

Unit Objectives:

KNOW	UNDERSTAND	DO
<p>Vocabulary: wisdom, virtue, analect, Confucianism, The 100 Schools of Thought, Civil Service Examinations, proverb, adhere, inculcate, inherent, subordinate, custodian, repository, facilitate, foster, persist, appropriate(v),</p> <p>Literary elements and figurative language: setting, character, conflict, symbolism, simile, alliteration, sensory language</p> <p>Genres: poetry, folktale, analects, non fiction</p> <p>Virtues: humanity, filial piety, integrity, loyalty, honesty, respect, and propriety</p>	<p>The basic tenets or virtues of Confucianism</p> <p>The impact of Confucian thought on China and East Asia</p> <p>The role literature plays in the evolution and development of both culture and society</p> <p>The role education and common values play in the development of both culture and society</p>	<p>Use a map to locate the countries of origin for literary selections</p> <p>Classify literary works based on genre and theme.</p> <p>Analyze a primary source, The Analects of Confucius, from the Eastern Zhou period in China</p> <p>Apply concepts in literature from other cultures and eras to current events and to the primary source, The Analects of Confucius</p> <p>Explain the impact of Confucianism on China and the impact of wisdom literature on culture</p> <p>Identify literary elements in both fiction and nonfiction reading selections</p> <p>Work cooperatively with a partner or in a group</p> <p>Create a wisdom project that reflects understanding, analysis, and application of Confucian virtues</p> <p>Evaluate the different forms of virtue, source material, and genres of literature</p>

Wisdom and Virtue

Overview: **RITUAL FORMAT :** This unit is designed to introduce students to the teachings of Confucius and to involve students in applying their understanding of these teachings in analysis of poetry and folktales from China, Korea, Japan, and Vietnam. After the initial anticipatory/introductory lesson, students will experience lessons designed to follow a specific ritual as Confucius so valued. Each lesson will center around a virtue, its definition, excerpts from The Analects, a complimentary poem or tale from East Asia, and a discussion centered around literary analysis and making connections.

At the beginning of the unit students will be given a red pocket folder to hold all of their materials and the classroom computer stations will have small scrolls listing websites relating to Asia , Confucius, and Chinese culture. There will also be a Literature Resource Station where students can find additional works of wisdom, folktales, poetry and current event articles---in addition to all the materials given to them throughout the unit, the room will also be decorated with samples of calligraphy, Asian art, and a listening station for music and stories from Asia.

As students enter the room each day the Chinese character or kanji for the virtue of the lesson will be displayed and space will be provided on each day's page for students to practice copying it onto the page. At the end of the unit, as students are working on their project they will be given the opportunity to use www.mandarintools.com to create their own name in Chinese and to find the kanji for their chosen virtues.

The summarizing activity each day will center around the completion of a graphic organizer to review and recall the virtue and genres studied for the day in addition to a modern day application/connection the student makes.

THE SEVEN WISE VIRTUES CIVIL SERVICE EXAMINATION: The project for the completion of the unit will lightly imitate the civil service examination process and will be an independent project in the spirit of the ancient Chinese exams. Students will identify seven virtues they hold dear and provide definitions, symbols, and personally meaningful examples for each one. These examples must originate from at least four different types

Confucian Wisdom and Virtue

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of sources and all sources must be documented. Students will collect all their wisdom in an original product using the format of their choice. Projects will be assessed by one peer and the teacher, using the same rubric.

THE ONE HUNDRED AND ONE SCHOOLS OF THOUGHT: Teacher and students will hold a Virtue and Wisdom Slam to share their teachings with others in the school and community.

Differentiated Instructional Strategies used in this unit:	<ul style="list-style-type: none">• Reading in content areas• Graphic Organizers• Project with varied product choices
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- Collaborative Learning/Grouping
- Lecture
- Power Point Presentation
- Whole class discussions
- Cornell Notes
- Primary Source Analysis
- Technology (iPads and computers)
- Supplemental Literature Resource Station in the classroom

- Reading in content areas
- Graphic Organizers
- Project with varied product choices

Wisdom and Virtue

Learning Targets:

RLA. O 8.1. 03 use etymology, context clues, affixes, synonyms or antonyms to increase grade appropriate vocabulary.

RLA.O 8.1.04 analyze the defining characteristics, build background knowledge and apply reading skills to understand a variety of literary passages and genres by West Virginia, national and international authors: fiction, nonfiction, myths, fantasies, biographies, autobiographies, science fiction, tall tales, supernatural tales.

RLA.O .8.1.06 determine and interpret the elements of literature to construct meaning and recognize author's purpose and/or reader's purpose: theme, character, setting, internal conflict, rising and falling action, climax, point of view, antagonist, protagonist, hero

RLA.O. 8.1.15 increase amount of independent reading and select appropriate graphic organizers (e.g., diagrams, flow charts, story maps, outlines, concept maps, tables, reading guides) to analyze relationships among more complex ideas generated while reading.

RLA .O.8.3.03 critique oral/visual information presented, relate personal experiences and apply the information to global situations.

RLA.O.8.3.04 listen in order to analyze and critique information received in spoken texts (e.g., of a guest speaker, informational video, televised interview or radio news program).

RLA O.8.3.05 perform a variety of roles in group discussions: collaboration, facilitation, persuasion.

Modifications:

- Check for understanding
- Guided instruction
- Leveled grouping or pairs as needed
- Completed examples
- Copies of completed notes and graphic organizers, as needed
- One on one instruction
- Whole class instruction
- Guided questioning
- Scribe