

Showcase China:

- Yī - One: Discovering China

Curriculum connections	Focus concepts	Effective teaching
<ul style="list-style-type: none"> Social sciences English Languages – Chinese Visual arts 	<ul style="list-style-type: none"> Sustainability Culture and heritage 	<ul style="list-style-type: none"> Making connections to prior learning and experience Enhancing the relevance of new learning

Learning intentions

Students will:

- examine photos from China and show what they already know and what they want to find out;
- read about the photos and complete more of their table;
- consider how we sustain culture and heritage in New Zealand.

Photo analysis

You need to print the photos from **appendix 11** (and laminate if used by multiple classes). Print out the information sheets that match each photo. Keep separate from the photos at this stage, so that students have nothing but the photo to examine.

PHOTO
Calligraphy in the park
The Great Wall
Temple with prayer wheels
Jade carving
Food
Olympic mascots

- a) Divide the students into 5-6 groups. Each group will need one table – as below. Ask each group to complete the left hand column of the table. Tell them it's fine to leave gaps.

What do we know?	What we think we now know?	What we want to find out?
What can you tell about this society from these photos?		
How do people preserve/sustain what is important to them today?		

- b) Hand out the information cards that link to each photo. Ask the students: *Has anything changed about your initial understandings? If so record it on your sheet (middle row). Then complete the last column.*
Then have each group report back to the class with their findings.

Showcase China:

As a class, brainstorm some ideas for the final questions. Display the photos and the student tables on the wall. The students may get a chance to explore some of their questions later in the unit.

What to look for:

- Initial understandings
- Students with a significant amount of prior knowledge/experience in Chinese cultural/language/travel etc. The table will form a diagnostic activity to indicate where to head to next etc.

Key questions:

The aim of this activity is to explore students' prior knowledge about Chinese culture and also to develop links between how culture is preserved and sustained and the actions of people and groups. We are using culture in the widest sense to include every day expressions of language, food, art, music etc.

- *What do these photos show about what is important for people?*
- *How do the photos show cultural changes?*
- *How do they show culture being sustained?*

How do we show our culture in NZ?

As a class, develop a concept map for how we show and/or communicate our culture in New Zealand. NOTE: this will reflect collective (national) culture, but could also reflect personal culture and heritage. Develop this by completing a T-table like the one below. Consider firstly, "How do we show/communicate our culture in NZ?" and then ask the question "How do we preserve and sustain our culture in NZ?"

How we show/communicate our culture	Ways we preserve and sustain our culture
<i>For example:</i> <ul style="list-style-type: none">• Stories• Art• Sculpture• Memorials• Music and songs• National anthem• Logos• Language• Sport	<i>For example:</i> <ul style="list-style-type: none">• Oral history• Written records, documents and books• Recorded music• Art galleries and art collections• Museums• Churches• Marae• Community groups• Government funding• Heritage groups

Connect with lines each of the initial list – e.g. stories – oral history and/or written records, documents and books; art – art galleries, art collections etc and develop into a concept web.

NOTE: Many of the ways we show culture we also use to preserve culture (i.e. the lists in the two columns can be very similar).

Reflection/debate/consider

- *What do we choose to remember/preserve in society and why?*
- *How do we change/adapt and develop these reflections of culture??*

Language Focus 1 Greeting and introductions

Language Focus 2 The Middle Kingdom