

Unit 5: Having Fun at Home and Elsewhere
Lesson 4: Maps and Geography

Recommendation:

Read the supporting document, “How to Use These Lessons,” for suggestions to help achieve successful implementation of this curriculum. It’s listed in the Instructional Resources in this lesson.

Standards

California World Language Standards - Stage I
<p>Content</p> <p>1.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.</p> <p style="padding-left: 20px;">1.1 Students address discrete elements of daily life, including:</p> <p style="padding-left: 40px;">h. Vacations and travel, maps, destinations, and geography</p>
<p>Communication</p> <p>1.0 Students use formulaic language (learned words, signs [ASL], and phrases).</p> <p>1.1 Engage in oral, written, or signed (ASL) conversations.</p> <p>1.2 Interpret written, spoken, or signed (ASL) language.</p> <p>1.3 Present to an audience of listeners, readers, or ASL viewers.</p>
<p>Functions</p> <p>1.4 List, name, identify, enumerate.</p> <p>1.5 Identify learned words, signs (ASL), and phrases in authentic texts.</p> <p>1.6 Reproduce and present a written, oral, or signed (ASL) product in a culturally authentic way.</p>
<p>Cultures</p> <p>1.0 Students use appropriate responses to rehearsed cultural situations.</p> <p>1.1 Associate products, practices, and perspectives with the target culture.</p> <p>1.2 Recognize similarities and differences within the target cultures and among students’ own cultures.</p> <p>1.3 Identify cultural borrowings.</p>
<p>Structures</p> <p>1.0 Students use orthography, phonology, or ASL parameters to understand words, signs (ASL), and phrases in context.</p> <p>1.1 Use orthography, phonology, or ASL parameters to produce words or signs (ASL) and phrases in context.</p> <p>1.2 Identify similarities and differences in the orthography, phonology, or ASL parameters of the languages the students know.</p>
<p>Settings</p> <p>1.0 Students use language in highly predictable common daily settings.</p> <p>1.1 Recognize age appropriate cultural or language use opportunities outside the classroom.</p>

Objective

Students learn the basic terminology of maps and geography in the target language to support imagining vacation and travel opportunities.

Student Work

Interpersonal	Presentational	Interpretive
Students listen and speak to others to communicate knowledge, feelings, and opinions, or to negotiate meaning.	Students speak and write language to express information or opinions to an audience.	Students individually listen to, read, and view content without interpersonal interaction.

Domains of Language

Listening	Speaking	Reading	Writing
<p>Students as a whole class listen to teacher give a contextualized mini-lecture.</p> <p>Students listen to the teacher say a sequence of Mandarin words, holding up a “tone card” to identify which tone they hear.</p> <p>Students also demonstrate listening comprehension by pointing at pictures or realia or otherwise indicating their understanding.</p> <p>Students listen to each other in pairs, and during teamwork and group presentations to the class.</p>	<p>Students speak to each other in pairs and teams using key vocabulary words and phrases.</p> <p>Students speak to the teacher and frequently present to the class with partners or teams.</p>	<p>Students read four to six new Chinese characters in simplified Chinese.</p> <p>Students read short class-generated stories written in pinyin based on the unit theme and/or lesson.</p>	<p>Students write pinyin phrases to describe storyboards created with teacher or team or partner collaboration.</p> <p>Students write four to six Chinese characters in simplified Chinese.</p>

Evidence of Learning – Assessment

Informal or Formal
<p>Informal assessments include teacher visual observations as students identify which tone they hear in newly learned words by using hand gestures.</p> <p>Teacher asks students to express their understanding of the meaning of a new word by saying its translation in English. During this check for understanding the teacher allows students time for metacognition and reflection if there is disagreement and provides immediate feedback on the correct tone.</p> <p>The teacher checks student listening comprehension by having students make gestures to indicate their understanding (using agreed-upon signals to represent the words). A variation is having students close their eyes and respond with such hand gestures to the words they hear, so the teacher can see which ones have and have not acquired the target vocabulary.</p> <p>Assessment of students interacting in pairs or teams during interpersonal communication includes “kidwatching,” as described by Yetta Goodman (<i>Notes from A Kidwatcher: Selected Writings of Yetta M. Goodman</i>, edited by Sandra Wilde and published by Heinemann, Portsmouth, NH, 1996). The teacher moves about the classroom and listens in to student conversations. The teacher records observations of student practice, notes misunderstandings or errors to emphasize in future mini-lessons, and guides students who need assistance or encouragement.</p>

The teacher assesses student reading comprehension by asking students to verbally read pinyin and Chinese characters projected on a screen or written on poster-sized charts, and when reading their storyboards. The teacher gives immediate feedback by asking the student to read again, asking another student, or giving the correction. In the beginning stages of second language acquisition in Chinese, students are expected to recognize Chinese characters by associating them with English translations.

Student written production of pinyin is informally assessed by peers and the teacher reading their storyboard descriptions and giving oral feedback.

When students are presenting their knowledge either orally or in writing, is based upon a teacher- and class-generated rubric. Refer to the “Strategies Matrix: Teaching Strategies for World Language Classrooms,” in Instructional Resources for this lesson.

Formal assessments will be conducted at the end of each unit of study to ascertain internalization of key vocabulary words and phrases.

Background on Teaching Tones with Color-Coding and Kinesthetics to Aid Long-term Memory

Color-coding Scheme for Mandarin Tones

(Teacher demonstrates each and asks students to say the following and show the associated **kinesthetic gesture**)

1st oral: “First tone – **blue, up high, like the clear, blue sky.**”

[hand at forehead level, palm down, flat] examples in pinyin: **fāng bīng**

2nd oral: “Second tone – **green, going up, like a tree reaching to the sun.**”

[hand at nose goes upward] examples in pinyin: **wán shí**

3rd oral: “Third tone – **brown, swinging down and up, like a monkey in a tree.**”

[hand starts near mouth, goes down below chin, then up to nose level] examples in pinyin: **wǒ wǎn**

4th oral: “Fourth tone – **red, like an angry slap on the top of your head.**”

[hand does slap movement from forehead to chin levels] examples in pinyin: **sì yùndòng**

5th oral: “Fifth tone – **neutral black, like a gentle tap.**”

[fingers of hand close as hand makes tap movement] examples in pinyin: **de, ge and ma**

Important Note: The Mandarin third tone is rare in speech. In conversation, it is cut in half, the “half dip,” and only the lower rising half (the second half) is heard. The full dip is only fully pronounced in a few circumstances:

- For emphasis
- At the end of a sentence
- List of individual words

Warm up with Language through Repetition-Rhythm-Rhyme

Poems, Chants, and Songs

English	Chinese Characters	Pinyin
Chant (with clapping) for this lesson:		
Maps and cartography! Places and geography! Left, right, straight ahead... Follow directions as they're said!	地图和图表 地方和地理 向左、向右、一直向前 按地图标志的方向走！	Dì tú hé tú biǎo Dì fāng hé dì lǐ xiàng zuǒ、 xiàng yòu、 yī zhí xiàng qián àn dì tú biāo zhì de fāng xiàng zǒu !
Poems for this lesson:		
North and south, east and west, Compass rose is the best! Maps of the land, charts of the sea. We find interesting places, geography!	北面和南面，东面和西面 方位圈是最好的！ 陆地的地图，海洋的图表 我们找到有意思的地方，地理！	Běi miàn hé nán miàn , dōng miàn hé xī miàn Fāng wèi quān shì zuì hǎo de ! Lù dì de dì tú, hái yáng de tú biǎo Huán yǒu shì jiè duō yǒu qù Wǒ mén zhǎo dào yǒu yì sī de dì fāng, dì lǐ !
Song for this lesson (can be sung to the tune of “ABC Song”):		
Asia, Africa, Americas, North and South. Australia, Europe, Antarctica. Arctic, Southern, Pacific, Indian, Atlantic, Oceans, all. Maps are how we know where we are Geography studies places both near and far.	亚洲、非洲、北美洲、南美洲 澳洲、欧洲、南极洲 北冰洋、南大洋、太平洋 印度洋、大西洋和所有大洋 地图使我们知道我们在哪 地理使我们了解近的地方和远的地方	Yà zhōu、 fēi zhōu、 běi měi zhōu、 nán měi zhōu Ào zhōu、 ōu zhōu、 nán jí zhōu Beī bīng yáng、 nán dà yáng、 tài píng yáng Yìn dù yáng、 dà xī yáng hé suǒ yǒu dà yáng Dì tú shǐ wǒ mén zhī dào wǒ mén zài nǎ dì lǐ shǐ wǒ mén liǎo jiě jìn de dì fāng hé yuǎn de dì fāng

Teacher Modeling of Communication followed by Student’s Structured Practice

Message Functions/Structure	Key Vocabulary/Phrases	Strategies for Oral Practice
<p>Giving Commands</p> <p>Responding to Commands</p>	<p>Point to the map. Point to France on the map. 指着地图、指着地图上的法国 Zhǐ zhē dì tú、zhǐ zhē dì tú shàng de fǎ guó</p> <p>Put your right hand on your left shoulder. 把你的右手放在左肩上 bǎi nǐ de yòu shǒu fàng zài zuǒ jiān shàng</p> <p>Sit down and look at the west wall of the classroom. 坐下，看看教室的右墙 Zuò xià,kàn kàn jiào shì de yòu qiáng</p> <p>Stand up and turn left. 站起来，向左转 Zhàn qǐ lái, xiàng zuǒ zhuǎn</p> <p>“Swim” east to China. 向左“游”向中国 Xiàng zuǒ “yóu” xiàng zhōng guó</p> <p>“Fly” south to Antarctica. 向南“飞”向南极洲 Xiàng nán “fēi” xiàng nán jí zhōu</p> <p>Take two steps backward/forward/left/right. 向后、前、左、右迈两步 Xiàng hòu、qián、zuǒ、yòu mài liǎng bù</p> <p>Turn toward the setting sun. 转向夕阳 Zhuǎn xiàng xī yáng</p> <p>Turn toward the rising sun. 转向朝阳 Zhuǎn xiàng zhāo yáng</p>	<p>Use the <u>Simon Says</u> strategy with verb and other kinesthetic gestures.</p> <p><i>(Refer to the Instructional Resources of this lesson to access the Strategies Matrix: Teaching Strategies for World Language Classrooms, which describes the underlined strategies.)</i></p>
<p>Asking and answering either/or questions</p>	<p>Which do you like better, geography or math? I like _____ better. 你更喜欢地理还是数学？ Nǐ gèng xǐ huān dì lǐ hái shì shù xué? 我更喜欢_____。</p>	<p>Use <u>coffee klatch</u> strategy with the question on slips of paper and the answer stems on charts and/or on the back of the question slip.</p>

	<p>Wǒ gèng xǐ huān_____。</p> <p>Which is more useful in traveling, a map or a compass? A _____ is more useful in traveling. 旅行时，地图和指南针哪个更有用？ Lǚ xíng shí, dì tú hé zhǐ nán zhēn nǎ gè gèng yǒu yòng? 旅行时，_____ 更有用。 Lǚ xíng shí, _____ gèng yǒu yòng。</p> <p>Which way do you prefer to travel, by car or by plane? I prefer to travel by _____. 你喜欢坐汽车还是坐飞机旅行？ Nǐ xǐ huān zuò qì chē hái shì zuò fēi jī lǚ xíng? 我喜欢坐_____ 旅行。</p> <p>Wǒ xǐ huān zuò _____ lǚ xíng。 是的，我喜欢去国外旅行。 Shì de, wǒ xǐ huān qù guó wài lǚ xíng 不，我不喜欢去国外旅行。 Bù, wǒ bù xǐ huān qù guó wài lǚ xíng</p>	
<p>Demonstrating understanding of commands</p>	<p>Teams of three or four recreate (sketch) the world map modeled by the teacher in lesson 1. Teams practice saying the names of the continents and oceans in the target language by having one member point and the others respond. When most students have mastered the words, the “map challenge” game may be played in the teams: one person (the leader) says the name of a place and the others “race” each other to point to it. The person who finds it becomes the leader for the next play. Conversely, the leader may point to the place and the others “race” to say the name of the place in the target language.</p> <p>三四个人一个小组描出老师在第一课中制作的世界地图。小组练习用目的语说大洲和大洋的名字。一个人指着地图，其他人回答。当大多数同学掌握了这些词时，就以小组为单位玩“地图挑战”游戏：一个人（组长）说一个地名，其他人争着去指这个地方。能找到这个地方的人成为下一轮游戏的组长。相反，组长可以指着—个地方，其他人争着用汉语说出这个地方的名字。</p>	<p>Use the map challenge strategy in teams of three; later a whole class challenge may be a fun closure activity.</p>

Teacher Bridges to the Content Connection or Builds Schema for Students (Direct Instruction: Age and Stage-appropriate)

Please refer to the compilation, “Strategies Matrix: Teaching Strategies for World Language Classrooms” for detailed explanations of how to deliver the underlined strategies. It’s listed in the Instructional Resources of this lesson. Other items named may be found in the Lesson Materials at the end of this lesson.

To make sure the topic of this lesson connects to the previous two lessons, the teacher brings over the **world map chart used in lesson 1** to provide an overview of leisure time, games, and sports, and uses it to talk about vacations and travel. For example, have the students come close to the big world map chart (preferably sitting on the rug, or pulling up chairs within 10-15 feet of the chart) and provide a contextualized mini-lecture on vacation and travel.

The teacher should have several colorful picture file cards related to the lesson. S/he might start the lesson by reminding them (in the target language as much as possible, between 85-90% of the time) of the favorite vacations they have taken, and then show pictures of wonders around the world, such as the Terra Cotta Army, Sydney Harbor, Machu Picchu, Yosemite, Mt. Everest, the Statue of Liberty, Mt. Kilimanjaro, and the Taj Mahal. Teacher points out places on the map related to the vacations and travel being discussed. Then, teacher asks students to think of a vacation they or someone they know has taken and turn to a partner to talk about it (in L1 if necessary) during a short think-pair-share. The teacher has volunteers share what they talked about and charts some of their statements to be translated later to the target language.

[During this input or direct instruction, the observers were watching for students making good decisions, showing respect and/or solving problems, so be sure to take a minute to let each one award a “Mandarin Miscellany” award card to someone who has **earned** it, and tell specifically what they saw the person do that earned it! The scouts or observers get an award card for themselves at the end of the mini-lecture.]

Next, the teacher will add a few pictures, file cards, or sketches to the world map (the next lesson focuses more on key destinations) of places the teacher has visited on vacation with their names in the target language. As each picture file card is presented, the teacher will talk about it in the target language, having students repeat key words, point to the place on the map where they belong, tell each other the country’s name in L1 and learn the target language’s name, and make kinesthetic gestures to assist memory and retention.

[Again, pause for students to think-pair-share on which interesting place they’d like to visit, then ask the observers to report out on a couple of students who were making good decisions, showing respect and/or solving problems, giving them a “Mandarin Miscellany” award card to someone who has **earned** it, and tell specifically what they saw the person do that earned it!]

End this mini-lecture with the activity Four Corners by selecting four of the places the students seemed to react to most and posting them in the four corners of the room. Students are told, “When I give you the signal word, stand up and move to the corner that represents the place you would most like to visit if you had the chance. SIGNAL WORD.” After they’ve made their selections and each student has moved to one of the four corners, tell them, “When I give you the signal word, turn to someone near you and tell each other why you would like to go there. SIGNAL WORD.”

“Return to your seats to write in your learning log about where you would like to go on vacation, if time and money were no object. SIGNAL WORD (i.e., word of the day or week).”

Debrief in English

One way to debrief this input chart listed in the direct instruction is to review it by pointing and talking about it again in the target language, but having the students say chorally, in English, what they think you are saying. That way if they are misunderstanding something, the teacher may correct, clarify, and reinforce the correct meaning. Another way is to have students give a kinesthetic gesture to show they understand specific words. Students — as a whole group, pairs, or individuals — can also point to the appropriate spot on the chart as the teacher says key vocabulary. The teacher may also choose to briefly “put on his/her English hat” or “click on his/her English speech” and ask if there are any questions or clarifications needed.

TPRS – Total Physical Response Storytelling AKA Teaching Proficiency through Reading and Storytelling

Circling is an intentional strategy to repeatedly expose students to the target structures and attune their ear to pronunciation. The teacher states this circling pattern in Mandarin Chinese with students responding and the teacher repeating as a way of affirming their statements.

“Circling” on the phrase, “ ____ (a famous person the class likes or one of the students in the class) learns to use maps in geography class. ” “ ____ (同学们喜欢的名人或者班级的一个同学) 在地理课上学习使用地图。 ”

“ ____ (**tóng xué mēn xǐhuān dē míng rén huò zhě bān jí dē yī gè tóng xué**) **zài dì lǐ kè shàng xué xí shǐ yòng dì tú** ” 。 ”

Teacher pre-teaches the phrase, making sure everyone knows what each word means and agreeing on gestures to indicate each word, such as pointing to the nose for “I,” putting a finger for #1 to the heart for “favorite,” and moving hands up and down for “puppet.” Then the teacher starts to “circle” the phrase, with the students’ job only to make the gestures and respond in English or Mandarin to indicate their understanding.

The following is a short example of circling (which should go on for approximately ten minutes or when the teacher has repeated the key vocabulary 50-75 times) — focused on the teacher statements and questions — missing most of the parts the students either say or indicate comprehension of by shaking or nodding their heads, or making kinesthetic gestures. The following example might go through the “circle” a few times and the teacher would respond to the students’ answers making it fun and surprising:

[opening statement, circling begins]

“ ____ (a famous person the class likes or one of the students in the class) learns to use maps in geography class.”

Is it true that ____ learns to use maps in geography class?

Right, _____ learns to use maps in geography class.

Does ____ learn to use maps in geography class?

That’s it, _____ learns to use maps in geography class.

Does ____ learn to use maps in cooking class?

Exactly, _____ learns to use maps in geography class.

Does ____ learn to use maps in a movie theatre?

Right, _____ learns to use maps in geography class.

Is it true that ____ learns to use maps in geography class or cooking class?

Indeed, _____ learns to use maps in geography class.

Does ____ learn to use maps in a movie theatre or a geography class?

Very good, _____ learns to use maps in geography class.

Where does ____ learn to use maps?

That’s correct, _____ learns to use maps in geography class.

Does _____ or Jackie Chan learn to use maps in geography class?

Right, _____ learns to use maps in geography class.

Who learns to use maps in geography class?

Exactly right, _____ learns to use maps in geography class.

Oh, _____ (a famous person the class likes or one of the students in the class) learns to use maps in geography class.

You got it, _____ learns to use maps in geography class.

[closing statement, circle completed]

Extend the Learning: School-Home Connection and Class Projects, Small Group Activities, Individual Practice

SCHOOL-HOME CONNECTION

- 1) Students draw a map of the world and label it in the target language with the continents and oceans. Students share their map with at least two family members or friends, teaching them the names.
- 2) Students ask their family members whether they consider themselves “good” at reading maps or not and write a short paragraph explaining who in their family likes reading maps and who doesn’t, and why. Ask for any family stories related to map reading or getting lost in a strange place.
- 3) Students draw a map of their home or apartment with the actual compass directions noted, using as much target language terminology as possible.

ADDITIONAL ACTIVITIES

School-home connections are shared orally with teammates for a few minutes in order to validate the effort and have students share their learning and understanding. Any uniquely interesting homework may be shared with the whole class. Team points are earned for bringing in completed homework (school-home connections). Points are not deducted for failure to do so, but points may be earned at any time for bringing in the homework, late or not!

CLASSROOM PROJECT OR ACTIVITY

To extend the learning, team projects investigating the geography of the target language country(ies) may include relief maps made with play dough, etc.

Instructional Resources and References

How to Use These Lessons

<http://mandarin.sdcoe.net/cd3.html>

Refer to the guide for using these lessons for more information.

Strategies Matrix: Teaching Strategies for World Language Classrooms

<http://mandarin.sdcoe.net/cd3.html>

This matrix offers a compendium of instructional strategies that accelerate language acquisition, ensure student engagement, and lead to high levels of student achievement.

Maps and Geography

Geography of China

http://en.wikipedia.org/wiki/Geography_of_China

<http://www.kidport.com/reflib/worldgeography/China/China.htm>

<http://www.travelchinaguide.com/intro/geography/>

Maps of the world

<http://www.mapsofworld.com/>

<http://www.worldatlas.com/aatlas/world.htm>

Lesson Materials

Mandarin Miscellany

普通话集锦

pǔtōnghuà jíjīn

Add your own visuals (with your students) to make these award cards even more motivating for your students!

Maps and cartography!

地图和图表

dì tú hé tú biǎo

Ships use navigational charts!

轮船使用航海图

lún chuán shǐ yòng háng hǎi tú

Compass rose!

方位圈

fāng wèi quān

Straight Ahead

一直向前

zhīzhí xiàngqián

Left

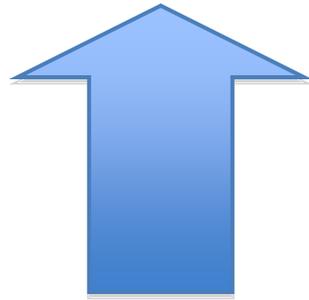
左

zuǒ

Right

右

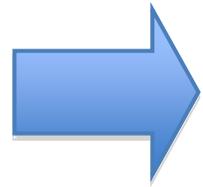
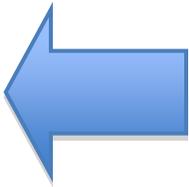
yòu



Directions:

方向

fāng xiàng



left, right, straight ahead

左，右，一直向前

zuǒ, yòu, zhīzhí xiàngqián

Geography!

地理

dìlǐ

North, south, east, west!

北, 南, 东, 西

běi, nán, dōng, xī!

Turn left! Turn around! Turn right!

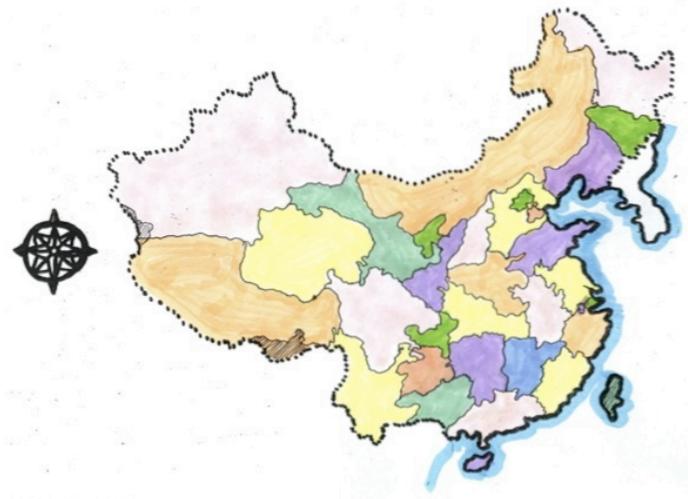
向左转！

走开！

向右转！

xiàng zuǒ zhuǎn! zǒu **kāi**! **xiàng** yòu zhuǎn!

Picture File Cards – Shrink or enlarge as needed for posters, playing cards, etc. Use your own pictures or find online.



Photos by Sally Fox