

CONTEXT Since piloting our [Culture, Community, and the Classroom \(CCC\)](#) series in 2018, we have engaged traditional artists from diverse communities and connected them with public school teachers and museum educators in learning residencies. CCC uses a three-phase series model, starting with a 12-hour professional development workshop that includes artists, culture bearers, and regional educators learning together. The second phase pairs artists and teachers working together in a classroom. The final phase brings everyone who participated together in a program showcase to reflect on what was learned and to strengthen peer networks and connections. This lesson plan was shared with us by a teacher who participated in the CCC program. It can be adapted for use with a local artist in another region. Or, [Contact Us](#) to learn how to invite the named artist in this lesson to your learning space.

WHAT WE LOVE

By bringing in a guest with an exciting tradition—beekeeping—and allowing students to use English to engage fully with him, this foreign language teacher provided a rich tapestry of experiences and new knowledge that gave students details they would be interested in translating as they wrote a story in Chinese. The teacher prepared students well to listen carefully and to interview the guest. Combining an agricultural tradition, interviewing, and collaboratively writing a story in Chinese offers an ingenious model.

CULTURE, COMMUNITY, AND THE CLASSROOM GUEST ARTIST LESSON PLAN

LESSON TITLE: A Beekeeper's Journey

AUTHOR AND TEACHER: Ping Huang

GRADE LEVEL: 9th Grade

SUBJECT AREA: Chinese Language

SCHOOL: HFM BOCES PTECH, Johnstown, NY

GUEST ARTIST: Scott Hart

ART FORM: Beehives, Honey

CURRICULAR CONNECTION:

We would like to incorporate an agricultural pathway learning into Chinese language instruction. The process of creating a story in Chinese about a guest artist can serve as a foundation for future Chinese language project learning.

THE TEACHING POINT:

During these two sessions, students will learn about the daily life and professional journey of a beekeeper. Based on this knowledge, the students and I will create a story in Chinese about the artist.

LESSON TITLE: A Beekeeper's Journey

LENGTH: Two 40-minute sessions

MATERIALS

- Graphic organizers
- Crackers, Honey (from Scott's farm)
- Artist Statement and Artist Portrait
- See-Think-Wonder graphic organizer
- Interview worksheet

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INSTRUCTIONAL PLAN– PRE-VISIT

Our class will have one lesson before Mr. Hart's visit. There are two activities in this lesson. One is to read the **Artist's Statement** and **Artist Portrait**. The other is to intentionally model how to ask follow-up questions based on the information the speaker shares.

Engagement:

I will tell students that a local beekeeper will be visiting our classroom. Then, I will show them the **Artist's Statement** and **Artist Portrait**. After we read the statement together, students will

use the **See-Think-Wonder graphic organizer** to help them organize their thoughts about the artist.

Model/Demonstration :

1. Question: How do we keep a conversation going? Students may have different answers to this question. I will stress the importance of asking follow-up questions. I will intentionally teach the strategies by using the **“Follow-up Question” Powerpoint**.
2. Our instructional coach, Mrs. Abel, will interview me by asking six questions (on the **Interview Worksheet**). I will give general answers without details. During the interview, the students will record my answers on the worksheet.
3. I will divide the students into 6 groups of 3. Each group will be assigned an original question. First, they should compose the answer to the question. Then, they will work together to come up with follow-up questions to the original question.

Share/Closure:

Students will have the opportunity to share their follow-up questions with the whole class and talk about the strategies they are using.

INSTRUCTIONAL PLAN–VISITS ONE AND TWO

At the beginning of the class, I will ask the students to bring out their **See-Think-Wonder graphic organizer** from the previous class.

Engagement:

With excitement, I will introduce our artist, Mr. Hart, and give students 1-2 minutes to jot down more information about the artist just by observation.

Model/Demonstration:

For the first part, I will give control to the artist to explain his work and introduce the beehives to the students. He will have time to explain his background, why he became interested in beekeeping, and his journey as a beekeeper.

Independent Exploration:

After Mr. Hart’s speech, the students will work with a partner to revisit the questions that they created earlier and finalize the questions that they want to ask.

Interview:

Students will take turns asking questions and recording the artist's answers on the back of the **See-Think-Wonder graphic organizer**.

Share/Closure:

At the end of the artist's visit, we will have a honey, cracker, and cheese snack time. Students will have one-on-one time with the artist to share their appreciation.

Assessment:

After the artist leaves, the students and I will create a story in Chinese that reflects the artist's journey. We will share the story with Mr. Hart as a thank you.

INSTRUCTIONAL PLAN–AFTER-VISIT

Although there are many details we could write about the artist, with our limited language, we will only highlight Mr. Hart's learning journey.

Engagement:

Today, we are going to use our language skills to write a Chinese story about our beekeeper Scott. What do we need? How do we get started?

Model/Demonstration

In this process, the students are completely in charge. I will be the facilitator. For example, I will ask students, "How are we going to introduce our character? Where does our character live? What are the characteristics of our character? What does our character like? What is our character's problem? How does our character solve the problem? Is our character happy in the end? Why is our character happy? Students should come up with sentences in Chinese.

Share/Closure:

I will repeat the story in Chinese, and the students will illustrate the story on a piece of paper. Based on their drawing, the students will rewrite the story in Chinese Pinyin, which is the most common Romanization system for standard Chinese.

NEW YORK STANDARD(S) ADDRESSED:

Foreign Language Standards:

Communication- Learners communicate effectively in the target language in order to function in a variety of contexts and for multiple purposes.

New York State ELA Speaking and Listening Standards:

9-10SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

