

# Confucianism: A Cornerstone

<b>Author</b>	Carole Ambroziak
<b>Grade Level</b>	6
<b>Duration</b>	3 class periods

National Standards
<b>GEOGRAPHY</b> <b>Element 2: Places and Regions</b> 6. How culture and experience influence people's perceptions of places and regions <b>Element 4: Human Systems</b> 10. The characteristics, distribution and complexity of Earth's cultural mosaics

AZ Standards
<b>ELA</b> <b>Reading</b> <b>Key Ideas and Details</b> 6.RI.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. <b>Craft and Structure</b> 6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Arizona Social Science Standards
<b>GEOGRAPHY</b> <b>Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.</b> 6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. Key concepts include but are not limited to language, land and sea transportation and trade routes <b>HISTORY</b> <b>Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.</b> 6.H3.1 Analyze the impact of religious, government, and civic groups over time. 6.H3.2 Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity. Key world religions such as Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, Sikhism, and Taoism

## 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

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

## Objectives

The student will be able to:

1. describe who Confucius was and why he is important.
2. synthesize Confucian tenets into a performance

## 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.
3. 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.
- When note taking is completed, 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.
  - As a closure activity, have the students compare the before and after lesson response lists.
  - Collect the Student Note Taking Guides for an assessment.

## SESSION TWO

- Review briefly the information learned yesterday about Confucius that was written on the whiteboard.
- Have students pair up and give each pair two copies of ONE the four analects handouts.
- Go over the instructions for how to complete the handout and allow class time for students to work together with their partner.
- When students are done, have pairs share when they have written with the entire class. Allow students having the same analects to add to their worksheets.
- As a closure activity, ask students to apply an analect to real life situations today.
- Tell students to keep their handouts for the next class period as they will be using them again.

## SESSION THREE

- Have students form jigsaw groups of four where each of the four analects handouts is represented.
- 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 (or more) of the analects is used. Emphasize that their skit will be assessed using the grading handout.
- Allow students to work on and practice their skits.
- Have students perform their skits and collect the analects handouts.

## Assessment

### Geography and History

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.

### Reading

The Analects Handout may be assessed for a reading grade. Mastery will be considered correctly summarizing 2 of the 3 analects selected.

The skit may be assessed using the grading information provided. A score of 4 points 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

Friedman, Russell, Confucius: The Golden Rule, Scholastic Inc., 1997