

郭琳

Chinese I, II, III H, IV H & AP

Ayala High School  
Chino Valley  
Unified School District





jiǎn zhǐ

# 中國剪紙

腦力激盪：

文化該怎麼教？

教學計劃要考慮幾個方面？



# 用90%+(ACTFL)中文 教中國文化



學生在學文化中學語言-聽說讀寫

**1. 學生的語言水平： Novice-Mid/High**

**2. 年齡： 14-15**

**3. 年級： 9-10**



## 4. 學生要達到的目標:

### Can Do Statement:

- I can interact with others by asking and answering simple questions about Chinese paper-cutting art.
- I can communicate and exchange information about the topic of Chinese paper-cutting art by using phrases and simple sentences, sometimes supported by memorized language.
- I can present my Chinese paper-cutting art work by using phrases and simple sentences.
- I can express my feeling about Chinese paper-cutting art work.
- I can write short messages about Chinese paper-cutting art.
- I can often understand words, phrases, and simple sentences related to the Chinese paper-cutting art topic.



## 4. 學生要達到的目標:

### Can Do Statement:

### Know:

- New words: 剪紙, 好運, 吉祥, 團團圓圓, 彩色, 單色
- Sentences: 覺得;  
因為...所以...;  
又...又...
- Review items: 高, 帥, 漂亮, 好看, 聰明, 可愛,  
有意思/沒意思, 是...的, 更, 還是, 顏色

Culture  
Content



## 4. 評量

- 聽、說、讀、寫

## 5. 循序漸進的課堂活動

## 6. 教學材料



# 教學實例

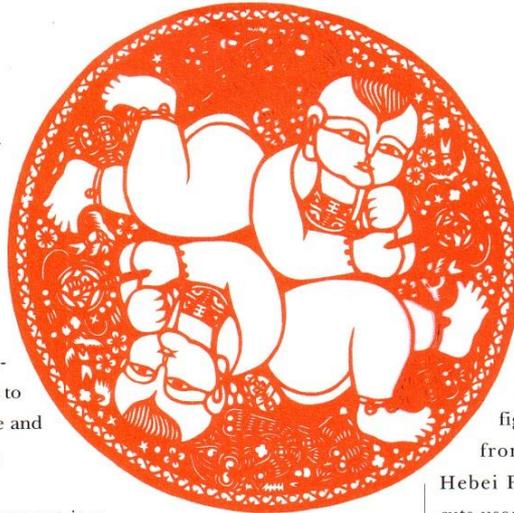


# Pre-Task

Many Westerners are fond of Chinese paper-cuts, because they are pretty and exquisite with a unique oriental style. Indeed, Chinese paper-cuts help viewers to feel the real daily life and a festive atmosphere.

The making of paper-cuts is a popular folk art with a history of more than 2 000 years in China. In the hands of an artisan, a piece of red or other colored paper can be turned into any of a wide variety of patterns with the help of a knife or a pair of scissors.

Chinese paper-cuts are mostly created by women in rural areas. The designs are familiar ones close to peasants' life, such as fowls, domestic animals, crops, flowers, birds, babies, episodes from local operas, auspicious symbols, etc. They are used on the Chinese Lunar New Year or other festivals, usually pasted on



## Paper -Cuts

windowpanes, door lintels, walls, ceilings, lamps, etc. Some are used as copies for embroidery. Their elegant lines and pleasing images add delight and festivity to the life of the ordinary Chinese people.

Paper-cuts fall into two categories: the simple and natural single-colored ones, and the gorgeous and colorful ones. As

custom varies from place to place, paper-cuts of different regions are different in style. Well-known paper-cuts in China are those for windowpanes from Shaanxi Province, figurines of local operas from Weixian County of Hebei Province, and paper-cuts used as embroidery copies among the ethnic minorities in southern China. Rich in content, great in variety, paper-cuts serve to make people's life more beautiful.

Chinese paper-cut has been listed as one of the world's cultural heritages by UNESCO.



# Pre-Task Review

## Opening Activity- work sheet

- Who made it?

Most created by women in rural areas

- What is it made of?

Single colored or multi-colored rice paper

- How was it made?

Using scissors or cutters

- When was it made?

For the Chinese Lunar New Year or other festivals

- \* The Chinese paper cut has been listed as one of the world's cultural heritages by UNESCO.

:





jiǎn zhǐ  
剪紙





jué dé

我**覺得**這張剪紙很好看  
也很有意思。

○ ○ ○

jué dé

○ ○ ○ **覺得** ○ ○ ○

feel



**Pairwork:**

說一說你的好朋友with **“覺得”**



這是一家人，爸爸  
又高又帥；媽媽又  
漂亮又聰明

孩子呢？

孩子又...又...

yòu yòu

...又...又...

Both A and B



**Pairwork:**

說一說你的好朋友with: ...又...又...



猜一猜：

他們是誰？

他們做什麼呢？

這張剪紙是什麼顏色的？

yīn wéi

我喜歡這張剪紙，因為

because

這張剪紙又好看又有意思。

## Pair work:

A: 你覺得這張剪紙怎麼樣？

B: 我覺得。。。

A: 為什麼？

B: 因為這張剪紙又。。又。。。



你知道剪紙都是什麼顏色的？

cǎi sè  
彩色



dān sè  
單色



你覺得彩色的剪紙怎麼樣？  
單色的呢？



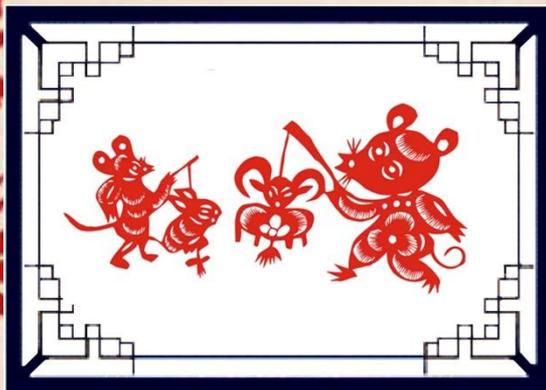
# 請老師們一起討論

- **Teach in context**
- **Teach new words in sentences**
- **Interaction**
- **Target language**
- **Guided practice**
- **Pair work**
- **Visual aids**
- **Connect to real life**

## Pair work:

A: 你覺得這張剪紙怎麼樣？

B: 我覺得。。。因為。。。  
又。。。又。。。



Pair work:

Practice with your partner and report to the class.

## 說一說

大家好！我是\_\_\_\_\_。我覺得

這張剪紙 give your comments，因為這

張剪紙又\_\_\_\_\_又\_\_\_\_\_。

謝謝大家！



# 說一說



# 說一說



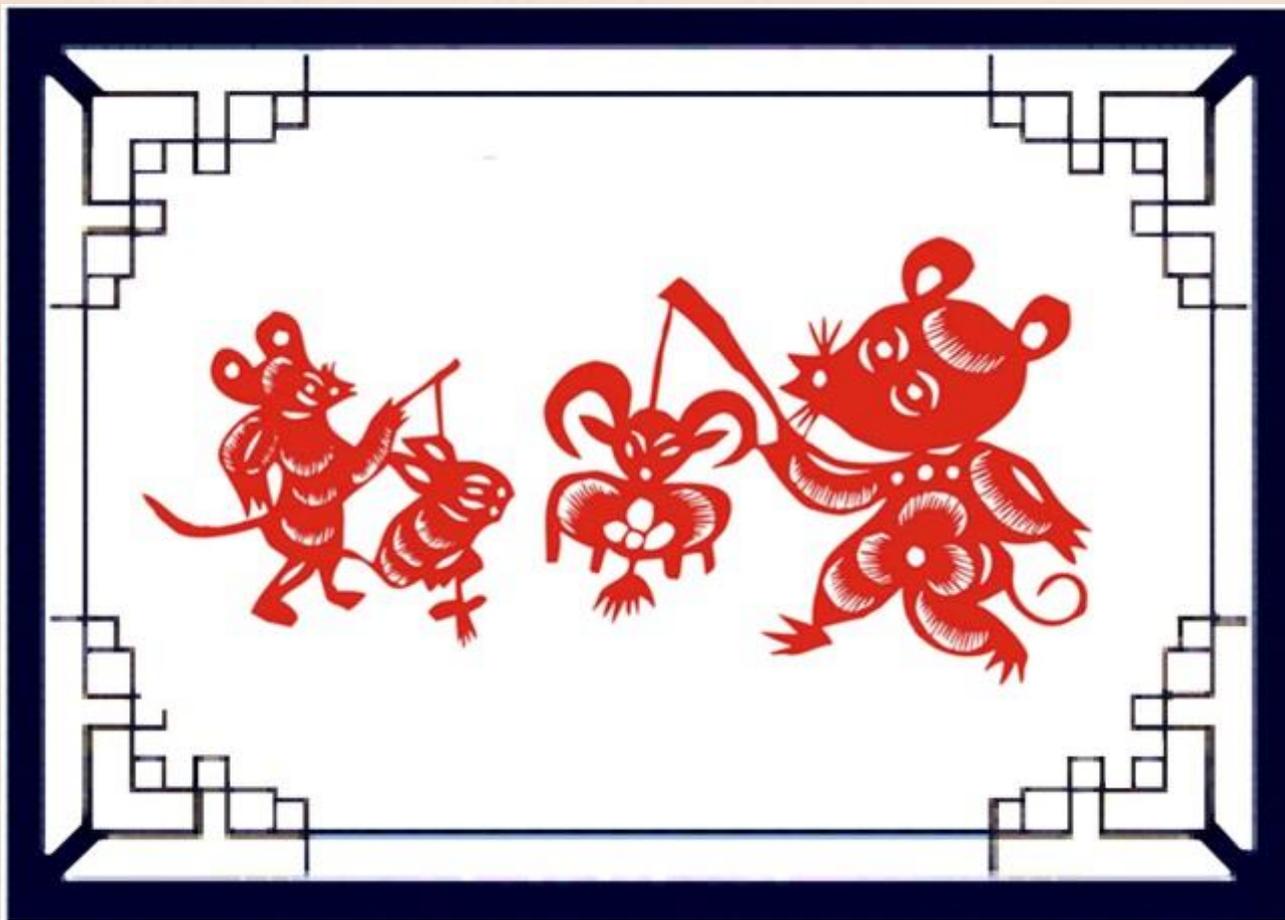
# 說一說



# 說一說



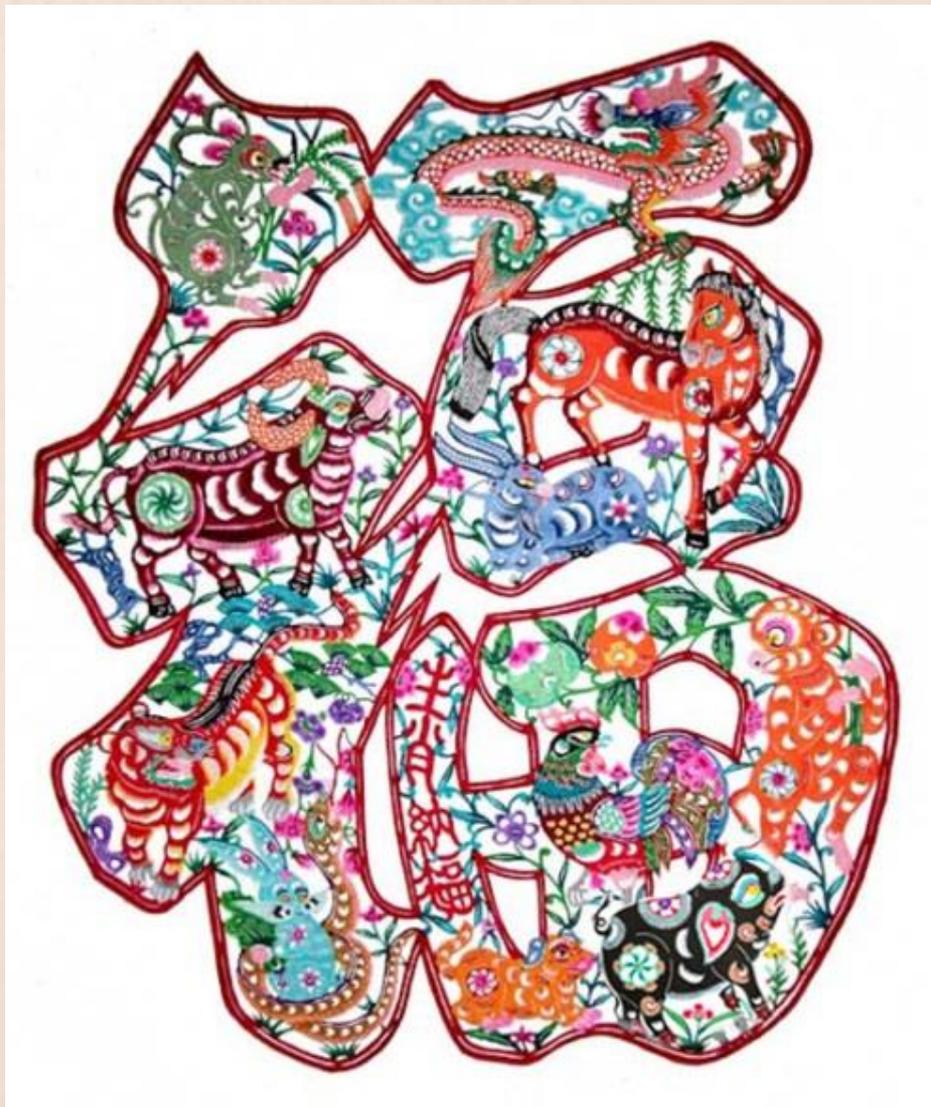
# 說一說



# 說一說



# 說一說



# 請老師們一起討論

- **Pair work**
- **Guided practice**
- **Visual aids** （字卡，句子條）
- **Target language**
- **Scaffolding**

說一說：

他們在做什麼？

過年的剪紙是什麼顏色的？

為什麼是紅色的？



hǎo yùn

jí xiáng

**好運和吉祥**

Good Fortune

Auspicious



說一說：

- 這個字是什麼字？
- 喜 + 喜 = 雙喜
- 為什麼要兩個“喜”字？
- 結婚的剪紙是什麼顏色的？
- 為什麼是紅色的？

hǎo yùn

jí xiáng

好運和吉祥

Good Fortune

Auspicious





說一說：

這個字是什麼字？

這張剪紙是什麼顏色的？

為什麼是紅色的？

為什麼是圓的？



hǎo yùn

jí xiáng

好運和吉祥

Good Fortune

Auspicious

tuán tuán yuán yuán

團團圓圓

Reunion

tiē

# 什麼時候貼剪紙？



guò nián guò jiē

•過年過節



jié hūn

•結婚



想一想，為什麼要剪剪紙，貼窗花？



# 為什麼要剪剪紙，貼窗花？

Pair work:

discussion with your partner to find out what is the significance of the Chinese paper cutting.

## Key words:

- 團團圓圓
- 好運
- 吉祥 (Teach as need)

## Sentences:

- 我覺得
- 因為。。。 ， 所以。。。。
- 又。。。 又。。。



# 請老師們一起討論

- Interaction
- “W” questions-critical thinking
- Culture Perspective
- Language guidelines
- Visual aids (字卡, 句子條)
- Target language
- (culture comparisons)

因為過春節了，大家都要貼窗花。



大家一起做。

我們一起剪剪紙。

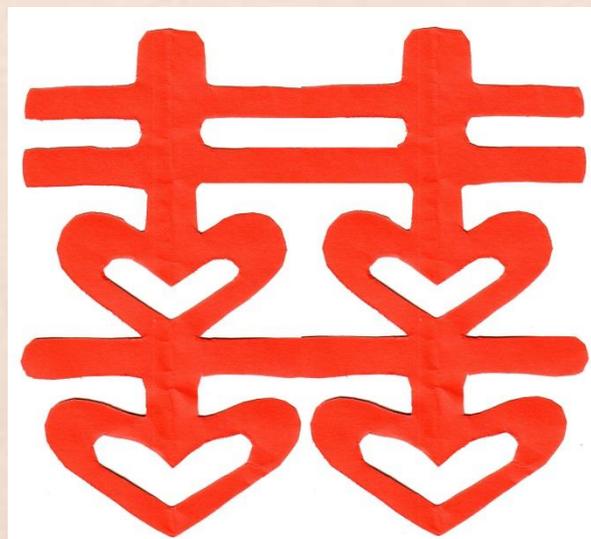


# 大家一起剪剪紙

(1)  
春



(2)  
雙喜



(3)  
春



# Assessment

**Presentational Task 1-** You and your partner need to report to the class about the information you find from the video. (5 points)

**Presentational Task 2-** You need to present your art work to the class and tell why you pick this design and what is the meaning of your art work stand for. (12 points)

**Presentational Task 3-** write down your oral report and turn it in next day. (10 points)

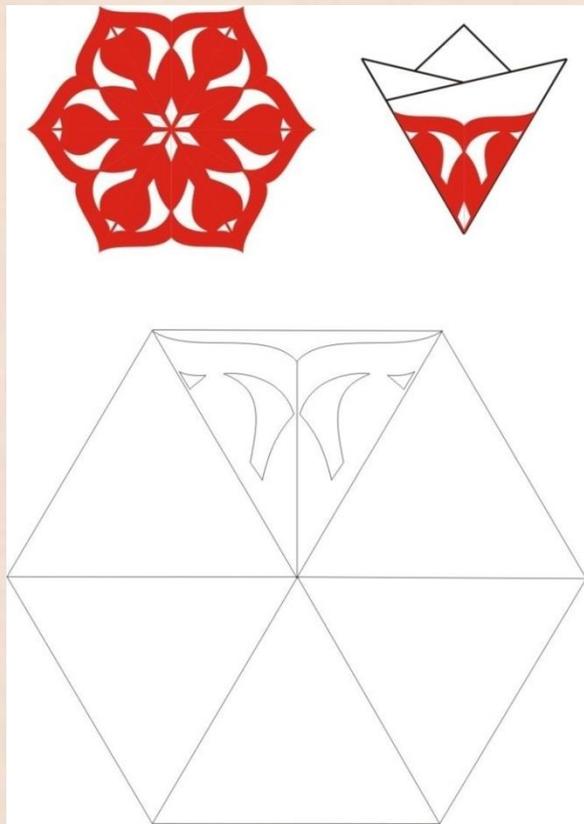
**Rubric :**



Students' photos

# 大家一起剪剪紙

## (4) 窗花



## (5) 双喜



# Assessment

## Scenario:

Chinese New Year is coming. To celebrate Chinese New Year, your class will need to decorate the Chinese classroom with window decorations (paper-cutting art). You need to design your window decoration such as “春”，“窗花” etc. You will present it to your class by sharing the reason and significance of your art work.(42 points)



# Assessment

**Interpretive Task-** You are going to watch a video and fill in the organizer about the information you get. (10 points)



這是在哪裡？	
他們是哪國人？	
他們過什麼節？	
他們在做什麼？	
為什麼？	

# Assessment

**Interpersonal Task:** Based on the organizer, you and your partner will have a conversation about the information. Ask each other back and forth about the five questions to make sure you get the correction information. (5 points)

## Rubric :

- 5 quality FL, no English, speaks with ease
- 4 good FL, no English, speaks with some ease
- 3 no English, speaks haltingly but tries
- 2 mostly in FL, a few English words
- 1 trying to speak FL but has too much English interference
- 0 nonsense FL or no FL



# 請老師們一起討論

- **Assessment—聽說讀寫**
- **Authentic video material**
- **Authentic Task (Scenario)**
- **Communication skills**

# 總結

- Lesson plan
- Proficiency level
- Age
- Can do
- Know: linguistic, culture, content
- Assessments—Authentic Tasks (Scenario) :
  - Interpretive (看影片)
  - Interpersonal (對話溝通)
  - Presentational (報告)
- Class Activity—
  - Authentic materials
  - Teach in context (教)
  - Scaffolding (練)
  - Communication (用)
  - Meaningful (真實的情境)



# 教學材料

- 圖片
- 字卡
- 真實語料
- 紅紙
- 剪子

