

Festivals of the Dead around the world

一、設計理念

Cross-culture issue is important in language learning. To learn a language better, it is impossible to focus only on the language itself, because it will turn out to be an emphasis on the language structures or grammar rules, which tends to be boring. In other words, paying attention to the unique cultural difference will help students to have better picture of a country and thus their language. Since ghost festivals or the day that worships the Dead are celebrated around the world, it can serve as a good resource for an extended activity. For example, we have Tomb Sweeping Festival or Ghost Month in Taiwan and people from other countries also have their own ideas of the festival. In sum, starting from the textbook and being aware of the difference and their similarity, I hope that students will have more knowledge upon this special festival.

二、教學設計

實施年級	八年級	設計者	梁汎晴
領域/科目	英語	總節數	3 節(搭配 google classroom 平台)
總綱/領綱核心素養：			
A2 系統思考與解決問題	英-J-A2 能釐清文本訊息間的關係進行推論,並能經由訊息的比較,對國內外文化的異同有初步的了解。		
B2 科技資訊與媒體素養	英-J-B2 能運用各類資訊檢索工具蒐集、整理英語文資料的能力,以擴展學習素材與範疇、提升學習效果,同時養成資訊倫理素養。		
C3 多元文化與國際理解	英-J-C3 具備基本的世界觀,能以簡易英語介紹國內外主要節慶習俗及風土民情,並加以比較、尊重、接納。		
教學架構	導引問題		
1. Warm-up 2. Body 3. Wrap-up	1. What do you know about Mexico? 2. What's the difference among the day of the Dead and other similar fesitivals around the world? 3. What do I learn from today's lesson?		
學習目標			

<ol style="list-style-type: none"> 1. 學生能利用課程搭配之 APP 完成指定功課並熟練 iPad 操作 2. 學生能了解各國類似鬼節/清明節等習俗，觀察出彼此之異同 3. 學生能小組合作完成指定功課並口頭報告 4. 學生能收集網路資料並篩選合適的內容完成共編課題 5. 學生能小組討論共同完成閱讀份量 		
學習重點	學習表現	<p>1-IV-1 能聽懂課堂中所學的字詞。</p> <p>2-IV-14 能以簡易的英語介紹國內外風土民情</p> <p>3-IV-14 能快速閱讀了解文章重點，並有效應用於廣泛閱讀中。</p> <p>4-IV-3 能掌握正確書寫格式寫出英文句子</p> <p>6-IV-5 主動利用各種查詢工具，以了解所接觸的英語文資訊。</p> <p>6-IV-6 主動從網路或其他課外材料，搜尋相關資料，並與教師及同學分享。</p> <p>9-IV-2 能把二至三項訊息加以比較、歸類、排序。</p>
	學習內容	<p>Ac-IV-4 國中階段所學字詞（能聽、讀、說、寫最基本的 1,200 字詞）。</p> <p>B-IV-6 圖片描述。</p> <p>C-IV-1 國內外節慶習俗。</p> <p>C-IV-3 文化習俗的了解及尊重。</p>
融入之議題與實質內涵		<p>多元文化教育(文化差異與理解)</p> <p>多 J4 瞭解不同群體間如何看待彼此的文化。</p> <p>多 J5 瞭解及尊重不同文化的習俗與禁忌。</p>
學習資源		<p>工具: iPad/PC/projector/timer</p> <p>APP: Nearpod/Jamboard/Google Classroom</p> <p>南一版課本第三冊</p>

學習活動設計			
學習活動流程	學習評量	時間	
<ul style="list-style-type: none"> ● Part 1. (Warm-up) Warm-up 1. ET plays a video clip through Nearpod and asks students to take notice on the elements related to the festival. Students sit in 	<p>Peer review</p> <p>Q/A</p> <p>Online co-edited board</p>	<p>45 mins</p> <p>10 mins</p>	

a group of three people, watch the video and discuss.

Body

- ET displays the first question: **What do you know about Mexico?** and students answer the question in groups on their iPad and afterwards their answers will be shown up on the screen.
- After checking students' answers, ET will present some pictures about Mexico to make students picture the Mexican culture.
- Before the main topic, a short video clip about the day of the Dead will be presented as an introduction to help students to have a broad picture about the festival.
- A few questions about the video will be discussed in an interactive way (**Slido**). Students read the questions and answer them based on the ideas that capture from the clips.

Wrap-up

- At the end of the class, students have to finish an online **collaboration board**. After ET's demonstration, students search a related picture and leave a message about how they feel/ what they've learnt or anything to go with the picture.
- ET will check students' work and read with the class.

● Part 2. (Body)

Warm-up

- ET will lead students to go over the key points learnt from the previous lesson as a review by Q/A. Students can share their ideas and once again some related pictures will be displayed which aim at increasing students' interest toward the issue.

Body-Jigsaw Reading

Q/A
Mind map

15 mins

20 mins

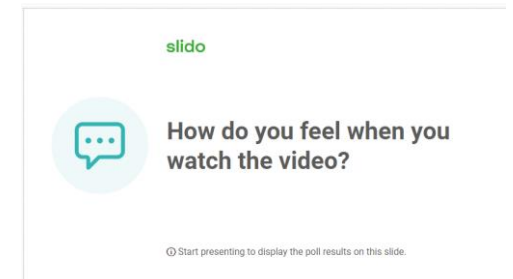
45 mins

10 mins

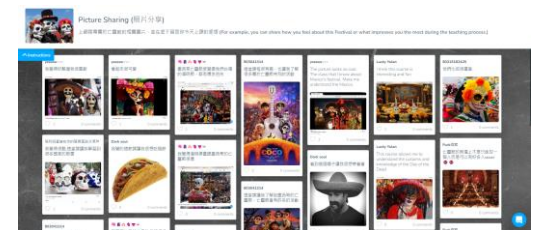
Warm-up question_Nearpod



Comprehension Check_Slido



Collaborative Board_Nearpod



- Students form a group for three people and the guidelines of Jigsaw Reading will be explained by ET.
- Each students has to read one paragraph of the reading (P. 16) in five minutes and tries to take notes while reading as well. ET keeps reminding students that they are supposed to work as a teacher to share what they've read with the rest of the members. Instead of the chinese translation, students have to spend more time working on the structure or connection with one another.
- Then, students have six minutes to discuss about what they've read or any questions that take more time to think about. Share their ideas and make sense of the whole reading. ET will walk around, help the groups or asks students to ensure students to have deeper thinking.
- Another five minutes will be given to ask students to finish the **mind map** on P.17. Students once again work in groups and figure out how to fill in the blank.
- Answers will be presented on the big screen and ET will check the answer with the students.

Wrap-up

- Deliver another take-home task: **Skeleton Painting**. Students have to finish the painting and post it on **Google Classroom**.

● Part 3. (Wrap-up/Extention)

Warm-up

- Class will begin with a **pairing game** made by **Nearpod**. All of the vocabularies are from the textbook or the previous lessons.
- Display a News about the day of the Dead and ask students to think what is different from the previous video. This process

30 mins

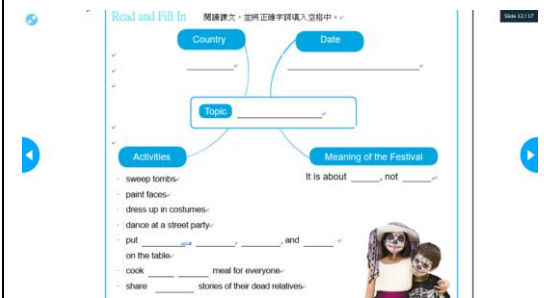
5 mins

45 mins

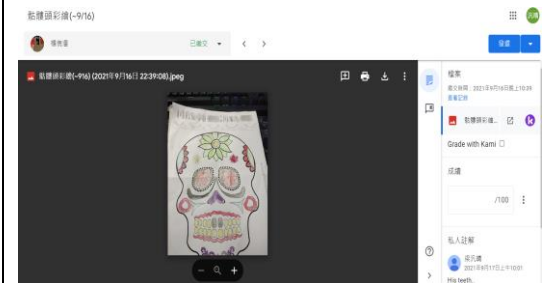
10 mins

Matching game
Co-edited Jamboard
Oral presentation

Nearpod_Mind map



Google Classroom_take home task



helps deep thinking and students have chances to relate what they know with the new concept here.

Body

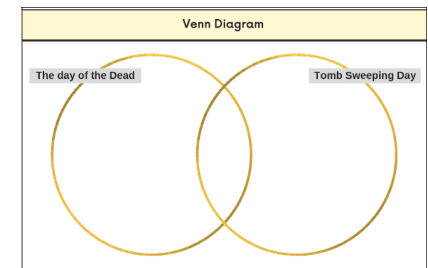
3. ET uses a **Wordwall game** to help students finish Venn diagram on Page 19. Students scan the qrcode and drag the picture into the correct box. Answers will be checked at once and students learn compare and contrast through the activity.
4. From the above the activity, students will have a clear idea between Tomb Sweeping Day and the Day of the Dead.
5. Students will be informed that there are similar festivals around the world with something altered. Each group has to do more research on one country and finish the **co-edited Jamboard**.
6. ET will explain the rules of editing and demonstrate how to do with the template.
7. Students work in group and discuss how to perfect their work.

Wrap-up

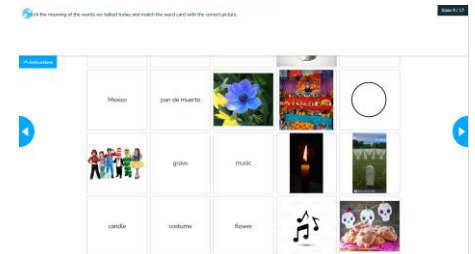
8. Each group has to share what they've known about the festival and try to tell us about the difference between your festival and the day of the Dead in Mexico within one minute. Also tell the school what's so special about the picture you choose.

25 mins

Wordwall_Venn Diagram



Nearpod_Matching Game



10 mins

Jamboard_Students' Work

3	Team Member	黄家禧 李梓榕 梁泓
	Where does this festival come from?	Korea
	When is it?	September 2nd
	What do people do for this day?	Sing and dance to celebrate with wine
	Is there any special food they will eat?	Meat rice Fruit vegetable

- 4 Give us some details about the picture.

