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Grade: 6
Content Area: Social Studies

November 9, 2016
Topic: Ancient China: Confucius

INSTRUCTIONAL OBJECTIVE (Lesson Objective*)

After reading like a historian from two passages from *The Confucian Analects*, *students will form an opinion based on evidence* answering the question of Confucius' beliefs and how it changed ancient China and will demonstrate mastery of the objective by completing the *Thinking Like a Historian* worksheet.

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 us 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 Concepts:

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

Indicator: *This will be evident when the students analyze 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.

VI. Power, Authority and Governance

Social studies programs should include experiences that provide for the study of *how people create and change structures of power, authority, and governance*, so that the learner can.

NCSS C3 Inquiry Arc

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

Indicator: *This will be evident when the students learn read about the beliefs of Confucius.*

Common Core ELA Standards

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Comprehension and Collaboration

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Indicator: *This will be evident when the students use valid evidence to answer the questions about the passages.*

Social Studies Practices: Habits of Mind

- A. Gathering, Interpreting and Using Evidence
2. Recognize and effectively select different forms of evidence used to make meaning in social studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).
3. Identify evidence and explain content, authorship, purpose, and format; identify bias; explain the role of bias and potential audience, with teacher support.

Indicator: *This will be evident when the students read the two passages and answer the sourcing, close reading, close reading perspective and context questions.*

MOTIVATION (Engaging the learner(s)*)

The teacher will ask the students, "Do you always believe what you read online? If you don't, how can you find out if something is true?"

MATERIALS

- SMART Board
- PowerPoint
- Thinking Like a Historian Worksheet

STRATEGIES (Learning Strategies*)

- Cooperative groups
- Independent work

ADAPTATIONS (Exceptionality*)

- A student who is an English Language Learner will be given vocabulary words with definitions from the passages.
- A student with poor fine motor skills will be given scribed notes.

DIFFERENTIATION OF INSTRUCTION

Tier one learners will be given notes on Ancient China and Confucius' values and beliefs that closely relate to the two passages. These students will complete the handout with the help of the notes given.

Tier two learners will read the two passages and complete the Thinking Like a Historian worksheet.

Tier three learners will read the two passages and complete the Thinking Like a Historian worksheet. These students will compare Confucius' value and beliefs with the values and beliefs of the United States by writing a short essay.

DEVELOPMENTAL PROCEDURES

1. The teacher will review the homework from the previous night. (*What are some of the facts you wrote down from the video?*)
2. Motivation: The teacher will begin by asking the students “*Have you ever thought to yourself; are they telling me the truth?*”) The teacher will tell the students that they can find out if people are telling the truth by finding out more facts. The teacher will tell the students that historians find out the truth and today the students will become historians. (*Can you tell me what a historian is? How might a historian think? What questions might they ask themselves when they read a document?*)
3. The teacher will give the students the *Thinking Like a Historian* worksheet.
4. The teacher will explain to the students that this worksheet contains two passages from a Primary Source (*Confucius' Analects*). The students will be given the directions from the teacher. (*Read the first passage and answer all four questions. Read the second passage and answer all four questions. It is important that you use information directly from the passages.*)
5. The students will read the passages and answer all questions.
6. After the students have completed the worksheet independently, the teacher will collect the worksheet.
7. The teacher will explain the homework that the students will receive for that afternoon.

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

- The teacher will observe students as they are working on the *Thinking Like a Historian* worksheet.
- The teacher will collect the questions from the passages and grade them accordingly.

INDEPENDENT PRACTICE

For homework, 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.

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, re-read the passages and use notes on Ancient China, and Confucius' beliefs to answer the questions properly.

Academic Enrichment: Students who easily met the lesson objective will have the opportunity to research another country's culture during that time period and compare the beliefs and values of that country's leader.

TEACHER REFERENCES

"New York State K-12 Social Studies Framework". *EngageNY*. N.p., 2016. Web. 6 Nov. 2016.

"Reading Like A Historian | Stanford History Education Group". *Sheg.stanford.edu*. N.p., 2016. Web. 6 Nov. 2016.

Riegel, Jeffrey. "Confucius". *Plato.stanford.edu*. N.p., 2016. Web. 6 Nov. 2016.

Thinking Like a Historian-Reading Like a Historian

Historical Thinking Reading Questions

- A. Filial piety lies at the heart of Confucianism. A son must obey and respect his father. As an adult, the son must honor him even after his death. It is the son's responsibility to offer sacrifices to his father's spirit. This tradition of ancestor worship by male descendants was deeply ingrained in Chinese culture before Confucius and continued for centuries. It explains, in part, why daughters were far less valued: They could not perform these ceremonial traditions.

Selection from *The Confucian Analects: Relationships Within the Family* (Paraphrased). Written by the Chinese University Press, in 2000.

1. (Sourcing) Where was the excerpt taken from? What type of religion was practiced in the Chinese culture, according to the passage?

2. (Close Reading) What did the author mean when they said, "It is the son's responsibility to offer sacrifices to his father's spirit"? What evidence tells you that males had a more important role in Chinese culture than women?

3. (Close Reading: Perspective) In your opinion, does it seem that Confucius fostered the belief that the daughter is less valued in the culture? Justify your answer.

4. (Context) The Chinese culture that was present during the time of Confucius, is still seen today in some parts of China. Why do you think China still follows Confucius' beliefs?

B. In many ways, Confucius was a revolutionary teacher even though he never described himself in this way. Besides learning skills such as writing, music and mathematics, he felt that students should learn to be virtuous, to achieve moral character, and to live a life of harmony. Education, he believed, is more than memorizing facts and learning skills. It is about learning to live a moral life. To study only so you can pass exams and be promoted would have been unacceptable to Confucius. He believed every individual could be educated. In this spirit, Confucius accepted all students, rich or poor, as long as they were serious about learning. The scholar as an example of a moral individual remains central to Chinese thought.

**Selection from The Confucian Analects: Education (Paraphrased).
Written by the Chinese University Press, in 2000.**

1. (Sourcing) Where was the excerpt taken from?

2. (Close Reading) What did the author mean when they said “It is about learning to live a moral life.”? What evidence tells you Confucius was a revolutionary teacher?

3. (Close Reading: Perspective) Do you think everyone in the Chinese culture valued Confucius’ values and beliefs about education? Justify your answer?

4. (Context) In order to be a good student, what did Confucius expect from his students? How do the qualities his students’ possess help them throughout their life?
