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Integrating Cultural Studies into the Social Studies Curriculum in a First-Grade Chinese Immersion Classroom

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INTERGRATING CULTURAL STUDIES INTO THE SOCIAL STUDIES CURRICULUM IN A FIRST-GRADE CHINESE IMMERSION CLASSROOM

By

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A capstone submitted in partial fulfillment of the requirements for the degree of Master of Arts in Education

Hamline University

Saint Paul, Minnesota

May 2017

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“Life is so full of unpredictable beauty and strange surprises. Sometimes that beauty is too much for me to handle. Do you know that feeling?"

- Mark Oliver Everett
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I dedicate this capstone to my daughter. Your loving smile and encouragement helped me get more cheerful and focused. You were my gas machine refilling me to complete this project.
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CHAPTER ONE

Introduction

Learning another language is never simple. I have a strong opinion that cultural learning is very important for students who are learning another language. Without students knowing about a language’s cultural context, learning the corresponding language can be difficult. That is, learning a language can never occur without understanding the different context as teachers have to build a bridge which can connect students’ background or personal experience, with the new concept they need to learn. However, with a busy schedule in school, it may be hard for a teacher to add meaningful cultural units to everyday learning.

My capstone explores this question: “How can first-grade teachers integrate cultural studies into the Social Studies curriculum in a Chinese immersion classroom?”

Throughout chapter one, I will explain some of the reasons why I chose this topic as my capstone’s main focus. As a foreign person living in the United States, I have been learning English for more than twenty years. When I look back at my experiences, I seldom had a joyful time learning English. I studied English because I had to, not because I wanted to. Now as an immersion teacher in the United States, I do not want my students to experience the painful language-learning path that I experienced, which was not the best way to learn a new language. I used rote memory to learn English vocabulary words, and recited text passively without any joy in learning the process. Things have changed tremendously since I started working toward my teaching license here in Minnesota. Compared with the passive experiences I had learning English, I have found that a positive mental attitude helps me better learn and work harder. The love of and passion
for teaching changed all of my work habits. Earlier, it seemed like an impossible mission for me to get the necessary 50 credits to earn my teaching license and to pass all of my courses.

I now am a teacher at a Mandarin immersion elementary school in a public school in an urban setting. I have taught for five years in the immersion school. Our school follows the Minnesota State Standards, and our teachers use all of the curriculum materials from the school district to teach students while using the target language of Chinese. As a teacher, I have a real passion for helping my students learn. I try to “put myself into their shoes” as I teach. In order to impact my students to help them enjoy the process of learning a second language, I often share my personal experiences with them regarding how I grew up, and also, how much effort it took for me to master the English language. Thus, I hope I am able to communicate the importance and usefulness of learning a second language with them. In order to understand my experiences better, I will share some of my past memories learning English.

I was born in the Hunan province of China. My first English learning experience was in the sixth grade. It was in the 1980s when China officially started focusing on the importance of learning English. My English teacher had been teaching Russian for about 20 years when our second language was changed from Russian to English. She now had to teach us English. She taught us to use the pronunciation of Chinese characters to pronounce English words. For example, we wrote “哈楼 halou)” for “hello”, “打哥 (dage)” for “dog”, and so forth. We applied this learning method to memorize the spelling, pronunciation, and the meaning of many English words. It took at least 10 attempts before we finally had a clue as to what we had just repeated. We had a
vocabulary dictation test in every English lesson. For all of the grammatical rules, we did not get any explanation from our teacher; we were just expected to memorize the rules. I hated the class, and I therefore disliked learning English as well. I thought to myself, “I will not learn English anymore. It’s useless. I am a Chinese, and I will not leave my country.” I did not like the language, and I thought I would never go to an English-speaking country.

My first English learning experience was a nightmare. It has affected my whole student life and my personal life too. Learning English has always been a burden in my middle school, high school, and college, and even now working on my capstone as a graduate student. After my negative experience as a student in the sixth grade, I did my best to avoid learning English. I did not put much effort into learning English. I graduated from college with a score of less than 20 percent in English. While I had thought that English was no longer relevant to me, there was a suddenly things changed: I came to the United States to live. I started learning from a sixth-grade English textbook with my former teacher’s same strategy, which was trying to memorize vocabulary.

My second English learning experience was even worse than the first one. I was hiding at home, and trying to remember words in English for almost a year. I was hoping to go back to China every day because neither American food, clothing, or anything else seemed suitable for me. I chose to spend hours working in my kitchen to avoid learning English or spending time practicing the little English I knew. After one year, while I did become a good cook, I still could not understand most English-language conversations. The only thing I could do was to make up words and use the grammatical rules I knew to connect various words into sentences.
I was fortunate that my ESL teachers helped me gain confidence in my language skills when I took classes at the community center. They were supportive and never stopped encouraging me to learn. They provided ways to help me engage in conversations and communicate with others. We practiced role-playing, learned stories about America, shared different recipes, and discussed interesting topics happening in our lives. When we were limited by our spoken language, we used our body language for better understanding. If we could not explain information in a clear manner, then our body language helped us explain what we meant. English learning at that time was not restricted by the traditional method of learning just vocabulary and grammar; it started to become more complex and interesting as I was now using language to communicate with others. My ESL teachers were the first group of Americans I became close to. They were not only engaging me effectively in the learning process, but they had a love for life and patience with their students. I learned from them that the aspects of American culture are not simply limited to a list of holidays, shared recipes, or religious traditions. They also provided a positive learning environment for us by encouraging our confidence in learning a foreign language, and also, appreciated our personal experience as unique individuals.

My third experience learning English was after I graduated from the Carlson School of Business at the University of Minnesota. I spent almost two years staying at home to take care of my newborn baby, and during this time, I came to know American people and the country even better. I attended many events involving younger children, went to church, and met many friends who really touched my heart. We cooked, did
crafts, and learned and read together like a family. It was amazing to see that when you
open your heart to receive love, you learn to accept others.

Finally, I made an incredible change in my career. A career I had never
considered was becoming a teacher because of how afraid I was to encourage others to
learn. I was always a good follower. However, for a teaching job, I would need to
encourage people to learn, and also, have the skills to lead a group. Being a teacher in the
United States would mean that I had to understand what it means to be literate in English.
However, I learned from my American friends to follow my passion. I could not ignore
my students because I knew exactly what they were feeling and what they needed as
second-language learners. My goal as a teacher was that I would not let them struggle
with learning a foreign language in my classroom. They deserved a classroom where
learning would be fun and a joy to them.

My experience of learning a second language is critical in working with my
students who are also learning a new language. I had a difficult time learning a foreign
language, but now I am teaching a new language to American students. I did not give up
on this teaching job because my ESL teacher had helped me open a door where learning
English brought me a new world, a chance to make new friends, and to have new life
experiences. Now, my teaching goal is to help my students be excited about what they are
learning in my classroom. Teaching a new language is now my job. However,
introducing a new culture and new experiences to my students is what my heart urges me
to do as well.
Purpose of Language Learning

The foreign language classroom should be an engaging one (Stuchly, 2015). Engaging methods not only helped me learn to speak English, but I also learned new words, new ways to eat, a new way to broaden my social life, and how to socialize with my friends. Fundamentally, I still thought about art, literacy, and culture in my own way, but the foreign language classroom was a place full of engagement, allowing me to expand my mind, and bringing me into what seemed like a new world. Since I had struggling for such a long period of time in learning a foreign language, I was determined that teaching language was my calling.

In chapter one, I included an overview of my personal and often frustrating foreign language learning story. I started my English education with a terrible experience leaning English, but then, my ESL teacher showed me to see a different way to learn a foreign language. In the end, I was learning with passion. It was a passion for learning that led me to become a foreign language teacher.

Chapter two will provide a focused overview as to why the study of culture is important in the elementary immersion school setting. I review the literature of the history of Chinese schools in the United States, and how various educational policies and societal attitudes toward bilingual education have shaped American education. I also discuss the formation of language immersion schools in the United States, and the specific movement to create these schools in Minnesota.

In chapter three, I will talk about how the study of culture can be integrated into the first-grade curriculum in the Chinese immersion setting. It will include a model for curriculum development and implementation based on my district’s standards for Social
Studies that also uses the curricular framework known as Understanding by Design (Wiggins & McTighe, 2005). I will discuss how first-grade teachers teaching in an immersion school can add the study of culture into the Social Studies curriculum.

In chapter four, I will discuss the key findings and rationale for this curriculum project. This chapter will include detailed strategies for teachers to use including showing how cultural studies can be integrated into the Social Studies curriculum. I will also include some reflections and recommendation for future work of a similar nature. My plan will provide a plan for communicating new knowledge with colleagues and others who are interested in integrating cultural studies into their Chinese immersion classroom.

**Conclusion**

My main motivation for integrating cultural studies into the Social Studies classroom learning is to increase students’ interest in learning Chinese, which is the target language at my school. I hope through a better understanding of Chinese culture, students will enjoy learning their new language, as well as learn more about the cultural contexts of China. I hope my students, whose families are mostly native English speakers, will enjoy the interactive nature of my lessons and planned activities. Chapter two will explain how learning a new language and including the associated culture may help students grow as learners, and increase their academic achievement. Learning another language can help students see a new cultural world, which may expand their worldview and help prepare them to become global citizens. All of the above aligns with our school’s mission, which is to educate our diverse students in a rigorous academic setting, within a bicultural, bilingual, and biliterate nurturing environment, and to empower them to become multicultural-aware global citizens.
CHAPTER TWO

Literature Review

“Language is born of societal interactions, so no language can be truly learned and appreciated without some knowledge about the people who speak that language.”

(Rowan, 2001, p. 238)

The following literature review was structured out of my desire to improve how I could successfully incorporate Chinese culture into the first-grade Social Studies immersion curriculum. Foreign language learning is composed of several elements, including grammar, communication, and language proficiency, as well as a potential change in attitudes towards one’s own or another culture. For students learning a second language, the study of language may seem senseless if they know nothing about the people who speak the target language or the country in which the target language is spoken.

I was looking for materials that explain why learning a second language in an immersion school is the best choice, and specifically, what the relationship is between culture and language learning. In Peck's (1998) words, he emphasized that while learning a second language, the study of culture is very important; otherwise, teaching the second language is not accurate and complete (p. 1). I will also explain how to choose culturally appropriate materials to introduce into the second language classroom. For second language learners, if they know nothing about the people who speak the language, there will be a gap in terms of understanding the relationship between culture and language. Lastly, I will explain why cultural learning is important in a second language classroom.
History of Foreign Language Education in the United States

The United States government has instituted educational practices that include English-only laws or policies. These practices became common in 1780, and forced Native Americans children to enroll in boarding schools far from home, where speaking their own language was prohibited (Amanda, 2015). These earliest forms of foreign language education in the United States started in the late 18th century to early 19th century also occurred when large waves of German and European immigrants arrived in the United States. In an attempt to help immigrants to assimilate, and due to negative views toward foreigners, they were pressured to switch from their mother tongue to English in public spaces. Studying foreign or heritage languages was viewed as unnecessary and useless, with little or no local or federal policies supporting foreign language learning. There were a very few native English speakers who used private tutors to study foreign languages. In the last part of the 19th century, public schools did begin teaching English as well as some languages of European immigrant groups, such as French and German (Zhou, 2003).

However, in 1917 the United States declared war on Germany, and American troops fought in Europe. German Americans had been discouraged from speaking their mother tongue because while German was the second most commonly spoken language in America, there was an unfounded fear that those who spoke German were spying for Germany. At the same time, over 100,000 Japanese Americans, the majority of whom were born in the United States, were incarcerated in 1942 after the attack on Pearl Harbor (Steven, n. d.). Japanese language schools were shut down entirely during World War II.
due to similar but unfounded fears that Japanese Americans who spoke in Japanese were spies for Japan (Kumamoto, 1979).

In the early 20th century, speaking English only was an unofficial policy in America’s public schools. Foreign language newspapers and public school foreign programs were completely eliminated (Lazear, 1996). Many non-English speaking immigrants could not apply for American citizenship, although it was mostly non-White groups like the Chinese and Japanese who were legally denied naturalization (Annelise, 2010). Things changed in the mid 20th century when American citizens were found to be at a disadvantage and unprepared for war due to being monolingual in English (Carol, 2004). To best meet military needs during World War II, an Army Language Method was created for adult learning that was called the “audio-lingual method” (Carol, 2004). After World War II and the Korean War, American schools and colleges adopted this language method from the Army.

From the late 1960s to early 1970s, cuts in federal funding led to the decline of foreign language programs in the United States (Theoharis, & Brooks, 2012). Some major universities also took away the entrance requirements for foreign language study at the high school level. Consequently, foreign language enrollment in many United States colleges declined, and elementary school foreign language programs were also eliminated. It was not until the late 1970s to early 1980s when the development of Foreign Language Learning programs renewed interest in meeting the language needs of United States linguistic minorities. The educational Testing Service and the American Council on the Teaching of Foreign Languages then developed Proficiency Guidelines (Lazear, 1996).
Chinese Immersion Schools in the United States

According to the University of Wisconsin, the Chinese language is spoken by nearly 1.2 billion people, which is nearly 16 percent of the world’s population. For the past two decades, with the growing importance and influence of China’s economy globally, Mandarin immersion schools have become an increasingly popular school choice in the United States. The first Mandarin immersion school in the United States, San Francisco’s Chinese American International School, opened in 1981 (Center for Global Education, n.d.). It was not until 1991 with the opening of Pacific Rim International School in Emeryville, California that a second school appeared. According to the Center for Global Education, in 1996, those two were joined by two more schools, Potomac Elementary in Potomac, Maryland (which is the nation’s first public Mandarin immersion program) and the private International School of the Peninsula in Palo Alto, California. However, the first public Mandarin immersion school in Maryland only taught math and science in Chinese. Language Arts and Social Studies were taught in English. Currently, the program is very popular and has an extensive waiting list. Through the language immersion curriculum, most students are able to acquire a native-sounding accent in Chinese.

The first full immersion Mandarin Chinese K-8 School in Minnesota, named Yinghua Academy, opened in 2006. Yinghua serves as the main immersion Mandarin Chinese K-8 School in Minneapolis. The school started with 76 students and 4 teachers, and currently has 670 students and is a popular immersion school in Minnesota (Yinghua- Mission & History, n.d.).
The school where I work was the first Mandarin immersion school in our district. It is a one-way immersion school, meaning that except for classes in physical education and science, all instruction is in Chinese in kindergarten and first grade. The second through fifth graders spend 50 minutes in an English reading course per day, which follows the district’s benchmark for reading and writing. We started in 2011-2012 with seventeen kindergarten students, and have added a grade level each year since. In 2016-2017, we had the following breakdown of classrooms: two kindergarten classes, two first grades, and two second grades, as well as one third grade, one fourth grade, and one fifth grade class.

**Learning a Second Language in the Immersion Setting**

In the past two decades, the Chinese language has become the most popular foreign language in the United States (Regional, 2011). Different ages of students from elementary school to adults are learning Chinese. Some school districts offer Chinese as a foreign language in high school and some offer an immersion language program (Pufahl, & Rhodes, 2011).

Learning the Chinese language has been categorized as one of the most challenging world languages to learn for non-native speakers (The Dean, 2014). In 1995, the Foreign Service Institute of the United States Department of State categorized Mandarin Chinese as one of just a handful of languages assigned to Category III languages, which means that the Chinese language is exceptionally difficult for native English speakers to learn, since it does not have a simple alphabet, and because the writing system is not phonetically based.
People interested in learning the Chinese language may wonder which age would be the most ideal time to learn Chinese. Elementary immersion program and high-school world language programs are using simplified characters and pinyin in instruction, which emphasizes the correct form and stroke order for writing in Chinese, and offers explicit language instruction in reading and writing in Chinese characters (Xu, Chang, Zhang, & Perfetti, 2013). According to Garcia-Sierra (2011), the ideal age to learn Chinese would be before the age of 12. There are many benefits to learning a second or subsequent language. As the research shows, learning a second language, especially in the elementary school years, can improve cognitive abilities, positively influence achievement in other disciplines, and result in higher test scores (Cumming-Potvin, Renshaw, & Van Kraayenoord, 2003; Garcia, 2001; Hakuta, 1987; Landry, 1974; Marcos, 2001a; Turnbull, Lapkin, & Hart, 2001; Weatherford, 1986).

Many researchers also show that children benefit greatly when they learn a second language early on. While the child is in the immersive bilingual classroom, or receiving regularly by other languages in a school or home, his or her knowledge will be growing more comparing with only one language setting (Lynn, 2008). In addition, when a second language education begins before 12 years of age, children are more receptive to language learning, and develop a more native-like pronunciation of the language (Marcos, 2001b).

For foreign language programs, there are three different models: immersion or dual-language programs, FLES programs, and FLEX programs (see Figure 1). These models are differentiated by the amount of time that the first and second languages are used, which varies from program to program according to local needs and resources.
**Figure 1.** Types of Foreign Language Programs in Elementary Schools (adapted from Stewart, 2005, p. 12.)

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Immersion or Dual-Language Programs</th>
<th>FLES Programs</th>
<th>FLEX Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characteristics</td>
<td>Some or all of the subjects are taught in the second language. Students learn the second language</td>
<td>The foreign language is taught as a subject once or twice per week. Students</td>
<td>One or more foreign languages are explored on a regular basis. Students study</td>
</tr>
<tr>
<td></td>
<td>by using it as a means of communication in the classes.</td>
<td>learn to speak and use the second language.</td>
<td>about the language and culture.</td>
</tr>
<tr>
<td>Proficiency developed</td>
<td>Some students become bilingual, developing near-native pronunciation.</td>
<td>Near-native pronunciation is sometimes achieved.</td>
<td>The basis for further foreign language study and for developing good</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>pronunciation is established.</td>
</tr>
</tbody>
</table>

Comparing children who study a second language versus those who do not, Landry (1974), Marcos (2001a), Weatherford (1986) have suggested that children who learn a second language are more creative and better problem solvers than students who do not study a second language. Specifically, younger school-age children are more likely to rapidly learn a second language (Marcos, 2001b; Roberts, 2002). The authors have found that in elementary school, students develop better divergent thinking skills, and thus, are better able to adapt their thinking from one language to the other (Landry, 1974; Marcos, 2001b; Weatherford, 1986).

As previously mentioned, I have been teaching Chinese immersion first grade for five years. Compared with my own experience of learning a second language, I am amazed at how quickly my students can understand and speak the new language, and also, that their pronunciation is very close to a Chinese native speaker. More than 95 percent of the students in our Chinese immersion school are living with their families and
are not exposed to other people who speak Chinese on a regular basis. Our kindergarten students take all the subjects, including math, reading, science, Social Studies, and writing from Chinese teachers. Kindergartners are learning to understand the meaning of Chinese words when their teachers are speaking, but the students often respond in English. When they move to first grade, they enter into a complete Chinese-speaking environment. Starting with greeting each other, they also read morning messages in Chinese, and as they progress from class to class, the only language spoken at school is Chinese. Students are not only responding in Chinese to their teachers, but also talking their peers in Chinese when they chat and play. Lunchtime is the only place where teachers do not require students to speak in Chinese. However, some students still continue to talk and chat in Chinese with their friends at lunch. Students in immersion schools develop a high level of proficiency in the second language because they regularly speak the new language during class and also increasingly during non-instructional time such as lunchtime and recess.

Children who study a foreign language also tend to develop new perspectives and a depth of understanding about the vocabulary and structure of their first language (Stewart, 2005). The Chinese language is pictographic in that we focus on what words looks like. Students are looking at the pictographs as they use their imagination. It helps students make mental images of the letters. Cutting-edge research being conducted around the globe has shown increased cognitive abilities with second language learning. Several research studies have found many positive effects for the young school age child in his or her first language, including enhanced verbal skills and higher test scores. For example, Lynn (2008) expects that immersion students will have greater opportunities in
higher education as well as in their careers and beyond. Stewart (2005) found that early elementary students would benefit by learning a foreign language, as students who learn in this environment improve cognitive abilities. Later, those students may show higher achievement test scores in reading and math. Cooper (1987) even pointed out that “the increased length of foreign language study” (p. 385) would help young students increase their comprehensive skills, making a statistically significant difference in their SAT performance.

As a second language learner and also a second language teacher, I have noticed that we often use our first language’s grammatical rules to make sentences in our second language. For example, I often make an English sentence as “who + when + where + what” as, “I today will go to school to swim.” However, for my students who are native English speakers, they may construct a Chinese sentence as “who + what + when + where” as “I will go for a swim today at my school”. Both of the above examples have grammatical mistakes, which is likely because we use our first language structures to make second language sentences. It is critical for teachers to understand that other languages other than English use different methods than English does to connect words into sentences. The above example is an interesting finding that was reinforced by the Center for Advanced Research on Language Acquisition (CARLA) training lesson:

It is important to acknowledge that early studies carried out in one-way total immersion programs, where English may not be introduced until grades 2–5, shows evidence of a temporary lag in specific English language skills such as spelling, capitalization, punctuation, word knowledge, and word discrimination. That said, these studies also find that within a year or two after instruction in
English language arts begins, the lag disappears. There were no long-term negative repercussions to English language or literacy development. (CARLA, 2015, p. 11)

Comprehension skills are not limited by second language learning, for while the students learn the strategies for comprehension or connection in one language, they can easily master the skills in any other language.

For the first one or two years, learning a second language may seem to encumber first language learning. Students put all their energy into learning the new language in the immersion school, which only uses the target language for all the subjects. Some families may choose to pull their children out of the immersion setting, as they are worried about how the young students can learn two languages well at the same time. Fortune (2012) notes that some immersion schools did not perform better on the statewide testing of third graders academically. The above may be true partially because immersion schools generally do not start English instruction until around the second grade. The students tend to catch up quickly, and they show strong academic success in their second or third years after the English lessons start. At Yinghua Academy, for example, students are immersed in Chinese in kindergarten and do not study English vocabulary, grammar, or spelling until the second grade. Below are the MCA reading scores for Yinghua Academy in 2008-2016; the grade range is from 3rd to 5th and 6th to 8th (see Figure 2). The proficiency level in Yinghua is much higher compared with the statewide proficiency level.
Based on the results from these standardized tests, Yinghua Academy’s MCA reading scores are higher than the state average. Stewart (2005) also shows that “Foreign language study is linked with higher achievement in other academic areas” (p. 14).

Armstrong and Rogers (1997), Saunders (1998), Masciantonio (1977), Rafferty (1986), Andrade (1989), and Kretschmer and Kretschmer (1989) also show that when students spend more time on foreign language study, it not only helps them become almost native speakers of the second language, but it also reinforces students’ knowledge in core subject areas such as reading, English, Social Studies, and math. Armstrong (1997) found that students scored significantly higher in math and language arts after one year of 90
minutes per day of foreign language studying. For example, below is Yinghua Academy’s 3rd to 5th grade MCA data for math from 2012 to 2016 (see Figure 3).


Language Learning and Culture

Language learning does not only involve simply memorizing vocabulary and the rules for constructing sentences. Shohamy (2007) notes that language is “open, dynamic, energetic, constantly evolving and personal” (p. 33), and encompasses the rich complexities of communication. Language should not be limited to understanding the relationship between the first language and second language. That is, the second language
requires using different words to replace the first language words. Kramsch (1998) defined language as “a system of signs that is seen as having itself a cultural value. Speakers identify themselves and others through their use of language; they view their language as a symbol of their social identity” (p. 3).

Brown (2000) defines culture as “the ideas, customs, skills, arts and tools that characterize a given group of people in a given period of time” (p. 177). Paige et al (2003) states that every language has culturally specific implications that include understanding “the process of acquiring the culture-specific and culture-general knowledge, skills, attitudes required for effective communication and interaction with individuals from other cultures. It is a dynamic, developmental, and ongoing process which engages the learner cognitively, behaviorally, and affectively” (p. 177).

The culture of a country is also expressed through the primary language spoken. Every language is different because every country has its own culture or set of cultures. While students learn a new language, researchers concur that they should also learn more about the culture from which it comes. Brown (2000), Byram (1989), Kramsch (1993), and Mitchell and Myles (2004) claim that there is a very close relationship between culture and language. Swiderski (1993) points out that teaching a foreign language by adopting a culture-free approach is futile since “ideas about language are ideas about culture, and ideas about culture concretely affect language teaching and language learning” (p. 122).

According to Garfinkel (1972), the foundation of culture is not its shared knowledge, but its shared rules of interpretation. If we regard language as a tool for understanding the world, then students need a shared cultural background or a common
understanding of the culture in order to be culturally competent when using language to understand and interpret the world, especially since most of our immersion students do not speak Chinese as their first language at home. Their shared understanding of Chinese culture then becomes a bridge to connect the two cultures together. We do this by celebrating both American and Chinese holidays, learning arts and crafts from both countries, and making connections to stories in both national contexts.

At my school, we are teaching Chinese culture to our students. However, it is never about simply sharing information with them about Chinese culture. Students discover how new grammatical rules, sounds, and meanings can usher them into a new world where they can accept and work together, melding their own culture with Chinese culture. As Polizer (1959) notes, “If we teach language without teaching at the same time the culture in which it operates, we are teaching meaningless symbols or symbols to which the student attaches the wrong meaning” (pp. 100-101). Polizer specifically pointed out how important it is in learning a new language that the culture is also related with the language.

What will happen if teachers only teach language without an understanding of culture? Krasner (1999) notes: “Failure to teach some aspects of culture could result in miscommunication, misinterpretation, and a major culture shock on the part of the students” (p. 87). In other words, teaching the culture of the target language to learners will help them think like a native speaker of that language (Stern, 1992). Language learners and all other people engaging in the business of language teaching should take into consideration that cultures have differences as well as similarities (Englebert, 2004).
However, according to Jiang (2000), people from different cultures can communicate different ideas when using similar languages. Language is born of societal interactions, so no language can be truly learned and appreciated without some knowledge about the people who speak that language. Jiang (2000) also suggests that learning culture can start with an understanding of students as human beings, who need to understand their environment including: thinking habits, beliefs about self, and collaborative workflows that result in sustained critical learning. In the end, students should develop culturally based learning into their daily lives as new words and cultural learning opens new doors for them.

**Foreign Language Materials**

Kramsch (1988) points out that foreign language materials are unique because they are based on the native culture of the users of the language. Yet, such materials also provide learners a way to think beyond their own culture. Consequently, the author notes that students have exposure to foreign modes of thought and behavior that could change the ways that learners learn the material (p. 85). Tomlinson (2012) defines materials as “anything that can be used to facilitate the learning of a language, including course-books, videos, graded readers, flash cards, games, websites and mobile phone interactions, though, inevitably, much of the literature focuses on printed materials” (p. 143).

Kramsch (1988) maintains that the depiction of culture in foreign language teaching materials needs reevaluation concerning four main points:

- **Factual information:** Cultural texts need to provide information about the target culture seen from both the culture one (C1) and culture two (C2) perspective,
including information about the native culture of the learner seen from both points of view.

- Relationship between facts: The material should highlight the socio-political connections between the cultural facts contained in the material.

- Construction of concepts from facts: The connections between facts need to be abstract enough to permit generalizations and meaningful comparisons between C1 and C2. These meanings should run the full gambit of human experience: social, political, moral, symbolic, and esthetic.

- Cognitive and affective abilities: Learners should have access to exercises and activities that stimulate relational thinking, abstraction, and metaphor, critical analysis of facts and their presentation (Kramsch 1988, p. 53).

When selecting appropriate language-teaching materials, Brynes (1988) provides several noteworthy suggestions for teachers to consider. First, she proposes a meaningful transfer perspective contained in teaching materials, a perspective that recognizes “the maxims of conversational behaviors, for instance, being informative, being cooperative, being truthful, being grounded in the situational and socially derived use of language” (p. 30). She maintains that any pragmatic dimension of a textbook needs to be enriched, augmented, and frequently supplemented by the teacher’s modifications. A textbook can suggest the negotiated, interactive quality of language use, but only the teacher can implement its full benefits in the classroom through instruction (p. 31). In many learning situations today, it is up to the instructor to provide the necessary cultural information that supplies students with the background they need in order to be successful in terms of communicating in the target language.
According to Cortazzi and Jin (1999), textbooks can be considered as “a teacher, a map, a resource, a trainer, an authority, and an ideology” (as cited in Wen-Cheng, Chien-Hung & Chung-Chieh, 2011, p. 93). Textbooks help language programs present the language content to the learners in an organized way (Richards, 2001). Textbooks fulfill a variety of functions such as establishing a basis for the content, providing the language input for learners, helping the teachers’ instruction, presenting a well-designed outline for the language course, and even helping inexperienced language teachers structure their lessons (Richards, 2001). Moreover, learners can use textbooks outside the classroom for language study (Parish, 2004). Hutchinson and Torres (1994) note: “no teaching-learning situation, it seems, is complete until it has its relevant textbook” (p. 315). In many language teaching settings, textbooks are used as the primary curriculum resource. Teachers should use the textbook as a guide for instruction or as a resource but it cannot be the only source for students to use to learn a language. The teachers should modify, change, revise, or add more outside reading to support the textbooks depending on the information gotten from the textbook, and the situation in the classroom setting.

**Teaching Chinese as a Foreign Language**

As mentioned previously, Chinese is one of the more challenging languages for many native English speakers to learn due in large part to the nature of its written orthography. In order to master Chinese characters, students need to learn three aspects simultaneously: the pronunciation sometimes represented in pinyin using the Roman alphabet, the written form, and the meaning of words. Because the standard orthographic form does not readily indicate how Chinese characters are to be pronounced, the complexity of the writing system makes learning the Chinese language challenging,
especially for learners whose first language is more closely alphabetic (Allen, 2008; J. S. Bell, 1995; DeFrancis, 1984; Everson, 1988; Guder, 2005; McGinnis, 1999, as cited by Ye, 2013).

As an immersion classroom teacher, much of my time is spent thinking of different ways to motivate my students. I always think of the question, “Do my students believe that they can learn another language?” Ye (2013) writes that learners’ beliefs about language have an important impact on second language acquisition. Horwitz (1988) advises that negative beliefs about language learning would result in less effective learning. White (1999) suggests that beliefs are instrumental in defining tasks and learners’ behavior. As Lijuan also notes, “Thus, it is necessary for instructors to understand that students’ beliefs about language learning—either preconceived or constructed during the learning process—may influence their attitudes, motivation, and behaviors and thus hinder or facilitate the language acquisition process” (p. 3). Tse (2000) further comments that “From a theoretical perspective, certain attitudes and beliefs derived from student perceptions can have a profound impact on the learner’s affective state. This affective disposition has been hypothesized to play a central role in the processes of language acquisition” (p. 70).

Wen (1997) points out that because the Chinese orthographic system is complex, learning it might create major affective and motivational barriers. If students are not psychologically prepared for the demands of understanding the language, they may become frustrated at the beginning of their learning; consequently, students may develop negative reactions to the language, and their motivation may greatly decrease (p. 236).
Over the past two decades, however, Carrell (1981), Hammadou (1991), Johnson (1982), Pritchard (1990), Roller & Matambo (1992), Steffensen, Joag-dev, and Anderson (1979) began applying some of these findings to second language (L2) research, with results indicating that familiarity with the cultural content of a text (prior experience in the target culture as a native or nonnative member) can positively affect students' reading comprehension. Based on these findings, Barry (1995), Lazarte (1998), Kim (1995) investigated the effects of providing culturally specific background knowledge to students prior to their reading a foreign text. These studies demonstrate that students with adequate instruction in the cultural content of a foreign text understand and recall more information from the text than those without any instructor-guided preparation.

Instructors might also want to consider students' preferences when developing their background knowledge about the target culture, as reader interest in the topic also seems to play a role in second language reading comprehension. Bligel and Buunk (1996), Carrell and Wise (1998), and Leloup (1993) show that topics which interest students the most in their own culture can assist them in their comprehension of the same subjects in foreign language texts, outweighing any types of linguistic difficulties they may encounter. Lastly, Canning (2004) content schemata demonstrates that reading in a foreign language can be greatly facilitated by developing students' background knowledge about the culture represented in the text.

In effect, the Standards for Foreign Language Learning in the 21st Century (National Standards, 1999) outlines similar goals in the "Cultures" standard: "Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied" (p. 9).
Students not only recognize more elements in the text as seemingly characteristic of Chinese literature, but they could succeed in explaining why these textual clues align with Chinese cultural practices. Byram (2009) asserts that the integration of values and meanings of the foreign culture with those of one’s native culture can bring about a shift of perspective or the recognition of cognitive dissonance. Moreover, Swaffar (1992) acknowledges that in order to combat “cultural distance”, students must be exposed to foreign literature with a view to developing the ability to put into question and evaluate the cultural elements second language texts are suffused with. Singhal (1998) believes that culture should be taught as an interpersonal process; that is, rather than presenting cultural facts, teachers should assist language learners in coming to grips with the other cultures. Kramsch (1988b) maintains that, by virtue of the increasing multiculturalism of various societies, learners should be made aware of certain cultural factors at work, such as age, gender, and social class, provided that the former usually have little or no systematic knowledge about their membership in a given society and culture, nor do they have enough knowledge about the target culture to be able to interpret and synthesize the cultural phenomena presented.

According to Gohard-Radenkovic (2004), “the teaching/learning of modern languages seems to us to be the discipline par excellence for intensifying the openness to other cultures and the contact with otherness in the development of positive cultural representations associated with xenophile attitudes” (p. 53). Given the link between language learning and positive cultural representations, confidence when speaking the second language and identification with the second language community would lead to more positive cultural representations.
Linda (2006) argues that cooperative learning methods are beneficial when students are learning a second language, as doing so provides many opportunities for increased language production and allows learners to negotiate meaning in natural and low-anxiety environments. McGroarty (1993) maintains that cooperative learning "provides a powerful tool for language acquisition as it establishes an instructional context that supports many of the aspects of language development taken as central by theories" (p. 20). Students who engage in cooperative learning develop higher level thinking skills, improved interpersonal skills, greater intrinsic motivation, heightened self-esteem, and positive attitudes toward learning (Linda, 1995).

However, I know as a teacher at a Chinese immersion school, that it is difficult to find many useful or appropriate resources for teaching Social Studies in the immersion school setting. Since Social Studies as a discipline is more about various forms of social, political and economic participation, other teachers and I struggle to find many Chinese resources. Also, American Social Studies is different when compared it to Chinese history and its political system. Through it is difficult to find the Chinese resources to support and teach Social Studies, one approach that I have explored for this capstone is adding some comparative units between the United States and China based on the different and types of social contexts, histories, and political participation, as well as economic behavior. Moreover, if I integrate cultural studies into our immersion curriculum, it will provide students with a diverse, interdependent, and potentially new worldview. As Guichun (2002) points out, multicultural education is not only meant to make students feel good about themselves, but should help students gain a better understanding of the history of their own communities and those of others in their
classrooms. Multicultural education, according to Guichun (2002) prepares students to engage as productive citizens who create a better nation and world. Multicultural education is one of the approaches to connect students with global education, which helps learners move away from cultural boundaries, and presents new knowledge that hopefully changes their attitudes, and builds their skills to participate in civic action and to make society more equitable and just.

**Conclusion**

Chapter two included a step-by-step overview of how important the study of culture is when learning in a second language school. I discussed how and why second language learners get more benefits from learning another language. At the end of the chapter, I overviewed research that discussed how to use cooperative learning methods to teach a second language. For the next chapter, I will focus on how to design and incorporate cultural studies into a first-grade Social Studies curriculum in the Chinese immersion setting by discussing the process of curriculum design and methods for creating the lesson.
CHAPTER THREE

Method

Chapter one summarized my personal journey of learning a second language, as well as the motivation behind my Capstone question, which is, “How can first-grade Chinese immersion teachers integrate culture into the Social Studies curriculum?” Chapter two followed with a summary of the related literature as an overview to support the rationale of combining immersion study and cultural learning into the second language classroom. Chapter three will explain the methods of inquiry. In this chapter, I will describe my rationale for the selection of the curriculum development model, the setting in which the curriculum will be used, and the actual process of curriculum revision and assessment of that curriculum.

Capstone Goal

The goal of this capstone is to complete a curriculum revision of Social Studies content in the Chinese immersion setting for the first-grade classroom. The reason for this revision is simple: to motivate students learning a second language in ways that are also content specific. I want my students to not only learn Chinese, but also learn what is behind the language, including the people and cultures “because language is an integral part of a culture” (Kramsch, 1993, p. 3). Swaffar (1992) acknowledges the contribution of culture to the learning environment when he writes that in order to combat “cultural distance”, students must be exposed to foreign literature with a view toward developing the ability to put into question and evaluate the cultural elements that second language learners’ texts are infused with. Kramsch (1993, 1987a) also believes that culture should be taught as an interpersonal process rather than merely presenting cultural facts.
Teachers therefore should assist foreign language students in learning about other cultures.

In many learning situations, it is up to the instructor to provide the necessary cultural information that supplies students with the necessary background they need to be successful in communicating in the target language. For this elementary Social Studies curriculum, I will demonstrate how to integrate both American and Chinese cultural elements together.

**Site and Setting**

The school where I work is a Chinese Mandarin immersion elementary school located in the urban core of a large metropolitan area in the upper Midwest. The school started in 2011 with 19 kindergarteners and now educates over 160 students in grades kindergarten through fifth grade. It has a full-time teaching staff of 12 with additional special education teaching and paraprofessional support.

According to the Data Center of *MDE. Minnesota Department of Education*, our school’s student population in the 2016-2017 academic year was 31 percent Asian, 6 percent African American/Black, 12 percent Hispanic, and 34 percent White. Our school has 31 percent of the students eligible for free and reduced lunch and 4 percent of our students are in special education. Once children start school in our Chinese immersion program, they are highly likely to continue in our school. For example, our 2013-2014 kindergarten classes had 30 students, the 2014-2015 year’s first grade classes had 28 students, the 2015-2016 year’s second grade class had 26 students, and the 2016-2017’s year’s third grade class had 25 students, which shows a fairly high retention rate. Our school provides instruction in Mandarin across all core subjects - reading, writing, Social
Studies, and math – and the school’s philosophy is to create multicultural citizens of the world. Students become fluent in Mandarin Chinese and develop skills at or beyond the standards set for English-only programs. Kindergarten and first-grade students are taught mainly in Mandarin. Similarly, students in grades second to fifth receive most of their instruction in Mandarin, but also receive 50 minutes of English language arts instruction daily. Another facet of our school is that 31 percent of our students are English Language Learners. Starting in the kindergarten, students take 30 minutes of ELL instruction for building up their basic English pronunciation skills twice per week.

In the 2016-2017 academic year, the first-grade classroom I taught was made up of nineteen six and seven-year-olds that included eleven girls and nine boys. Seventeen of the students in my class attended kindergarten at our school. The two new students joined my class in first grade, and both of them had the experience in Chinese. One student came back from Taiwan, and the other came back from Yunnan, China; however, their families do not speak Chinese. One student’s mother is a native Chinese but his father is a White American who cannot understand any Chinese (their family is speaking English at home), and the rest of the fifteen students came from non-Chinese speaking families. Most students are living with both parents at home. Two of the 19 students’ families do not speak English at home. In September of a given school year, students normally speak in English with their peers, and I still accept their responses in English. However, on the first day of October we officially announce that we are transitioning into the Chinese-only language classroom. It means that whenever we speak, answer or answer questions, the only language we are using is Chinese, English is not an acceptable language from this time forward.
Other than our coach who grew up in the United States, all our immersion teachers and our principal grew up in China. Our teaching style combines both Chinese and American elements. Two younger teachers finished college in the United States, but the rest finished college in China and worked there for several years. To attain our teaching licenses, we took our pedagogy courses in the United States, and have successfully integrated into American culture after living for years in United States. Many teachers are also married to American spouses. We see our school as a multicultural society in that we are a typical American public school, yet it is easy to recognize the Chinese culture in our setting.

In our school, the principal and teachers have tried hard to increase opportunities to introduce our students to the customs and traditions of Chinese culture. For example, we have a big celebration of Chinese New Year. During that time, students learn the story of the New Year. We teach crafts and activities related to the Chinese New Year including cultural elements. The principal hired a professional dance teacher to come to our school once a week to teach our students about Chinese traditional dance. At the end of this dancer’s visit, the students wore Chinese clothing and performed traditional Chinese dances and songs. In the 2014-2015 academic year, students also learned about Chinese Kung Fu and drew Chinese paintings. The purpose was not only to celebrate Chinese holidays, but also to bring rich cultural content into our teaching to expand the students' knowledge, interest, and respect for the group being featured, and for learning the language along with an appreciation for Chinese culture.

In my classroom, I place four students into a group and then I connect their tables into a square. They put their school supplies on the table including their pencils,
notebooks, crayons, scissors, and so forth. They are responsible for keeping their tables clean. My students and I create our rules together in the first six weeks of the school year. We post our rules in the front of the classroom. We have a math corner and a classroom library. My classroom setting is similar to a typical American classroom setting except all the material and instructional directive is in Chinese. My classroom schedule hangs beside the smart board; however, I have another one in English outside my door so visitors, teachers or parents can read it.

**The Theoretical Foundation of Revising the Curriculum**

The product that I am creating for this capstone is an aligned curriculum that addresses the state of Minnesota’s educational standards. All elementary teachers in Minnesota are required to address and teach grade-level content standards. Different than Yinhua Academy, which is a charter school where teachers have more flexibility, our immersion curriculum follows the school district’s standards. However, instead of using English-language books and materials, everything we are using is in Chinese.

The fundamentals of language development that I follow and model are: vocabulary expansion and grammar learning, especially the building of communicative competencies (Byram & Kramsch, 2008). The curriculum was also developed with the assumption that language instructors need to find ways to improve and expand our teaching of culture within the language curriculum (e.g., Byram, 1991, 1997; German Studies Association, 2008; Meyer, 1991; Seidl, 1998). The curriculum I have developed for this capstone will specifically address the elementary Social Studies standards.
Social Studies Curriculum

Our district’s Social Studies scope and sequence includes four components: civics, economics, geography, and history. The study of culture is far beyond examining artifacts and holidays because doing this alone would foster a superficial knowledge of the culture that can easily lead to stereotyping – similar to gazing at the surface of an ocean and assuming one knows what lies beneath (Rowan, 2001). One approach to teaching cultural studies is to arrange instructional sequences that guide the student through stages of cross-cultural awareness (Hanvey, 1978). Based on Hanvey’s model, I will integrate Chinese culture through four levels of instruction. Levels one and two will lead students to compare and contrast cultural beliefs and artifacts with their own culture. Level three will involve students having to engage in analysis to explain the new culture. Level four will help students understand what it is like living in the new culture, which permits them to develop a semi-insider’s point of view. I will also develop sample surveys that teachers can distribute to their colleagues and students to further expand upon these ideas.

Assessment of the Revision Process

For this capstone, I am drawing from the Understanding by Design (UbD) as the curricular framework (Wiggins & McTighe, 2005). Understanding by Design® (UbD™) is a planning framework used for improving student achievement. The UbD framework emphasizes the teacher's critical role as a designer of student learning. UbD also helps teachers clarify learning goals, set up appropriate assessments of student understanding, and plan effective and engaging learning activities. My purpose for revising the curriculum is to integrate cultural studies into the Social Studies curriculum in hopes of improving student achievement and increasing their interest in the content. Based on my
language learning experience as described in chapter one, one can see how very uncomfortable I felt when learning a new language without deep levels of understanding of culture. The UbD is a perfect framework from which my students can reveal their understanding of the content in a supportive learning environment.

Based on the UbD framework, I will design my curriculum following the three-stage process which is called “backward design” in the framework. The design’s purpose is to “avoid the twin problems of ‘textbook coverage’ and ‘activity-oriented’ teaching, in which no clear priorities and purposes are apparent” (Wiggins & McTighe, 2005, p. 33). My first stage will be setting the goals and clarifying the assessment. As an example, Figure 4 contains the transfer goals and culture-learning goals for our first-grade Social Studies - Geography unit. Students are not only learning the Social Studies content, but also the culture of their target language.

*Figure 4: Goals*

<table>
<thead>
<tr>
<th>Social Studies Units</th>
<th>Transfer Goal</th>
<th>Learning Goal</th>
</tr>
</thead>
</table>
| Geography            | 1. Use symbols of where things are on a map of my classroom or other places.  
2. Use addresses to identify specific locations and location words to identify the direction and distance between two people or things.  
3. Compare the physical and human characteristics of where we live and places far away. | 1. Compare the different things in a classroom in the United States and China.  
2. The different measurement units between Chinese and English.  
3. Compare the physical and human characteristics between China and the United States. |

The first stage will focus on the “transfer of learning” as the desired result based on some essential companion questions as to what students should know, understand, and be able to do. As Wiggins and McTighe (2005) pose, I address questions such as the
following: What is the ultimate transfer we seek as a result of this unit? What enduring understandings are desired? What essential questions will be explored in-depth and provide focus to all of our learning? I will use the above questions to engage students in thoughtful application. I believe the applications can help students to develop a deeper understanding of the important ideas and processes to support the content I am teaching in Social Studies. Figure 5 shows sample understandings exercises and essential questions for the Social Studies - Geography unit.

*Figure 5: Understanding Essential Questions*

<table>
<thead>
<tr>
<th>Understanding</th>
<th>Essential Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make a map of the school playground/other places familiar to students.</td>
<td>How do we make maps of places we know?</td>
</tr>
<tr>
<td>T-chart of things best located through absolute location (like addresses) or relative location.</td>
<td>How do we say where people or things are located?</td>
</tr>
<tr>
<td>Concept map of characteristics of Minnesota and rainforest/desert/polar regions.</td>
<td>What is our community like? How is it different from other places?</td>
</tr>
</tbody>
</table>

“Backward design” allowed me to think about assessment priorities before I started to design specific units and lessons. During stage two, regular reviews of the results (i.e., achievement data and student work samples) will be used to assess whether students met the intended goals. I will discuss the need to incorporate students’ assessment evidence based on the six facets of understanding for assessment purposes. I will also create a sample set of surveys for teachers to collect feedback from students and their peers to allow teachers to analyze the students’ responses, and to adjust their curriculum and instruction accordingly. The survey was designed for determining whether students truly understand the concepts being taught. I will discuss how teachers could make sense of the data collected and organize it into categories or themes that will
assist them with making adjustments to their instruction. However, the feedback form can be adjusted by different unit and learning goals. As Wiggins & McTighe (2005) point out, teachers do not need to use all six facets together for an assessment because “these tasks should be seen as culminating performances for a unit of study” (Wiggins & McTighe, 2005, p. 5). To best assess whether students are truly understanding the content, I will add other measurements such as tests, observations, and projects to determine what students know and can do based on different unit needs. In stage three of the “backward design”, the lessons and activities will address the three goals I set up in Stage one: transfer, application, and acquisition. For example, for the Geography unit, students will create maps by themselves. They can pick China or America as the target places. Then, students can give a short presentation to explain their maps.

The three-stage planning design de-emphasizes the teaching of content knowledge and skill to focus on more general understanding. The first stage sets up the learning goal including the cultural elements; the second stage focuses on the assessment evidence needed to show how students achieved the desired goal; and the last, third stage plans the teaching and learning activities and resources to help students achieve the goals. I will use Hamline University’s lesson plan template (Figure 6) to write my seven lessons in Social Studies, which will include four units in the subareas of civics and economics.
**Figure 6. Lesson Plan Template**

<table>
<thead>
<tr>
<th>Teacher Name:</th>
<th>Lesson Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(K-12) Course name:</td>
<td>Grade Level:</td>
</tr>
<tr>
<td>Topic:</td>
<td>Day in Lesson Sequence:</td>
</tr>
<tr>
<td>Today’s Date:</td>
<td></td>
</tr>
</tbody>
</table>

**Lesson Rationale:** What is the central focus of the lesson? What is the purpose for the content you will teach? How are you helping students build conceptual understanding, procedural fluency (if relevant), and critical thinking skills in this lesson? How will students make connections to other course content and to their experiences? What requisite skills do students need in order to access the lesson and participate fully? Where does this lesson fall within a learning sequence (What would come before? What will happen after?)?  

Brief summary in English.  
Detailed description in Chinese.

**Content Standards:** (Minnesota State, Common Core, and/or National Standards, English Language Development Standards): Cite constellation of standards, using the numeric code reference as well as the text, that are the focus of this lesson. If addressing only a part of a standard, italicize that part.  

Brief summary in English.

**Content Objectives:** What do you want students to be able to do as a result of this lesson? *Use one of the following sentence frames:*

- Given (learning activities or teaching strategies), the learner(s) will (assessable action) in order to demonstrate (connection to standards).  
  *Or*  
  Students will be able to (assessable action) by (evidence)  
  *Or*  
  Students will be able to (assessable action).  

Brief summary in English.

**Academic Language/Language Objectives:** What language do you want students to be able to produce to demonstrate what they have learned in this lesson?  

*Technical Vocabulary:* What key vocabulary (“the bricks”) do you need to introduce/review with students and how will you engage students with that vocabulary in the lesson? Is this vocabulary being introduced, developed, or reviewed in this lesson? Type here  

*Academic language functions:* What function is essential for students to engage in learning within your instructional purpose? (e.g. analyze, compare/contrast, explain, interpret, argue, persuade, categorize, describe, predict, question, retell, summarize, justify with evidence)
Language forms: What phrases and words (“the mortar,” language and phrases typically invisible to native speakers) do students need in order to engage with the content concepts?

Interaction: What opportunities will you provide for students to interact with the new technical vocabulary, academic language function and language forms to develop fluency (written and/or oral)?

Assessment & Feedback

Prior Knowledge Assessment: How have/will you formally and/or informally assess what students already know, think, or can do relative to each objective? What misconceptions, alternative conceptions, or common errors does research show you could expect students to demonstrate related to the objectives? How will you plan to reveal and address misconceptions and common errors during the learning sequence?

Brief summary in English.
Detailed description in Chinese.

Summative Assessment: What culminating assessment(s) will students complete in the future that will allow you to evaluate their final mastery of the objective(s)?

Brief summary in English.
Detailed description in Chinese.

Provisions for Learning Differences: How does the design of instruction meet the needs of individual students and groups of students with particular learning needs (English Language Learners, students with IEPs, students with 504 plans, underperforming students, students with gaps in academic knowledge, struggling readers, and gifted students in need of greater support or challenge)? What adaptations and modifications will you make for specific individuals or small groups of learners?

Brief summary in English.

Materials: What materials will you need in order to teach this lesson? What materials will students need?

**ATTACH ANY HANDOUTS, SLIDES, READINGS, ETC. NECESSARY TO COMPLETE THE LESSON.**

Brief summary in English.

<table>
<thead>
<tr>
<th>Time</th>
<th>Learning Activities</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>For each section, clearly articulate:</td>
<td>For each learning experience (there may be multiple learning experiences within each section), clearly articulate:</td>
</tr>
<tr>
<td></td>
<td>What the teacher will be doing;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What students will be doing;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Directions that will be given (including time cues, getting materials, forming groups, determining roles, tasks to be completed, etc.)</td>
<td></td>
</tr>
</tbody>
</table>
| Examples and/or information the teacher will provide;  
Questions and prompts the teacher will pose before, during, and following completion of an activity to elicit student articulation of their learning;  
Expected on and off-target student responses;  
planned teacher interventions;  
Any additional information that a principal, mentor teacher, or substitute teacher would need to observe or to carry out the lesson flawlessly | why you selected this instructional strategy;  
how individual and group learning needs are met,  
what learning you want to result from the experience. |
|---|---|
| **Lesson Launch (Also known as a HOOK or anticipatory set)**  
How will you motivate your students? How will you connect to your students’ previous experiences/background knowledge? How will you help students transition from the previous lesson to this one? |  |
| Brief summary in English.  
Detailed description in Chinese. | Type here |
| **Instructional Task(s) Sequence**  
What learning experiences will you engage students in that will help them build the understandings and skills needed to meet the content and language objectives? |  |
| Brief summary in English.  
Detailed description in Chinese. | Type here |
| **Lesson Summary and Closure**  
How will key points of the lesson be articulated and summarized? By whom?  
How will you help students transition to the upcoming lessons on this topic? |  |
| Brief summary in English.  
Detailed description in Chinese. | Type here |
| **Management and Safety Issues:** Are there management and safety issues that need to be considered when teaching this lesson? If so, list them. What will you do to prepare students for these issues? |  |
| Brief summary in English. |  |

**Limitations of the Curriculum Revision Process**

The curriculum that I am developing and revising follows my school district’s scope and sequence. It may not exactly fit into other Chinese immersion settings, as it
will be based on “raw material” in my individual classroom that varies each year. For example, I may have a different size classroom each year. As a teacher, I have had the experience of how the “raw material” can impact my instruction; more specifically, that I need to adjust the curriculum each year by adapting it to a different group of students. My hope is that my efforts can encourage my students’ enthusiasm in their second language classroom and be a resource for other Chinese immersion teachers.

The curriculum I have designed and revised, which can be found in the appendices, shows how to integrate cultural studies into the first-grade Social Studies classroom in the Chinese immersion setting. The reader will also find the detailed curriculum guides and the structure of the seven lessons (see Appendix A). After I discuss the seven lessons, there will be a curriculum review including seven ways of checking for students understanding of the lessons. I also created three different surveys for students, peers and teachers to evaluate the lessons, which will be in Appendix B. My reflections and recommendations will provide the reader a sense of what the limitations are for the designed lessons and include some recommendations for other immersion teachers.

In conclusion, in chapter three, I emphasized my purpose for researching and writing this capstone. My detailed plans are written mainly in Chinese as I prepared them for the teachers who are working in the Mandarin immersion setting. However, I write a brief summary in English, which can be a resource if other immersion teachers would like to get ideas about how to write similar lesson plans. In Appendix A, there are seven lesson plans: five lesson plans for the Civics unit, and two lesson plans for the Economics unit. I am also using some children’s read-aloud books as resources to support my
teaching and to help my students better understand and master the concepts I am teaching. While my district is in a regular American English public school district, it includes several different language immersion schools. Each language immersion school needs to make the appropriate adjustments. For example, I am using children’s read-aloud books recommend by my district, but our school policy does not allow me to read them in English. Thus, I will translate the American books by reading them in Chinese to my students. My purpose for adding cultural studies into my Social Studies teaching is to help my students throughout the learning process though extending their minds into understanding new worldviews. As a teacher, one important mission is to prepare my students for their futures. I hope that my curriculum will not only help teachers better prepare for intercultural Social Studies teaching, but also bring some new and creative ways to work with all students.
CHAPTER FOUR

Findings and Conclusion

For the 2016-2017 school year, there were nineteen students enrolled in my classroom, which is located in an urban public elementary school setting where Chinese is the primary language of instruction. Our school designed a culturally responsive curriculum, which best serves our setting, which is a multicultural school. For my capstone, I specifically revised the first-grade Social Studies immersion curriculum to include elements of cultural studies. As a high-achievement immersion school, we are not only able to provide a successful academic curriculum, but we also understand the diversity of our student population and are aware of the importance of promoting cultural awareness. As a public-school teacher in an urban area, I believe that teachers should actively demonstrate to their students that they care about the students’ cultural, emotional and intellectual needs. To incorporate cultural awareness into our classroom curriculum, specifically because our target language is outside of their home background, we need to promote cultural awareness and create lessons to counteract stereotypes. One approach to teaching cultural studies is to arrange instructional sequences that guide the student through stages of cross-cultural awareness (Hanvey, 1978). Our cultural learning is infused into all subjects – math, reading, Social Studies, science, and writing.

Curriculum Design

This Social Studies curriculum was created using guidelines and framework established in the Understanding by Design model (Wiggins & McTighe, 2005). It contains four units of lessons. Each unit would vary in length and complexity, but each can be completed in four weeks with 30 minutes per day. Some lessons may take more
time, extending to eight weeks, and will require the teacher to plan ahead to distribute the content over multiple days. Each lesson would meet the required plan from the district, and include the cultural learning. My colleagues and I are working to connect all the subjects together as much as possible. Thus, my lesson plans would include activity plans that cross over to other subjects. For example, the Social Studies lessons combine children’s read-aloud books and writing practice, and the economic lesson includes developing math skills.

**Expectations**

Based on my research, while progressing through the unit and the individual lessons, I am setting several common expectations. The first is that the content is meeting all of the Minnesota state standards and the other curriculum requirements required by the district. Second is that the teaching is bringing rich cultural ideas, and will positively influence the students’ thinking and open new doors to expand their worldviews. Lastly, through their learning, students will gain a better understanding of the Social Studies content, gaining the ability to compare and analyze the differences between how they live, and what they expect from the world around them, including other cultures.

**Structure of the Lessons**

All lessons (Appendix A) were structured using a template that is similar to the “backward design” model used in planning the original lesson plans (Wiggins & McTighe, 2005). I followed all of the standards and benchmarks designed by the district using Chinese (our target language) to meet all the goals that the district set up. For the Social Studies content, the district arranges it as four units:

- Unit 1 Civics- How do we participate in our community?
• Unit 2 Economics – When do I need to make wise financial choices?
• Unit 3 Geography – How does our world compare to other places?
• Unit 4 History – How does my life today compare to life in the past?

Lessons one to five are lessons for the Civics unit, which introduces students to the presidency. Lessons six and seven are lessons for the Economics unit, which focuses on economic decision-making. Each lesson can be completed in approximately 30 minutes per day. Another key assumption is that without the study of culture, teaching a second language is inaccurate and incomplete (Peck, 1998, p. 1), and thus, cultural studies is infused throughout the lessons. However, I have not included the Geography and History lesson plans into my curriculum, but teachers can use these ideas to create their own lessons taking into consideration their district’s benchmarks.

I have drawn from the literature review, followed the district benchmarks, and reflected on my personal experiences as a teacher to determine the content to cover in each lesson. When writing this curriculum, there were many challenges. The Minnesota standards and the concepts may not be easy for first-grade students to understand, and there is also a limited amount of time in which to teach these topics. Specifically, each lesson only has 30 minutes allotted to it, which is based on the district’s schedule. For example, it quickly became apparent that allocating just one class period to introduce complex topics like the United States’ voting system for the president would not be enough to provide adequate knowledge about this complicated system to students. Below is a detailed description of each lesson design and the considerations and challenges relevant to each.
Lessons one to lesson five: understand the duties and moral characteristics of the presidents, comparing the practices of two countries: China and the United States. The focus is on how a candidate can become president to lead their country. My purpose for the lessons is to lead students to understand how different voting processes work in both countries. The lessons will show how the presidential duties are similar in different countries, as well as how a candidate becomes president in China as opposed to in the United States. The first lesson is part of a five-part series that will be their first exploration of American and Chinese presidents. In lessons two through four, students will learn about the duties and moral characteristics of the presidents. For the last lesson, we will compare what the process is for becoming the president in the United States versus the process in China.

**Lesson One: Identify the Presidents of the United States and China**

In the previous lessons, students have learned about effective rules and the rule-making process. This lesson is their first exploration of the American and Chinese governments. The challenge is getting first graders to understand the process while some adults are still confused about it. I plan to begin by showing pictures of the presidents, of the United States and China to get their attention. Limited by 30 minutes, my lesson can only use the children’s picture book Kelly DiPucchio’s *Grace for President* to explain the process of how a candidate becomes president of the United States. I will also talk about the Presidential Election Day.

One challenge of this lesson was explaining clearly to the students a very complicated process about elections, as each step contains a lot of information. Students’ age and their limited vocabulary will pose additional challenges because they probably
are not familiar with the vocabulary related to voting. In addition, most of the students also have no Chinese background in their families. I carefully choose the vocabulary that I know my students can understand. However, it is likely that my students may still become confused and miss some components of the voting process. However, the book Kelly DiPucchio’s *Grace for President* will be very helpful for students to understand the process of voting in United States. Lesson three will using this book again through different objective, but will provide the opportunity for students to review lesson one’s objective.

**Lesson Two: The Duties/Responsibilities and Special Privileges of the President**

First, my plan is to determine what students already know about the topic. I plan to read a book, *If I Were President* by Catherine Stier, which is recommended by my school district. The book is a helpful picture book for my first graders because my plan is that the book will provide an overview of the duties, responsibilities, and special privileges of the president, grounding the premise of my lesson. The book, however, is a little bit too long for most first-grade students. To reinforce the learning content, I worry that some of my students may not understand all of the information that it provides. Therefore, to set the stage for my lesson, I plan to send the read-aloud link to the students and their families prior to teaching it. Knowing my students’ families, they check their email daily, and have completed all of my requirements over the past school year. This preview will hopefully take away many the struggles for students in understanding the message from this book. Another challenge is that the book contains some of the dreams and desires of the main character who becomes president, such as being allowed two desserts per day, and having a statue of himself erected. These examples mentioned
above would obviously not be part of the duties or responsibilities of the presidents; they are only examples of what the main character wants for himself. I would make sure to clarify this as we read aloud.

**Lesson Three: The Important Moral Characteristics to Win the Presidency**

Chinese culture looks seriously at a person’s moral characteristics. When Americans vote for presidential candidates, I believe there is not always the same emphasis placed on the moral characteristics of the candidates. The American media provides a rich resource to help citizens discover and analyze the presidential candidates’ moral characteristics by looking at their background, families, and how they interview and debate. I do not want students to miss any of this, as we often discuss in the classroom the importance of caring about why we are doing something versus only considering what we actually decide to do in life. A district-recommended book I plan to use is Kelly DiPucchio’s *Grace for President*. It is a children’s picture book which is good for supporting this lesson. It discusses how Grace wants to be the president of her school, and how she is faced with competition from another candidate. She has to prove that she would be the better presidential candidate. In the end, Grace wins because she has a heart for service and works for the people. The book mirrors the situation from the real voting process from the 2016 presidential election in the United States. Through the story, students learned that Grace won the presidency because she has a strong moral character. Again, this book provides some challenges as it includes new vocabulary. I plan to send the read aloud link to students’ families on the previous day for students to pre-read it. I also prepared a question: “If Grace is running your school, what would you
want her to do?” This will allow students to make their own connections and check for their understanding.

**Lesson Four: Complete the “What a President Needs” Worksheet**

Beginning with the first lesson, students learn how a candidate becomes president, and what the duties and moral expectations are of her or him. This lesson is a summary since completing “What a President Needs” information is covered in what we learned from lesson two and lesson three. Though it may be a summary of knowledge related to the presidency, this lesson emphasizes that the duties and moral characteristics for the presidents are similar around the world, and in this instance, China and the United States. At the end of lesson four, my lessons will meet all the benchmarks the district requires. Lesson five will be comparing the two voting systems of the United States and China. I do not want my students to get confused, or assume that the duties and moral characteristics are difference for both the presidents of the United States and China. The biggest challenge for this lesson will be the writing component. Many Social Studies vocabularies have not appeared in our prior readings or language lessons. To provide effective learning, I plan to write the students’ opinions on the whiteboard and let students read their answers out loud. This activity will allow them to complete the “What a President Needs” writing sheet.

**Lesson Five: Comparing the Voting Systems between the United States and China**

The voting lesson will be the last lesson related to the presidency. Through the four days of preparation, the lesson helps students understand what the president needs to do in her or his job. I plan to lead students to consider about how both countries require similar duties and moral characteristics of the presidents, yet they use very different
methods to choose their presidents. In the United States, the vote starts from the bottom up; that is, a citizen may not have much wealth, but their vote is still powerful. All citizens who are at least eighteen years old (and who have not been convicted of major crimes) have the right to vote in this country regardless of their economic status. However, in China, the vote starts from the top with the most powerful groups having the authority to make laws and political decisions for this country. My American students will need to understand what the Chinese voting system is like compared to here in the United States, and I will be prepared for their concerns and questions.

To further explain the voting process, I will use our school’s system of choosing classroom representatives who exemplify our school motto, which is: “Respect, Honesty, Diligence and Self-Control.” Every two months, each classroom chooses four students who will receive recognition for following the school’s motto. Our class voting is by a secret ballot so students have a real-life experience with a similar voting process four times during the school year. I will allow them to think about the following hypothetical scenario: If I took away their rights and made decisions by myself, without their input, how would they feel? I believe this learning opportunity will give them a much better understanding of the Chinese system, since while they do not yet have the right to vote for president they can understand what it means to earn votes from their peers. However, I do not want to unfairly influence my students’ thoughts on the conflicting systems. I do not necessarily want my students to judge which voting system (American versus Chinese) is better. The purpose is to bring out this cultural awareness, to influence students’ worldviews, and help them think like global citizens.
In lesson six and seven, I focus on decision making as part of a larger economics unit.

**Lesson Six: Understanding Costs and Benefits (and Saving and Spending)**

Teaching young children complex ideas is always a challenge for me. How far and how deep can I challenge my students? I found a children’s book *Alexander, Who Used to be Rich Last Sunday* by Judith Viorst as my resource basis for this lesson. Through this book, students will learn how the main character, Alexander, spent all his money because he did not make good decisions on how to spend it wisely. This lesson will focus on the concepts of costs and benefits, as well as saving versus spending. In order to consider how Alexander spent all of his money, students must have the skills to count up to $1.00 in change. I will be teaching the math skills prior to this lesson.

Another challenge is that the book contains information that may be unfamiliar to first graders, so students will need to demonstrate understanding of the concepts. To facilitate students’ understanding, I will provide a YouTube link and send the link to the families prior to the lesson so they can watch the visual version before we read it in class. While I am reading it in classroom, I will transfer this book into Chinese.

**Lesson Seven: Economic Decisions Made by American and Chinese Families**

For this lesson, we will first continue to discuss concepts learned from *Alexander, Who Used to be Rich on Sunday*. We will talk about how Alexander spent his money. Instead of the cost and benefit analysis, I will bring in positive and negative concepts into the lesson. For example, some of Alexander’s decisions led him to lose money; however, losing money can sometimes have a positive outcome. For example, Alexander bet with his brothers and mother, and he expected that he would win. He lost his money because
he did not win the bet. If he had won, however, he would have increased the amount of money he had. After this explanation, I will present a few questions for students to discuss. The questions are especially interesting because I find that different families make opposing decisions when it comes to spending money, as some families choose to save as much as money as possible while some families choose to spend out most of their money on daily needs and desires. However, we are not making judgments regarding the way people here in the United States or in China live. The purpose is to open a window to let students look outside of their own lives and learn a different set of values. It will bring out the point that when we make economic decisions, we have been influenced by our values, including our cultural frameworks and family’s background. It will be difficult for students to reach this deep of an understanding on some of these values. My hope is they will see the key differences through my explanations and learn about different values. Though some students may not shift their thinking, the lesson may generate discussions with their families about how they spend money.

**Review of the Curriculum**

In order to answer the question, “How can first-grade teachers integrate cultural studies into the Social Studies curriculum in a Chinese immersion first grade classroom?” I created and redesigned a set of unit plans. I established the learning goals as identified in the unit planning stages of the curriculum to determine the learning objectives for each lesson. For each class, I will provide a key point, which for the teacher will be a takeaway to emphasize to students during the lesson. Each lesson has an informal assessment to determine whether students understand the material and will help the teacher know the tasks towards which to guide the students throughout the following lessons. The informal
assessment can be as simple as checking for understanding through random calling on students. Another method is by using popsicle sticks where each student’s name is written on the stick, and the teacher randomly picks a name from the pile. I have previously used this method in class, and it is a great way to ensure everyone is engaged during the lesson.

The framework provided by Wiggins and McTighe (2005) served as the framework for this capstone through four units of inquiry; however, since the units encompass the whole year, I currently have the results of unit one and two with a total of seven lessons. Based on the Understanding of Design framework (Wiggins & McTighe, 2005), the results are gathered to include the following elements:

- **Explain**: After each lesson, students should be able to explain in their own words to explain concepts, principles, and processes by using the sentence structure provided by the teacher. During the group discussion or “Turn and Talk” students take turns facing their peers to teach the lessons objective, and explain their own stance and reasoning.

- **Interpret**: In the lessons, the teacher provides pictures, stories, and modeling to present the data, text and experiences. Students can interpret the lesson by themselves, showing their understanding.

- **Apply**: Some Social Studies concepts are very complex (especially comparing the two countries’ systems) but students can use and adapt their background knowledge to understand the new concept. For example, students used their own experience of voting in school to help them understand the larger concepts.
• Demonstrate: After the lesson, students can demonstrate a way of thinking about the big picture, specifically recognizing and accepting different viewpoints.

• Display: During the lesson, students learn about a different culture which they may never have had any prior knowledge of. They can display their ability to understand by sensitively analyzing cultural differences.

• Self-knowledge: During the lesson, students may experience some discomfort as they learn about a new culture; however, students would hopefully adjust their knowledge by reflecting on the meaning of the lesson and their experience. Students may be confused since those messages may be totally new for them. Yet, they will hopefully learn how to make connections and use the skills they learned earlier in their reading lessons.

By checking on whether students reached those goals, teachers may use survey data (see Appendix B) to report the results of each lesson. The survey is part of the assessment of the lesson to check students understanding of the concepts, or it may be used mid lesson and adjustment made after the teacher evaluates the students understanding of the cultural learning presented:

• How well students can compare and analyze the target culture and language. For example, Chinese culture compared with American (or their home) culture.

• How cultural awareness influences students’ worldviews and helps them to think as global citizens.

• Through learning the culture, students will have a greater appreciation and context for Chinese, their target language.
Reflections and Recommendations

While developing this curriculum, the impact it had on my daily teaching was substantial not only in Social Studies, but also in all other subjects. While preparing students to be successful consumers of complex Social Studies lessons, teachers will need to help their students make connections to the overall achievement goal for a unit. Each goal needs to be explicitly stated for each lesson. Lesson components were needed to be planned using ‘backward design’. First, I decided on the independent practice or activity to be used, because these will likely allow students to internalize the key points of the lesson. Second, the goal should be a gradual unfolding of the concept, then guiding the students to share what they have learned. The teacher needs to provide space for students to internalize and think through, and then work with the content on their own. Third, the teacher needs to intentionally introduce the new materials involved in the lesson to avoid using the plan to only be centered on the teacher. Since the curriculum is designed for younger children, they should be involved in the learning process for the majority of the time. Fourth, the lesson plan should include the opening and closing components; both should help the lesson and teaching move fluidly, since the opening components provide students an idea of what we will learn, and the closing components help students to adjust their thinking and make a summary of what they learned through the lesson.

Teachers may not have enough time to get through all portions of each lesson. But I recommend using the lessons during other times such as in the morning or sharing time. For example, some questions can be discussed during the morning meeting time. Some schools may have 50 minutes of Social Studies time where students can prepare questions related to the lesson’s content at the end of each lesson. If time allows, another way to
assess how students understand the content is to explain the proper sentence structures which students can use to prepare questions. Teachers can use student-designed questions to quiz other students. It is also a great way to encourage students to practice the target language, since in the immersion model, improving oral language is critical. If time allows, students can show their understanding by drawing pictures and presenting their work to the rest of the class. The next step is for students to be given an opportunity to summarize what they learned during the class discussion either orally or through written reflection. Lastly, the teacher will analyze the lessons effectiveness based on students’ summaries of the lesson. This is to see how well the students understood the content and if students have any additional misconceptions. After the teacher’s analysis, any necessary modifications can be made prior to the next teaching session.

**Looking Ahead**

When designing the next research and curriculum design process, I will likely focus on a more specific project learning goal. For example, my project can be how to increase students’ fluency in Chinese. The project will provide a more targeted and measureable goal. I can start the research on the project and while I collect useful resources, I will explain and design the project step by step. I perhaps had too ambitious of a question of “How can first-grade teachers integrate culture into the Social Studies curriculum in a Chinese immersion classroom?” in that the culture is already part of everything we do as a one-way immersion school. It is not easy to separate culture and determine how to integrate it into my instruction. However, the lessons are interesting because they gave me a fresh way to look at my teaching, and helped me to create a new style of teaching which makes my students to be more excited for what they are learning.
I plan to share my curriculum with my co-workers by sending them my lesson plans, reflecting on what I learned, as well as sharing my struggles with them in hopes that we can collaborate to create something even better that we can use across our classes. I will also discuss my project during the next school year, and will strive for being on the same page as my co-workers. Then, using the strategies I gathered from my research and curriculum design, I will continue to make modifications to the subjects that I am teaching. I will continue to intentionally insert cultural studies into my curriculum, in addition to the target language of Chinese.

**Conclusion**

When the reader examines my lesson plans, they will find that I am writing the details in Chinese, although I have a shorter summary in English. In the design of these lessons, I am considering the teachers who are also working in the immersion setting me. The mother tongue is always the first choice when we write lessons, and it is much easier for Chinese teachers. Through my own experience and research, I conclude that using Understanding by Design (Wiggins & McTighe, 2005) to redesign my Social Studies curriculum will likely have a positive impact on the students in this immersion school. Although the Social Studies curriculum sought to provide teachers with a resource that would eliminate the need for additional preparation, it became apparent that the integration of cultural studies into the Social Studies curriculum would require even more dedicated time on the part of the teacher. This is especially true because the lesson has to meet all the benchmarks set up by the district. It also shows great promise, as students better understand cultural differences, specifically, between China and the United States. That is, students can compare and analyze the target culture and language. It also became
apparent that culture awareness influences students’ worldviews and helps them to think like global citizens. As Kramsch (1993, p. 1) writes:

Culture in language learning is not an expendable fifth skill, tacked on, so to speak, to the teaching of speaking, listening, reading, and writing. It is always in the background, right from day one, ready to unsettle the good language learners when they expect it least, making evident the limitations of their hard-won communicative competence, challenging their ability to make sense of the world around them.

Students are likely to be motivated to learn the target language, which is Chinese, when there are connections to American culture. The more preparation the teacher provides, the more effective the curriculum will be for their students. I believe that this curriculum design can be a good starting point for immersion teachers to use, as it will help set up the conditions for a dynamic learning environment. By using cooperative learning methods, increased opportunities for language production will allow learners to negotiate meaning in a natural and low-anxiety environment (Linda, 2006). I hope that this curriculum provides new ideas for the language immersion teachers to contemplate how cultural studies are important for new language learners.
Lesson Plans

Lesson One: Identify the Presidents of the United States and China

<table>
<thead>
<tr>
<th>Teacher Name: Qiong Qin</th>
<th>Lesson Title: Civics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course name: Social Studies</td>
<td>Grade Level: 1st</td>
</tr>
<tr>
<td>Topic: Civics Knowledge/ Presidency</td>
<td>Day in Lesson Sequence: 1 of 5</td>
</tr>
<tr>
<td>Time: 30 minutes</td>
<td></td>
</tr>
</tbody>
</table>

Lesson Rationale: What is the central focus of the lesson? What is the purpose for the content you will teach? How are you helping students build conceptual understandings, procedural fluency (if relevant), and critical thinking skills in this lesson? How will students make connections to other course content and to their experiences? What requisite skills do students need in order to access the lesson and participate fully? Where does this lesson fall within a learning sequence (What would come before? What will happen after?)?

Brief summary in English.
In the previous lesson, students learned about effective rules and the rule-making process, and we will make our classroom rules later after the “Civics knowledge/Presidency” lessons. The first lesson will focus on the following:

1. Identify the presidents of the United States and China.
2. Discuss how a presidential candidate wins an election through the voting process.

Students may be confused which candidate will win the vote. I selected the book *Grace for President* by Kelly Dipucchio. It is a children’s book about how the main character, Grace wins the school presidency. The main reason why I picked this book is because the voting process in the plot is similar to the presidential voting system in United States. It will be a great review for students to understand how a candidate wins an election.

I will also show of “United States Electoral Votes – by state” to students that they will see the different state has different voting tickets. If one candidate wins in a state, he/she can only get the total number of the voting tickets from the state. Plus, different states have different numbers of the electoral votes.

Detailed description in Chinese.
在之前的课程里，我们已经学过什么是有效的规定和怎样去制定规定。在本节课里，我们将会介绍美国和中国的总统，并讨论美国总统候选人是如何通过选举成为总统的。学生可能会对“为什么得到选票最多的候选人不一定能成为总统”表示疑问，我选择了一本儿童读物“Grace竞选学生会主席”，这本书是关于Grace是怎
样赢得学校竞选的。我选择这本书主要是因为这本书虽然说的是学校选举，但它
的选举方式沿用的是美国的选举方式，这样不但让学生对选举的过程会有一个很好的
了解。然后我会给学生看美国总统选举的每个州的选举票图表，让学生对选票方
式有一个更好的认识。

Content Standards: (Minnesota State, Common Core, and/or National Standards,
English Language Development Standards): Cite constellation of standards, using the
numeric code reference as well as the text, that are the focus of this lesson. If addressing
only a part of a standard, italicize that part.

Brief summary in English.
1.1.4.6.1 Identify the president of the United States; explain that voting determines who
will be president.

Content Objectives: What do you want students to be able to do as a result of this
lesson. Use one of the following sentence frames:

Given (learning activities or teaching strategies), the learner(s) will (assessable action)
in order to demonstrate (connection to standards).

or

Students will be able to (assessable action) by (evidence)

or

Students will be able to (assessable action).

Brief summary in English.
1. Students will be able to identify and name the presidents of the United States and
China.
2. Students will be able understand the four steps for how a candidate wins the United
States presidential election.

Academic Language/Language Objectives: What language do you want students to be
able to produce to demonstrate what they have learned in this lesson?

• Technical Vocabulary: What key vocabulary (“the bricks”) do you need to
introduce/review with students and how will you engage students with that vocabulary in
the lesson? Is this vocabulary being introduced, developed, or reviewed in this lesson?
  ○ Candidate, duties, election, president, vote, leader, campaign, slogan

• Academic language functions: What function is essential for students to engage in
learning within your instructional purpose? (eg. analyze, compare/contrast, explain,
interpret, argue, persuade, categorize, describe, predict, question, retell, summarize,
justify with evidence)
  ○ Analyze, compare/contrast, explain, categorize, describe, question, justify with
evidence

• Language forms: What phrases and words (“the mortar,” language and phrases typically
invisible to native speakers) do students need in order to engage with the content
concepts?
  ○ This is the president of United States, and his name is ……
  ○ This is the president of China, and his name is ……
• **Interaction:** What opportunities will you provide for students to interact with the new technical vocabulary, academic language function and language forms to develop fluency (written and/or oral)?
  - Orally lead students to read and repeat on vocabularies and language forms.

### Assessment & Feedback

• **Prior Knowledge Assessment:** How have/will you formally and/or informally assess what students already know, think, or can do relative to each objective? What misconceptions, alternative conceptions, or common errors does research show you could expect students to demonstrate related to the objectives? How will you plan to reveal and address misconceptions and common errors during the learning sequence?

**Brief summary in English.**
Ask students to name the presidents of the United States and China. Then, show pictures of the presidents of both countries with their names.

**Detailed description in Chinese.**
你们知道美国和中国的总统是谁吗？他们的名字叫什么？然后给照片给他们看。

• **Summative Assessment:** What culminating assessment(s) will students complete in the future that will allow you to evaluate their final mastery of the objective(s)?

**Brief summary in English.**
Students will finish the “What a President Needs” poster on Day 4. In Lesson two, students will learn the duties of the presidents of both the United States and China, and in the third lesson, students will learn about the moral characteristics of the president. During lesson three, students will summary all they learned through the past few days, and fill out the poster. Each student needs to write three duties or moral characters of the presidents in both countries.

**Detailed description in Chinese.**
我准备了一份“总统必须做什么？”的表格，一共有三点。学生可根据这4天对总统工作的了解，来填写并需要阐述原因。

### Provisions for Learning Differences:
How does the design of instruction meet the needs of individual students and groups of students with particular learning needs (English Language Learners, students with IEPs, students with 504 plans, underperforming students, students with gaps in academic knowledge, struggling readers, and gifted students in need of greater support or challenge)? What adaptations and modifications will you make for specific individuals or small groups of learners?

**Brief summary in English.**
I will give the You-tube link to the struggling students one night before the lesson. During the “Turn and Talk” portion, I will join the students who are struggling, and encourage them to share their knowledge and questions.

### Materials:
What materials will you need in order to teach this lesson? What materials will students need?

**ATTACH ANY HANDOUTS, SLIDES, READINGS, ETC. NECESSARY TO COMPLETE THE LESSON.**
Brief summary in English.
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2. Maps of the United States and China
3. Book *Grace for President* by Kelly Dipucchio
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### Lesson Launch (Also known as a HOOK or anticipatory set)

How will you motivate your students? How will you connect to your students’ previous experiences/background knowledge? How will you help students transition from the previous lesson to this one?

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<td>Show pictures of the presidents for both countries. Briefly ask questions related to the two presidents and let students “Turn and Talk”. The “Turn and Talk” is to check to see how much students know about both presidents. Then, I will briefly introduce the two presidents.</td>
<td>请大家看这张照片，你们知道他们是谁吗？他们的名字叫什么？他们的工作是什么？请你和你的小伙伴一起讨论。 （学生讨论） 现在是分享时间，你可以综合你和小伙伴所了解的，来给大家分享。</td>
</tr>
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For this age of students, they need visual information. It is also the pre-assessment method that I will use to see if they know who either person is.
<table>
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<th>minutes</th>
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<td></td>
<td>很高兴大家都知道右边这位是美国的总统奥巴马，他是美国的第44任总统，他在2008年被初次选为美</td>
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<td></td>
<td>国总统，并于2012年成功连任。那左边这位呢？有小朋友猜是中国的总统，非常棒！他</td>
</tr>
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<td></td>
<td>是中国的总统，他的名字叫“习近平”，学习的“习”，靠近的“近”，平平安安的“平”。他</td>
</tr>
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<td></td>
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**Instructional Task(s) Sequence**

What learning experiences will you engage students in that will help them build the understandings and skills needed to meet the content and language objectives?

**Brief summary in English.**

Ask students if they know what is important about the date of the United States presidential elections (We would only focus on the United States’ presidential election here). If students do not know, tell them that it is a special day for citizens of our country who are 18 years of age or older, and it only happens once every four years (Presidential Election Day). Also, briefly mention that China does not have a special presidential election day, but voting takes place in a 5-year period.

Introduce and read the book *Grace for President* that can help students know the voting process. During the reading, we will stop and discuss on some main ideas.

For example:

Voting tickets for each state. The teachers put the names of all fifty states and the District of Columbia into a hat. Everyone except for Grace and Thomas got to choose a state. “Each state is assigned a number of electoral votes. That number is determined by how many people live in that state,”

**Detailed description in Chinese.**

你们知道在美国每四年有一个特殊的日
吗？这一天每个年满了18岁的公民都要做一件事，你们虽然没到18岁，但你们的爸爸妈妈，爷爷奶奶都是要参与这件事的。而在中国的选举是每五年一次，但是没有一个特定的日子。

但在美国是有一个特定的总统选举日！奥巴马总统，就是在2008年的总统选举出来的。是什么人都可以站出来说“我要当美国总统”？还是必须符合一定的条件，就像你必须满了五岁才可以上学前班，总统也是有年龄限制的。总统候选人，就是参加竞选总统的人，必须年满35岁，在美国出生的公民，并且在美国至少居住了14年。

老师考考你们：我可以当这个总统候选人吗？为什么？
（学生回答）
是的，我是不可以成为总统候选人的，因为我不是在美国出生的。
那再考考你们：你们是在美国出生的，那你们可以成为总统候选人吗？为什么？
（学生回答）
对，你们现在不可以，因为你们才6岁或7岁，而且你们才在美国住了6到7年，你们现在有两个条件都不符合。但是你们满了35岁是就可以去竞选当美国总统了！老师很期待哦！

同学们，今天我要为你们读一本书，书名叫“Grace竞选学生会主席”。通过学习这本书，你会对美国的选举制度有更好的认识，因为Grace学校的竞选学生会主席的流程和美国总统选举非常相似。

九月的一天早上，老师拿出了一张美国总统的图，Grace惊讶地发现没有一位女总统，于是她决定要成为一位女总统。于是她参加了学校的选举，另一个候选人是隔壁班一个很优秀的男孩，Thomas。“老师把50个州和特区的名字写好放在帽子里，让除了Grace和Thomas的学生都来抽取一个州来作为代表”老师并解释了为什么每个州的数字不一样。每个州根据它的人口分布了不同的选举人票数，每个州投完票后，看那个党派的候选人
的票数最多，那这个州的所有选举人票就都投给这个候选人。美国50个州和华盛顿特区的选举人票加起来一共是538票，哪位候选人得的票数超过一半，也就是270票，谁就成为总统。

接下来这本书讲到Grace和Thomas为了让更多人的给他们投票，他们制定自己的竞选口号，并用各种办法去获得同学的支持。在真正的美国总统选举里，总统候选人为了让民众相信他会成为一位非常好的总统，会让这个国家更强大，更安全，会让人们的生活更幸福，不但在电视、新闻、广播里讲话，而且还会飞到不同的城市去见民众，争取让更多的人喜欢，相信他，最后把手上的票投给他。

美国的大选日是在11月的第一个星期二，在这一天，全国的选民们都会去指定的地点投票。在Grace学校的大选日也是11月的一天，每位投票人都投出自己的票，最后除了WYOMING还未投票外，Grace267票和Thomas268票，非常接近。终于，这位投票人把Wyoming的票投给了Grace，Grace赢得了这场选举。

我们读完了这本书，是不是对总统的选举有个很好的认识呢？书里也出现过这张图，请大家再看看这张图，总统的产生并不完全是选民的总票数得来的，美国各个州的选举人票的图数是根据州内人数来决定的。请告诉我，明尼苏达的选举人票有多少？

<table>
<thead>
<tr>
<th>Lesson Summary and Closure</th>
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<tbody>
<tr>
<td>How will key points of the lesson be articulated and summarized? By whom?</td>
</tr>
<tr>
<td>By asking two questions: “How does a candidate become President?” and “How is it decided who is the winner among a few candidates?”, students will discuss and share what they know about the United States presidential election.</td>
</tr>
<tr>
<td>How will you help students transition to the upcoming lessons on this topic?</td>
</tr>
<tr>
<td>By asking the questions, assess how much students understand today’s objectives. Inform students that we will continue to learn more...</td>
</tr>
</tbody>
</table>
Preparing three questions as a homework, let students discuss with their family. Will send the questions to their parents.

1. Why do you think our country has a president?
2. Why do you think we only elect a president once every four years?
3. Why do you think a president cannot serve for longer than eight years?

**Detailed description in Chinese.**

下面请你和小伙伴讨论两个问题:

1. 候选人是怎么成为总统的?
2. 美国的总统选举是怎么进行的?

(学生讨论)

同学们有很好的讨论，请大家分享一下。

(学生回答)

是的，美国的选举制度非常的复杂，是因为总统这个工作非常的重要，每个人都希望选出最好的总统来管理这个国家。

今天我们不但认识了美国和中国的两位总统，而且我们还学习了美国总统是怎样选出来的。同学们都同意美国的总统选举是非常复杂的。虽然我们还没有说的为什么复杂的重点，但明天我们还要继续讨论和学习。我这儿有几个问题的家庭作业，我会发给你们的爸爸妈妈，请你们和自己的家人一起讨论一下:

1. 为什么我们的国家需要一个总统呢?
2. 为什么总统选举要每4年一次呢?
3. 你认为一个总统可以一直在这个职位上十年吗?

**Management and Safety Issues:** Are there management and safety issues that need to be considered when teaching this lesson? If so, list them. What will you do to prepare students for these issues?

**Brief summary in English.**

This lesson does not have any management and safety issues that need to be considered. Some students may argue or fight about their preferred political candidates including presidential candidates. However, while the first six weeks of the school year includes going over the class’s morals and rules, we will remind ourselves that we are to respect each other’s opinions.
Lesson One Materials:
Pictures of the Presidents of the United States and China before 2016

美国总统：奥巴马  中国总统：习近平
Lesson One Materials:
Maps of the United States and China
Lesson One Materials:
Map of “United States Electoral Votes – By state”
Lesson Two: The Duties/Responsibilities and Special Privileges of the President

Lesson Rationale: What is the central focus of the lesson? What is the purpose for the content you will teach? How are you helping students build conceptual understandings, procedural fluency (if relevant), and critical thinking skills in this lesson? How will students make connections to other course content and to their experiences? What requisite skills do students need in order to access the lesson and participate fully? Where does this lesson fall within a learning sequence (What would come before? What will happen after?)?

Brief summary in English.
The central focus of this lesson will be for students to understand what the duties/responsibilities and special privileges that the United States president holds. To make the topic age-appropriate, I have selected the children’s book If I Were President by Cathene Stier to read and discuss with students. I will translate the book’s content from English to Chinese. We will direct our attention to the list of duties/responsibilities and special privileges that the president has. I will encourage students share the additional presidential duties/responsibilities and special privileges that they learned outside of our classroom.

Detailed description in Chinese.
这一课的重点是让学生明白哪些是美国总统的职责和应尽的义务。因为年龄的关系，为了让他们更高的了解，我选了一本儿童读物“如果我是总统”。我会先把这本书翻译成中文，然后一边读，我们会一边讨论，并写下来哪些是总统的职责和应尽的义务，当然我也会提醒学生大部分国家的总统也会行使和美国总统相类似的职责和应尽的义务。但是我也也会提醒学生：因为是儿童读物，所以里面的主人公会有一些自己的想法，可是那并不一定是总统的职责和应尽的义务。我也鼓励学生分享他们从其他的途径所学到的关于总统的职责和应尽的义务。

Content Standards: (Minnesota State, Common Core, and/or National Standards, English Language Development Standards): Cite constellation of standards, using the numeric code reference as well as the text, that are the focus of this lesson. If addressing only a part of a standard, italicize that part.

Brief summary in English.
1.1.4.6.1 Identify the president of the United States; explain that voting determines who will be president.

Content Objectives: What do you want students to be able to do as a result of this lesson. Use one of the following sentence frames:
Given (learning activities or teaching strategies), the learner(s) will (assessable action) in order to demonstrate (connection to standards).

_or_

Students will be able to (assessable action) by (evidence)

_or_

Students will be able to (assessable action).

**Brief summary in English.**

Students will be able identify some of the key roles of the President of the United States, but it also the similar key roles of president of the China.

**Academic Language/Language Objectives:** What language do you want students to be able to produce to demonstrate what they have learned in this lesson?

• **Technical Vocabulary:** What key vocabulary (“the bricks”) do you need to introduce/review with students and how will you engage students with that vocabulary in the lesson? Is this vocabulary being introduced, developed, or reviewed in this lesson?
  - Duties, responsibilities, special, privileges

• **Academic language functions:** What function is essential for students to engage in learning within your instructional purpose? (eg. analyze, compare/contrast, explain, interpret, argue, persuade, categorize, describe, predict, question, retell, summarize, justify with evidence)
  - Analyze, compare/contrast, explain, describe, question, retell, summarize, justify with evidence

• **Language forms:** What phrases and words (“the mortar,” language and phrases typically invisible to native speakers) do students need in order to engage with the content concepts?
  - The president’s duties/responsibilities or special privileges is ……

• **Interaction:** What opportunities will you provide for students to interact with the new technical vocabulary, academic language function and language forms to develop fluency (written and/or oral)?
  - Orally, students will summarize what the president’s duties and privileges are with me. While introducing the new vocabularies, students will follow along to repeat them a few times after they understand the meaning.

**Assessment & Feedback**

• **Prior Knowledge Assessment:** How have/will you formally and/or informally assess what students already know, think, or can do relative to each objective? What misconceptions, alternative conceptions, or common errors does research show you could expect students to demonstrate related to the objectives? How will you plan to reveal and address misconceptions and common errors during the learning sequence?

**Brief summary in English.**

What do you think are some of the president’s duties/responsibilities and special privileges? (The teacher will list the responses on the board).
**Detailed description in Chinese.**
同学们，昨天我们学了总统的选举，是很复杂才可以被选上来担任美国的总统。请问，你们知道总统都要做什么吗？基本上每个国家的总统的工作都很相似，所以美国总统的工作和中国以及其他国家的都大致相同。

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<td><strong>Brief summary in English.</strong> Students will finish the “Wanted for President” poster on the day 4. In lesson two, students will learn the duties of the president, and in lesson three, students will learn about the expected moral characteristics of the president. Thus, in lesson four, students will summarize all that they learned throughout the past 3 days, and design a poster. Each student will write three duties or moral characters of the presidents in both the United States and China.</td>
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**Detailed description in Chinese.** 我准备了一份“总统必须做什么？”的表格，一共有三点。学生可根据这4天对总统工作的了解，来填写并需要阐述原因。

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<td>Brief summary in English.</td>
<td>Students share what they know about the United States president’s duties/responsibilities and special privileges. The teacher will also explain that most presidents from different countries are doing similar jobs. Specifically, we will discuss the similarities between the United States and Chinese presidents. (The teacher will list all responses on the board)</td>
</tr>
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<td>Detailed description in Chinese.</td>
<td>同学们，昨天我们学了总统的选举，是很复杂才可以被选上来担任美国的总统。请问，你们知道美国的总统都要做什么吗？基本上</td>
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<td>2 minutes</td>
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每个国家的总统的工作都很相似，所以美国总统的工作和中国以及其他国家的都大致相同。请你和你的小伙伴一起讨论。（学生讨论）

现在是分享时间，你可以综合你和小伙伴所了解的，来给大家分享。
（学生分享，老师把所有学生分享的都写在白板上）

很高兴大家都了解很多美国总统要尽的义务和他可享的特权。大家都说得非常好，老师都把你们说的纪录下来了。
现在请大家和我一起读（老师指着白板上的字，学生跟读）

### Instructional Task(s) Sequence

What learning experiences will you engage students in that will help them build the understandings and skills needed to meet the content and language objectives?

**Brief summary in English.**

1. Read the book *If I Were President* by Catherine Stier to the class (10 minutes).
2. Direct attention to the list of duties/responsibilities or special privileges that the students think the president might have.
3. Discuss which assumptions about these duties were correct and those that were incorrect. The teacher should have students share the additional presidential duties/responsibilities and special privileges that they learned from the book that we read.

From my experience teaching this age group, read-aloud are the best way to catch their attention. Through reading this book, students will learn about some of the United States president’s key duty/responsibilities and special privileges.

### Detailed description in Chinese.

读“如果我是一位总统”这本书，在中间停顿一些，为学生做一些解释，帮助他们更好的理解故事。

好，这本书读完了，它是说的一个小朋友想如果他成为美国的总统，他必须要做什么，也就是他的责任，同时他可享受到的特权。请你和小伙伴讨论：这本书里提到了哪些总统的责任和他可享受的特权，并且哪些是正确的，哪些只是这个小朋友的梦想，是完全
<table>
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| 不可能发生的。 （学生讨论）

好，现在请大家分享。请你说出来哪些责任和特权是你和小伙伴判断可行的，当然你也可以说出哪些是不可行的，并请你提供理由。

老师会把你们新补充的责任和义务加到开始的白板上。

（学生说，老师写） |
| Lesson Summary and Closure |
| How will key points of the lesson be articulated and summarized? By whom? |
| How will you help students transition to the upcoming lessons on this topic? |
| **Brief summary in English.** |
| Read all through the president’s duties/responsibilities and special privileges. |
| **Detailed description in Chinese.** |
| 哇，我们总结出来很多总统的责任和义务。非常棒，请大家和我一起来读一读吧。（老师点着白板上的字，学生跟读） |
| This is summary includes everything we discussed. |

<table>
<thead>
<tr>
<th>3 minutes</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Management and Safety Issues: Are there management and safety issues that need to be considered when teaching this lesson? If so, list them. What will you do to prepare students for these issues?</td>
<td></td>
</tr>
<tr>
<td><strong>Brief summary in English.</strong></td>
<td></td>
</tr>
<tr>
<td>This lesson does not have any management and safety issues that need to be considered. Some students may argue or fight about their preferred political candidates including presidential candidates. However, while the first six weeks of the school year includes going over the class’s morals and rules, we will remind ourselves that we are to respect each other’s opinions.</td>
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</tbody>
</table>
Lesson Three: The Important Moral Characteristics to Win the Presidency

<table>
<thead>
<tr>
<th>Teacher Name: Qiong Qin</th>
<th>Lesson Title: Civics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course name: Social Studies</td>
<td>Grade Level: 1st</td>
</tr>
<tr>
<td>Topic: Civics Knowledge/ Presidency</td>
<td>Day in Lesson Sequence: 3 of 5</td>
</tr>
<tr>
<td>Time: 30 minutes</td>
<td></td>
</tr>
</tbody>
</table>

Lesson Rationale: What is the central focus of the lesson? What is the purpose for the content you will teach? How are you helping students build conceptual understandings, procedural fluency (if relevant), and critical thinking skills in this lesson? How will students make connections to other course content and to their experiences? What requisite skills do students need in order to access the lesson and participate fully? Where does this lesson fall within a learning sequence (What would come before? What will happen after?)?

Brief summary in English.
In lesson one, we learned and discussed how a presidential candidate wins and becomes president of the United States. In lesson two, we had learned the duties and responsibility of president.

Today, we will focus on the expected moral characteristics of the president. I selected the book *Grace for President* by Kelly Dipucchio. It is a children’s book about how the main character, Grace, wins the school presidency. We already read this book in the lesson one, when we used it as the resource to help students understand the voting process. The main reason I am using this book again is that first reviewing the presidential voting system in United States, second the book compares the two candidates, Grace and Thomas. It will help students see how Grace strives to win the vote and her moral character helped her win the presidency.

I want to pass the message to students that to become a president, it is not what you can do, but what you want to do, and how your decisions will impact other people. That means their moral characteristics will be more important than their abilities for doing the job. This will be discussed in lesson three. Then next lesson will be a summary to discuss what they got from lesson two and three.

Detailed description in Chinese.
在第一课，我们学习和讨论了总统候选人是怎么成为总统的。在第二课，我们学习了总统的职责和义务。今天我们要专注于总统的品格。我们会再用这本儿童读物“Grace竞选学生会主席”，我们使用过这本书在第一堂课，主要是关注在Grace学校的选举，因为它的选举方式沿用的是美国的选举方式。今天我们会再用这本书，这样让学生对选举的过程有一个很好的复习，最重要的是这本书对两位候选人做了很多的比较。通过学习这本书，学生会明白Grace赢得这个职位，不关是她的能力，更重要的是她愿意服务于大家的心，总统的品格往往是大家所看重的。下一课，第四课是下面关于二、三课知识的总结。
### Content Standards:
(Minnesota State, Common Core, and/or National Standards, English Language Development Standards): Cite constellation of standards, using the numeric code reference as well as the text, that are the focus of this lesson. If addressing only a part of a standard, italicize that part.

**Brief summary in English.**
1.1.4.6.1 Identify the president of the United States; explain that voting determines who will be president.

### Content Objectives:
What do you want students to be able to do as a result of this lesson. *Use one of the following sentence frames:*
- Given (learning activities or teaching strategies), the learner(s) will (assessable action) in order to demonstrate (connection to standards).
- or
- Students will be able to (assessable action) by (evidence)
- or
- Students will be able to (assessable action).

**Brief summary in English.**
Students will be able to identify the important moral characteristics for Grace to win the presidency. They will understand that a candidate should have certain moral characteristics to help her or him win the vote. Precise moral characteristics may be difficult for students to understand, but we will use the four moral characteristics of our school motto as our guide.

### Academic Language/Language Objectives:
What language do you want students to be able to produce to demonstrate what they have learned in this lesson?

- **Technical Vocabulary:** What key vocabulary (“the bricks”) do you need to introduce/review with students and how will you engage students with that vocabulary in the lesson? Is this vocabulary being introduced, developed, or reviewed in this lesson?
  - Qualities, poster, election, democracy, slogan, speeches, rallies, morals

- **Academic language functions:** What function is essential for students to engage in learning within your instructional purpose? (eg. analyze, compare/contrast, explain, interpret, argue, persuade, categorize, describe, predict, question, retell, summarize, justify with evidence)
  - Analyze, compare/contrast, explain, describe, question, retell, summarize, justify with evidence

- **Language forms:** What phrases and words (“the mortar,” language and phrases typically invisible to native speakers) do students need in order to engage with the content concepts?
  - Grace wins the presidency because ……

- **Interaction:** What opportunities will you provide for students to interact with the new technical vocabulary, academic language function and language forms to develop fluency (written and/or oral)?
Written and oral

**Assessment & Feedback**

- **Prior Knowledge Assessment:** How have/will you formally and/or informally assess what students already know, think, or can do relative to each objective? What misconceptions, alternative conceptions, or common errors does research show you could expect students to demonstrate related to the objectives? How will you plan to reveal and address misconceptions and common errors during the learning sequence?

**Brief summary in English.**

We about learned the president’s duties/responsibilities and special privileges. Today, we will read a book and discuss the moral characteristics that are generally expected for the United States president’s position. First, I will explain what the term morals mean. Please read with me the words on the wall: “Respectful, honestly, diligent, self-control”. We all know it, since those four words are our school’s moral code. So today, we will touch base about the president’s morals in relation to our school’s code. Which of these four aspects are the most important for the president to process?

**Detailed description in Chinese.**

同学们，昨天我们学了总统的责任和特权，今天我们学习一本书，然后来讨论为什么Grace可以赢得学校的竞选。首先，我们要来聊一聊“品格”，其实我们都知道了什么是品格因为我们学校一直很注重我们的品格教育。比如我们学校的校训就是“尊重、诚实、勤奋、自律”，就是一个人从内在所表现出来的行为和举止。那今天我们会要讨论一下一个总统所要具备的品格。

- **Summative Assessment:** What culminating assessment(s) will students complete in the future that will allow you to evaluate their final mastery of the objective(s)?

**Brief summary in English.**

Students will finish the “What Needs to be a President” poster on day 4.

**Detailed description in Chinese.**

我准备了一份“总统必须做什么？”的表格，一共有三点。学生可根据这4天对总统工作的了解，来填写并需要阐述原因。

**Provisions for Learning Differences:** How does the design of instruction meet the needs of individual students and groups of students with particular learning needs (English Language Learners, students with IEPs, students with 504 plans, underperforming students, students with gaps in academic knowledge, struggling readers, and gifted students in need of greater support or challenge)? What adaptations and modifications will you make for specific individuals or small groups of learners?

**Brief summary in English.**

I will give the You-tube link to the struggling students one night before the lesson. During the “Turn and Talk” portion, I will join the students who are struggling, and encourage them to share their knowledge and questions.

**Materials:** What materials will you need in order to teach this lesson? What materials will students need?
**ATTACH ANY HANDOUTS, SLIDES, READINGS, ETC. NECESSARY TO COMPLETE THE LESSON.**

Brief summary in English.

1. Book *Grace for President* by Kelly Dipucchio
2. Read aloud *Grace for President*
   
   [https://www.youtube.com/watch?v=kXCP64CGmXg](https://www.youtube.com/watch?v=kXCP64CGmXg)
3. Worksheets based on the book’s content.
<table>
<thead>
<tr>
<th>Time</th>
<th>Learning Activities</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>For each section, clearly articulate:</em></td>
<td><em>For each learning experience (there may be multiple learning experiences within each section), clearly articulate:</em></td>
</tr>
<tr>
<td></td>
<td>• What the teacher will be doing;</td>
<td>• why you selected this instructional strategy;</td>
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<tr>
<td></td>
<td>• What students will be doing;</td>
<td>• how individual and group learning needs are met,</td>
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<tr>
<td></td>
<td>• Directions that will be given (including time cues, getting materials, forming groups, determining roles, tasks to be completed, etc.)</td>
<td>• what learning you want to result from the experience.</td>
</tr>
<tr>
<td></td>
<td>• Examples and/or information the teacher will provide;</td>
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<td></td>
<td>• Questions and prompts the teacher will pose before, during, and following completion of an activity to elicit student articulation of their learning;</td>
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<tr>
<td></td>
<td>• Expected on and off-target student responses; planned teacher interventions;</td>
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<tr>
<td></td>
<td>• Any additional information that a principal, mentor teacher, or substitute teacher would need to observe or to carry out the lesson flawlessly</td>
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</table>

<table>
<thead>
<tr>
<th>Lesson Launch (Also known as a HOOK or anticipatory set)</th>
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</thead>
<tbody>
<tr>
<td>How will you motivate your students? How will you connect to your students’ previous experiences/background knowledge? How will you help students transition from the previous lesson to this one?</td>
<td>At this age, the read aloud seems like the best way to catch my students’ attention. By reading this book, students will review the process of voting in the presidential election.</td>
</tr>
</tbody>
</table>

**Brief summary in English.** Introduce and read the book *Grace for President.* Also, check whether students remembered the key elements about the duties and responsibilities that we learned on Day 2. I am checking students’ understanding with questions such as:

1. How many states are in the United States?
2. What is the total number of the voting tickets for all fifty states and the District of Columbia?
3. How did the states get different voting tickets? Why?

**Detailed description in Chinese.** 同学们，今天我们要再来读一次“Grace 竞选
学生会主席”这本书。在第一堂课我们通过读这本书对美国的选举制度有了更好的认识，因为Grace学校的竞选学生会主席的流程和美国总统选举非常相似。每一个投票的学生将代表美国的一个州的课程里都学过。

我先来考考你们，美国一共有多少个州和一个特区有选举人票的? (学生回答)
美国一共有多少票? (学生回答)
每一个州和这个特区的选举人票数不一样，是以什么为依据的? (学生回答)

### Instructional Task(s) Sequence
What learning experiences will you engage students in that will help them build the understandings and skills needed to meet the content and language objectives?

**Brief summary in English.**
1. Read the book *Grace for President* by Kelly Dipucchio in the class (I only have English version, but I will translate it into Chinese). We read this book on the first day, so we will focus on what does Grace do to win the presidency (10 minutes).
2. Direct attention to how Grace wins the presidency.
3. Using the worksheet, let students compare the two candidates: Grace and Thomas.
4. Expand to discuss what would be the expectations if Grace were running for President in our school- what would we want her to do for us?

### Detailed description in Chinese.
把这本书“Grace for President”翻译成中文读出来，在中间停顿一些，重点在 Grace 为学生付出了什么，因为我们在第一堂已经对总统的选举过程重点学习过了。这个故事的结局是最后是 Grace 赢了这个竞选。
我想请你们先回想一下，Grace 和 Thomas为了赢得这个竞选，他们都做了什么? 请和小伙伴讨论一下。
### Lesson Summary and Closure

**How will key points of the lesson be articulated and summarized? By whom?**

**How will you help students transition to the upcoming lessons on this topic?**

**Brief summary in English.**

Share the lessons they learned about what Grace and Thomas did as candidates. Then, compare what is the same, and what is different about their strategies. Thomas is more focused on saying something just to please others, but Grace focuses on what the others need and want in order to serve others. In the end, Grace wins the vote.

**Detailed description in Chinese.**

分享时间：
请大家说说Grace为竞选而做的事情。
（小伙伴讨论）

在请大家说说Thomas为竞选而做的事情。
（小伙伴讨论）

请大家说说他们共同为竞选而做的事情。
（小伙伴讨论）

接下来的3分钟，请你们翻到小册子的最后一页，有一个问题，请你们讨论：如果Grace是我们学校的学生会主席，你希望她能为我们做什么事情呢？
你们可以带回家和爸爸妈妈继续讨论，然后再写和画。

This is the summary based on what we learned from this book.

### Management and Safety Issues:

Are there management and safety issues that need to be
considered when teaching this lesson? If so, list them. What will you do to prepare students for these issues?

**Brief summary in English.**
This lesson does not have any management and safety issues that need to be considered, although they may have different opinions that need to be respected.
Lesson Three Materials:
Grace for President booklet
比较两个候选人

Grace

Thomas

相同
如果Grace成为我们学校的学生会主席，你希望她为大家做什么呢？请你写或者画出来。
Lesson Four: Complete the “What a President Needs” Worksheet

<table>
<thead>
<tr>
<th>Teacher Name: Qiong Qin</th>
<th>Lesson Title: Civics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course name: Social Studies</td>
<td>Grade Level: 1st</td>
</tr>
<tr>
<td>Topic: Civics Knowledge/ Presidency</td>
<td>Day in Lesson Sequence: 4 of 5</td>
</tr>
<tr>
<td>Time: 30 minutes</td>
<td></td>
</tr>
</tbody>
</table>

**Lesson Rationale:** What is the central focus of the lesson? What is the purpose for the content you will teach? How are you helping students build conceptual understandings, procedural fluency (if relevant), and critical thinking skills in this lesson? How will students make connections to other course content and to their experiences? What requisite skills do students need in order to access the lesson and participate fully? Where does this lesson fall within a learning sequence (What would come before? What will happen after?)?

**Brief summary in English.**
The central focus of the lesson is an activity to help students see the relationship between the American and Chinese presidents’ duties and their moral characteristics. Sound moral judgment is a characteristic for a candidate to win the presidency in either country.

The purpose of this lesson is to remind students that to be a president, one needs to sacrifice a lot and is someone who must handle many challenging duties, but is also someone who must have great morals. Lesson four will prepare students for lesson five, which is where we compare the voting systems in United States and China. It will show students a totally different way that voting occurs in China. I will give each student a “What Needs to be a President “poster, and instruct students to complete the poster by composing three sentences that include the three duties or moral characters that they think are the most important when choosing a president. Then I will pose a question about the Chinese voting system before end of the lesson.

**Detailed description in Chinese.**
这一堂课主要是帮助学生看到总统的责任和品格之间的关系。责任和品格都非常的重 要，但是我想让学生明白的作为一 位总统，必须要牺牲和奉献很多，不管是要完成很多的责任，而且要有特别优秀的品格。让学生明白这点也是为第五课的比较美国和中国的选举制度打好基础，学生会看到完全不同的选举制度。在这 课里，我会让学生填写一张“作为总统，需要什么？”的单子，并且引导学生写下他们觉得最重要的三个作为总统的责任或品格。然后，我会在下课之前，提前预告下堂课我们将讨论中国的选举制度。

**Content Standards:** (Minnesota State, Common Core, and/or National Standards, English Language Development Standards): Cite constellation of standards, using the numeric code reference as well as the text, that are the focus of this lesson. If addressing only a part of a standard, italicize that part.

**Brief summary in English.**
1.1.4.6.1 Identify the president of the United States; explain that voting determines who will be president.

**Content Objectives:** What do you want students to be able to do as a result of this lesson. *Use one of the following sentence frames:*

- Given (learning activities or teaching strategies), the learner(s) will (assessable action) in order to demonstrate (connection to standards).
- Students will be able to (assessable action) by (evidence)
- Students will be able to (assessable action).

**Brief summary in English.**
Students will be able write three duties or moral characters of a president.

**Academic Language/Language Objectives:** What language do you want students to be able to produce to demonstrate what they have learned in this lesson?

- **Technical Vocabulary:** What key vocabulary (“the bricks”) do you need to introduce/review with students and how will you engage students with that vocabulary in the lesson? Is this vocabulary being introduced, developed, or reviewed in this lesson?
  - Duties, responsibilities, special, privileges, vote

- **Academic language functions:** What function is essential for students to engage in learning within your instructional purpose? (eg. analyze, compare/contrast, explain, interpret, argue, persuade, categorize, describe, predict, question, retell, summarize, justify with evidence)
  - Analyze, compare/contrast, explain, categorize, describe, predict, question, retell, summarize, justify with evidence

- **Language forms:** What phrases and words (“the mortar,” language and phrases typically invisible to native speakers) do students need in order to engage with the content concepts?
  - The voting system for the president of the United Stated is different with China, because…

- **Interaction:** What opportunities will you provide for students to interact with the new technical vocabulary, academic language function and language forms to develop fluency (written and/or oral)?
  - Written and oral

**Assessment & Feedback**

- **Prior Knowledge Assessment:** How have/will you formally and/or informally assess what students already know, think, or can do relative to each objective? What misconceptions, alternative conceptions, or common errors does research show you could expect students to demonstrate related to the objectives? How will you plan to reveal and address misconceptions and common errors during the learning sequence?

**Brief summary in English.**
I will ask students to share a brief summary of the knowledge that we learned from the two books from the last two days about the United States’ election system and the presidency. Then, I will instruct students to complete the poster by composing three sentences that include the three qualities that they think are the most important when choosing a president.

**Detailed description in Chinese.**
前两天我们学习了美国总统的责任和义务，以及和Grace一起经历了她的选举过程，今天我们要来讨论：你认为做为一位总统，哪些工作是最重要的，必须要做的。

- **Summative Assessment:** What culminating assessment(s) will students complete in the future that will allow you to evaluate their final mastery of the objective(s)?

  **Brief summary in English.**
  Students will finish the “What Needs to be a President” poster on day 4.

  **Detailed description in Chinese.**
  我准备了一份“总统必须做什么？”的表格，一共有三点。学生可根据这4天对总统工作的了解，来填写并需要阐述原因。

- **Provisions for Learning Differences:** How does the design of instruction meet the needs of individual students and groups of students with particular learning needs (English Language Learners, students with IEPs, students with 504 plans, underperforming students, students with gaps in academic knowledge, struggling readers, and gifted students in need of greater support or challenge)? What adaptations and modifications will you make for specific individuals or small groups of learners?

  **Brief summary in English.**
  During the “Turn and Talk”, I will join the need help students and discuss with them for leading them think and speak out.

- **Materials:** What materials will you need in order to teach this lesson? What materials will students need?

  **ATTACH ANY HANDOUTS, SLIDES, READINGS, ETC. NECESSARY TO COMPLETE THE LESSON.**

  **Brief summary in English.**
  1. Copies of the “What Needs to be a President” poster for each student.
  2. Pictures of the current presidents of the United States and China.
  3. Books “If I were a president” and “Grace for President”
<table>
<thead>
<tr>
<th>Learning Activities</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time</strong></td>
<td><strong>Learning Activities</strong></td>
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<td><strong>For each section, clearly articulate:</strong></td>
<td><strong>For each learning experience (there may be multiple learning experiences within each section), clearly articulate:</strong></td>
</tr>
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<td>• What the teacher will be doing;</td>
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<td>• Directions that will be given (including time cues, getting materials, forming groups, determining roles, tasks to be completed, etc.)</td>
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<td><strong>Lesson Launch (Also known as a HOOK or anticipatory set)</strong></td>
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<td>How will you motivate your students? How will you connect to your students’ previous experiences/background knowledge? How will you help students transition from the previous lesson to this one?</td>
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</tr>
<tr>
<td><strong>Brief summary in English.</strong></td>
<td><strong>Brief summary in English.</strong></td>
</tr>
<tr>
<td>Instruct students to complete the poster by composing three sentences that include the three qualities that they think are the most important when choosing a president.</td>
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</tr>
<tr>
<td><strong>Detailed description in Chinese.</strong></td>
<td><strong>Detailed description in Chinese.</strong></td>
</tr>
<tr>
<td>前两天我们读了两本书，一本是“如果我是总统”，我们学习了美国总统的责任和义务。第二本是“Grace竞选学生会主席”，我们和Grace一起来经历了她的选举过程，也是帮我们更好的复习了美国总统选举的流程。</td>
<td>Bring out information about the president of China. Let students brainstorm first about what they think a different system looks like. We will compare the Chinese and American systems later.</td>
</tr>
</tbody>
</table>
今天我们要来讨论如果让你来选总统，哪些工作是最重要的，他必须要做的呢？现在请你和小伙伴讨论，要说出你的理由。
（学生讨论）

好，现在我们分享。老师会把你们的写在白板上。
（学生说，老师写）

大家都分享得非常好，我们一起来读一读吧。
（老师点，学生读）

**Instructional Task(s) Sequence**

What learning experiences will you engage students in that will help them build the understandings and skills needed to meet the content and language objectives?

**Brief summary in English.**
1. Give each student a “What Needs to be a President” poster.
2. Instruct students to complete the poster by composing three sentences that include the three qualities that they think are the most important when choosing a president.

This is the assessment for checking how well they understand the content.

**Detailed description in Chinese.**
你们有没有想当总统的梦想呢？要想成为了总统，必须怎么做呢？老师这里有“总统必须要做”，请跟我读：做为一位总统，必须要……，因为……你们也要写上原因；第二段是一模一样的，做为一位总统，必须要……，因为……请写上原因；第三段也一样，做为一位总统，也必须要……，因为……请写上原因。

请你自己思考并做出决定，写上3个你觉得最重要的总统要做的而且提供你的理由。可以和同座的小伙伴用声音1一起讨论
（学生在座位工作）

**Lesson Summary and Closure**

How will key points of the lesson be articulated and summarized? By whom?
How will you help students transition to the upcoming lessons on this topic?
| 10 minutes | Brief summary in English. Students finish the writing task, and will share their findings together. Then, I will ask the question: How about the Chinese president? What are his duties and responsibilities?  
Detailed description in Chinese. 好，大家都完成了，而且刚才有一些同学已经读给老师听了，非常的好。大家都对总统必须做的工作了解的很清楚。现在请你和你的小伙伴一起读一读你们所写的，以及理由。  
这几天我们学习了美国的选举制度，以及美国总统的职责和他必须要做的工作。也不断的有同学问我，第一天我们看到的中国总统习近平，他在地球的另一边，管理着另一个世界上最大的国家之一。 他怎么被选上来，他的职责和他必须要做的工作是什么？这些都让我们很好奇，对不对？  
大家讨论一下吧？任何你想的有关于中国总统的都可以和你的小伙伴聊聊。  
(学生讨论)  
现在是分享时间，老师会把你们说的全都写下来，明天我们学了之后，你们再来比较看你们的想法对不对。  
(学生说，老师写)  
老师来读一读，然后我们就等明天上课是来验证吧！  
| Introduce the president of China, and let students brainstorm how they think he is similar and different to the American president.  
Management and Safety Issues: Are there management and safety issues that need to be considered when teaching this lesson? If so, list them. What will you do to prepare students for these issues?  
Brief summary in English. This lesson does not have any management and safety issues that need to be considered, although they may have different opinions that need to be respected. |
Lesson Four Materials:
Copies of the “What Needs to be a President” poster for each student.

作为一位总统，必须要：

1. 作为一位总统，必须要 ________________________________ 因为 ________________________________，
   ____________________________________________。

2. 作为一位总统，也必须要 ________________________________ 因为 ________________________________，
   ____________________________________________。

3. 作为一位总统，还必须要 ________________________________ 因为 ________________________________，
   ____________________________________________。
Lesson Four Materials:
Pictures of the Current presidents of the United States and China as of 2017
美国总统：特朗普       中国总统：习近平
Lesson Five: Comparing the Voting Systems between the United States and China

Lesson Rationale: What is the central focus of the lesson? What is the purpose for the content you will teach? How are you helping students build conceptual understandings, procedural fluency (if relevant), and critical thinking skills in this lesson? How will students make connections to other course content and to their experiences? What requisite skills do students need in order to access the lesson and participate fully? Where does this lesson fall within a learning sequence (What would come before? What will happen after?)?

Brief summary in English.
Through the past 4 days, students have solidified their understanding of how a candidate becomes president, and what that person’s duties are, and what moral characters we expect of that person. Everybody should understand how important the president’s job is, as we cannot replace that position easily.

Today, we will discuss the voting system in China. It will give students a totally opposite system to learn about. Students may not understand all of the details, but I will use examples to help them see the general process. It should not be too difficult for them, since we will be doing a mock classroom vote, where they will vote for the people they think are good candidates.

First, I will explain what the moral characteristics are that we are voting for, and make sure they all understand the meaning of the word morals. Then, I will pass out the voting ticket including all classmates’ names. Each student can vote for four candidates including himself/herself. When they finish, they will put the ticket into a box. I will pick each ticket out one by one and read the names as they are drawn, and will record the classroom votes. It will be an anonymous ballot, so no one knows who voted for whom. The results are generally accurate, since students tend to vote for the best candidates. I know a few students will vote for themselves, but they are usually the best candidates.

I am always surprised how honest and fair my students usually are when they vote. I will then ask students how they would feel if I took away all of their rights and controlled everything they did in their lives. I will let them share their responses, as it will be a great example for them to understand about the system in China, which does not value freedom the same way as in America. However, in the end, I will let them understand that any system has reasons for existing – with pros and cons. I hope it will help students open their worldview to a system different from the United States.
Detailed description in Chinese.

在过去的四天，学生明白了一个总统候选人成为一位总统，和总统所要尽到的职责和具备的品格。每个人都明白总统的工作是非常重要的，要换总统不是容易的事。今天，我们要讨论中国的选举制度，这个是和美国完全不一样的。在这个年龄，他们也许不能完全明白所有的细节，但我会用一些例子来帮助他们明白大致的选举过程。因为我们教室里也有选举，所以对来说应该不会太难理解。我们教室的选举是这样进行的，首先我会先解释我们对候选人的要求，确定每个人要明白，然后每个学生会拿到一张选举票，上面有所有人的名字。我们采取的是不记名投票，每个学生可选择四位候选人，可以包括自己。选好后，把票投入一个盒子里，直到我把票拿出来一张一张的唱票，每得一票，我就会在学生的名字下记一笔，最后看谁的票数最多最就胜。我每次都很惊讶这些孩子们的诚实和公正，当然我也一直在教导他们怎样对自己有正确的评价。我的学生对中国选举制度的理解必须是建立在他们的这个真实生活经历的，因为我会告诉他们如果现在我不让他们自己投票，而且由我选出四位候选人，他们一定会觉得老师很不公平，剥夺了他们的权利。这会成为一个非常好的例子，让他们切实体会中国选举制度的弊端。当然，在最后我会让他们了解每种选举制度的存在都必然有它的道理，这同时也打开了他们的世界观，学会了解和明白不同的文化和制度。

**Content Standards:** (Minnesota State, Common Core, and/or National Standards, English Language Development Standards): Cite constellation of standards, using the numeric code reference as well as the text, that are the focus of this lesson. If addressing only a part of a standard, italicize that part.

**Brief summary in English.**

1.1.4.6.1 Identify the president of the United States; explain that voting determines who will be president.

**Content Objectives:** What do you want students to be able to do as a result of this lesson. *Use one of the following sentence frames:*

Given (learning activities or teaching strategies), the learner(s) will (assessable action) in order to demonstrate (connection to standards).

*or*

Students will be able to (assessable action) by (evidence)

*or*

Students will be able to (assessable action).

**Brief summary in English.**

Students will be able to compare and contrast the two different voting systems in United States and China.

**Academic Language/Language Objectives:** What language do you want students to be able to produce to demonstrate what they have learned in this lesson?

• *Technical Vocabulary:* What key vocabulary (“the bricks”) do you need to introduce/review with students and how will you engage students with that vocabulary in the lesson? Is this vocabulary being introduced, developed, or reviewed in this lesson?

  ○ Candidate, duties, election, president, privilege, vote, leadership
• **Academic language functions**: What function is essential for students to engage in learning within your instructional purpose? (eg. analyze, compare/contrast, explain, interpret, argue, persuade, categorize, describe, predict, question, retell, summarize, justify with evidence)
  o Analyze, compare/contrast, explain, categorize, describe, predict, question, retell, summarize, justify with evidence

• **Language forms**: What phrases and words (“the mortar,” language and phrases typically invisible to native speakers) do students need in order to engage with the content concepts?
  o Comparing the two voting systems in United States and China, I found ……

• **Interaction**: What opportunities will you provide for students to interact with the new technical vocabulary, academic language function and language forms to develop fluency (written and/or oral)?
  o Written and oral

### Assessment & Feedback

• **Prior Knowledge Assessment**: How have/will you formally and/or informally assess what students already know, think, or can do relative to each objective? What misconceptions, alternative conceptions, or common errors does research show you could expect students to demonstrate related to the objectives? How will you plan to reveal and address misconceptions and common errors during the learning sequence?

**Brief summary in English.**
Students will share what they think they know about the process of voting for the president of China. Through the past 4 days, I hope that students understood how difficult it can be for a person to become president. But students may think that the United States method is the only way for voting for a president. This lesson will let them know this is not true, because in China there is a totally different way for choosing a new president.

**Detailed description in Chinese.**
过去的几天我们学习了美国是怎么选出总统的，以及总统的职责，今天我们要来看看中国的总统是怎么选出来的。大家想想：你觉得是怎样的呢?

• **Summative Assessment**: What culminating assessment(s) will students complete in the future that will allow you to evaluate their final mastery of the objective(s)?

**Brief summary in English.**
Students will use the knowledge they learned from the past few days to engage in comparisons between the United States and Chinese presidential elections and voting systems. I will use our classroom voting system to help students understand the general process of voting in the United States, and they will learn that the right to vote is a privilege in both countries. Students will also understand the differences between these two counties. But in the end, I will emphasize that two systems both have their reasons for existing, and we should try to understand without judging, since every country has its own situation for having a certain process in place.
**Provisions for Learning Differences:** How does the design of instruction meet the needs of individual students and groups of students with particular learning needs (English Language Learners, students with IEPs, students with 504 plans, underperforming students, students with gaps in academic knowledge, struggling readers, and gifted students in need of greater support or challenge)? What adaptations and modifications will you make for specific individuals or small groups of learners?

**Brief summary in English.**
During the “Turn and Talk”, I will join the struggling students and discuss their answers with them. I will help guide them if they are off topic.

**Materials:** What materials will you need in order to teach this lesson? What materials will students need?
**ATTACH ANY HANDOUTS, SLIDES, READINGS, ETC. NECESSARY TO COMPLETE THE LESSON.**

**Brief summary in English.**
1. “How to Become President of the China” poster.
2. Chinese voting pictures showing how Chinese voting starts from the power holders of the country.
<table>
<thead>
<tr>
<th>Time</th>
<th>Learning Activities</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 minutes</td>
<td><strong>Lesson Launch (Also known as a HOOK or anticipatory set)</strong>&lt;br&gt;How will you motivate your students? How will you connect to your students’ previous experiences/background knowledge? How will you help students transition from the previous lesson to this one?&lt;br&gt;&lt;br&gt;<strong>Brief summary in English.</strong>&lt;br&gt;Brainstorm what the voting system in China looks like.&lt;br&gt;&lt;br&gt;<strong>Detailed description in Chinese.</strong>&lt;br&gt;过去的几天我们学习了美国的选举制度，以及总统所要行使的职责和权力，今天我们要来学习看看中国的选举制度，和了解中国总统的职责和权力是否和美国总统不一样。首先，我请大家回顾一下昨天大家所做的估计，等我们学完了，我会请你来比较一些事实和你的猜测有什么不同？（老师和学生一起读昨天的记录）</td>
<td>For each learning experience (there may be multiple learning experiences within each section), clearly articulate:&lt;br&gt;• why you selected this instructional strategy;&lt;br&gt;• how individual and group learning needs are met,&lt;br&gt;• what learning you want to result from the experience.</td>
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</tbody>
</table>

### Learning Activities

**For each section, clearly articulate:**
- What the teacher will be doing;
- What students will be doing;
- Directions that will be given (including time cues, getting materials, forming groups, determining roles, tasks to be completed, etc.)
- Examples and/or information the teacher will provide;
- Questions and prompts the teacher will pose before, during, and following completion of an activity to elicit student articulation of their learning;
- Expected on and off-target student responses; planned teacher interventions;
- Any additional information that a principal, mentor teacher, or substitute teacher would need to observe or to carry out the lesson flawlessly.
<table>
<thead>
<tr>
<th>What learning experiences will you engage students in that will help them build the understandings and skills needed to meet the content and language objectives?</th>
<th>This is the assessment for checking how well they understand. By explaining the whole process for voting for the president of China, I will lead students to think how important this president’s job is, and how everyone has a responsibility for voting.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Brief summary in English.</strong> Introduce the voting system in China by showing students Chinese voting pictures that I will provide. The pictures show that the Chinese voting system is not open to every citizen; it starts from the top power-holding groups. Let students compare what the differences are between voting in China and the United States. For students to better understand these differences, we will use a real-life example using a classroom voting system that models China’s process.</td>
<td></td>
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<tr>
<td><strong>Detailed description in Chinese.</strong> 很高兴大家把昨天学习到的知识马上运用了，很多学生觉得中国的总统习近平也是像美国的总统特朗普一样，经过那么复杂的选举而选出来的。是的，中国的选举制度也挺复杂的。请看这张“国家领导人如何产生”的图，中国目前已经是第五代的领导人，也就是总统。中国在过去近70年一直都在改变，第一代领导人是立国的人。后面四位当上领导人的经历不是完全一样，但大概是相同的。大家看这张图“国家领导人如何产生的”。中间最上面的写着“主席团”的是中国的最高领导人，选举的会议是由他们主持的。你们有没有发现这张图上有一些箭头？那这些箭头是朝哪呢？（学生回答） 是的，这些箭头都是朝下的，而且旁边还有字，写着“提名”，就是提出来名字的意思。所以中国的选举是有上面的领导提出来几个名字，然后由大家投票的。对，还有同学也发现箭头是继续一层一层向下的，所以每一层的人选都是由上一层的人</td>
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<td>1 minute</td>
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</table>
就像我们选“尊重”和“诚实”奖的时候，老师都让你们自己选，你可以选班上任何一个同学，如果你自己觉得自己很好，你也可以选自己。

可是这一次我们班要选“勤奋”奖的同学，老师只给你们五个名字让你们投票，你只可以选这五个里面的四个。

你们会同意这样做吗？如果不同意，为什么？如果同意，又是为什么？
请你和小伙伴讨论一下，记住要陈述理由，要说出为什么来。
（学生讨论）

我听到每个同学都说不同意老师怎么做，为什么呢？现在我们一起来说说看，老师会把你们的意见记录在白板上。
（学生说，老师写）

哇，很多同学说这是不公平的，老师说的不见得是同学也同意的，有点同学说这样就不想选了，老师让谁得奖谁就得，还有同学说老师这样做就不是一个好老师了。这里还有同学说他会很生气，不想要做好了，还有同学说老师要我们学会鼓励别人，可是这样做根本就不是鼓励……

老师很高兴你们小小年纪，就有这样的认识。那请你们再想想，如果美国以后的总统也照这样选，你，作为一个美国公民，你会高兴吗？你会觉得公平吗？
（学生讨论）

那这种方法就是目前中国的选举方法，我们再想想美国的选举方法，请你来比较一下哪个方法好？哪里好？为什么好？先和小伙伴讨论一下吧。
（学生讨论）

现在我们来分享，你可以把你和小伙伴的意见
### Lesson Summary and Closure
How will key points of the lesson be articulated and summarized? By whom?
How will you help students transition to the upcoming lessons on this topic?

**Brief summary in English.**
While students share, and discuss which voting system is better and what their reasons are, I will write down their answers on the whiteboard. Everyone will read the answers out loud together. It would be a way for me to check whether students generally understand the two systems in both countries.

In the end, I will encourage students to think about the two different types of systems, and have them determine the pros and cons of each.

**Detailed description in Chinese.**
好，我们一起来读一读所有的理由。
(老师点，学生读)

我非常同意你们的观点，的确是美国的选举制度要公平很多，每一个美国公民也有参与感。这是我们的国家，我们的总统也应该由人民自己选出来。但是并不代表中国的这种选举制度都完全不好，老师做为中国人，我觉得中国选举制度的好处就是他一定会选出一个可以胜任总统这个工作的人。就像这几天我们一直在学习和讨论的：总统有很多的职责和工作，要管理这么大的一个国家，一定是非常聪明、能干的，否则会出很多的问题。那中国选出来的总统，因为是由领导提名，所以一定是已经观察了解了很久，确定他可以胜任这份工作，才会让他担任的。所以在中国过去的几十年，这5位领导人都都是尽心竭力，让中国越来越强大的。记不记得，老师教你们看问题要看好的一面，也要看坏的一面，很难有面面俱到，完美的。这叫客观的看问题，你们慢慢长大，还会学到

<table>
<thead>
<tr>
<th>3 minutes</th>
<th>见一起综合起来说的。我最想听的是为什么。你们说，我来写在白板上。</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 minutes</td>
<td><strong>Lesson Summary and Closure</strong> How will key points of the lesson be articulated and summarized? By whom? How will you help students transition to the upcoming lessons on this topic?</td>
</tr>
<tr>
<td>3 minutes</td>
<td><strong>Introductory Remarks</strong> I will introduce the president of China, and let students brainstorm how they think he is similar and different to the American president.</td>
</tr>
<tr>
<td>3 minutes</td>
<td><strong>Detailed Description in Chinese</strong> 好，我们一起来读一读所有的理由。 (老师点，学生读) 我非常同意你们的观点，的确是美国的选举制度要公平很多，每一个美国公民也有参与感。这是我们的国家，我们的总统也应该由人民自己选出来。但是并不代表中国的这种选举制度都完全不好，老师做为中国人，我觉得中国选举制度的好处就是他一定会选出一个可以胜任总统这个工作的人。就像这几天我们一直在学习和讨论的：总统有很多的职责和工作，要管理这么大的一个国家，一定是非常聪明、能干的，否则会出很多的问题。那中国选出来的总统，因为是由领导提名，所以一定是已经观察了解了很久，确定他可以胜任这份工作，才会让他担任的。所以在中国过去的几十年，这5位领导人都都是尽心竭力，让中国越来越强大的。记不记得，老师教你们看问题要看好的一面，也要看坏的一面，很难有面面俱到，完美的。这叫客观的看问题，你们慢慢长大，还会学到</td>
</tr>
</tbody>
</table>
### Management and Safety Issues

Are there management and safety issues that need to be considered when teaching this lesson? If so, list them. What will you do to prepare students for these issues?

**Brief summary in English.**

This lesson does not have any management and safety issues that need to be considered. They will be reminded to respect others and their different opinions.
Lesson Five Materials:
“How to Become President of the China” poster
Lesson Five Materials:
Chinese voting pictures showing how Chinese voting starts from the power holders of the country
Lesson Six: Understanding Costs and Benefits (and Saving and Spending)

<table>
<thead>
<tr>
<th>Teacher Name: Qiong Qin</th>
<th>Lesson Title: ECONOMICS</th>
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</thead>
<tbody>
<tr>
<td>Course name: Social Studies</td>
<td>Grade Level: 1st</td>
</tr>
<tr>
<td>Topic: Cost and Benefit</td>
<td>Day in Lesson Sequence: 1 of 2</td>
</tr>
<tr>
<td>Time: 30 minutes</td>
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</tr>
</tbody>
</table>

Lesson Rationale: What is the central focus of the lesson? What is the purpose for the content you will teach? How are you helping students build conceptual understandings, procedural fluency (if relevant), and critical thinking skills in this lesson? How will students make connections to other course content and to their experiences? What requisite skills do students need in order to access the lesson and participate fully? Where does this lesson fall within a learning sequence (What would come before? What will happen after?)?

**Brief summary in English.**
The central focus of the lesson is students understanding the concept of cost in relation to spending habits. That is, when we want something, we have to pay something for it or give up something to acquire it. The purpose for the content I will teach is to help students know how to make sound financial decisions.

Translated in Chinese, I will read the book *Alexander, Who Used to Be Rich Last Sunday*, by Judith Viorst, to help students learn about opportunity costs, incentives, and saving. Before we start, students must know how to count up to $1.00 (United States), and they will need to have knowledge of basic math skills, specially, know how to add, subtract, and problem solve. This lesson will follow another one that I will integrate Chinese culture into, as we will compare the different consumption patterns between Americans and Chinese people.

**Detailed description in Chinese.**
这一课的中心重点是学生能明白消费习惯和花费的概念。也就是当我们想要一些东西时，我们必须要支付或者放弃一些其它的东西去得到它。我的目的是帮助学生知道怎么去做一个更好的经济决定，因为这其实是一个很难的概念，特别是对一年级的小学生来说。所以，我决定用一本英文读本“*Alexander, Who Used to Be Rich Last Sunday*”来帮助他们更好的理解，当然因为我们是中文沉浸式教育学校，在教室是不容许讲英文的，所以我会把这本书翻译成中文。通过学习 *Alexander* 怎样从拥有一美元到失去他所有的钱，这样的一个过程，来帮助我的学生学习潜力花费、动机和储存。在我们开始这一课之前，学生们必须知道怎么数硬币从一美分到一美元，他们也必须知道最基本的数学概念，特别是加和减，以及应用题。我们会一边读这个故事，一边在白板上把 *Alexander* 从有钱到没有钱的过程一步一步地表现出来。在这课之后，我会把中国的文化带入进来，我们会来比较一些美国大部分和中国大部分人的消费习惯的不同。通过这样的比较，我希望学生们能更好地理解两国文化的差异。
Content Standards: (Minnesota State, Common Core, and/or National Standards, English Language Development Standards): Cite constellation of standards, using the numeric code reference as well as the text, that are the focus of this lesson. If addressing only a part of a standard, italicize that part.

Brief summary in English.
1.2.1.1.1. Describe some costs and benefits of alternative choices made by families.

Content Objectives: What do you want students to be able to do as a result of this lesson. Use one of the following sentence frames:
Given (learning activities or teaching strategies), the learner(s) will (assessable action) in order to demonstrate (connection to standards).

or

Students will be able to (assessable action) by (evidence)

or

Students will be able to (assessable action).

Brief summary in English.
Demonstrate making sound financial choices based on what one can afford and needs versus what one wants and cannot afford.

Academic Language/Language Objectives: What language do you want students to be able to produce to demonstrate what they have learned in this lesson?

• Technical Vocabulary: What key vocabulary (“the bricks”) do you need to introduce/review with students and how will you engage students with that vocabulary in the lesson? Is this vocabulary being introduced, developed, or reviewed in this lesson?
  o Choice, cost, decision making, savings, wants

• Academic language functions: What function is essential for students to engage in learning within your instructional purpose? (eg. analyze, compare/contrast, explain, interpret, argue, persuade, categorize, describe, predict, question, retell, summarize, justify with evidence)
  o Analyze, categorize, describe, question, justify with evidence

• Language forms: What phrases and words (“the mortar,” language and phrases typically invisible to native speakers) do students need in order to engage with the content concepts?
  o Alexander spent his money for……

• Interaction: What opportunities will you provide for students to interact with the new technical vocabulary, academic language function and language forms to develop fluency (written and/or oral)?
  o I explain new vocabularies by using the example from the book to help students understand the content.

Assessment & Feedback
• Prior Knowledge Assessment: How have/will you formally and/or informally assess what students already know, think, or can do relative to each objective? What
misconceptions, alternative conceptions, or common errors does research show you could expect students to demonstrate related to the objectives? How will you plan to reveal and address misconceptions and common errors during the learning sequence?

**Brief summary in English.**

Students should be about to count coins up to $1.00, which I would assess in my math class right before this lesson starts. Students may misunderstand the meaning of “cost”, as they may only consider buying things and paying for them. I will provide two examples of cost. The first one will be more obvious for them to choose, but the second one will be more complicate that students have to pick only one option, but will likely want both. It will help them to understand the concept of cost. Whether they pick one or the others, giving up one would be the cost.

**Detailed description in Chinese.**

学生必须能从一分可以数到一美元，在开始这个课程之前，我会确定每个学生都掌握了这个概念，因为我们的数学课已经涵盖了这一部分的知识。学生可能会误解“花费”的概念，因为他们一般只有买东西，和付钱的概念。但其实花费和支付并不管是指付钱，很多时候时间和精力，以及为此而放弃的一些其它东西都是一种花费或支付。为了让他们更好的理解，我会举个例子来说明:提供两个选择给他们，一是去参加生日派对，二是去参加学校的游园会，他们得到这两个邀请，但他们不可能同时出席，那他们就必须面临这个一个选择。选一个就要放弃另一个，那他们所放弃的就成为所花费或支付的。我之所以用这两个选择，因为它们必须都是很吸引他们的，让他们选择任何一个都不是容易的事。

**• Summative Assessment: What culminating assessment(s) will students complete in the future that will allow you to evaluate their final mastery of the objective(s)?**

**Brief summary in English.**

Limited by the only 30 minutes, I cannot have an assessment today. The assessment will occur for the next day’s lesson.

**Detailed description in Chinese.**

由于每次都受到时间上的限制，30分钟的社会学课，很难把所有的内容展开，所以我把这堂课延到两堂课来完成，对学生的检测也会延到下堂课来实行。

**Provisions for Learning Differences: How does the design of instruction meet the needs of individual students and groups of students with particular learning needs (English Language Learners, students with IEPs, students with 504 plans, underperforming students, students with gaps in academic knowledge, struggling readers, and gifted students in need of greater support or challenge)? What adaptations and modifications will you make for specific individuals or small groups of learners?**

**Brief summary in English.**

I will send the YouTube link of this book to the students who need extra help a day prior to the lesson. I will sit with students who need extra help and assist them during discussion time.

**Materials: What materials will you need in order to teach this lesson? What materials will students need?**
**ATTACH ANY HANDOUTS, SLIDES, READINGS, ETC. NECESSARY TO COMPLETE THE LESSON.**

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</tr>
<tr>
<td>3. Chart paper</td>
</tr>
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</table>
## Learning Activities

<table>
<thead>
<tr>
<th>Time</th>
<th>Learning Activities</th>
<th>Rationale</th>
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<tbody>
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### Lesson Launch (Also known as a HOOK or anticipatory set)

How will you motivate your students? How will you connect to your students’ previous experiences/background knowledge? How will you help students transition from the previous lesson to this one?

**Brief summary in English.**

Gather students in the reading corner to share the book *Alexander, Who Used to Be Rich Last Sunday*. First, I will explain a little about the author. I will then read the book aloud to the class but will translate the content into Chinese. I will make sure to allow the entire class to see each picture.

**Detailed description in Chinese.**

今天我们来谈一谈怎样合理地使用金钱。你们说曾经有过自己的钱呢？就是这个钱是由你自己自由支配，掌握在你手上的，你可以用这些钱去买自己想要的东西，而不需要得到爸爸妈妈的许可。请你和小伙伴说一说。
好现在我要来读一本书，这本书是关于一个小男孩，*Alexander*，他有一些自己的钱，但是他没有合理的使用，或者花费这笔钱，结果他最后一分钱也没剩下。这本书的名字叫做“上周日还很富有的亚历山大”，你们之前读过这本书吗？这位作者还写过“亚历山大的非常糟糕的一天”。

好，现在让我们来看看这本书里，富有的亚历山大发生了什么？

**Instructional Task(s) Sequence**

What learning experiences will you engage students in that will help them build the understandings and skills needed to meet the content and language objectives?

**Brief summary in English.**

We will discuss the book with the class together. We will use chart paper to record Alexander’s money problems step-by-step.

During the discussion, I will ask questions for involving them into the story. Also, I will keep tracking and naming Alexander’s money losses, subtracting them from the total. This will be the way to allow the class to keep track of the remainder.

For the Turn and Talk, I expect students to have thought about Alexander in terms of how he should spend his money more carefully, or try to save.

**Detailed description in Chinese.**

Ask students: How rich was Alexander last Sunday?

Alexander’s grandparents gave him a dollar. Write $1.00 on the chart paper, leaving plenty of room to continue a multi-step subtraction problem as the story is discussed.

读书：“这真是太不公平了，我的哥哥Anthony有两美元，三个25美分，一个10美分和七个5美分和十八个1美分”小朋友赶快算一算多少?
读书：“太不公平了，我的哥哥 Nicholas 有一美元，两个 25 美分，五个 10 美分，五个 5 美分和 13 个 1 美分。” Nicholas 有多少钱？

读书：“太不公平了，我只有一些公车币，很多的时候我得到的只有公车币。就算有时候我很富有，我也知道我最后只会有公车币。我知道在上周五我曾经富有过。上周日，爷爷奶奶来看望我们，他们给爸爸妈妈都带了礼物，他们也给了我 Nick 和 Anthony 各一美元，妈妈说我们都很喜欢钱，特别是我。爸爸让我把钱存下来上大学用，怎么可能？！Anthony 告诉我去市中心买一个新的脸，他太奇怪！Nick 说把一美元种在地里，一个星期后就会长出钱树，哈哈哈！妈妈说如果我真的很想买一个对讲机，把钱存下来。存钱是很难的！”

问学生：Alexander 准备怎么花他的钱？

问学生：Alexander 想存他的钱吗？

读书：上个星期日，当我有很多钱的时候，我去了商店买了泡泡糖，当一个泡泡糖没有味道的时候，我又买了一个新的，后来又买了一个。我告诉 David 他可以用 5 分钱买所有我吐出来的泡泡糖，可是他不买，所以我一共花了 15 美分。后来我又和 Anthony 打赌，说我可以憋住呼吸直到 300 下，Anthony 赢了。我又和 Nicky 打赌说我可以弓背站立，Nicky 赢了。妈妈说她从不知道我会怎么把玻璃球藏在那只手上，结果妈妈骗了我，我和她打赌，我又输了。这些又花掉我 15 美分。

问学生：Alexander 先做了什么？

学生答

问学生：Alexander 一共买了多少个泡泡糖？

学生答

问学生：Alexander 一共花了多少钱？

学生答

（在 chart paper 上写下 $1.00- $0.15=）

问学生：Alexander 还剩下多少钱？
学⽣生答: 85美分 (写下来)
问学⽣生: Alexander和他的家人打了什么赌?
学⽣生答
问学⽣生: 他赢了吗?
学⽣生答
问学⽣生: 他输了多少钱?
学⽣生答: 15美分 (写下来)
(在chart paper上写下 $0.85 - $0.15 = )
问学⽣生: Alexander还剩下多少钱?
学⽣生答: 70美分 (写下来)

继续读书并记录下来 Alexander所付出的钱，
每一笔都从总数里面剪，鼓励学⽣生一起来计算:
租Eddie的蛇一小时: 12美分 Alexander还剩58美分.
对哥哥说了不好的话: 10美分 Alexander还剩下48美分.
冲入马桶: 3美分. 掉进缝里: 5美分. Alexander还剩下40美分.
踢东西被罚: 5美分. Alexander还剩下20美分.
在后院卖场买了三样东西: 20美分.
当然Alexander也尝试赚钱，让自己的钱更多。他有做过什么呢?
让牙齿掉下来
看电话厅是否有钱遗漏
拿用过的水瓶换钱
我们还看到插图上画了Alexander想出租他的玩具，这也是他的一个尝试。

Turn and talk: 你觉好玩Alexander在聪明地使用他的钱吗？如果你觉得他不是，那你对他有什么建议吗？这样他不会失去所有他的钱了。
<table>
<thead>
<tr>
<th>10 minutes</th>
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<tbody>
<tr>
<td>(我希望学生们会讨论到Alexander应该小心地使用他的钱，也会记得他最想要的东西——对讲机。)</td>
</tr>
</tbody>
</table>

### Lesson Summary and Closure

How will key points of the lesson be articulated and summarized? By whom?

How will you help students transition to the upcoming lessons on this topic?

### Brief summary in English.

Discuss today’s economic concepts: wants, opportunity cost, and decision-making. Students may only consider that the “cost” means spending money, but “cost” can include time spent on a task or working. I will first give a simple choice as going to library or going to birthday party. It will be easy for students to pick the birthday party, since the library is a place we can go any time. Then I will give students a complicated one, which they will find very difficult to give up one. For example: Let’s say you’re invited to a birthday party and school carnival next Saturday. You cannot go to both of them; they’re at the same time.

Then lead students to think about the one they give up is the cost for the one they choose.

Then we will discuss how Alexander spent out all his money, which cost him in a way that did not allow him to save enough to get his dream things.

### Detailed description in Chinese.

Wants, cost, and decision making

Alexander最想要的就是对讲机，他还想要口香糖、巧克力和后院买场的东西。他也想租朋友的玩具，还想和家人打赌。这些所有的都是他想要的，那他要支付什么才可以得到这些呢?

学生回答：钱

是的，我们有时候还支付一些不是钱的东西去得到自己想要的，首先我们来说一个简单的例子，就是必须在去图书馆和参加生日派
Management and Safety Issues: Are there management and safety issues that need to be considered when teaching this lesson? If so, list them. What will you do to prepare students for these issues?

Brief summary in English.

When I am writing on the chart paper, students may become off-task. I will not turn over my whole body while I am writing, and still keep eyes on them.
Lesson Seven: Economic Decisions Made by American and Chinese Families

<table>
<thead>
<tr>
<th>Teacher Name: Qiong Qin</th>
<th>Lesson Title: ECONOMICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course name: Social Studies</td>
<td>Grade Level: 1st</td>
</tr>
<tr>
<td>Topic: Cost and Benefit</td>
<td>Day in Lesson Sequence: 2 of 2</td>
</tr>
<tr>
<td>Time: 30 minutes</td>
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</tbody>
</table>

Lesson Rationale: What is the central focus of the lesson? What is the purpose for the content you will teach? How are you helping students build conceptual understandings, procedural fluency (if relevant), and critical thinking skills in this lesson? How will students make connections to other course content and to their experiences? What requisite skills do students need in order to access the lesson and participate fully? Where does this lesson fall within a learning sequence (What would come before? What will happen after?)?

Brief summary in English.
During Lesson 1, students and I read the book *Alexander, Who Used to Be Rich Last Sunday*, by Judith Viorst. We learned how Alexander spent all of his all money because he did not make wise decisions for how to spend it. For this lesson, we will continue to talk about Alexander to see what are the positive and negative decisions he made as it related to his spending habits. Then we will discuss how American and Chinese lifestyles are different based on how families tend to spend their money. I will point out that different opinions about money can be influenced by our families’ spending patterns and culture, and ask students to give their own examples.

Detailed description in Chinese.
在第一堂课，我们一起读了*Alexander, Who Used to Be Rich Last Sunday*。在这本书里，我们学到了因为Alexander没有合理地使用自己的钱，他把所有的钱都花光了。今天我们要继续来讨论所有Alexander的决定，看看哪些他的消费决定是正面的，那些是负面的。然后我们要来判断一些美国和中国的不同生活方式，特别是专注在美国和中国家庭在消费上所持的不同态度。

Content Standards: (Minnesota State, Common Core, and/or National Standards, English Language Development Standards): Cite constellation of standards, using the numeric code reference as well as the text, that are the focus of this lesson. If addressing only a part of a standard, italicize that part.

Brief summary in English.
1.2.1.1.1. Describe some costs and benefits of alternative choices made by families.

Content Objectives: What do you want students to be able to do as a result of this lesson. Use one of the following sentence frames:

Given (learning activities or teaching strategies), the learner(s) will (assessable action) in order to demonstrate (connection to standards).

or

Students will be able to (assessable action) by (evidence)
Students will be able to (assessable action).

**Brief summary in English.**
1. Students will understand the difference of alternative choices made by American and Chinese families when it comes to their financial decisions and choices.
2. Students will understand that some of the positive and negative decisions we make may be different based on how our families teach us about saving and spending.

**Academic Language/Language Objectives:** What language do you want students to be able to produce to demonstrate what they have learned in this lesson?

- **Technical Vocabulary:** What key vocabulary (“the bricks”) do you need to introduce/review with students and how will you engage students with that vocabulary in the lesson? Is this vocabulary being introduced, developed, or reviewed in this lesson?
  - Choice, cost, culture, decision making, debt, incentive, savings, spending, wants, positive, negative

- **Academic language functions:** What function is essential for students to engage in learning within your instructional purpose? (eg. analyze, compare/contrast, explain, interpret, argue, persuade, categorize, describe, predict, question, retell, summarize, justify with evidence)
  - Analyze, compare/contrast, explain, describe, question, justify with evidence

- **Language forms:** What phrases and words (“the mortar,” language and phrases typically invisible to native speakers) do students need in order to engage with the content concepts?
  - This is a positive decision, because …
  - This a negative decision, because…

- **Interaction:** What opportunities will you provide for students to interact with the new technical vocabulary, academic language function and language forms to develop fluency (written and/or oral)?
  - Students can orally explain why they think a certain practice is a positive or negative decision.

**Assessment & Feedback**

- **Prior Knowledge Assessment:** How have/will you formally and/or informally assess what students already know, think, or can do relative to each objective? What misconceptions, alternative conceptions, or common errors does research show you could expect students to demonstrate related to the objectives? How will you plan to reveal and address misconceptions and common errors during the learning sequence?

**Brief summary in English.**
I will use the handout of “Making Choices” to assess whether students understand what we learned from lesson one. Specifically, whether students can make a right choice after they saw how Alexander lost all his money. Students may think $1.00 is not a lot of money and cannot buy many things. But I will let them know that if they save every $1.00 over several days, they will have $10.00 in 10 days. Then, I will let them know that
many Chinese people think the same way that saving money is important.

**Detailed description in Chinese.**
我将使用一个表格去测试学生是否明白第一课我们所掌握的内容。特别是学生在学习了Alexander怎么失去他所有的金钱后是否能学习到做一个正确的决定。学生可能认为1美元是很少的钱，根本就买不到什么东西。但是我们会讨论如果把每一美元都存起来，就可以有很多的钱了。然后我也会把中国人喜欢存钱的习惯提出来。

• **Summative Assessment:** What culminating assessment(s) will students complete in the future that will allow you to evaluate their final mastery of the objective(s)?

**Brief summary in English.**
Students will receive assessment by marking positive and negative decisions, but they will have no standard or correct answer. Everyone will answer based on their beliefs.

**Detailed description in Chinese.**
学生们会选择正面的负面的消费决定的测试，但这个测试是没有标准答案的，因为每一个学生都可以依据他们自己所相信的去选择。

**Provisions for Learning Differences:** How does the design of instruction meet the needs of individual students and groups of students with particular learning needs (English Language Learners, students with IEPs, students with 504 plans, underperforming students, students with gaps in academic knowledge, struggling readers, and gifted students in need of greater support or challenge)? What adaptations and modifications will you make for specific individuals or small groups of learners?

**Brief summary in English.**
I will sit with students who need extra help. I will explain concepts they do not understand, and assist them to finish the assessment.

**Materials:** What materials will you need in order to teach this lesson? What materials will students need?

**ATTACH ANY HANDOUTS, SLIDES, READINGS, ETC. NECESSARY TO COMPLETE THE LESSON.**

**Brief summary in English.**
1. Book *Alexander, Who Used to Be Rich Last Sunday* by Judith Viorst
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<td>How will you motivate your students? How will you connect to your students’ previous experiences/background knowledge? How will you help students transition from the previous lesson to this one?</td>
<td>Introduce the lesson and the book.</td>
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<tr>
<td>Discuss why Alexander’s various financial decisions are positive or negative. Review where Alexander’s money was spent, and when he accidentally lost some cash. Divide the chart paper into two sections by drawing a line down the middle. Label one side “positive decision” and the other “negative decision”.</td>
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<table>
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<tr>
<td>昨天，我们讨论和学习了Alexander是怎么失去自己所有的钱的，可以他除了买口香糖、租朋友的玩具和蛇，还有在后院卖场买的东西，他并不是把所有的钱都用来买东西了。那他还把钱用在哪些地方了呢?</td>
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3 minutes
### Instructional Task(s) Sequence
What learning experiences will you engage students in that will help them build the understandings and skills needed to meet the content and language objectives?

### Brief summary in English.
Discuss whether Alexander’s decision is positive or negative.

A negative decision is something that leaves you worse off than you were before. Some of Alexander’s money was lost because of a negative decision. Then, we will discuss positive decisions that can help Alexander save money.

### Detailed description in Chinese.
Alexander的一些钱失去是因为他做了负面的决定。负面的决定就是你的决定让事情变得更糟，所以大家都会避免去做负面的决定。当Alexander说不好的话和踢他的兄弟时，他知道那是负面的决定。在负面的决定那一栏写上“说不好的话的惩罚”

问学生：为什么他要这么做呢?
学生讨论，并鼓励他们引申他们的讨论到：有时候我们明明知道是个负面的决定，可是我们还是会去做呢?

你觉得Alexander为什么要和他的家人打三个赌?
学生讨论，他们可能会说因为Alexander以为自己会赢。

如果Alexander打赌都赢了，他就会有更多的钱。你的决定如果帮助你比以前更好，那就叫做正面的决定。Alexander觉得他的钱会变得更多，如果他打赌而且赢了的话。

在“正面决定”这一栏写下“和Anthon打赌”，“和Nicky打赌”，“和Mom打赌”。

让我们来讨论一下正面决定吧。虽然一美元不是很多的钱，但如果Alexander把他的美元存下来，然后他继续存所有他能得到的钱，最后他可以做什么？是的，他可以存到足够的钱去买他最想要有的东西——对讲机，可是，他没有存钱的决定是负面的吗？是的，没有存钱，所以他最后根本就得不到他的对讲机。

你觉得Alexander还可以做什么呢？他应该怎样去存他的钱呢？学生可能会说: 把钱存进小猪钱罐里，请爸爸妈妈保存他的钱，把钱存到真正的银行，或者其它的。等到他存了足够的钱时，他就可以去买对讲机了。

<table>
<thead>
<tr>
<th>Lesson Summary and Closure</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will key points of the lesson be articulated and summarized? By whom?</td>
</tr>
<tr>
<td>How will you help students transition to the upcoming lessons on this topic?</td>
</tr>
<tr>
<td><strong>Brief summary in English.</strong></td>
</tr>
<tr>
<td>I will use the activity to compare both American’s and China’s cultural differences in term of consumption practices. In the meantime, I will lead students to understand how cultural differences might influence how we spend money differently.</td>
</tr>
<tr>
<td>Summary the book, and lead students think about the cost and choice. Introduce the lesson tomorrow.</td>
</tr>
</tbody>
</table>

Through this story, do you think saving money is important? The number #1 country that likes to save money is China. On the opposite end, the
United States is a country where its members do not tend to save money; many citizens also have debt. People in different counties or families have different lifestyles based on different consumption patterns and beliefs about money. No one can judge if our decisions are positive or negative, but we can explore the pros and cons of each value set.

I will give you some examples regarding children or adults spending their money, then you will do “Turn and Talk” discuss whether you think is positive or negative decisions, and explain why by providing your reasons to your partner.

**Detailed description in Chinese.**

通过学习这个故事，你觉得存钱是很重要的事吗？你们知道吗？中国人是世界上最喜欢存钱的人，可是美国人却不是特别喜欢存钱的。不同的国家的人，甚至同一个国家但不同的家庭的人的生活方式也是不一样的，因为他们有不同的消费观念。但我们都知道事情都有两面性，好的一面和坏的一面。同样一件事情，有人认为是正面的，有人认为是负面的。很多这种情况发生的时候，没有人可以来评判谁对谁错。

现在我要说说一些小的例子，请你们判断并决定是正面决定，还是负面决定。因为我们每个人都来自不同的家庭，所以我们的选择一定也是不同的，我们要学会尊重别人的选 择，老师这里也没有标准答案。所以你们要做的就是告诉你 的小伙伴你觉得是正面还是负面的决定，并且清楚地说出你的理由。

1. 图书馆有旧书出售，正好有你想要的故事书，可是你还是去书店买了全新的书。
2. 你的书包是今年买的，可是你又想换一个新的书包。
3. 妈妈给你$5, 你把钱存起来，等母亲节时给妈妈买了一个小礼物。
4. 每次去商店，你都要爸爸妈妈给你买新玩具。
5. 你去参加好朋友的生日派对，你知道
他喜欢你的画，就亲手给他画了一张生日卡片送给他。
6. 你用自己的旧衣服给你的布娃娃做了一件新的衣服。
7. 你想送给奶奶一个圣诞礼物，所以跟爸爸妈妈商量每天收拾家里的房间，他们每天就给你25美分，这样你可以把钱存起来，等有足够的钱时，去给奶奶买礼物。

好，刚才我听到你们的每一个讨论都非常棒，你们的理由也非常充分，有道理。我希望通过这两天的学习能让大家在使用金钱上做出更好的决定。

<table>
<thead>
<tr>
<th>Management and Safety Issues:</th>
<th>Are there management and safety issues that need to be considered when teaching this lesson? If so, list them. What will you do to prepare students for these issues?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief summary in English.</td>
<td>This lesson does not have any management and safety issues that need to be considered. They may have different opinions. However, we learned how to accept different viewpoints before the activity starts.</td>
</tr>
</tbody>
</table>
## APPENDIX B

### Surveys

#### Survey 1 - Students

<table>
<thead>
<tr>
<th>Goal</th>
<th>Student Self –evaluation</th>
<th>Sentence Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I can use my own words to explain what I learned from this lesson.</td>
<td>![Emoji] ![Emoji] ![Emoji]</td>
<td>从这一课里，我学到了……</td>
</tr>
<tr>
<td>2. I can use the images, stories or the modeling form the teacher to understand the lesson.</td>
<td>![Emoji] ![Emoji] ![Emoji]</td>
<td>通过图片、故事和老师的演示，我明白了……</td>
</tr>
<tr>
<td>3. I can apply the knowledge I learned from this lesson.</td>
<td>![Emoji] ![Emoji] ![Emoji]</td>
<td>通过学习，我能运用这些知识到……</td>
</tr>
<tr>
<td>4. I can see the difference between the two cultures – American and Chinese.</td>
<td>![Emoji] ![Emoji] ![Emoji]</td>
<td>我能看到这两种文化的不同……</td>
</tr>
<tr>
<td>5. I can accept the differences between American and Chinese cultures.</td>
<td>![Emoji] ![Emoji] ![Emoji]</td>
<td>我能接受其他国家文化上的不同……</td>
</tr>
<tr>
<td>6. After this lesson, I find that I changed some of my thinking about differences between American and Chinese cultures.</td>
<td>![Emoji] ![Emoji] ![Emoji]</td>
<td>通过学习，我的想法有一些改变……</td>
</tr>
</tbody>
</table>
**Survey 2 - Peer Feedback**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Peer Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the teacher prepare enough concepts, principles, and processes to the students?</td>
<td>YES</td>
</tr>
<tr>
<td></td>
<td>NO</td>
</tr>
<tr>
<td>2. Does the teacher provide enough images, stories and models for students to understand the data and text?</td>
<td>YES</td>
</tr>
<tr>
<td></td>
<td>NO</td>
</tr>
<tr>
<td>3. Does the teacher help students to understand the new and complex contexts?</td>
<td>YES</td>
</tr>
<tr>
<td></td>
<td>NO</td>
</tr>
<tr>
<td>4. Does the teacher provide the big picture and provide enough explain for students accept the different point-views?</td>
<td>YES</td>
</tr>
<tr>
<td></td>
<td>NO</td>
</tr>
<tr>
<td>5. Does the teacher success guide students trying to understand the new culture bringing in the lesson?</td>
<td>YES</td>
</tr>
<tr>
<td></td>
<td>NO</td>
</tr>
<tr>
<td>6. Does this learning experience help students open or change their minds?</td>
<td>YES</td>
</tr>
<tr>
<td></td>
<td>NO</td>
</tr>
</tbody>
</table>
## Survey 3- Rubric for Teachers

<table>
<thead>
<tr>
<th></th>
<th><strong>Beginning</strong></th>
<th><strong>Developing</strong></th>
<th><strong>Proficient</strong></th>
<th><strong>Exceptional</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explain</strong></td>
<td>Understand the concepts. Explain a little bit without of any reason.</td>
<td>Explains the concepts with few reasons.</td>
<td>Explains the concepts using own words with strong reasons.</td>
<td>Explains and teaches the concepts to others using their own words with strong reasons.</td>
</tr>
<tr>
<td><strong>Interpret</strong></td>
<td>Understand some the images, stories or teacher models by explaining.</td>
<td>Understand the images, stories or teacher models by explaining.</td>
<td>Connect data, text and experience through images, stories or teacher models provided by the teacher.</td>
<td>Can interpret data, text, and experience through images, analogies, stories, and models by self.</td>
</tr>
<tr>
<td><strong>Apply</strong></td>
<td>Knowing the content is a new context.</td>
<td>Understand the new and complex contexts.</td>
<td>Can make connection with the new and complex contexts with own background experience or knowledge.</td>
<td>Can apply by effectively using and adapting what they know in new and complex contexts.</td>
</tr>
<tr>
<td><strong>Demonstrate</strong></td>
<td>See the different points of view.</td>
<td>See the big pictures and the different points of view.</td>
<td>Explain the big pictures and the different points of view.</td>
<td>Demonstrate perspective by seeing the big picture and recognizing different points of view.</td>
</tr>
<tr>
<td><strong>Display</strong></td>
<td>Confused about cultural differences, but still willing to accept the new culture.</td>
<td>Understands the new culture but from others.</td>
<td>See the new culture, and find something that may be adopted into</td>
<td>Displays ways to accept and adopt the new culture into own life.</td>
</tr>
<tr>
<td><strong>Self-knowledge</strong></td>
<td>See the difference impact own mind, but cannot accept yet.</td>
<td>See the difference and think may accept it later.</td>
<td>Making connection with the new difference to own daily life.</td>
<td>The new difference open and change mind.</td>
</tr>
</tbody>
</table>
REFERENCES


Cambridge, MA: Harvard University Press.


