



## Chinese Calligraphic Tours—Visiting Ancient China

Intended for Middle scholars (6<sup>th</sup>-8<sup>th</sup> grade)

Teaching dates: 17<sup>th</sup>-20<sup>th</sup>, July, 2017



Duke University/AIG licensure program  
EDU 623.02  
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## Introduction of the unit

### **Rationale**

Chinese calligraphy is widely known as a traditional Chinese form of writing with a brush and ink. It is considered more than an art form. Calligraphy requires a high level of concentration and patience because writing with a brush requires more complexity and stability. In order to produce beautiful calligraphic writing, correct way of holding the brush is important and necessary.

While doing Chinese calligraphy, different calligraphy styles need to be explored by the learners, which reflects different personal characters. Students would find the calligraphy style that fits their personalities. It is a good way for students to know more about themselves and claim their personal identities.

Chinese calligraphy is a great presentation of Chinese culture and language. Learning the culture of calligraphy promotes students' understanding of the Chinese cultural state of mind. Calligraphy learning promotes communication and social interaction among people from different cultures and it serves as a tie and a bridge to bring people together. Chinese writing does not only connect people from other cultures together, but firmly unites Chinese people as well. As Kraus (1991) stated, the Chinese writing system has preserved national unity for the nation of China and it is a shared language among all Chinese people. This is a further indication that the calligraphy writing has its wide values.

Calligraphy learning benefits gifted students even more, as Ford & Trotman (2001) stated, the characteristics and competencies of gifted students lay on specifically on multicultural knowledge, philosophies, and skills in life. Learning different cultures and/or representation of a culture would help to meet the requirements of gifted learners.

## **Differentiation for Gifted Learners**

This unit of Chinese calligraphy instruction makes it particularly beneficial for gifted learners due to the fact that they would be more interested and willingly involved in learning cultures and languages due to the characteristics of their language development. The teaching content is challenging but meaningful. It covers introduction of Calligraphy as a Chinese tradition, various styles of Chinese calligraphy, the tools of doing calligraphy, the five principles of calligraphy, the Eight Basic Brush Strokes, notable Chinese Calligraphers, and so on. The product of this unit is to have students work on their red lucky banners, on which their wishes are written and they can present the banners to the wish receivers. As Tomlinson (2000) stated, differentiated instruction is used to refer to an instructional model that provides guidance for teachers in addressing student differences in readiness, interest, and learning profiles along with the goal of maximizing the capacity of each learner (p.287). It is of great importance to differentiate instructions for gifted students. Applying different resources, independent study, and curriculum compacting are helpful for AIG students. Besides, adding depth of the class content would help students, too on their mental growth. Activities such as open-ended questions, higher level questions, and tiered tasks all apply to gifted students. Acceleration, also called learning pace, needs to be adjusted for AIG students in this unit. Learning contracts, learning centers, and discovery learning are useful ways to help gifted students get their academic achievements.

Gifted students experience academic challenges mainly on their special demands of perfectionism. They are often high-achievers in school and aim to get all subjects perfect which is challenging for all due to the problems of timing, physical conditions, and individual preference. Neumeister (2004) proposed that “for the socially prescribed perfectionists, an

underlying motive to avoid failure influenced their achievement goals and behaviors. Based on this motive, they set both performance-avoidance and performance-approach goals and tended toward procrastination in their work.” One way for AIG teachers to help the students is to avoid overstressing their mistakes and remind them to go easy in class when they go through their perfectionism.

### **The population of gifted children for whom the unit is intended**

This particular unit is especially prepared for students who wish to learn about cultures and language at all levels of social status. Horwitz (1988) stated that language learning would likely influence a learner’s effectiveness in the classroom. Learning a language and a culture requires special abilities and this learning experience usually makes students feel fun and successful. AIG students are the group of talented students who learn a foreign language easily and at an amazing pace. Among all gifted students, the ones with the following characteristics are very suitable to learn foreign cultures and language and also for whom this unit is intended to be prepared for. First of all, the group of gifted students who are actively involved in the language learning process because they are willing to take responsibilities for their own learning. Secondly, the gifted students who have open and easy-going personalities, this may make them learn a foreign language naturally. Thirdly, gifted students who aware of the close relationship between language and culture are better learners of language and culture. The activities and level of difficulties of this unit are designed for this particular group of gifted students.

## Goals and Outcomes of this unit

This unit tries to meet the Common Core standards and/or NC standards in terms of the designs of its goals and outcomes. Kang (2008) mentioned that teaching outcomes indicate the needs for addressing ways to deal with teaching constraints for constructivist teaching approaches, collaboration with content course instructors, critical reflection on field experience, and practice more on teaching practice. The following goals and outcomes go along with the general design of this Chinese calligraphy unit.

Goal 1: Making students to communicate effectively in a new culture and interact in a culturally appropriate manner with native speakers of that language.

Students will be able to

- make students recognize culture-specific perspectives and values embedded in language behavior.
- apply their culture knowledge into their daily life in the real culture.

Goal 2: To make students recognize the values of culture, and to make them increase their knowledge on the heritage of the foreign country.

Students will be able to

- identify significant works of literature and arts in the country being studied and for the learners to explain rituals and customs in daily life of the targeted culture.

Goal 3: To develop students' cognitive strategies for learning other languages and cultures.

Students will be able to

- develop insight into the language nature and the language/culture acquisition.

As Oxford (1994) promoted, it helps language learners to understand patterns and to take advantage of all practice opportunities, monitor their speech and meanings of expressions.

Mastering all the above-mentioned factors would largely help language learners to achieve their success easily.

### **Assessment Plan**

In this unit, the teacher is going to assess students in various ways, mainly by applying formative and summative assessments in and out of classes. Black (1993) pointed out that the principal aim of schools is to promote children's learning and assessment lies at the heart of this process. Assessments can provide the teachers directions for their next educational steps in response to children's needs.

There are various formative assessments in this unit, such as class presentations, class quizzes, class discussions, tickets out of the door, writing assignments of the calligraphic Chinese characters. Each formative assessment has its checking standards for the teacher to figure out students' understanding of the content, which makes the teacher have flexible adjustments of the lessons both in the class and after class.

#### Class presentation

Students' group presentation in front of the classroom is an approach to practice their confidence, show their research findings, and present their written work. Through the ideas presented by the students, the teacher may realize the depth of students' understanding and mastery of the knowledge intended in this class.

#### Class quizzes

Students will be asked to answer some questions either orally or on a piece of paper. The questions are mainly about cultures and language, the traditions of calligraphy, and the ways people do their written calligraphies and so on. The teacher will judge the professionalism and

depth of students' answers and make sure students have full understanding on all the learning content.

### Class discussions

Students are divided into small groups of 3, they would first discuss the advantages and disadvantages of using painting brushes in their small groups. After this, the whole class is going to be divided into two groups and they dispute each other's ideas. Some new questions and doubts would be aroused in this formative assessment, and students can work them out after this class on their own.

### Tickets out of the door

Students will exit the classroom by answering one question on their ticket that is put under their seat before the class starts regarding calligraphy information.

### Writing assignments

Students are asked to make a brief summary about what they learned in the class. Main ideas and content will be addressed in the assignment and through their writing assignments, students' mastery of knowledge taught in this class can be figured out.

Students will be given a summative assessment by the end of this week, which correlates with the performance task. The project of this unit is to make a lucky red banner expressing best wishes to people in Chinese calligraphy writing. Their work of art will be taken away by them so that they can present it to their families and/or friends.



**Lesson Plans**

<b>TEACHER NAME</b>		<b>Lesson #</b>
Chunling Zhang		1
<b>MODEL</b>	<b>CONTENT AREA</b>	<b>GRADE LEVEL</b>
Direct Teaching Strategies	Chinese language and culture	6-7 <sup>th</sup> grade
<b>CONCEPTUAL LENS</b>		<b>LESSON TOPIC</b>
Cultures		Chinese calligraphy
<b>LEARNING OBJECTIVES</b> <i>(from State/Local Curriculum)</i>		
<ol style="list-style-type: none"> <li>To improve students' collaboration with others. Students observe, analyze, write what they see while learning the class materials.</li> <li>To encourage and improve students' cultural awareness, class participation and communication skills.</li> </ol>		
<b>THE ESSENTIAL UNDERSTANDING</b> <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		<b>THE ESSENTIAL QUESTION</b> <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
Tradition shapes culture		How do traditions shape culture?
<b>CONTENT KNOWLEDGE</b> <i>(What factual information will students learn in this lesson?)</i>		<b>PROCESS SKILLS</b> <i>(What will students be able to do as a result of this lesson?)</i>
<p><b><i>Introduction of Calligraphy as a Chinese Tradition</i></b></p> <ul style="list-style-type: none"> <li>o Highly appreciated art form</li> <li>o Mounted on scrolls and hung on walls in the same manner as paintings</li> <li>o A sign of status</li> </ul> <p><b><i>Brief History of Calligraphy in China</i></b></p> <ul style="list-style-type: none"> <li>o How did it start? How has it evolved?</li> </ul>		<ol style="list-style-type: none"> <li>Students are able to introduce the tradition and history of Chinese Calligraphy.</li> <li>Students are able to interpret art by categorizing subject matter and identifying the characteristics of different forms.</li> <li>Students will be able to tell the differences between Chinese Calligraphy and Chinese paintings.</li> </ol>



***Introduction of the various styles of Chinese calligraphy***

- o Lìshū style (clerical script)
- o Kǎishū style (traditional regular script)
- o Cǎoshū style (cursive or sloppy script)

**GUIDING QUESTIONS**

*What questions will be asked to support instruction?*

*Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding*

<b>Pre-Lesson Questions:</b>	<b>During Lesson Questions:</b>	<b>Post Lesson Questions:</b>
<ul style="list-style-type: none"> <li>• What do you know about Chinese styles of writing?</li> <li>• What special writing tools do Chinese people use to write Calligraphy?</li> <li>• Who are the famous artists doing Calligraphy in Chinese culture?</li> <li>• Why are they famous?</li> <li>• Why is it beneficial to know something about Chinese calligraphy?</li> </ul>	<ol style="list-style-type: none"> <li>1. What do you think calligraphy represents in Chinese culture?</li> <li>2. What are the writing traditions in your culture?</li> <li>3. Why do you think traditions are important?</li> <li>4. Do you know why Chinese people use different ways of writing styles?</li> <li>5. What traditions do you see in a different culture regarding writing styles?</li> </ol>	<ul style="list-style-type: none"> <li>-What does calligraphy reveal about Chinese culture?</li> <li>- What makes Calligraphy a tradition in China?</li> </ul>

**DIFFERENTIATION**

*(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.*

<b>Content</b>	<b>Process</b>	<b>Product</b>	<b>Learning Environment</b>
<ul style="list-style-type: none"> <li>-Introduction of Calligraphy as a Chinese Tradition.</li> <li>-Brief History of Calligraphy in China.</li> <li>-Introduction of the various styles of Chinese calligraphy.</li> </ul>	<p>Students engage in calligraphy traditions by listening to the teacher's direct instructions in the teaching part in class.</p>		

**PLANNED LEARNING EXPERIENCES**

*(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)*

**Engage and Connect** - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

I will take the students do the gallery walk before formally introducing them to the various styles of Chinese Calligraphy.

All students will watch a video regarding a traditional Chinese Calligraphy after they are invited into the classroom. This video demonstrates how a traditional calligraphy is done in that culture. This video will provide students with some background information about Chinese calligraphy and students will know that their main learning target in this lesson is about basic knowledge regarding Chinese calligraphy.

**Explore** - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

- Comparing and contrasting the various styles of Chinese Calligraphy – (Lishū, Kǎishū, and Cǎoshū)
- Practice simple characters or good luck messages (using markers/pencils first)
- See <http://www.china-family-adventure.com/chinese-writing-symbols.html>
- See <http://www.china-family-adventure.com/chinese-new-year-banners.html#greetings>

**Explain** - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

Students will be divided into small groups (3 students in one group) and they will create a note on which they write down all the traditions of a Chinese calligraphy that they know so far. Each group needs to mention at least one tradition of Chinese calligraphy. This tradition can either be the one that teacher just taught or the one that the student has already known before this lesson.

The teacher moves to facilitate students in the room. Questions or hints would be given to the students by the teacher when necessary. The teacher will ask students in groups to present their findings in front of the whole class.

**Elaborate** —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*  
*Students will watch the video to further their understanding.*

Video of the story of the Chinese character:

- o <https://www.theartofed.com/2015/01/02/teach-your-students-chinese-calligraphy/>
- o Writing Chinese Characters Worksheets (Hanzi Grids)
- o <https://www.hanzigrids.com/examples>
- o <http://www.uvm.edu/~chinese/characte.htm>

**Evaluate:** *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

The teacher will wrap up the lesson by asking the students to explain the most impressive Chinese calligraphy traditions for them and compare the similarities and/or differences between their writing cultures and Chinese writing cultures.

TEACHER NAME

Lesson #

<b>Chunling Zhang</b>		2
<b>MODEL</b>	<b>CONTENT AREA</b>	<b>GRADE LEVEL</b>
Visual thinking strategy	Chinese language and culture	6th-7th grade
<b>CONCEPTUAL LENS</b>		<b>LESSON TOPIC</b>
Cultures		Chinese calligraphy
<b>LEARNING OBJECTIVES (from State/Local Curriculum)</b>		
<p>- Students can fluently and effectively utilize tools for doing Chinese calligraphy.</p> <p>-Encourage an attitude of inquiry in the world, excite an interest in the unique way of writing, and explore more cultures related to Chinese calligraphy.</p> <p>-Understand how people follow the five principles of Chinese calligraphy.</p>		
<b>THE ESSENTIAL UNDERSTANDING</b> <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		<b>THE ESSENTIAL QUESTION</b> <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>
<i>Tradition shapes culture</i>		<i>How do traditions shape culture?</i>
<b>CONTENT KNOWLEDGE</b> <i>(What factual information will students learn in this lesson?)</i>		<b>PROCESS SKILLS</b> <i>(What will students be able to do as a result of this lesson?)</i>
<p>Students will know:</p> <p>Calligraphy plays an important role in Chinese people’s life.</p> <p>Calligraphy may help classify people’s social class.</p> <p>Different cultures may result in different products.</p>		<p>Students will be able to:</p> <p>Know the tools and principles of Chinese calligraphy.</p> <p>Understand a different culture.</p> <p>Collaboratively self-reflect on performance with peers.</p>

<b>GUIDING QUESTIONS</b>			
<i>What questions will be asked to support instruction? Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding</i>			
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:	
<p>What are the applications of calligraphy can we see in our real life?</p> <p>What may calligraphy bring to us in life?</p> <p>What our life is going to be like without arts?</p> <p>Why do you think people want to learn calligraphy?</p> <p>How much do you know about calligraphy so far?</p>	<p>What are the principles of Chinese calligraphy?</p> <p>Have you ever practiced writing calligraphy before? How did you feel about it?</p> <p>What can practicing writing calligraphy help you with?</p> <p>On what materials do you do your calligraphy?</p> <p>What other forms of arts do you know as well?</p>	<p>What are the traditional tools and techniques of Chinese calligraphy?</p>	
<b>DIFFERENTIATION</b>			
<i>(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.</i>			
Content	Process	Product	Learning Environment
<ul style="list-style-type: none"> <li>o Introduction to the tools of calligraphy</li> <li>o Four Treasures of the Study: ink brush, ink, paper, and inkstone (Chinese culture is very fond of four word couplets)</li> <li>o Brushes are generally made from animal hair, or—in certain situations—the first hair taken from a baby's head</li> <li>o Brush handles are commonly constructed from bamboo, but special brushes may have handles of sandalwood, jade, carved bone/ivory, or other precious materials.</li> </ul>	<p>Students will engage in practicing writing Chinese calligraphy in class. They will evaluate and be evaluated by peers in this process.</p>	<p>Students will paint bamboos using the Four Treasures of Study.</p> <p>Students will demonstrate paintings to show their calligraphy skills.</p>	<p>Students are supported in a relaxed and supportive learning environment.</p>
<b>PLANNED LEARNING EXPERIENCES</b>			
<i>(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)</i>			

**Engage and Connect** - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

Teacher will help find each student's zodiacs and teach them practice writing their own zodiac on the red construction paper. After students are done with it, the teacher is going to show students the Eight Basic Brush Strokes (<http://www.brighthubeducation.com/learning-chinese/47851-get-started-with-chinese-calligraphy/>).

**Explore** - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Teachers will introduce to the students the tools of calligraphy.

- o Four Treasures of the Study: ink brush, ink, paper, and inkstone (Chinese culture is very fond of four word couplets)
- o Brushes are generally made from animal hair, or—in certain situations—the first hair taken from a baby's head
- o Brush handles are commonly constructed from bamboo, but special brushes may have handles of sandalwood, jade, carved bone/ivory, or other precious materials.

Students are allowed to ask the teacher any questions regarding Chinese calligraphy cultures and the teacher will answer the questions either in a group or individually.

Students are allowed to get on computers to look up information regarding the content that the teacher just introduced. After that, they may ask questions or share their knowledge with the rest of the group regarding Chinese calligraphy culture.

**Explain** - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

Teacher will Introduction to the five principles of calligraphy

- o Posture: It is important to sit up straight.
- o Good knowledge of the tools: Demonstrate with the same the brushes students will use.
- o Control: You must know how to control the brush.
- o Rhythm: The characters should flow smoothly down the page.
- o Balance: Make sure all the lines are the right thickness and length

**Elaborate** —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Show a video of a calligrapher in action so students can identify the tools and techniques that are being used. What do they notice about the tools and techniques used by the calligrapher?

<https://www.youtube.com/watch?v=EQRDNF0kEuE>

**Evaluate:** *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

- Have students practice painting bamboo using the Four Treasures of Study.  
<https://www.youtube.com/watch?v=v527vJObd64>
- Read and discuss following article on calligraphy:  
<http://www.asiawind.com/calligraphy/>

TEACHER NAME

Chunling Zhang

MODEL	CONTENT AREA	GRADE LEVEL
Questioning	Chinese language and culture	6th-7th grade
CONCEPTUAL LENS		LESSON TOPIC

Cultures	Chinese Calligraphy
<b>LEARNING OBJECTIVES</b> <i>(from State/Local Curriculum)</i>	
<p>Language Arts Standard Course of Study:</p> <ul style="list-style-type: none"> <li>--Compare and contrast different cultures and ways of conducting writing.</li> <li>--Calligraphy presentations.</li> <li>-- Recognize notable calligraphers in Chinese culture.</li> <li>--Relationship between calligraphy and culture.</li> </ul> <p>Video used in class:  <a href="https://www.youtube.com/watch?v=MECalligraphyN0CzGv5-Y">https://www.youtube.com/watch?v=MECalligraphyN0CzGv5-Y</a></p>	
<b>THE ESSENTIAL UNDERSTANDING</b> <i>(What is the overarching idea students will understand as a result of this lesson?)</i>	<b>THE ESSENTIAL QUESTION</b> <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>
<i>Tradition shapes culture</i>	<i>How do traditions shape culture?</i>
<b>CONTENT KNOWLEDGE</b> <i>(What factual information will students learn in this lesson?)</i>	<b>PROCESS SKILLS</b> <i>(What will students be able to do as a result of this lesson?)</i>
<p>Students will know notable Chinese calligraphers.</p> <p>Students will know the roles of these notable calligraphers in Chinese culture.</p> <p>Students will know the connection of words makes a phrase with a certain meaning in calligraphy settings.</p> <p>Students will know how cultures impact calligraphies.</p>	<p>Students will be able to compare and contrast different calligraphies and cultures.</p> <p>Students will be able to analyze and summarize information regarding calligraphy.</p> <p>Students will be able to do more researches online in order to broaden their knowledge.</p> <p>Students will be able to make inquiries to dig deeper on the information they do not know well.</p>

<b>GUIDING QUESTIONS</b>			
<i>What questions will be asked to support instruction?</i>			
<i>Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding</i>			
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:	
<p>What different cultures do you see in your daily life? How do you know these cultures are different from your own?</p> <p>How many types of calligraphy do you know?</p> <p>Why do people write in different ways?</p> <p>How do you think cultures influence writing styles?</p> <p>What are the other factors that influence different calligraphy styles?</p> <p>Who are the famous calligraphers in the world that you know?</p> <p>How much do you know about the notable calligraphers?</p>	<p>Which calligraphers have had the most influence on Chinese culture?</p> <p>How does calligraphy transform the artist?</p> <p>What is the relationship between Chinese Calligraphy and language?</p> <p>How does writing a different character help people live differently?</p> <p>What motivates people to live in different cultures?</p> <p>What do you think is the connection between calligraphy and its culture?</p>	<p>How does your culture impact your calligraphy writing?</p> <p>What other factors may also influence the ways that people write their language?</p> <p>What other language do you wish to learn in the future if condition permits?</p> <p>What is your favourite language and culture so far?</p>	
<b>DIFFERENTIATION</b>			
<i>(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.</i>			
Content	Process	Product	Learning Environment
<p>Introduce Students to Notable Chinese Calligraphers and their roles in Chinese culture.</p> <p>Have students reflect on and discuss the Chinese quote.</p>	<p>Students will be divided into groups to complete their class activities of combining characters using the Four Treasures of Study to make new words.</p>	<p>Write-up of at least one famous Chinese calligrapher.</p>	



**Engage and Connect** - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

Students will first be provided with a video to watch, which is about the introduction of Chinese calligraphers and Chinese culture. The pre-lesson questions will be given to students on pieces of paper regarding Chinese calligraphers and culture before them watching this video.

After watching the video, the teacher asks the students to finish the questions on the paper based on their understanding of the video. After that, students can talk about their ideas openly.

Teacher will introduce Students to Notable Chinese Calligraphers and what makes them renowned. And the roles they have played in shaping Chinese culture.

- o Wang Xizhi (<http://www.chinaonlinemuseum.com/calligraphy-wang-xizhi.php>)
- o Wei Shuo (<http://www.theworldofchinese.com/2015/06/madame-wei-ancient-calligrapher/>)

**Explore** - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Have students reflect on and discuss the following quote. What does this quote reveal about the role of calligraphy in Chinese culture?"

“The way to elevate one’s spirit starts from the holding the brush; the mind will be enlightened if the operation of the brush is correct. If one’s heart is upright, his calligraphy will inherit the personalities and spirits of the ancient masters and sages. If he practices calligraphy diligently, the spirits of ancient calligraphers will be in the core of the brush with beautiful writings flowing underneath.” -- Liu Shi-Zai, “The Concept of Art”

**Explain** - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

Explain the fact that when more than one Chinese character is written in a group, the characters together make a new word. Multiple uses of the same character used in a group also can create a new word. The word "forest" is an example of this—three characters of "tree" make the word "forest." Demonstrate the word "fire" as a single symbol. Then add another "fire" symbol to create the new word "blaze." Another possible character combination to demonstrate would be "mountain" and "fire," which create the word "volcano" when written together. Point out that these words are like compound words in English. In Chinese, however, one character might be paired with 50 or more other characters to create compound words.

**Elaborate** —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

- Have student research and share information on other renowned Chinese calligraphers
- Have students practice combining characters using the Four Treasures of Study to make new words
- Introduce students to the culminating project/task to be completed the next day

**Evaluate:** *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

The teacher will ask a representative from each group to make a summary about the most impressive thing they learned in this class at the end of the lesson. After that, the teacher will give students a ticket out of the door on which students need to answer the questions that the teacher has prepared in advance.

<b>TEACHER NAME</b>		<b>Lesson #</b>
Chunling Zhang		4
<b>MODEL</b>	<b>CONTENT AREA</b>	<b>GRADE LEVEL</b>
Questioning	Chinese Language Arts	6th -7th grade
<b>CONCEPTUAL LENS</b>		<b>LESSON TOPIC</b>
Cultures		Chinese Calligraphy (Performance Task)
<b>LEARNING OBJECTIVES</b> <i>(from State/Local Curriculum)</i>		
<ol style="list-style-type: none"> <li>1. Expressing self in an artistic way- expressing ideas/wishes/prayers on a colored banner.</li> <li>2. Obtaining meaning of the main idea from the performance task and presenting information about it using a variety of Chinese calligraphic writing styles.</li> <li>3. Showing awareness of cultural differences.</li> </ol>		
<b>THE ESSENTIAL UNDERSTANDING</b> <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		<b>THE ESSENTIAL QUESTION</b> <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>
<i>Tradition Shapes Cultures</i>		<i>How do traditions shape culture?</i>
<b>CONTENT KNOWLEDGE</b> <i>(What factual information will students learn in this lesson?)</i>		<b>PROCESS SKILLS</b> <i>(What will students be able to do as a result of this lesson?)</i>
<p>Students know that people in different countries have different cultures in all aspects of life.</p> <p>Students know how cultures impact people’s life.</p> <p>Students are able to develop the product of this class-making a Chinese calligraphic banner.</p>		<p>Students compare and contrast different styles of calligraphy writing.</p> <p>Students analyze the highlights of calligraphy writing.</p> <p>Students are able to make inquiries to dig deeper on their unknown things.</p> <p>Students present their product-calligraphy banner.</p>

<b>GUIDING QUESTIONS</b>			
<i>What questions will be asked to support instruction?</i>			
<i>Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding</i>			
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:	
<ol style="list-style-type: none"> <li>1. What are the different traditions that you see in different cultures?</li> <li>2. What are different cultures do you see in your daily life? How do you see these cultures differently?</li> <li>3. What traditions do you see impact your culture?</li> <li>4. Why is it important to know about traditions in the other cultures?</li> <li>5. What are the traditions regarding calligraphy in Chinese culture?</li> </ol>	<ol style="list-style-type: none"> <li>1. What the color banners represent in Chinese culture?</li> <li>2. How much traditions do you know about calligraphy? What are they?</li> <li>3. What do people usually put on the banner? What are the indications of the writing content?</li> <li>4. What traditions do you know related to calligraphy writing styles?</li> <li>5. What traditions do people follow when they make handcrafts in the Chinese culture?</li> </ol>	<ol style="list-style-type: none"> <li>1. How do you compare your traditions to Chinese traditions now?</li> <li>2. How much do Chinese calligraphy traditions impact Chinese culture?</li> <li>3. What are the stories about Chinese calligraphers?</li> <li>4. Where do people usually put these banners?</li> <li>5. What do people usually write on the banners? And why?</li> </ol>	
<b>DIFFERENTIATION</b>			
<i>(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.</i>			
Content	Process	Product	Learning Environment
<p>The students will master the skills of making Chinese banners.</p> <p>The students who complete their tasks early will prepare to present their banners while the other students are still working on their banners.</p>	<p>Students will be asked questions regarding the procedures of making a banner.</p> <p>All these questions regarding Chinese calligraphy will present to students and various answers are expected from them.</p>		
<b>PLANNED LEARNING EXPERIENCES</b>			
<i>(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)</i>			

**Engage and Connect** - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

First of all, students will be given a performance task at the beginning of this class.

Your school is holding a Multicultural Fair to celebrate the traditions of various cultures. Your group has been asked to celebrate the Chinese Culture. As part of the decorations for your Cultural Corner in the room, you will create a banner (red couplet) that uses calligraphy as a means of self-expression. Be sure to include your name written in Chinese characters as well as words or phrases in Chinese characters that describe you and your wishes for the students who visit your group.

Secondly, students will be given some time to ask questions they are interested in and curious about regarding the performance task.

**Explore** - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Students will be given 10 minutes to explore colored banners on the internet regarding its indications, cultures and traditions. While they are doing researches, they will try their best to answer the questions that they previously had.

After the exploration, students will work in pairs to share what they have known online and it is important for them to take notes and exchange their notes with each other.

**Explain** - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

Students will be divided into small groups (4 students in one group) and each group will create a banner regarding traditional Chinese cultures. Each group needs to present their banners. This tradition can either be the one that teacher has mentioned or the one that students notice by themselves somewhere else. Each banner needs to present best wishes according to Chinese traditions.

**Elaborate** —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to related concepts, and apply their understandings to the world around them in new ways*

Students go around different tables in turn to see what the other individuals put on their banners, at the same time, students will communicate with the banner maker regarding their incentives and how they are able to make the banner.

**Evaluate:** *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Students present the final product of their banners and the teacher goes around tables to check their work and awards are distributed to students for their hard work and their efforts. Students banners will be hang in the hallway for display before they take them home at the school dismissal.

## Unit Resources

Websites are useful resources for educators and students to refer to, the ones that I found helpful for this unit are:

1. <https://www.beijing-kids.com/blog/2016/09/22/why-should-my-child-learn-chinese-calligraphy/>.

This website introduces theories of calligraphy and the reasons why people need to learn calligraphy. Besides this, it also introduces the life and community of Chinese students.

2. <https://www.slideshare.net/drummosh/differentiating-instruction-for-gifted-learners>

This website presents some PPT slides about differentiating instructions for gifted students. It also offers the best approaches for differentiated instructions for AIG students.

3. <https://www.familyeducation.com/school/coping-giftedness/9-challenges-facing-gifted-children-how-you-can-help?slide=2>

This website focuses on the issues that gifted students face, as well as their solutions given to the teachers.

The articles that I have noticed are helpful for this unit instruction are as followings:

1. Kraus, R. C. (1991). *Brushes with power: Modern politics and the Chinese art of calligraphy*. This article presents that the Chinese writing system has preserved national unity for the nation of China and it is a shared language among all Chinese people. This article indicates that the calligraphy writing has its wide values.

- Ford, D. Y., & Trotman, M. F. (2001). Teachers of gifted students: Suggested multicultural characteristics and competencies. *Paper Review*, 23(4), 235-239. This article represents the characteristics and competencies of gifted students on the respect of their multicultural knowledge, philosophies, and skills in life.



The above presented paintings are the representations of traditional Chinese characters, which mean love, success and good fortune in Chinese culture. These paintings are used in class as teaching models to help students understand the structure of Chinese calligraphic paintings. Students will make research of their writing styles online in groups.

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