

Inquiry Design Model				
Compelling Question	Did the character strengths of Confucius shape ancient and modern China?			
	<hr/> <p>Key Idea: 6.5 COMPARATIVE CLASSICAL CIVILIZATIONS IN THE EASTERN. As complex societies and civilizations change over time, their political and economic structures evolve. A golden age may be indicated when there is an extended period of time that is peaceful, prosperous, and demonstrates great cultural achievements.</p> <hr/> <p>Key Concept: 6.5c A period of peace, prosperity, and cultural achievements may be indicative of a golden age.</p> <hr/>			
Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4	
What are character strengths? What are your character strengths? How do they apply to different people?	What are Confucius' character strengths? What was China like during his life and what is modern day China like?	What evidence exists that the beliefs and values of Confucius still exist in present day China as they did in ancient China?	What would it be like to experience life in ancient and modern China?	
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task	
Students will listen to a read aloud on <i>Going Places</i> . Students will identify their	Students will participate in a listen and retell on Confucius' character strengths and his impact on	Students will participate in Thinking like a Historian and History Mystery	Students will participate in an Act It Out.	

character strengths and assess others.	both ancient and modern China.		
Featured Sources	Featured Sources	Featured Sources	Featured Sources
1. “Going Places” by Peter and Paul Reynolds. 2.VIA character strengths survey 3. Summary of twelve character strengths	1. Article about Confucius’ character strengths from LeaderRU 2. Article about Confucius’ impact on ancient China from the Constitutional Rights Foundation 3. Article about Confucius’ impact on modern China from National Geographic	1. Six Primary documents from The Confucian Anelects. 2. How to be a good Communist by Liu Shaoqi	History Alive by Bower and Lobell.

Summative Performance	Argument	1. Students will complete a graphic organizer depicting their character strengths. <hr/> 2. Complete a graphic organizer comparing the positives and negatives of Confucius’ impact on ancient and modern China. <hr/> 3. Complete the Thinking Like a Historian worksheet and complete a response dictating whether or not the mystery girl should move to China. <hr/> 4. Compete a Kahoot challenge and meet the requirements of the rubric for the act it out.
Taking Informed Action		1. Students will be given a character strength sheet and be asked to assess their parent’s character strengths, students will then ask their parents asses their character strengths. Students will listen and read lyrics to a song that was provided by the teacher and analyze the deeper meaning. <hr/>

2. Students will watch a YouTube video on Confucius for flipped instruction and record three relevant facts.

3. A. Students will develop a well organized essay using four facts learned in class whether the mystery girl should move to China or not.

B. Students will name two character strengths that they think Confucius portrays in the passages. The students will name two strengths for each passage and justify why they chose those character strengths.