

# Globalizing the Common Core Lesson

## Title: **Analyzing Ancient Chinese Philosophies**

### **Author:**

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### **Standards (see Appendix):**

History-Social Science Standards: 6.6, 6.6.3

California Common Core Standards: RH.6-8.1, RH.6-8.2, RH.6-8.4, WH.6-8.4

### **Overview:**

In this 2 to 3 day lesson students will use information from primary sources and a PowerPoint to learn about the three main Chinese philosophies—Taoism, Confucianism, and Legalism, analyzing and organizing the information from the documents on a worksheet. They will then use the information to write an eight-sentence paragraph in which they answer the guiding question.

### **Guiding Question:**

If you could choose between Taoism, Confucianism or Legalism to run your school/ classroom, which one would you choose and why?

### **Materials:**

- A copy of the Do-Now page for each student (see Appendix)
- Document camera PowerPoint to display
- A Source packet (see Appendix) for each student containing:
  - Three philosophies note-taking chart
  - Three sources they will be analyzing, each with accompanying questions chart
  - Writing prompt
  - Grading rubric
- A teacher-prepared poster listing the following questions:
  - Are people fundamentally good?
  - How should children be raised and educated? What should they be taught?
  - How should society be governed? Who should rule? What goals should the government seek to achieve?
  - Describe the perfect society.

### **Preparation:**

- Use the link below to download the Powerpoint.  
<https://drive.google.com/file/d/oB6LxIFAy6MCqck8odjlGZlgrWWc/view?usp=sharing>
- Duplicate the materials listed above.
- Create the poster described above.
- Decide how to assign students for a paired discussion (See Activity Item #4 below)

**Activities:**

1. Project the Powerpoint (<https://drive.google.com/file/d/oB6LxIFAy6MCqck8odjIGZlgrWWc/view?usp=sharing>) and have students complete the activity on Slide 2 as the "Do-Now." Review with the whole class.
2. Distribute the source packets to each student. Students are to take notes on the three philosophies chart as teacher presents the slides 4 to 16 on the powerpoint.
3. Teacher will demonstrate how to analyze a primary source by reviewing Source #1 and its accompanying chart with the class.
4. Students will face his/her "productive partner" teacher has assigned to analyze the two remaining documents, filling in the chart below each text.
5. Teacher will lead a brief discussion of the sources, referring to the questions on the poster (see Materials section above) and will review the Writing Graphic Organizer.
6. Students will use the material in their packets to write an eight-sentence paragraph addressing the lesson question, using the TIEA format explained in the packets:
  - a. **T**-Topic sentence stating choice of the best philosophy for the school/class and background information
  - b. **IE**-Introduce Evidence from the documents in support of the philosophy selected
  - c. **A**-Analysis of evidence
  - d. Conclusion

Students should review their completed paragraphs with reference to the rubric (final page of packet).

**Assessment:**

Students will respond to the following question: If you could choose Taoism, Confucianism or Legalism to run your school/ classroom, which one would you choose and why? Compose an eight-sentence paragraph using the instructions in your packet.

**Extensions:**

If time permits, teacher could have a Socratic Seminar or debate before the writing portion.

**Modifications:**

Depending on student needs the lesson could be modified by having students scan the sources prior to reading to identify vocabulary or language that is confusing. The teacher could also work though an additional source with the whole class and have students work in pairs on only one source.

**Bibliography:**

Source #1: Frey, Wendy, John Bergez, and Amy Joseph. "Chapter 21: The Three Chinese Philosophies." *History Alive!: The Ancient World*. Palo Alto, CA: Teachers' Curriculum Institute, 2004.

Source #2: *Sources of Chinese Tradition. Volume I: From Earliest Time to 1600*. New York, NY: Columbia UP, 1999-Pgs. 44-63

Source #3: *Sources of Chinese Tradition. Volume I: From Earliest Time to 1600*. New York, NY: Columbia UP, 1999.-Pgs. 80-81, 90-91, and 94.

Source #4: *Sources of Chinese Tradition. Volume I: From Earliest Time to 1600*. New York, NY: Columbia UP, 1999-Pgs. 199-203.

**Appendix:**

**Content Standards:**

6.6-Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.

6.6.5-Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism.

**Common Core Standards:**

**Reading**

RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**Writing**

WH.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Note Taking Organizer:**

*Directions: As you view the powerpoint presentation, take notes on the 3 Chinese philosophies using the chart below.*



Confucianism	Daoism	Legalism

## Source #1: Confucianism

### **Selections From The Confucian Analects: On Government**

Confucius said, "Lead the people with governmental measures and regulate them with laws and punishment, and they will avoid wrongdoing but will have no sense of honor and shame. Lead them with virtue and regulate them by the rules of propriety, and they will have a sense of shame and, moreover, set themselves right."

Chi K'ang asked Confucius about government, saying, "What do you think of killing the wicked and associating with the good?" Confucius replied, "In your government what is the need of killing? If you desire what is good, the people will be good. The character of a ruler is like wind and that of the people is like grass. In whatever direction the wind blows, the grass always bends."

Confucius said, "If a ruler sets himself right, he will be followed without his command. If he does not set himself right, even his commands will not be obeyed."

Zigong asked about government. Confucius said: "Provide sufficient food, sufficient military equipment, and gain the confidence of the people." Zigong said: "If it cannot be helped, and one of these must be dispensed with, which of the three should we forgo first?" "Military equipment," said Confucius. Zigong asked again: "If it cannot be helped, and one of the remaining two must be dispensed with, which one of them should we forgo?"

Confucius answered: "Part with the food. From ancient times, death has come to all men, but if people have no faith in their rulers, there is no standing for the state."

<p>What does it say about government? Write down the lines that pertain to what a ruler/government should be like.</p>	<p>What does it mean? Explain your citations below.</p>	<p>Why does it matter? Would this government be a good government or bad government? Explain your reasoning.</p>

**Source #2: Daoism****Selections From The Laozi (Daodejing): On Government****57**

Govern the state by correctness; Deploy the army by deception; Acquire the empire by taking no action (wushi).

How do I know this is so?

By this (Through looking within oneself.)

The more prohibitions there are in the world,

The poorer are the people.

The more sharp weapons the people have,

The more disorder is fomented in the family and state.

The more adroit and clever men are,

The more deceptive things are brought forth.

The more laws and ordinances are promulgated,

The more thieves and robbers there are.

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Let the state be small and the people few.

<b>What does it say about government? Write down the lines that pertain to what a ruler/government should be like.</b>	<b>What does it mean? Explain your citations below.</b>	<b>Why does it matter? Would this government be a good government or bad government? Explain your reasoning.</b>

### Document #3: Legalism

#### **Selections From The Han Feizi: Chapter 49, "The Five Vermin"**

Past and present have different customs; new and old adopt different measures. To try to use the ways of a generous and lenient government to rule the people of a critical age is like trying to drive a runaway horse without using reins or whip. This is the misfortune that ignorance invites.

Those who are ignorant about government insistently say: 'Win the hearts of the people'... As if all that the ruler would need to do would be just to listen to the people. Actually, the intelligence of people is not to be relied upon any more than the mind of a baby... The baby does not understand that suffering a small pain is the way to obtain a great benefit...

The ruler regulates penalties and increases punishments for the purpose of repressing the wicked, but the people think the ruler is severe... This is a method for attaining order and maintaining peace, but the people are too ignorant to appreciate it."

<p><b>What does it say about government? Write down the lines that pertain to what a ruler/government should be like.</b></p>	<p><b>What does it mean? Explain your citations below.</b></p>	<p><b>Why does it matter? Would this government be a good government or bad government? Explain your reasoning.</b></p>

## Writing-Graphic Organizer

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_ #: \_\_\_\_\_

### **Prompt:**

If you could choose between Taoism, Confucianism or legalism to run your school or classroom which one would you choose and why? Explain, citing specific historical examples and examples from today's society/classroom.

In a paragraph of 8 or more sentences, respond to the question using the TIEA format.

T- TOPIC & BACKGROUND (AT LEAST 3 SENTENCES)

IE- INTRODUCE EVIDENCE (AT LEAST 1 SENTENCE)

A-ANALYSIS OF EVIDENCE (EXPLANATION) (AT LEAST 2 SENTENCES)

CONCLUSION (AT LEAST 2 SENTENCES)

Use the Graphic organizer on the back of this handout to organize your paragraph.

**TOPIC &  
BACKGROUND  
(AT LEAST 3  
SENTENCES)**

What is your topic sentence?  
Which philosophy will you be discussing? Who was the main philosopher? Which one is best to run your school/classroom?

**INTRODUCE  
EVIDENCE  
(AT LEAST 1  
SENTENCE)**

What citation(s) will you use to support your topic sentence or thesis? You must use at least one citation. How will you introduce your evidence? (evidence based terms)

In The Text... “ ”

Confucius/Laozi/Han Feizi said...”  
“

The Author Stated...

**ANALYSIS OF  
EVIDENCE  
(AT LEAST 2  
SENTENCES)**

Explain the citation, what does it mean? How does this citation support your topic sentence?

**Conclusion (At least 2 Sentences)-** RESTATE Topic Sentence What philosophy did you discuss and why? Any last statements/details you want to include?

**Rubric:**

	<b>RUBRIC</b>		
<b>CATEGORY</b>	<b>BELOW STANDARD 1</b>	<b>APPROACHING STANDARD 2</b>	<b>MEETS STANDARDS 3</b>
Topic Sentence/Student has a thesis			
Demonstrates Understanding of Primary Source Documents			
Introduces Evidence Properly (at least 1 citation)			
Provides Analysis of Documents			
Student has written 8 sentences in the correct format with legible handwriting			

Overall grade : \_\_\_\_\_ / 15

Teacher Comments:

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