Lesson Plan: **Cultural Identity in Narrative Continuation Writing**

Subject: English (Gaokao Continuation Writing)

Grade Level: Senior High

**I. Teaching Objectives**

1.Knowledge & Skills

 - Analyze narrative elements (conflict, climax, resolution) in the source text.

 - Construct logical plotlines using problem-chain scaffolding (情节搭建问题链).

 - Apply advanced lexical chunks (e.g., “spared the discomfort”, “cultural identity”) and syntax (e.g., adverbial participles, symbolism) in writing.

2.Process & Methods

 - Collaborative problem-solving for plot design (小组合作).

 - Guided writing with rhetorical technique drills (e.g., sensory details, cultural symbolism).

3.Affect & Culture

 - Reflect on cultural identity struggles in cross-cultural contexts.

 - Transform names/objects into cultural symbols (文化符号升级技巧).

**II. Key Points & Difficulties**

Key Points:

• Deconstructing narrative elements (背景, 冲突, 转折点)

• Using "problem-chain" for plot building (情节问题链) |

Difficulties:

• Converting abstract cultural concepts into symbols (e.g., 秋雨 → "bridge of dialogue")

• Balancing emotional description with thematic depth |

**III. Teaching Methods**

-PBL (Project-Based Learning): Draft continuation paragraphs.

-Genre-Based Pedagogy: Model text analysis → guided writing → independent creation.

-Scaffolding: Sentence frames for advanced syntax (句式脚手架).

**IV. Teaching Procedures**

1. Warm-up (5 mins)

Display a video clip featuring international students struggling with name pronunciation.

Pose discussion question: "Why might names become cultural barriers?"

1. Text Analysis (15 mins)

Model deconstruction of narrative elements using the "Narrative Elements Map" graphic organizer:

Conflict: Highlight "stopped acting as a ‘Chinese teacher’"

Theme: Emphasize "losing opportunity to share cultural identity"

Think-aloud analysis of symbolic verbs:

"Note how ‘shrugged’ and ‘forced a smile’ visually convey internal conflict."

1. Plot Building (25 mins)

Present problem-chain questions for paragraph scaffolding:

Para 1:

My Reaction: How do I initially feel when asked? Hesitant (given past experiences), surprised, or finally validated?

Explanation: What specific details about "Qiu Yu" (秋雨) do I share? (e.g., "Qiu" means autumn, "Yu" means rain; imagery, cultural associations like harvest, melancholy, renewal).

Delivery: How do I explain it? Briefly, nervously, or with growing confidence/enthusiasm? Do I write the characters?

Class Reaction: What is the immediate response from the professor and classmates? (e.g., quiet interest, murmurs of understanding, follow-up questions).

Para 2:

Who Approaches: Which specific classmates approach me? (e.g., familiar faces, people I didn't know well, other international students).

Key Interactions: What specific conversations or exchanges happen? (e.g., they try pronouncing it again with my guidance, ask more about Chinese names/culture, share meanings of their own names).

My Response: How do I react to their approach and interest? (e.g., surprised but pleased, cautiously optimistic, actively engaged in sharing).

Turning Point: How does this interaction contrast with the earlier, awkward experiences? What shift does it represent? (e.g., moving from frustration to connection, feeling seen, realizing sharing the meaning unlocks understanding).

Internal Shift: What does this moment make me realize about my earlier decision to stop correcting people? What feeling does it evoke? (e.g., hope, relief, a sense of reclaiming part of my identity).

1. Language Drill (25 mins)

Distribute sentence frames for target syntax:

text

• Contrast: "Though once \_\_\_\_\_\_, it now \_\_\_\_\_\_."

• Symbolism: "Like \_\_\_\_\_\_, my name embodies \_\_\_\_\_\_."

Demonstrate lexical chunk application:

"Incorporate ‘genuine curiosity’ to describe classmates’ expressions:

‘Their faces lit up with genuine curiosity.’"

1. Writing Practice (15 mins)

Assign continuation writing task (150 words) with mandatory elements:

1. sensory detail (visual/auditory)
2. lexical chunks from PPT Part 04

Symbolic ending upgrading cultural identity

Circulate to provide real-time feedback using assessment focus points:

Logical plot progression

Rhetorical effectiveness of cultural symbols

1. Wrap-up (5 mins)

Showcase 2-3 exemplary symbolic upgrades from student drafts.

Reinforce core theme:

"Remember: Names are not just labels—they are cultural stories waiting to be shared."

Homework Assignment

Complete your "full continuation" (150 words) with:

1. Sensory details describing classmates’ reactions

2. 2+ advanced syntax structures (e.g.,-ing clauses, contrast clauses)

3. Ending using the ""symbolic upgrade"" technique:

 >"Like \_\_\_\_\_\_\_\_\_, my cultural identity began to \_\_\_\_\_\_\_\_\_."