

STORIES OF THE 1ST GENERATION OF CHINESE IMMIGRANTS IN UTAH



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DRIVING QUESTION

How can we, as Utah Chinese Bridge Program students, bridge the Chinese immigrants in the local Chinese community with young Chinese language learners together to promote mutual understanding and increase their interactions?

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PLAN PROJECT: GETTING TO KNOW THE CHINESE IMMIGRANTS IN THE LOCAL CHINESE COMMUNITY

- 1. Who in the Chinese community can tell us their immigration stories?
- 2. What aspects of their lives should we focus on?
- 3. How to tell their stories and to whom as our audiences?
- 4. What will our project products look like?
- 5. When, where and how to present our products to our target audiences and readers?
- 6. How to connect the story tellers and young learners together?



oad worker descendants, veterans, volunteers, and attendees pose during the 150 Year Transcontinental Railroad completion ceremony in Promontory. Utah Melanie Rieders / for NBC News ttms://www.nhmess.com/news/cala-america/hhursandt-asther-cerelaim-hinese-railroad-aunteers-alare-history-o1004536



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ENTRY EVENT & NEED TO KNOWS

- 1. Teacher brings a suitcase with stuff that she/he brought to the US years ago and students ask questions about those stuff and stories behind them.
- 2. Students watch a <u>video clip</u> of a Chinese immigrant's story and do a <u>jigsaw activity</u> to discuss 5 essential questions about this immigrant's story.
- 3. Based on the driving questions, students discuss and generate NTKs and use <u>Jamboard</u> to collaboratively sort their project ideas into three main categories: logistics issues, skills needed, and language support.

PLAN & DESIGN OUR INTERVIEW

We will

- 1. investigate and find our possible interviewee through the local Chinese community;
- 2. use the "Interview Plan" worksheet to plan our interview with main objectives;
- 3. conduct interview and record the process; and
- 4. discuss and collaborate to plan how to best present our interview result in a short documentary and story book/news report.



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PRODUCE & REVISE

We will:

- 1.use <u>"Design Tasks" worksheet</u> to plan our design;
- 2. give a survey to our target audiences and readers to find out their needs;
- 3. based on survey results to produce prototypes of our products and get feedback from some target audiences and readers;
- 4. collaborate and proceed to produce our products;
- 5.get feedbacks from peers and teacher(s); and
- 6. finalize our project products: a documentary film & story about a Chinese immigrant.

SHARE AND REFLECT

We will:

- 1. decide, together with our teacher(s), how best to publish our products;
- 2. arrange our interviewees to meet with young Chinese learners either virtually or in-person to talk about their stories;
- 3. present our documentary film and stories to our target audiences/readers and get feedback from them; and
- 4. revisit and discuss the NTKs that have been moved through the stages from "We Don't Know It" all the way to "We've Assessed It."







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