

Lesson Plan: Ethnic Minorities in China

Level: Beginner/Intermediate (Novice Mid /Intermediate Mid)

Language Objectives: After this lesson, students will be able to...

Novice

1. Use phrases and/or short sentences to identify where various ethnic minority groups are concentrated in China, e.g: ‘藏族住在西藏’
2. Use phrases and/or short sentences to describe some characteristics of various ethnic groups and/or regions, e.g; ‘西藏人会说藏语’

Intermediate

1. Use connected sentences to describe various characteristics of some ethnic minority groups in China.
2. Use connected sentences to compare and contrast ethnic minority groups

Content Objectives: After this lesson, students will be able to ...

1. Identify and distinguish some cultural similarities and differences between various ethnic minority groups in China
2. Gain an appreciation for China’s ethnic diversity

Language Focus:

Novice

1. Ethnic Minority names (藏族、回族、蒙古族、维吾尔族、苗族、等等)
2. 我想她 / 他是……
3. ……住在……

Intermediate

4. ……因为……
5. ……比较……可是……

Task 1: Warm-up: (Think, write, pair, share)

Step 1: Teacher shows photos of various ethnic minorities in traditional dress.

Step 2: Teacher asks students to guess where each person is from by modeling the sentence pattern:

“我想他是……” (Students can write guessed place in English), e.g. “我想他是Tibetan”

Step 3: After writing their answers for 5-6 photos, students share their guesses with partner.

Step 4: Teacher calls on students to share their answers with entire class

Step 5: Teacher reveals actual ethnic identity of each photo

Intermediate:

Students write down why they think the person is from where they say.

“我想她是印度人，因为她的眼睛和皮肤像印度人的”

Task 2: “Minority identity card” Info Gap (cards on PowerPoint slides)

1. Teacher passes out 6 different identity cards among all the students. (More than one student will have same card).
2. Students use information on card to begin filling out chart on their handout
3. After completing chart. Students roam around room interviewing classmates until they completely fill out the chart. Students must use complete sentences to ask and answer questions.
4. After completing their charts, teacher calls on several students to provide their findings, making sure students use complete sentences.

Task 3: Summarizing (Writing or Speaking Task)

Novice

Students write/say what they have learned about Chinese minorities using 5 complete sentences

Intermediate

Students compare and contrast differences between ethnic minorities using what they have seen and heard today. Must try to use connected sentences or a complete paragraph to express themselves.

中国的少数民族



热身活动：A) 看一看老师给你看的照片，猜一猜他们是什么国家的人：

请用“我想他 / 她是。。。 ” (INT) “... 因为。。。 ”

国家 (novice) _____ 为什么? (Intermediate)

ex: 我想他是印度 yindu人 因为他穿的衣服像印度人

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

B) 跟一个同学比较你的答案。(INT) 说出为什么。要用‘因为’和句子回答

活动二：看一看老师发给你的卡片。用卡片上的内容开始填表。然后采访你的同学，找6个不同的民族。(INT) 必需用句子问和回答问题。做完了以后，向全班报告。

名字	民族	职业(工作)	宗教信仰	会说的语言	爱好
毛泽东	汉族	领导	没有	汉语、湖南话	写诗

Novice

活动三：（总结）你今天学到什么有关中国少数民族的知识？请你写 / 说五个有关中国少数民族的句子：

Intermediate

比较：根据你今天所看到的和听到的，中国的少数民族和汉族有些什么区别 (differences)？请用一段话，三个连词回答：
