Chinese and Literature

The role of family and marriage in contemporary society (8‑10 hours)

## Context

This is a unit of work on the theme ‘The individual and the community’, contemporary issue ‘The role of family and marriage in contemporary society’ for the Preliminary or HSC Chinese and Literature course.

## Suggested assessment

* Using Audacity, students work in groups to conduct interviews with Chinese immigrants about marriage. Each group presents their findings in the form of case studies (listening, speaking, writing).
* Students write a letter to the social welfare editor of a Chinese newspaper, expressing their concern about the need for greater support for single parents. This may include financial support, social support, child care, flexible working conditions and parenting education. This can be completed using Microsoft Word and Chinese fonts (writing).
* Students research online for information relating to the changing concepts of family and marriage in contemporary Chinese society or Australian society. Students give a presentation in class on the information found using Microsoft PowerPoint and the features in Adobe Presenter 11 (reading, speaking, writing).

## Building the field

* Brainstorm students’ prior learning on role of the family and marriage.
* Discuss how the role is different in traditional and contemporary society.

## Outcomes

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| Outcome/s | Students will demonstrate these outcomes by: |
| 1.1, 1.2, 1.3, 4.1, 4.2 | understanding and discussing the functions of family and marriage in contemporary society (for example the role of family in contemporary society), with special references to Chinese immigrant families in Australia (for example family education in stabilising society) |
| 3.4, 4.1, 4.2, 4.3 | comparing and contrasting the changing concepts of family and marriage in contemporary Chinese and Australian society |
| 2.1, 2.2, 2.3, 3.8 | commenting on the social impact of change in family structure and changing roles in the family in contemporary society |
| 3.1, 3.2, 3.8 | identifying the causes of family tension and conflict and suggesting some ways to resolve them |
| 1.1, 1.2, 1.3, 3.8 | exploring and expressing opinions on intergenerational relationships in Chinese families in a cross-cultural milieu such as contemporary Australian society |
| 1.1, 1.2, 1.3, 4.1, 4.2, 4.3 | discussing marital issues of Chinese immigrants in contemporary Australian society |

[Chinese and Literature Syllabus](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/chinese-background-speakers.html) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2012.

## Suggested teaching, learning and assessment activities

### 1 Family and marriage in China and Australia

* Research on the internet – divide class into two groups. One group researches information relating to the changing concepts of family and marriage in contemporary Chinese society and the other group researches the changing concepts of family and marriage in contemporary Australian society (reading).
* The two groups give a presentation in class on the information found using Microsoft PowerPoint and the features in Adobe Presenter 11 (speaking, writing).
* Discuss the information from the presentations, compare and contrast the findings (listening, speaking, writing).

### 2 Family roles

* Class is divided into four groups. Each group makes a list of roles their family members play in and outside the family. They then participate in a class discussion on family roles, examining the characteristics of sex and age roles, and identifying the causes of role conflict (listening, speaking).
* Students write an essay on the changing roles in the family in contemporary society (writing).

###  3 Chinese immigrants

* Using Audacity, students work in groups to conduct interviews with Chinese immigrants about marriage. Each group presents their findings in the form of case studies (listening, speaking, writing).

### 4 Role play

* Students work collaboratively to role-play a young couple who are going to be married. In the role play, they need to think critically, include discussion of a number of factors in their pre-marital planning which they hope will help them have a successful marriage and a happy family life, for example financial arrangements, family planning, load sharing (listening, speaking, writing).
* Students role-play a forum conducted by SBS on the relationship between Chinese parents and their children. Half of the class role-play parents and the other half role-play children. The role play should cover issues such as the traditional Chinese concept of filial piety, generation gap, culture conflict and mixed marriages (listening, speaking).
* Divide students into two groups. Each group writes the scripts of a role play based on either one of the two short stories Little Linda and The Giant. Film the role play and edit it using Adobe Premier Elements 15 (listening, speaking, writing).

### 5 Letter

* Students write a letter to the social welfare editor of a Chinese newspaper, expressing their concern about the need for greater support for single parents. This may include financial support, social support, child care, flexible working conditions and parenting education. This can be completed using Microsoft Word and Chinese fonts (writing).

### 6 Debate

* Students debate whether single parent families can be as effective in child rearing as two parent families, use creative and critical thinking skills. (listening, speaking)

### 7 Survey

* Using Microsoft Word and Chinese fonts, students work collaboratively in groups preparing questionnaires in both Chinese and English to find out people’s views on the quality of family life in the 21st century. They conduct a survey at school and write a report of their findings for the school magazine. (listening, speaking, writing)

## Evidence of learning and ongoing feedback for students

* Class discussion and teacher feedback on student contributions
* Student use of appropriate vocabulary structures for the contemporary issue
* Student ability to sequence ideas
* Student use of culturally appropriate behaviour
* Teacher observation of level of participation in class discussion and oral feedback

### Ongoing feedback through:

* teacher observation
* oral/written feedback
* student self-evaluation
* peer evaluation.

### Listening activities:

* teacher observation and oral feedback on purpose and content

### Speaking activities:

* teacher provides oral feedback on correct pronunciation and vocabulary and ability to maintain an interaction

### Discussion activities:

* teacher observation and oral feedback on how well students participate and recognise and use the vocabulary

### Reading activities:

* teacher gives oral/written feedback on identifying general or specific information, purpose and content

### Written activities:

* teacher observation and written feedback on purpose and content; peer evaluation

## Resources

**钱钟书**

围城

人民文学出版社，北京，1991

**张爱玲**

金锁记

**三毛**

沙漠中的饭店

选自（汉语高级教程）第一册

**曹禺**

雷雨

选自（中级汉语教程）

北京语言学院出版社，1988

**余秋雨**

洞庭一角

**朱自清**

荷塘月色

**巴金**

家

**徐志摩**

再别康桥

**老舍**

茶馆

**张艺谋**

山楂树之恋