

Lesson Plan:
Three Teachings That Shaped China's Culture

NCSCOS:

7.12.01: Examine the major belief systems in selected regions of Africa, Asia, and Australia and analyze their impact on cultural values, practices, and institutions.

By studying the different philosophies of China we can see how these teachings have influenced the political, economic, and social institutions of China.

NC Skills:

- 1.01 Read for literal meaning.
- 1.02 Summarize to select main ideas.
- 1.03 Draw inferences.
- 1.04 Detect cause and effect.
- 1.08 Use context clues and appropriate sources such as glossaries, texts, and dictionaries to gain meaning.
- 2.01 Use appropriate sources of information.
- 2.02 Explore print and non-print materials.
- 2.05 Transfer information from one medium to another such as written to visual and statistical to written.
- 4.06 Draw conclusions

National Geography Standards:

10 The Characteristics, Distribution, and Complexity of Earth's Cultural Mosaics

National Social Studies Standards:

- NSSW.H. 5-12.3 Era 3: Classical traditions, major religions and giant empires, 1000 BCE – 300 CE
- How major religions and large scale empires arose in Mediterranean basin, China, and India 500 BCE – 300CE

Objective:

Examine the belief systems that shaped China's culture.

Do Now Question:

What characteristics do we value in our society today? (students are given 5 minutes to complete prompt, afterwards a discussion of the prompt to get students in the mind frame of today's lesson)

Teacher Input:

1. Tell students that ancient religions, values, and belief system shape life for the Chinese people
2. Tell students that today they will be reading about three teachings or belief systems that have shaped not just China's culture, but it has spread to other Asian countries as well as the rest of the world.

Activity:

1. At level students will visit the following site (<http://ancienthistory.mrdonn.org/3Teachings.html>) to read about the three teachings of China. As they are discovering about the three teachings, they will need to put their findings in a thinking map (circle map, tree map, etc.)
2. Above level students will read the handouts or go to the following site (www2.informns.k12.mn.us/schoolties/files/2718750/00869/rcollins/2556192003_three_teachings.pdf) to read about the teachings of China. Students will need to answer questions at the end of the handouts.

3. Teacher will include selections from each belief system and assess if students can pull out the core values or beliefs from each selection. Selections include the following:
 - a. Confucianism
 - i. “Learning without thinking is labor lost; thinking without learning is perilous.”—
Selections from the Analects
 - ii. “Lead the people by laws and regulate them by penalties, and the people will try to keep out of jail, but will have no sense of shame. Lead the people by virtue and restrain them by the rules of decorum, and the people will have a sense of shame, and moreover will become good.” – Selections from the Analects
 - b. Buddhism
 - i. “The law of cause and effect is universal; each man must carry his own burden of sin and must go along to is retribution. The same law of cause and effect controls good deeds. A life of sympathy and kindness will result in good fortune and happiness.” – The Teaching of Buddha.
 - ii. “Rust grows from iron and destroys it; so evil grows from the mind of man and destroys him.” – The Teaching of Buddha.
 - c. Taoism
 - i. “Fill your bowl to the brim and it will spill. Keep sharpening your knife and it will blunt. Chase after money and security and your heart will never unclench. Care about people’s approval and you will be their prisoner. Do your work, then step back. The only path to serenity.” --Tae Te Ching
 - ii. “Do you have the patience to wait till your mud settles and the water is clear? Can you remain unmoving till the right action arises by itself? – Tae Te Ching

Big Idea (Assessment):

1. At level students: Create facial expressions of the three belief systems in China. What would each say? What would Confucius, Buddhists, and Taoist say that would represent their core values? (students can either draw the figures or copy/paste from internet)



2. Above level students: Find an example (writing, drawing, poem, etc.) for each of the three belief systems in China. Explain how the selection is an example of the belief system and whether or not the student agrees with the ideas and why. (students can use the following sites:

<http://www.quotationspage.com/quotes/Confucius/>
<http://www.everyday-taichi.com/confucius-sayings.html>
<http://festivals.iloveindia.com/buddha-purnima/buddha-quote.html>
<http://oaks.nvg.org/saybud.html>
<http://oaks.nvg.org/buddha-sayings.html>

<http://www.fodian.net/english/42section.htm>

<http://www.thetao.info/english/index.htm>

<http://www.sacred-texts.com/tao/taote.htm>

<http://www.scribd.com/doc/37400/Tao-Te-Ching>