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Course: EDU 351

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Grade: 6

Topic: Confucius

Content Area: Social Studies

INSTRUCTIONAL OBJECTIVE (Lesson Objective*)

After listening to a short passage and doing a listen and retell, students will evaluate a speaker's point of view and produce clear and coherent writing by producing a graphic organizer that answers the question of how Confucius and his beliefs and character strengths impacted both ancient and modern China in positive and negative ways, with two relevant facts in each section.

STANDARDS AND INDICATORS

New York State Social Studies Standards

Key Idea:

6.5 COMPARATIVE CLASSICAL CIVILIZATIONS IN THE EASTERN HEMISPHERE (ca. 600 B.C.E. – ca. 500 C.E.): 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. (Standards: 2, 3, 5; Themes: ID, TCC, GEO, SOC, GOV, CIV)

Key Concept:

6.5c A period of peace, prosperity, and cultural achievements may be indicative of a golden age.

Indicator: *This will be evident when students listen to and retell the passage about Confucius and the impact he had on China.*

National Social Studies Standards and Themes

IV. Individual Development and Identity

Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:

- explore factors that contribute to one's personal identity such as interests, capabilities, and perceptions

IX. Global Connections

Social studies programs should include experiences that provide for the study of global connections and independence, so that the learner can:

- explore ways that language, art, music, belief systems, and other cultural elements may facilitate global understanding or lead to misunderstanding
- give examples of conflict, cooperation, and interdependence among individuals, groups, and nations

Indicator: *This will be evident when students review their homework from the previous day and discuss their character strengths. This will also be evident when students listen to and retell passages about Confucius' beliefs in order to gain an understanding of China during the lifetime of Confucius and provide examples of how his beliefs led to conflict or cooperation.*

NCSS C3 Inquiry Arc

Dimension 3:

Students will work toward conclusions about societal issues, trends, and events by collecting evidence and evaluating its usefulness in developing causal explanations.

Indicator: *This will be evident when students use the information provided to them in the three passages to determine if Confucius had a positive or negative effect on Chinese society.*

Common Core ELA Standards

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

College and Career Readiness Anchor Standards for Writing

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Indicator: *This will be evident when students listen to the teacher reading the passage and then retell it to a partner. This will also be evident when students complete the graphic organizer by writing clearly and organizing their information.*

Social Studies Practices: Habits of Mind

B. Chronological Reasoning

5. Distinguish between long-term and immediate causes and effects of an event from current events or history.

6. Recognize the dynamics of historical continuity and change over periods of time. Identify important turning points in history.

F. Civic Participation

3. Identify different types of political systems and ideologies used at various times and in various locations in the Western Hemisphere, and identify the roles of individuals and key groups in those political and social systems.

4. Identify opportunities for and the role of the individual in social and political participation at various times and in various locations in the Western Hemisphere outside the United States.

7. Describe the roles of people in power in the Western Hemisphere, both historically and currently. Identify ways that current figures can influence people's rights and freedom.

Indicator: *This will be evident when students determine the effects of Confucius and his beliefs on ancient China and then on modern China. This will also be evident when students identify Confucius' philosophy as an ideology in China, his role in the political and social systems of China, and his impact on modern China.*

MOTIVATION (*Engaging the Learners)**

The teacher will have an empty storage bin in the front of the classroom, and call on a student to come to the front of the class. The teacher will ask the student to take a pen out of the storage bin. Since there is nothing inside the bin, the student might say he/she is unable to take a pen out,

or that there is no pen inside. The teacher will then put various items inside of the storage bin and then ask the same student to take a pen out of it. The student will now be able to do so, and will take out the pen. The teacher will then explain how our brains are like this storage bin. Students need to be given background knowledge and information on a topic in order to be able to use it when necessary, just like the bin needed to be filled before it could provide the pen.

MATERIALS

- Smart Board
- PowerPoint presentation
- Confucius document
- Ancient China document
- Modern China document
- Exit slips
- Graphic organizers
- YouTube video
- Index cards
- Pencils/ Pens
- Storage bin

STRATEGIES (*Learning Strategies)**

- Listen and Retell Common Core Strategy

- Cooperative groups
- Independent work

ADAPTATIONS (*Exceptionality)**

- For the student with poor fine motor skills, a scribe will write in the graphic organizer and exit slip for them.
- For the visually impaired student, the graphic organizer and exit slip will be in large print.
- For the hearing impaired student, the teacher will use a voice amplifier while reading the passages to the class.

DIFFERENTIATION OF INSTRUCTION

- For the student with auditory strengths, the listen and retell will capitalize on this strength.
- For the students with interpersonal strengths, working with a partner during the listen and retell will capitalize on this strength.
- For the student with linguistic strengths, writing in the graphic organizer will capitalize on this strength.
- For the student with verbal strengths, retelling the story out loud to their partner will capitalize on this strength.
- For the student with spatial and visual strengths, the graphic organizer will capitalize on this strength.

DEVELOPMENTAL PROCEDURES

- 1. Motivation:** The teacher will have an empty storage bin in the front of the classroom, and call on a student to come to the front of the class. The teacher will ask the student to take a pen out of the storage bin. Since there is nothing inside the bin, the student might say he/she is unable to take a pen out, or that there is no pen inside. The teacher will then put various items inside of the storage bin and then ask the same student to take a pen out of it. The student will now be able to do so, and will take out the pen. The teacher will then explain how our brains are like this storage bin. Students need to be given background knowledge and information on a topic in order to be able to use it when necessary, just like the bin needed to be filled before it could provide the pen. (*Why are you unable to remove a pen from the bin at first? (Literal) What do you think needs to happen for you to be able to take a pen out of the bin? (Inferential) Why do you think having background knowledge on a topic is important? (Metacognitive)*)
2. Students will review homework from the previous night with the teacher. (*What character strengths did you think your parents had? What strengths did they say you had? (Literal) What do you think about the strengths they said you have? (Inferential) How do you think the song reinforces the idea of character strengths? (Metacognitive)*)
3. Students will participate in a listen and retell activity as a literacy strategy. The students will listen to a passage discussing Confucius, who he was, what he did, and what his character strengths were. As the teacher rereads the passage for the second time, students will write down five key words on an index card that will help them

- retell the passage. Students will get in pairs and take turns retelling the passage. The student who is listening has to guess the five key words the other student selected from the passage. This will be repeated with two more passages, one about ancient China and one about modern China. (*What are some of Confucius' character strengths? (Literal) What do you think will happen if Communists in modern China use Confucianism to further their goals? (Inferential) Why do you think Confucius was unable to attain a position of political power, and why do you think his philosophy became popular centuries after he died? (Metacognitive)*)
4. Students will complete a graphic organizer that answers the question of how Confucius and his beliefs and character strengths impacted both ancient and modern China in positive and negative ways. Students will find two relevant facts to put in each section. (*What did he do that had a positive/ negative affect on ancient/modern China? What are similarities and differences of his impact? (Literal) Why might there have been a difference in the way his philosophy was viewed in ancient China than it is in modern China? (Inferential) Overall, do you think Confucius had a more positive or negative affect on both ancient and modern China? Explain your reasoning. (Metacognitive)*)
 5. Students will complete an exit slip in which they have to circle three character strengths that they believe represent Confucius. Students will then explain their choices. (*What words would you use to describe Confucius? (Literal) What do you think Confucius did to demonstrate these character strengths during his lifetime?*)

(Inferential) Why do you think it is important to recognize Confucius' strengths?

(Metacognitive)

ASSESSMENT (*artifacts* and assessment [formal & informal])**

- The teacher will observe students as they retell the passage that was read aloud to them.
- The teacher will observe and work with students as they fill out their graphic organizer.
- The teacher will review the students' exit slips after they are completed.

INDEPENDENT PRACTICE

For homework, students will watch a YouTube video about Confucius, and record three relevant facts about his beliefs.

FOLLOW-UP: DIRECT TEACHER INTERVENTION AND

ACADEMIC ENRICHMENT

Direct Teacher Intervention: Students who did not easily meet the lesson objective will, along with the teacher, reread the three passages and breakdown information into positive and negative occurrences. This will help the student complete the graphic organizer.

Academic Enrichment: Students who easily met the lesson objective will explore the question of how modern day America would react if Confucius and his beliefs were introduced and implemented.

TEACHER REFERENCES

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Worrall, S. (2015). Why is Confucius still relevant today? His sound bites hold up. Retrieved November 05, 2016, from <http://news.nationalgeographic.com/2015/03/150325-confucius-china-asia-philosophy-communist-party-ngbooktalk/>

Zukeran, P. (2001). Confucius. Retrieved November 05, 2016, from

<http://www.leaderu.com/orgs/probe/docs/confucius.html>

Name: _____

EXIT SLIP

Confucius was...

Adventurous

Creative

Love of Learning

Compassionate

Charismatic

Forgiving

Brave

Fair

Funny

Hopeful

Hardworking

Smart

Reason 1:

Reason 2:

Reason 3:

Name: _____

