Title: Learning Chinese through Art
Teacher-in-Residence: Min (Joy) Yan
Grades: 6
Subjects: World Languages (Mandarin)

Goals: Learning Chinese through art appreciation: communication, culture, and connections.

Objectives:
- Students can name several commonly used colors.
- Students can talk about their color preferences
- Students can use colors to describe and distinguish objects.

Standards:
American Counsel on The Teaching of Foreign Language (ACTFL) World-Readiness Standards for Learning Language:
- Interpersonal Communication
- Interpretive Communication
- Presentational Communication
- Relating Cultural Practices to Perspectives
- Relating Cultural Products to Perspectives
- Making Connections
- Acquiring Information and Diverse Perspectives

Vocabulary:
- 花瓶
- 好看
- 不好看
- 喜欢
- 不喜欢
- 颜色
- 蓝色
- 白色
- 红色
- 黄色
- 黑色
- 绿色
Artworks Used:
Lenka Clayton, *A Three Hundred Year Old Pot Glanced at For Two Seconds*, 2016
https://collection.cmoa.org/objects/fca22bba-4208-4a2e-b300-2418d9d127ae

Materials:
an image of the artwork
flash cards
video: *Intro to Ming Blue and White Porcelain* (PowerPoint)
supporting slides (PowerPoint)

Steps:
Introduction:
Show students the artwork and have them discuss the artwork.
Introduce the artwork, the artist, the vase, and the background of the vase.
Introduce the *Intro to Ming Blue and White Porcelain* video.
Discuss the *Intro to Ming Blue and White Porcelain* video: student reactions? (Beautiful, not beautiful, like, dislike, etc.)

Main activity:
Speaking activity:
I have__. Who has___?

I have [color] vase, who has [color] vase? Have students pick a card with vases on both sides. Color both vases (using a different color for each). The first student will show the class one side of the card and say, “I have [color on front of card] vase. Who has [color on back of card] vase?” The student who has that color will hold up their card and say, “I have [color on front of card] vase. Who has [color on back of card] vase?”

Introduce Chinese paper cutting:
https://www.youtube.com/watch?v=gAGjlGsZkx8
Students can choose between coloring the vases or use paper cutting with different colors of craft paper to make the vases for this activity.

Transition(s):
Introduce vocabulary: colors, like, dislike, pretty, not pretty.

Questions:
你喜欢什么颜色？What is your favorite color?
Assessment (if applicable):
Students can answer questions about the color of an object or their favorite color.

Lesson Extensions/Modifications:
Students may describe the vases using vocabulary for the shapes of the vases: tall, short, shallow, deep, round, square, etc.

Students will use Chinese characters to label the color of their vases.

Modifications:
Students will have a word list with visuals of different colors. Students can cut and paste the Chinese characters to label the colors of their vases.
A three-hundred year old vase glanced at for two seconds.
Lenka Clayton, *A Three Hundred Year Old Pot Glanced at For Two Seconds*, 2016