

Unit Title: What Does My Name Really Mean?

Language: **Chinese**
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Theme: Names

Level: 3rd year, 9th-12th grade

Important Question: What does my name really mean?

STEP 1 : Goals/Objectives, Standards and Summary of assessment tasks



Context and Purpose:

My teaching setting is a secondary school. Chinese courses are offered as an elective in the school and I teach Chinese level I, II and III. The range of students' grades is from 8th grade to 12th grade, age from 14 to 17, and most of them have no exposures to Chinese before. The class size is 10-18 students.

This performance assessment is for Chinese level 3 class, and it takes place in the middle of the second semester of the third year study. In the first year of Chinese study, students learned Chinese names including family names, given names, how Chinese greet or introduce by names and some cultural knowledge associated with Chinese names. The tasks of this NAME unit will expand and deepen students' understanding on the cultural beliefs attached to Chinese names and give them an opportunity to compare & contrast Chinese culture with their own regarding names; at the same time students obtain language skills- vocabulary, speaking and writing.

Goals/Objectives:

By the end of the unit, students will be able to:

1. understand the main points, the central ideas and supporting details in an authentic text about Chinese names
2. understand the cultural beliefs embedded in Chinese names
3. identify similarities and differences between Chinese culture and students' own culture regarding names and describe these similarities and differences in writing
4. use Chinese language to express their feelings and opinions on names
5. use technology tools to learn Chinese and gain knowledge and skills

Standards:**Communication**-*communicate in Chinese*

- 1.1 Students engage in conversations, exchange information, ideas and opinions about Chinese culture embedded in Chinese names.
- 1.2 Students understand and interpret written language on Chinese names—students will comprehend the main ideas and supporting details of an authentic text on Chinese names.
- 1.3 Students present information, concepts and ideas to an audience of readers on Chinese names.

Cultures-*gain knowledge and understanding of Chinese culture*

- 2.1 Students demonstrate an understanding of the relationship between the Chinese cultural practices and perspectives regarding names.
- 2.2 Students demonstrate an understanding of the relationship between Chinese names (products) and ideas and concepts attached to the names (perspectives).

Connections-*connect with other disciplines and acquire information*

- 3.1 students make connection to, reinforce and further their knowledge of other disciplines such as family history, genealogy or sociology.

Comparisons-*develop insight into the nature of language and culture*

- 4.2 Students demonstrate understanding of the concept of culture through comparisons of the Chinese culture and students 'own: Compare and contrast Chinese names to English names.

Communities—*participate in multi bilingual communities at home and around the world*

- 5.1 Students use the Chinese language both within and beyond the school setting. Students share what they have learned in class regarding Chinese culture and comparisons with their native culture with their families and friends.

Note: the assessment components relate to ACTFL's *The Standards for Foreign Language learning*; *The Standards for Chinese learners* by Chinese Language Association of Secondary-Elementary Schools (CLASS), (adapted from 5 Cs) AND *The guidelines for curriculum development* provided by Minnesota Department of Education document "*Chinese Language Programs Curriculum Development Project*"

Summary of Assessment Tasks

What kind of task will demonstrate that students have learned and can do the objective?

<i>Communication</i> →	Interpretive task	Presentational task	Interpersonal task
<p><i>Performance Assessment</i> →</p> <p>(Note: The performance assessment tasks are integrated throughout the instructional unit; They are not meant to be given as a whole at the end of the unit.)</p>	<p>Students read an authentic Chinese text on Chinese names to:</p> <ol style="list-style-type: none"> 1. Comprehend the main points and central ideas of the text; 2. Understand the cultural beliefs embedded in Chinese names; 3. Interpret identified vocabulary <p>Students will be divided into 3-4 groups to discuss their understanding and answers to the reading comprehension questions provided by teacher.</p>	<p>Each student does online research on his or her family history to find out:</p> <ol style="list-style-type: none"> 1. Family name’s origin and meaning; 2. The occupation of the ancestor; 3. The student’s first name’ meaning; 4. Each student picks a Chinese name either using characters learned or by search the given websites, and explain reasons why the specific Chinese name was picked. <p>Written assignment: Each student writes a short essay to summarize research findings and compare Chinese and western names.</p>	<p>Students discuss their online research findings in pairs and ask each other questions about the origin and meaning of their family names, the meaning of their given names, and exchange ideas about the traditions of different cultures regarding names. And identify some similarities & differences between two cultures.</p>

<p><i>What are the <u>Cultural Aspects</u>?</i></p>	<p>Understand the cultural beliefs embedded in Chinese names.</p>
<p><i>What are the <u>Connections to other subjects</u>?</i></p>	<p>Students gain interest, knowledge and perspectives about genealogy, history and sociology.</p>
<p><i>What are the <u>language and cultural Comparisons</u></i></p>	<p>Students compare the similarities and differences between Chinese names and English names, obtain historical insights/perspectives on the characteristics of two cultures regarding names.</p>
<p><i>What are the <u>connections to Communities in and outside of the classroom</u>?</i></p>	<p>The topic is beyond the classroom and communities; it is a universal topic that bears public and individual's interest. Students can bring the topic home and discuss it with their parents or other family members, ask questions about their ancestors, family history and the origin of the family names, etc.</p>

Assessment Task 1

<p>Mode of Communication →</p>	<p>Interpretive task</p>
<p>Performance Assessment →</p>	<p>The authentic text was chosen from a credible Chinese website and modified slightly to meet the level of student proficiency and the objectives of the performance assessment. The students learned the topic of Chinese names in their first year study and have some cultural knowledge on Chinese names; the majority of vocabulary and sentence structures in the text were covered in previous lessons; although there are some new words and expressions in the text, students should be able to guess or infer the meaning the new words from context. Notes are provided for some of the new words. Pinyin for the text is provided, to help students read and comprehend.</p> <p>The following are the checklists for the interpretive performance assessment:</p> <ol style="list-style-type: none"> 1. Identify the main ideas of the text 2. Identify at least 2 characteristics of Chinese names described in the text 3. Identify at least 2 facts regarding Chinese names 4. Understand meaning of the identified vocabulary 5. Understand the cultural beliefs accurately from context <p>Students first read and comprehend the text individually, write down answers to the reading comprehension question teacher provides, and then work in groups to discuss their understanding and the answers to the comprehension questions. Finally each group presents the results of discussion to the class, which will be the basis for evaluation</p> <p>Some of the comprehension questions:</p> <ol style="list-style-type: none"> 1. According to the description in the first paragraph, what is the difference between a Chinese name and an American name? What do you think of the difference?

<p>Where in the unit does this fit best?</p>	<ol style="list-style-type: none"> 2. How many surnames were included in the “hundreds names” book? How many of these are common surnames? What surnames are the most frequently used ones? 3. Give two examples of Chinese names’ origin. 4. Generation name means that all the siblings in the family and all the people in the lineage who belong to the same generation SHARE a same character in their given names; can you identify which sentence in the text is talking about generation name? 5. Choose 3 examples of Chinese names that bear different meaning from the last paragraph, explain the meaning of each. 6. In modern China do women follow their husband’s surnames after married? Why? 7. Explain the meaning of following Chinese phrases: 出生, 意思, 可能, 京生, 美丽. 8. Can you spot synonyms in the text for the following 2 words: 比方说; 名 <p>These activities for interpretive task are at the beginning of the assessment; the score of the interpretive task counts 34% of the total assessment.</p>
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RUBRIC or Criteria for Assessment Task 1

TASK: Interpretive-read and comprehend an authentic text

Criteria*	Approaching expectations	Meets expectations	Exceeds expectations
Grasps main points and facts	Be able to correctly answer 3 out of the first 6 reading comprehension questions	Be able to correctly answer 4 out of the first 6 reading comprehension questions	Be able to correctly answer 5 out of the reading comprehension questions
Understands the meaning of identified vocabulary	Understands the meaning of 2 or more of the 5 identified vocabulary (question #7); may or may not be able to provide synonyms for the two words (question #8)	Understands the meaning of 3 or more identified vocabulary (question #7) and can provide synonyms for at least one of the identified new words (question #8)	Understands the meaning of all 5 identified vocabulary (question #7); provide correct synonyms for the identified 2 new words (question #8)
Interprets cultural beliefs	The answers to question #1 and 6 are correct; however the explanation of cultural beliefs related to the questions may not be accurate	The answers to question #1 and 6 are correct; the explanation on the cultural beliefs in the questions is generally accurate	Be able to answer question #1 and 6 correctly; the understanding of the cultural values is relevant and be able to use cultural knowledge on China to provide explanations
Summarizes the situations of Chinese names bearing meanings	Summary of the situations of Chinese names with meanings is incomplete (may only be able provide two cases) and the supporting examples may not be correct	Summary of the situations of Chinese names bearing meanings in the text is sufficient (3 situations or more) and be able to provide some supporting examples	Summary of the situations of Chinese names bearing meanings in the text is complete (4 situations) and each with accurate supporting examples

Assessment Task 2

<p><i>Mode of Communication</i> →</p>	<p>Presentational task</p>
<p><i>Performance Assessment</i> →</p>	<p>After read and understand the Chinese authentic text about Chinese names, students go to a computer lab to do online research, preparing for the writing assignment. The presentational tasks include two parts:</p> <p>The first part is students do research on their own culture about names. They need to find the following information:</p> <ul style="list-style-type: none"> • The origin and meaning of student’s family name • The meaning of student’s first names • Choose a Chinese name and give reasons why the particular name was picked. Students can use vocabulary already learned, or find preferred ones by search Chinese-English Dictionary; • Find the Chinese translation of your first name (optional) <p>The second part is students do comparison between Chinese culture and their own regarding names:</p> <ul style="list-style-type: none"> • Write a short summary to include the information listed above and to highlight similarities and differences between Chinese names and English names (at least two similarities, two differences with examples) • Computer processed document-typed Chinese characters in computer <p>What to evaluate: completeness—if all the required information is covered; accuracy---if culture content and understanding is accurate, the comparison is appropriate; comprehensibility—if the essay is easy to understand; vocabulary, grammar and organization of information—if the writing is smooth and without major mistakes</p>

<p>Where in the unit does this fit best?</p>	<p>Teacher provides several useful websites for students to do online research and give instructions on what information each website contains and how to search these websites. The websites teacher provides are as follows:</p> <ol style="list-style-type: none"> 1. Meaning and origin of English last names: http://www.searchforancestors.com/surnames/origin/ http://genealogy.about.com/od/surname_meaning/a/surname-meanings.htm 2. Meaning and origin of English first names: http://www.behindthename.com/nmc/eng.php 3. Search Chinese-English Dictionary to translate the English meaning of your name into Chinese http://www.mdbg.net/chindict/chindict.php 4. Translate your English names into Chinese: http://www.chinese-tools.com/names/list.html 5. Make a style for your Chinese name using either Chinese calligraphy editor or put it on a Chinese painting: http://www.chinese-tools.com/tools/calligraphy.html http://www.chinese-tools.com/tools/name-painting.html <p>Note: students are required to draft writing then the Teacher provides feedback before students type it with computer.</p> <p>These activities for presentational task are performed in the middle of the assessment; the presentational task counts 33% of the total assessment</p>
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RUBRIC or Criteria for Assessment Task 2

TASK: Presentational-writing an essay

Non-negotiables:

- Word-processed in Chinese

Criteria*	Excellent/Exceeds expectation	Very good/Meets expectations	Good or fair/Approaching expectations
Completeness/is all the required information covered?	Includes all required information; identifies two similarities and differences; additional information or ideas on the topic provided	Provides most of required information including similarities and differences; may contain some relevant additional information on the topic	The information on the origin and meaning of names was provided, comparison of similarities and differences may not be adequate
Comprehensibility/is it understandable?	Information and ideas are clearly written and easily understood; may contain some interesting ideas	The information and ideas in writing are generally clear and understood	The writing is not clear and is not easy to understand
Accuracy/the understanding of cultural beliefs is accurate; reflects link between products and practice, and/or perspectives	The comparison of Chinese names and English names is appropriate and accurate, at least two similarities and differences are identified; the link between cultural products and perspectives is clear	The comparison of Chinese names and English names is generally accurate; indicates some kind of linking between cultural products and perspectives	The comparison of two name cultures is somewhat relevant and may not be very accurate; the link between products and perspectives may be missing
Language control/vocabulary, grammar and organization of information	Rich vocabulary, there is no or few spelling and grammar mistakes, very good organization of information	Some variety in word choices, some spelling or grammar mistakes but does not affect understanding; good information organization	Limited vocabulary, some sentence structure and grammar errors may cause difficulty of understanding; the organization of information is not very helpful for understanding

Assessment Task 3

<p><i>Mode of Communication</i> →</p>	<p style="text-align: center;"><u>Interpersonal task</u></p>
<p><i>Performance Assessment</i> →</p> <p>Where in the unit does this fit best?</p>	<p>Students discuss their online research findings in pair and ask each other questions regarding their family history, meaning of their last and first names, and similarities and differences between Chinese names and English names, exchange some insights about traditions of naming in different cultures. The teacher walks around in the classroom to observe, provides assistance as needed and participates in each group’s discussion by asking impromptu questions regarding the topics. Students are encouraged to take notes during discussions or refer to their essays for information</p> <p>What to assess: comprehension—understand what others said, comprehensibility—speaking is understood; communication strategies—actively participates in discussions and can sustain conversations; language control—vocabulary and structures in speaking are good enough for expression of meaning.</p> <p>The discussions will focus on the following topics:</p> <ul style="list-style-type: none"> • Where was your last name from? What does it mean? • What does your first name mean? What is your Chinese name? the reasons you chose this name • Similarities and differences between Chinese names and English names • Give examples of meaning-bearing names (both English names and Chinese names) <p>This part of activities is the end of the whole performance assessment. It counts 33% of the total assessment. After reading comprehension, online research on students’ own culture, comparing with Chinese culture and writing summary about the similarities and differences, it’s the time to have some interpersonal activates, with which students can talk about their findings, thoughts, ideas and interpretation on the topics.</p>

RUBRIC or Criteria for Assessment Task 3

TASK: Interpersonal: Discussion

Non-negotiables:

- provide at least two examples when explaining similarities and differences of Chinese names and English names

Criteria*	Excellent	Meets expectations	Approaching expectations
Comprehension	Understand all questions and conversations	Understand most of questions and conversations; sometimes may ask for repetition	Limited understanding of conversations, often ask for repetition or reword
Comprehensibility	Speaking is easily understood	Speaking is generally understood, occasionally need to repeat	Speaking is not clear and is not easily understood, often need help with words or structure
Communication strategies—maintain conversation, negotiation of meaning, ask for clarification	Clearly can maintain conversation by using communication strategies such as asking for clarification, negotiating meaning	Participates in discussion by asking questions and responding to others; may need some help to maintain conversation	Responds to some questions and makes limited comments; has difficulty to maintains conversation
Language control—speaking, vocabulary and structures	Clear speaking with a few grammatical and pronunciation mistakes, easy to understand; Good vocabulary range	Good speaking with some errors in grammatical structures, but not affect understanding; satisfactory word choices	Frequent grammatical errors or pronunciation inaccuracies in speaking may cause difficulty of understanding, basis vocabulary

Instructional components

Functions	Structures	Vocabulary	Materials/Resources
<p>(Asking questions, telling time, describing, telling likes and dislikes, narrate; etc.)</p> <p>Reading authentic text for interpretive task. Teacher provides comprehension questions to students including vocabulary questions, e.g.:</p> <ol style="list-style-type: none"> 1. What does “一般” mean? 2. From the context, guess the meaning of “随” 3. What the meaning of “同辈” <p>More questions on the interpretive task session</p>	<p>Verbs, adjectives, adverbs, tenses</p> <p>Synonym (some of these are in the reading, some are from previous lessons e.g. 女人:</p> <ol style="list-style-type: none"> 1. 比方说 比如 如 2. 名 名字 3. 愿望 希望 4. 妇女 女人 <p>Structures:</p> <ol style="list-style-type: none"> 1. 和 有关 2. 和.....不一样 3. 一个 一个 	<p>What are the essential words needed?</p> <p>What are additional words that are nice to know?</p> <p>New words: 来源----origin 职业----occupation 陶器----pottery 妇女---women 保留----keep 家族---clan 同辈---same generation 威武勇猛---brave and fierce 文化大革命---cultural revolution</p>	<p>Pictures, stories, online resources, videos, games</p> <ol style="list-style-type: none"> 1. Meaning and origin of English last names: http://www.searchforancestors.com/surnames/origin/ http://genealogy.about.com/od/surname_meaning/a/surname-meanings.htm 2. Meaning and origin of English first names: http://www.behindthename.com/nmc/eng.php 3. Chinese-English Dictionary http://www.mdbg.net/chindict/chindict.php 4. Translate your English names into Chinese: http://www.chinese-tools.com/names/list.html 5. Make a style for your Chinese name using either Chinese calligraphy editor or put it on a Chinese painting: http://www.chinese-tools.com/tools/calligraphy.html http://www.chinese-tools.com/tools/name-painting.html

Preparing for (Interpersonal/Presentational/Interpretive) Assessment (Beginning–middle–end)

	Learning Activities - Descriptions
<p style="text-align: center;">Beginning</p> <p style="text-align: center;">Interpretive Task</p>	<p>Everybody has a name; names are extremely important because names represent people’s identities. Most of names have meanings. How people name themselves or how parents name their children reflect cultures and traditions. There is a great deal of difference from one culture to another in how names are given. Start today, we are going to read an authentic text about Chinese names, to comprehend the text, and interpret the cultural beliefs behind names.</p> <p>The text is provided with Pinyin, which helps students read and understand; notes for some new words and phrases are provided; students read the text and answer reading comprehension questions individually; then work in groups to discuss their understanding and answers. Then each group presents to the class. During discussion process, teacher explains the “cultural revolution” to give students better understanding of the historical context but no questions to be asked on this specific event. After class presentations, teacher summarizes what aspects students did well and clarifies confusing points (language and cultural) if any.</p> <p>Teacher collects student answer sheets for evaluation, and gives them back before next task along with evaluation rubric.</p>
<p style="text-align: center;">Middle</p> <p style="text-align: center;">Presentational Task</p>	<p>After reading comprehension, teacher introduces presentational task to students. The task contains two parts: one is online research, students examine their native culture by search their family names, first names and related information; the second part is reflection and writing: students write an essay to summarize their online research findings and the comparison of two cultures (similarities and differences). The essay must meet the content requirements, and must be word processed (type Chinese characters in computer), however before typing in computer, students are required to write a draft; teacher looks these drafts, gives feedback. Students have an option to add some artistic features on their essays using the websites provided.</p> <p>Essays are submitted for evaluation, and returned with evaluation criteria to students before the next task assignment.</p> <p>The purpose of this task is let students learn knowledge about names, develop analyzing and critical thinking skills by comparison and contrast different cultural values, and use technology.</p>

<p style="text-align: center;">End</p> <p style="text-align: center;">Interpersonal Task</p>	<p>After comprehending the reading on Chinese names, doing online research on names and comparing and contrasting two cultures, and completing the writing task, it's time for students to talk about their findings, thoughts and opinions on this topic. Students are divided into 3-4 groups to discuss the required topics (listed in interpersonal task session). Students can use their notes of online research and essays as reference for speaking. The teacher observes each group's interpersonal exchange and provides help with vocabulary and sentence structure as needed; at the same time teacher evaluates each group's performance. Group interpersonal conversations may take 30 minutes. After group discussion, the teacher may ask each group to talk about what works best in conversations and what strategies they used. In the last 5 minutes, teacher may ask students to briefly reflect what they have learned most during these three learning modules. The unit wraps up!</p>
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Resources:

1. Swender, E., Terry, R. M., & Breiner-Sanders, K. E. (January 01, 2002). Preliminary Proficiency Guidelines -- Writing Revised 2001. Preliminary Proficiency Guidelines -- Speaking (Revised 1999). (Available online at <http://actfl.org/i4a/pages/index.cfm?pageid=4236>)
2. Duncan, G., & Swender, E. (January 01, 1998). ACTFL Performance Guidelines for K-12 Learners. *Foreign Language Annals*, 31, 4, 479.
3. McMillan, James H. (2000). Fundamental assessment principles for teachers and school administrators. *Practical Assessment, Research & Evaluation*, 7 (8).
4. National Standards in Foreign Language Education Project (U.S.). (1996). *Standards for foreign language learning: Preparing for the 21st century. Executive summary*. Yonkers, NY: National Standards in Foreign Language Education Project.
5. Wiggins, Grant (2006) *Healthier testing made easy*. Edutopia, April, 2006. The article discusses the implications of assessment techniques. (Available online at: <http://www.edutopia.org/healthier-testing-made-easy>)
6. Mertler, C. (2001). Designing scoring rubrics for your classroom. *Practical Assessment, Research & Evaluation*, 7(25). (Available online at <http://pareonline.net/getvn.asp?v=7&n=25>)
7. Moskal, B. and J. Leydens. (2000). Scoring rubric development: Validity and reliability. *Practical Assessment, Research & Evaluation*, 7 (10). (Available online at <http://pareonline.net/getvn.asp?v=7&n=10>)
8. CARLA (Center for Advanced Research of Language Acquisition) Virtual Resource Center: at <http://carla.umn.edu/assessment/VAC/index.html>
9. Tedick, D. J. (1997). *Proficiency-oriented language instruction and assessment: A curriculum handbook for teachers*. Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota. (Performance Assessment part)