**Backward Design Lesson Plan Template**

Teacher: Xiaojing Lao Language level : Novice Student age: 11-14

Lesson title: Traditional Chinese Paper Cutting

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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?***After this lesson, students will be able to …**1. say 剪纸(paper cutting) and 囍(double happiness) in Chinese.
2. understand the history of traditional Chinese paper cutting and the significance of double happiness in Chinese culture.
3. cut 囍 out of red paper following the instructions.
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| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*1. Students will answer the questions in pop quiz about traditional Chinese paper cutting.
2. Students will cut out 囍 out of red paper following the instructions by themselves.
3. Students will introduce their work of paper cutting to their partners and say 剪纸 and 囍 in Chinese.
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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?* I. Lead in Introduce the agenda today. Present a piece of paper and a pair of scissors to explain 剪纸 (paper cutting). Teach Ss to say 剪纸.II. Presentation 1 Play a video about traditional Chinese paper cutting. <https://www.youtube.com/watch?v=gAGjlGsZkx8> Ask Ss to answer the questions in a pop quiz about the content of the video.III. Presentation 2Explain the meaning and pronunciation of 囍. * Typically the character "囍" is written in [Chinese calligraphy](https://en.wikipedia.org/wiki/Chinese_calligraphy), and frequently appears on traditional decorative items, associated with the [lunar new year](https://en.wikipedia.org/wiki/Lunar_new_year) celebrations.
* Double happiness symbol also often found all over the wedding ceremony, as well as on gift items given to the bride and groom.
* The color of the character is usually red, occasionally black.

Show some photos of items with囍. Get Ss to discuss American culture and Chinese culture.IV. Handcraft work activityT shows Ss how to cut 囍 step by step. After T’s demonstration, Ss cut囍 out of red paper following the instructions by themselves. V. Presentation of Ss’ work Ss show their work of paper cutting and introduce it by talking about history of traditional Chinese paper cutting and saying 剪纸 and囍 in Chinese. |
| 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.*Ss are interested in cutting囍 out of red paper. Some Ss even made more decorations on their work! But a small number of Ss who were not good at handcraft work tended to lose interest after they cut the wrong way. Next time I can divide the class into groups and assign Ss who are good at handcraft work to work with Ss who are not. In this way, they can help each other and everyone can feel the sense of achievement. |

Adapted from Tomlinson and McTighe, *Integrating Differentiated Instruction + Understanding by Design*, ASCD,