess the right answer, teach the student’s read the word. (腰带)

 （ 2 ）What is this cloth used for?

 (No.9 Craft—Embroidered pillow cover)

 (Cover the label before guiding the student to observe the craft. When the students guess the right answer, teach the student’s read the word. (枕套)

 （ 3 ）Who wears the shoes?

 (No.10 Craft—Children’s tiger shoes)

 (Cover the label before guiding the student to observe the craft. When the students guess the right answer, teach the student’s read the word. (虎头鞋)

 ( 4 ) Who wears the costume?

 (No.11 Craft---Children’s patchwork robe)

(Cover the label before guiding the student to observe the craft. When the students guess the right answer, teach the student’s read the word (孩子拼接长袍)

（ 5 ）What is this tool used for?

 (No.15 Craft—Chinese abacus)

 (Cover the label before guiding the student to observe the craft. When the students guess the right answer, teach the student’s read the word. (算盘)

 （ 6 ）What is this jar used for?

 (No.23 Craft—Storage jar

 (Cover the label before guiding the student to observe the craft. When the students guess the right answer, teach the student’s read the word. (储物罐)

 （ 7 ）What is this stone used for?

 (No.24 Craft—Pillow)

 (Cover the label before guiding the student to observe the craft. When the students guess the right answer, teach the student’s read the word. (枕头)

 （ 8 ）Who wears the costume?

 (No.33 Craft—Dragon robe)

 (Cover the label before guiding the student to observe the craft. When the students guess the right answer, teach the student’s read the words. (龙袍，皇帝)

 **3.Watch a shadow puppet show -Part C**

( 1 )Draw a picture of your most memorable scenes

 from the show.

 ( 2 )Q: What the name pf the shadow puppet show?

 (When the students guess the right answer, teach the student’s read the word. (西游记) and explain to the students the contents of “ Journey to the West”, a novel of the four great classical novels of China.

 **4.Compare and share (after exploration)**

\*If you could use just one of these artifacts, which one

 would it be? How would you use it?

 \*Which artifact is most similar to an object you have

 in your culture, or in your home?