

Teacher Implementation Plan

Due: April 21, 2012

Name: Allyson Ey

Date: April 19, 2012

School: Enslow Middle School

Name of Collaborators (if any): N/A

Unit Title: Confucian Wisdom and Virtue

Unit Abstract: : 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. All discussions will attempt to engage students in scholarly dialogue, analysis, and personal reflection on *The Analects* and other literary selections following the Confucian model. 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 of sources and all sources must be documented. Students will collect all their wisdom in an original product using the format of their choice. At the end of the unit, as students are working on their project they will be given the opportunity to use www.mandarin-tools.com to create their own name in Chinese and to find the kanji for their chosen virtues.

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.

Projects will be assessed by one peer and the teacher, using the same rubric.

Content Standards Targeted/End of Cluster Benchmarks:

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.

Content Area(s): Developmental Reading/ Language Arts

Targeted Grades: 8

How Will This Unit Be Integrated into Your Curriculum: At the beginning of the year I spend a significant amount of time working with etiological myths, folktales, and origin stories from around the world. This unit will fit nicely into the curriculum because it incorporates literary analysis, note taking and non-fiction reading strategies in addition to a review of many of the literary elements of fiction. Studying the teachings of Confucius, reflecting on virtue, and discussing the role literature plays in a culture is a wonderful way to get my students thinking about reflective learning and making wise choices. The ritual format of the lessons and rigor of the daily plans will also set the standard during the first term. This unit will also be a wonderful precursor to *The Good Earth* because it will pique student interest in China's history and support their understanding of the ritual and virtues throughout the novel.

Time of Implementation (how and when will the unit be implemented): September 2012 in all of my 8th grade Developmental Reading classes. I think it will take two to three weeks. I am going to use some of the Confucian analects and virtue lessons with my classes in two weeks, May 2012 to see what needs to be revised and how well my students respond to them.

Big Idea: Students will understand that recorded thoughts and literature play an important role in the evolution and development of both culture and society.

Students will understand that the Confucian virtues which still permeate Asian culture today are very similar to virtues many Americans value, as well.

Essential Questions (Do these questions reflect the core idea as judged by experts in the discipline):

Please see attached lesson plan over view document for this unit and also the unit objectives as listed in the Confucian Wisdom and Virtue Unit plan document

Lessons (3-4 smaller lessons that are integral to the unit and lead to the realization of big ideas):

Please see attached lesson plan over view document for this unit. It contains a basic outline of ten lessons.

Culminating Lesson/Activity (the final lesson/activity that ties all lessons together):

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 of sources and all sources must be documented. Students will collect all their wisdom in an original product using the format of their choice. 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 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. It could also be a “Virtue all” tour.

Assessment: What evidence of learning will you accept? Formative Assessment: Daily evidence of participation in discussions and literary analysis. Cooperative participation in partner and group activities and daily reflection questions. Engagement in and completion of welcome work, journal, and handout exercises. Summative Assessment: Evidence of the application and the synthesis of Confucian thought in the development and creation of a collected wisdom product. (Collaboration and project rubrics, unit checklist)

Resources Needed (please list specific resources): red pocket folders, small reproducible map of East Asia, traditional and contemporary music, photography, and poster artwork from China, Korea, Japan, and Vietnam

An explanation of how the seminar helped you develop the plan:

The reading we did for the course, along with the mini lectures, gave me so much insight into not only the origin of so many 20th and 21st century misconceptions about Asia but it also gave me such a deep respect for the culture of China and the reverence placed on learning. After we read about the Warring States period I could not stop thinking about all those great minds seeking harmony and order in the midst of chaos. I admire the wondering teacher trying to preserve virtue and integrity through discourse and I marvel at how very connected all of humanity is when it comes to virtue and dreams of peace.

Middle School students are in their own type of Warring States period, physically and emotionally, so creating a unit to teach them a little about another part of the world and a little bit more about the collected wisdom of Confucius seemed like a solid opportunity to help them find some harmony amidst the chaos. The ulterior motive of inspiring all of us to try to be more virtuous was a motivator, too.

NOTE: we may upload your implementation plan as an “Uploaded Contribution” to the University of Pittsburgh NCTA online portal, so that it may be shared with other teachers. Please let us know below whether you agree (or not) to this.

I agree to have my implementation plan (or portions thereof) uploaded to the NCTA online portal.

No, please do not make my implementation plan available on the NCTA online portal.