Confucianism: A Cornerstone

Students will learn about Confucius and his impact on Asian culture.

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<tr>
<th>National Geography Standards</th>
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<tr>
<td>ELEMENT TWO: PLACES AND REGIONS</td>
<td>Concept 4 Human Systems GRADE 6</td>
<td>World History GRADE 6</td>
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<td>6. How Culture and Experience Influence People’s Perceptions of Places and Regions</td>
<td>PO 2 Describe the environmental, economic, cultural and political effects of human migrations and cultural diffusion on places and regions.</td>
<td>Concept 2 Early Civilizations</td>
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<td>PO 9 Identify the roles and contributions of individuals in the following ancient civilizations: c. China (i.e., Qin Shi Huan Di, Confucius)</td>
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<td>ELA Common Core Reading Standards for 6-8 for Literacy in History/Social Studies</td>
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<td>Craft and Structure 6-8.RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</td>
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Overview

Confucianism is an important underlying philosophy permeating East Asian cultures. Understanding who Confucius was and what he taught will help students gain insight into East Asian cultures.

Purpose

In this lesson students will learn about Confucius and his teachings.

Materials

- Student Note Taking Guide on Confucius
- Teacher Answer Key for Student Note Taking Guide on Confucius
- Teacher Lecture Notes on Confucius
- Analects handouts on Learning, Noble Person, Friends, and Filial Devotion

Objectives

The student will be able to:

1. describe who Confucius was and why he is important.
2. determine the meaning of words by restating Confucius’s Analects.
3. present a skit explaining a Confucian ideal.

Procedures

SESSION ONE

1. As an anticipatory set, ask students what they know about Confucius. List their responses on the board.
2. Distribute the Student Note Taking Guide on Confucius. Explain to students that they will be filling it out as they hear a lecture on Confucius.
2. Using the Teacher Lecture Notes on Confucius, tell the students about Confucius and his importance to East Asian culture. Be sure to give students time to fill in their note taking guide.
3. When done, ask students what they have learned about Confucius and record their answers on the board. Be sure to emphasize how his ideas spread to other parts of Asia.
4. As a closure activity, have the students compare the before and after lesson response lists.
5. Collect the Student Note Taking Guides for an assessment.

SESSION TWO
1. Review briefly the information learned yesterday about Confucius.
2. Have students pair up and give each pair two copies of ONE the four Analects handouts to complete.
3. Go over the instructions for how to complete the handout and allow class time for students to work together with their partner.
4. When students are done, have pairs share when they have written with the entire class.
5. As a closure activity, ask students to apply an Analect to real life situations today.
6. Tell students to keep their handouts for the next class period as they will be using them again.

SESSION THREE
1. Have students form jigsaw groups of four where each of the four Analects handouts is represented.
2. Distribute the Grading Confucius Group Skit handout and explain to students what is expected in their 1-2 minute skit that depicts a situation where one of the Analects is used. Emphasize that their skit will be assessed using the grading handout.
3. Allow students to work on and practice their skits.
4. Have students perform their skits and collect the Analect handouts.

Assessment

The Student Note Taking Guide may be assessed for a social studies grade using the Teacher Key. A score of 8 out of 10 points would be considered mastery.

The Analects Handout may be assessed using the Six Traits for Writing with emphasis on Word Choice. A score of 4 out of 6 would be considered mastery of reading.

The skit may be assessed using the grading information provided. A score of 4 out of 5 would be considered mastery.

Extensions

Students could research the influence of Confucianism in modern day China, Korea, or Japan.

Students could see how Confucian ideals connect with the character education program used at their school.

Students could research the ideals of other philosophers, such as Socrates, Aristotle, or Plato, and their impact on modern culture.

Sources

de Bary, William Theodore and Bloom, Irene, Sources of Chinese Tradition Volume I, Columbia University Press, 1999


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