Roosevelt Elementary School Chinese Lesson Plan

Teacher Chen Fangfang Grade level Pre-K to G5

Lesson title Lesson 24 All About Chopsticks

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| Step 1—Desired Results |
| *Standard Outcomes for Learning (ACTFL Standard 1.1)—Answer’s the question, what should students know, understand, and be able to do as a result of the lesson?*   1. The students are able to recognize and say chopsticks, cups, plate and marshmallow in Chinese—kuai zi, bei zi, pan zi he mian hua tang . 2. The students are able to learn the background knowledge about Chinese culture related to the use of chopsticks and use chopsticks to pick up objects. |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*   1. *The students will use sign languages to answer the trivia quiz about chopsticks.* 2. *The students may use chopsticks to pick up the paper bag of the chopsticks and marshmallows.* |
| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*  1.Warm up:  Show the real chopsticks, bowl and plate. Show the item and say the word in Chinese. Change the order of the items and play a little game for the students to practice the Chinese words. Then ask the students what they think of chopsticks to Chinese people.  Watch the video clip to know what chopsticks mean to Chinese.  <https://www.youtube.com/watch?v=soBtqb15s0A>  (Ask some questions or answer the students’ questions during the video.  -What is the food which the grandpa offers the baby a taste in the video? -Soy sauce!  - Why is the girl crying when she is practicing using chopsticks? What happened next?  - Where is Fujian?  - Why can’t the boy eat first?  …  2.Presentation:  Talk about the history of chopsticks and the types of chopsticks.  Discuss which end for picking up food and where to hold the chopsticks with the students.  Compare Chinese chopsticks with Japanese and Korean ones.  Why do Japanese need to have chopsticks with a sharp point?  Guide their thinking from the landform, food of Japanese and how can the sharp end to help with the food they eat.  Why do Korean like to use stainless steel chopsticks?  Guide their thinking from Korean’s favorite or popular food.  3.Consolidation:  Introduce the taboos when using chopsticks. Then have the trivia quiz about it.  **Chinese Etiquette – Chopsticks**  1. Why must you never stand chopsticks upright in your rice?  a. They resemble candles being burnt for lovers who’ve left  b. They resemble joss sticks used in rituals for the deceased  c. They resemble the male and female at war in families  d. They resemble knives pointed up towards heaven  2. When you point chopsticks at someone, it means what?  a. You’re wishing luck on that person  b. You’re insulting that person  c. You’re respecting that person  d. You’re forgiving that person  3. How do you eat rice using chopsticks?  a. Pick up clumps of rice and bring them to your mouth  b. Eat a grain at a time, by bringing the rice bowl up to your chin  c. Scoop rice into your mouth, by bringing the rice bowl up to your chin  d. Bring your mouth to the table and use chopsticks as a scoop  4. Never bang your chopsticks like drumsticks. Why?  a. Tells others at the table you’re incompetent  b. Tells others at the table you disrespect their children  c. Tells others at the table you’re impotent  d. Tells others at the table you’re a beggar  5. How do you correctly choose the food you want to eat with your rice?  a. Sort through the food plate until you find what you want  b. Pick a piece of food you intend to eat directly from the food plate  c. Accept the first thing seen on the food plate, even if it’s too big  d. Wait until someone offers you something, not before  Answers:  1. b. They resemble joss sticks used in rituals for the deceased /  2. b. You’re insulting that person /  3. c. Scoop rice into your mouth, by bringing the rice bowl up to your chin /  4. d. Tells others at the table you’re a beggar /  5. b. Pick the piece of food you intend to eat directly from the food plate (note that answer a. is considered rude!)  (I changed the trivia quiz into using yes no maybe.jpgto show answers in order to let all the students get involved in it and know what the students have learned directly.)  4.Practice:  Use chopsticks.  Put one chopstick down. Only hold one chopstick in your hand. Hold this chopstick between your index finger and your thumb. Hold your hand up high. Hold the other stick between your pointer finger and pointer finger. You should be able to move the chopstick by moving your pointer finger up and down while the thumb is stationary.  Pick up the marshmallows. Challenge yourself by picking up one, two, and three…at a time. |
| Step 4—Reflection |
| *What happened during my lesson? What did my students learn? How do I know?*  *What did I learn? How will I improve my lesson next time?*  The best learning method is learning by doing. The students had fun using chopsticks and I used this lesson as an outreach in another school. It worked out well.  I found great source about chopsticks lesson plan from Pearl S. Buck House National Historic Landmark Exploring Other Cultures. Maybe you can google it if you need. It refers to Confucius. It said, “Confucius believed that knives and other aggressive instruments should not be at the table where people were going to eat. He thought it was more harmonious to have the food cut in the kitchen. Then at the dinner table there would be no need for knives or anything that seemed like a weapon. He thought this would promote a more peaceful way of life. Even today Chinese food is usually cut into small pieces in the kitchen before it is served to the table.” |