***THOMAS A. BINDL***

**LESSON PLANS - NEA Foundation Fellows Program - CHINA June 2012**

1. Lesson Name – **Modes of Transportation in China** – Inter-city and Intra-city traveling
2. Focus – **Grades 4 -5**
3. Duration – **two - three weeks with daily instruction investigation/note-taking/writing**
4. Lesson Theme or Topic
5. **Public/Private Methods of Transportation in China** – emphasis on Beijing and Shanghai
6. Railway
7. Subway
8. Bus
9. Bicycle
10. Automobile
	1. e-cars
	2. e-buggies
11. Mopeds
	1. e-bikes
	2. carts for product delivery
12. Taxi
13. Bullet Train – Beijing to Shanghai
14. **Issues of current transportation systems in China**
15. Pollution
16. Overcrowding
17. Safety for pedestrians
18. Cost
19. Recent Developments
20. Rules & Regulations – Individual choice – advisory only
21. Parking/licensing availability and costs
22. Instructional Objectives
	1. **Reading/language arts/mathematics/science/social studies project**
23. Specific Global Competencies
	1. **I define global competency as the knowledge and skills people need to understand today's flat world and to integrate across disciplines so that they can comprehend global events and create possibilities to address them. Global competencies are also the attitudinal and ethical dispositions that make it possible to interact peacefully, respectfully, and productively with fellow human beings from diverse geographies (Reimers, 2009).**
	2. **See Attachment #3.**
24. Alignment to District or State Standards and Testing and Assessment
	1. **READING**
		1. ♦ Uses word-solving strategies
	2. **VOCABULARY**
		1. ♦ Uses reading strategies to understand text
		2. ♦ Analyzes, extends and evaluates text
		3. ♦ Practices independent reading
	3. **WRITING**
		1. ♦ Participates in the writing process
		2. ♦ Communicates effectively in writing
		3. ♦ Uses writing conventions
		4. ♦ Demonstrates correct spelling
	4. **SOCIAL STUDIES**
		1. Geography: Demonstrates ability to read, interpret, and analyze various types of maps.
	5. **LITERACY / TECHNOLOGY**
		1. ♦ Uses information in a variety of formats and decides appropriate sources for information
	6. **SCIENCE**
		1. Asks scientific questions and makes predictions when conducting investigations
		2. 􀂱 Makes observations and uses appropriate tools to gather data
		3. 􀂱 Uses data and observations to construct reasonable explanations
		4. 􀂱 Communicates effectively the results of scientific investigations
		5. 􀂱 Demonstrates and communicates effectively an understanding of key concepts
	7. **MATH**
		1. Solve problems using strategies related to reasoning, communication, connections and representation
		2. Demonstrates computation accurately and efficiently
		3. Collects, interprets and extends data - Predicts outcomes based on
	8. **LIFELONG LEARNING**
		1. Demonstrates respect for self and others
		2. Evaluates and reflects upon own learning
25. Instructional Strategies and Activities
	1. **Teacher led instruction and outside resources**
		1. Teacher led introduction to China, with emphasis on basic geography, population, industry, political structure, and major issues concerning China as it relates to transportation. As part of the introduction, materials from my NEA Foundation FellowsTrip will be shared with the class. Materials will include pictures, pamphlets, maps and other primary sources of information (i.e. Material Culture).
		2. Gifted and Talented Teacher
		3. Special Education Teacher
		4. Speakers from community – parents, government workers, and/or business partners
		5. Librarian assistance in use of computers, available library books, and audio visual materials.
		6. YouTube Videos – deemed appropriate for grades 4 & 5
		7. Student teacher assistance with students throughout their research, note-taking, and writing.
	2. **Students**
		1. Students will be assigned a research topic related to transportation in China. Information will be gathered through the use of the following materials.
			1. Books
			2. Pamphlets
			3. Pictures
			4. Videos
			5. Internet Search
		2. Students will be assigned a letter of the alphabet for their designated project (A-Z) in order to focus on their assignments. For example:
			1. A = Automobiles
			2. B = Bicycles / Buses / or Bridge Construction
			3. C = Commuting to work, school, and shopping
			4. E = Electrified Railroads/e-vehicles
		3. Final Project will be a student contribution to a Class Picture Book titled as follows: (Note: See Attachment #3 for Format of student entry)

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***T is for Transportation***

***AN ALPHABET BOOK OF TRANSPORTATION in CHINA from A – Z***

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

* + - 1. Student contributions to individual sections of the booklet will include:
				1. 5 paragraph research paper

Paragraph 1 = Introduction – transportation subject

Paragraph 2 = Description of transportation subject

Paragraph 3 = Major issues and problems of subject

Paragraph 4 = A brief mathematical problem related to transportation subject – either a multiplication or division story problem –

Paragraph 5 = The final paragraph is a conclusion which is to include personal opinions related to their article

Paragraphs 3 – 5 are expected to be six to eight sentences in length.

* + - * 1. One pencil drawing of their subject matter with clear detail with limited use of colored pencil to shade or enhance areas of their sketch
				2. On a separate sheet - one question that will be used in assessment for all students. The question will be able to be answered in the information presented in individual articles
				3. On a separate sheet - 2 “special “vocabulary words used in your subject -with definitions included
				4. Bibliography
1. Formative Assessment
	1. Student designed questions from their research will be used in a final test for the project.
	2. Teacher will be responsible for choosing 10 questions from the list of student questions to be used for final assessment. Some of the questions will be compiled so that several articles might need to be read to answer an individual question.
2. Differentiation
	1. Student editors = the best 4-5 writers in the class will be responsible for editing other student papers (Not for content but for language, grammar, and spelling errors). Each student editor will be assigned 3 middle level students to act as mentor.
	2. Teacher assisted – the 6 academically lowest students will work in pairs with direct instructional help from the teacher. The teacher will be responsible for the reading materials to the students as needed, helping in the note-taking process, and guiding them through the writing process.
3. Resources
	1. PDF[**SPASD** **Sun Prairie Area School District**](http://www.sunprairie.k12.wi.us/Curriculum/2nd%20grade%202010.pdf) **SPASD** **Sun Prairie Area School District** This curriculum overview is ... ♦ Effort LIFELONG **LEARNING** SKILLS Report Card **Standards** ※ Demonstrates singing skills www.**sunprairie.k12.wi.us**/Curriculum/2nd%20grade%202010.pdf
	2. [Principles and **Standards** for School Mathematics](http://standards.nctm.org/) About **NCTM** | **Standards** & Focal Points | Membership | Conferences | Professional Development ... **education**, supporting teachers to ensure equitable mathematics **learning** of the ...**standards.nctm.org**
	3. [PDF] GLOBAL COMPETENCY - An Adventure in Teaching. An Experience in Learning. 101 Longfellow Road ~ Sudbury, MA 01776 USA Ph: (877) 216-3267 ~ Email: Info@languagecorps.com [www.nafsa.org/\_/File/\_/global\_competency\_2.pdf](http://www.nafsa.org/_/File/_/global_competency_2.pdf)
	4. [Leading for **Global** **Competency** - Membership, policy, and ...](http://search.yahoo.com/r/_ylt%3DA0oGdUvmrspP8V8AYJdXNyoA%3B_ylu%3DX3oDMTE0YjJkaGdyBHNlYwNzcgRwb3MDNARjb2xvA3NrMQR2dGlkA0FDQlkwM185Mg--/SIG%3D141i7mc93/EXP%3D1338711910/%2A%2Ahttp%3A/www.ascd.org/publications/educational-leadership/sept09/vol67/num01/Leading-for-Global-Competency.aspx) Founded in 1943, ASCD (formerly the Association for Supervision and Curriculum Development) is an educational leadership organization dedicated to advancing best …www.**ascd.org**/.../num01/Leading-for-**Global**-Competency.aspx

**ATTACHMENT #1:**

**A – Z Possible Research Topics**

A = Automobiles - Foreign and/or Domestic

B = Bicycles/Buses/Bridge and Tunnel Construction

C = Commuting to work and/or school/canals

D = Domestic - travel within China

E = Electric Railways/e-vehicles

F = Factors to consider – mudslides, bumpy roads, bad weather

G = Gasoline (kilometers per liter / Geography of China

H = Highways/Holiday Travel

I = Intra-city Travel

J = Jiading County/Shanghai City – first expressway/Jiangyin Suspension Bridge over Yangtzee River in

 Jiangsu Province (4th largest bridge in the world)

K = Kilometers and travel distances from – one city to another – one Province to another

L = Licensing of bicycles, cars, and mopeds/light railway/

M = Maps/Mass transit/Maglev Railway/mopeds

N = Navigable inland waterways (5 largest with – 2 in a N/S Direction and 3 in an E/W Direction

O = Overnight Travel – sleeping births on trains and buses

P = Pollution/Parking

Q = Quality of Life and Environmental Issues

R = Railway Stations/Rideshare/Rural

S = Subways/Suburban Travel

T = Types of Trains/Traffic Safety/Traffic Rules/Traffic Signs

U = Urban Traffic – congestion

V = Velocity – calculate the constant velocity of a moving object in a straight line (r = d/t)….top speeds of

 Various forms of travel (bullet train – automobile – moped – bicycle – walking – bus - subway)

W = Water Transportation/Walking

X = Xi’an – Waterways, rivers, and reservoirs

Y = Yangtze River Cruise

Z =Zero Distance – very tight business/education partnerships in vocational education system

**ATTACHMENT #2:**

***FORMAT – (3 pages per student entry)***

***THE ALPHABET BOOK OF TRANSPORTATION in CHINA A – Z***

***A*** is for…

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Title\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Illustration\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

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- 5 paragraphs**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ATTACHMENT #3:**

1. **WHAT SPECIFIC SKILLS DO GLOBALLY COMPETENT GRADUATES HAVE?**

• Initiative

• Enthusiasm

• Inquisitiveness

• Interest in continuous learning

• Courage

• Self-reliance

• Self-confidence

• Self-control

• Self-knowledge

• Positive outlook toward adversity

• Independence

• Appreciation of Diversity

• Perseverance

• Creativity

• Flexibility

• Comfort with uncertainty

• Open-mindedness

• Language and communication skills

• Assertiveness

• Sense of humor

Most important to employers, according to a study by Michigan State University, are **resourcefulness** and **adaptability**.

Globally Competent teachers offer:

• Extensive exposure to a wide variety of learning styles and cultural backgrounds

• Firsthand experience in effective, hands-on teaching approaches

• In-depth exposure to foreign cultures

• A fresh, valued perspective on education

1. **IDENTIFYING GLOBAL COMPETENCY: SOME DEFINITIONS**

Internationalist

• Excellent intercultural communication skills

• Learn through listening and observing

• Thrive in multicultural settings with a diverse range of personalities and learning styles

• Establish rapport quickly

• Able to work effectively as a part of a multinational/multicultural team

• Effective and knowledgeable in working in cross-cultural settings

• Learn quickly

Comfort with Dissonance

• Capacity to adapt and be flexible in new and changing situations

• Handle difficult situations

• Extremely adaptable and resourceful in new and challenging environments

• Function well in multiple, dissonant environments

• Capable of working in difficult and ambiguous settings

Multicultural Leadership

• Effective and cooperative team player who also works well independently

• Take initiative and risks

• Communicate despite barriers

• Understand cultural differences and similarities

• Handle stress

• Identify problems and utilize available resources to resolve them

• Highly developed cross-cultural communication skills combined with ability to motivate others to excel

1. **What is Global Competency?**

But what does it mean to be “globally competent”? The [results](http://www.ewb-international.org/pdf/Global%20Competence.pdf) of a 2008 study by the National Science Foundation (NSF) identified five attributes of a globally competent individual, including:

(1) Appreciation for other cultures

(2) Proficiency in working in or directing a team of ethnic or cultural diversity

(3) Ability to communicate across cultures

(4) Opportunity to practice in a global context through international internship, as service learning opportunity, a virtual global project, or some other form of experience

(5) Ability to effectively deal with ethical issues arising from cultural or national differences

**Cultural Competencies**  Cultural competency refers to the ability of an individual to effectively work within the cultural context of their particular environment. It requires an understanding of and appreciation for cultural similarities and differences in the following areas: business practices, time orientation, power, individualism, competitiveness, thinking styles, status, formality, saving face, directness and non-verbal cues.

If you’ve heard about the [blunder](http://www.deborahswallow.com/2009/08/20/cross-cultural-marketing-blunders/) United Airlines made in launching a new flight to Hong Kong, then you understand the importance of cultural competency. Airline employees handed out white carnations to passengers in order to commemorate the occasion, only to learn too late that white flowers symbolize bad luck in Chinese culture. Damage done.

**Communication Competencies** In simple terms, communication competency requires (1) the ability to understand meanings behind cues (both verbal and non-verbal) and adjust to differences and (2) willingness to accept and respond to differing methods of communication.

A key component of gaining communication competency is learning a new language. Foreign language fluency remains the most powerful way to achieve a deep understanding of another culture. As the language philosopher Ludwig Wittgenstein once said, “The limits of my language are the limits of my world.”

**Ethical Competencies** Ethical code, copyright, patents, and privacy standards are considered differently across cultures. In certain countries, for example, bribes and kick-backs are accepted means for conducting business. But here in the U.S., such activity is prohibited by the Foreign Corrupt Practices Act of 1977. Administered by the Department of Justice, [this act](http://www.justice.gov/criminal/fraud/fcpa/) makes punishable any attempt by enterprises or individuals to bribe foreign officials on U.S. soil or abroad.

Ethical competency is challenging. It demands proper observance of and/or respect for local practices, while requiring individuals to maintain personal ethics and values.