

Teacher Implementation Plan

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School: St. Joseph's Preparatory School

Name of Collaborators (if any): None. [Guest lecture: Joann Chen (SJP Chinese language teacher)]

Unit Title: Rise of Classical Period China – Zhou & Qin dynasties

Unit Abstract: In this unit, students will explore the foundations of Chinese social and political thought including Confucianism, Daoism, and Legalism. Students will examine these early Classical philosophies, as they developed under the Zhou and Qin dynasties, through a variety of media including primary-source reading selections, art work, and film analysis. Furthermore, students will consider their influence on later dynasties and modern Chinese civilization.

Content Standards Targeted/End of Cluster Benchmarks: (St. Joseph's Prep is an independent school. We use internal benchmarks and standards closely aligned to the **PA Social Studies standards for History**). Students will understand Confucianism, Daoism, and Legalism, and their collective role in Chinese culture. They will compare patterns of continuity and change of these philosophies over time, applying an understanding for each within the context of the Zhao and Qin dynasties (8.1.9.A). In addition, the students will compare the interpretation of historical events (e.g., Emperor Qin Shi Huangdi's military goals and conscripted service) and sources (e.g., selections from the Dao de Jing), considering the use of *fact versus opinion*, *multiple perspectives*, and *cause and effect relationships* (8.1.9.B). Finally, this unit will provide a context for comparison of the world's major religious traditions – Judaism, Christianity, Islam, and Buddhism – as prescribed within the scope and sequence of World History at St. Joseph's Prep.

Content Area(s): World History, East Asian studies, Religion, Foreign Languages

Targeted Grades: 9

How Will This Unit Be Integrated into Your Curriculum: This will be incorporated into my 9th grade World History course during the unit: "Transition from Antiquity to the Classical period".

Time of Implementation (how and when will the unit be implemented): 2014-2015 school year (late October – mid-November).

Unit 4- follows: (1) *Early Humans through the Neolithic*, (2) *Ancient Near East (Mesopotamia & Egypt)*, (3) *Ancient India (Indus Valley & Buddhism)*

Major Theme (Big Idea): Students will understand that Chinese belief systems, social structures, political norms, and artistic traditions developed within a context similar to other river valley civilizations. Further, they will understand that these effects of settlement patterns along the Yellow River (Huang He), stable food production, and urbanization led increasingly to a broad region that shared these common social and political structures. Finally, they will understand the role of Confucianism, Daoism, and

Legalism in providing a framework for the social and political structures that would mark the Classical and post-Classical dynasties.

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

How did geography play a role in establishing social structures and societal norms within early Classical Chinese society? How did shared belief systems of the early Classical period influence relationships within the family, village, and state levels? How did competing belief systems influence ideas about the role of the individual, the family, and the state? Which examples of literature, art work, and human invention reflect the belief systems of the early Classical period?

Lessons (3-4 smaller lessons that are integral to the unit and lead to the realization of big ideas):
[these can be outlined here in this file, and the full lesson plans included as separate documents]

- 1 – Geography of early China (Shang dyn); *notes*
- 2 – Map exercise: Rivers, Cities, settlement zones
- 3 – Zhou dynasty (feudalism, Mandate of Heaven, dynastic cycle); *notes*
- 4 – Confucianism; *notes*
 - a) Primary source reading #1
 - b) Google worksheet (assessment of terms, people, & comprehension)
- 5 – Daoism; *notes*
 - a) Primary source reading #2
 - b) Google worksheet (assessment of terms, people, & comprehension)
- 6 – Chinese Fairy Tales
 - a) Primary source reading #3
 - b) Primary source reading #4
- 7 - Qin dynasty (Warring States Period, Legalism, Qin Shi Huangdi); *notes*
- 8 – Legalism; *notes*
 - a) Primary source reading #5
 - b) Google worksheet (assessment of terms, people, & comprehension)
- *9 – **Unit Assessment #1**
 - *Geography, Terms, People, Zhou & Qin [multiple choice], primary sources*
- 10 – **Culminating Activity** - Film: *Hero* (4 days / 35 mins)
 - Day 1 – *Scene #1 (Arrest of Sky)*
 - Google worksheet (Scene synopsis, review of Daoism, Legalism, & Confucianism)
 - Day 2 – *Scene #2 (Siege of the Confucian School)*
 - Google worksheet (Scene synopsis, review of Daoism, Legalism, & Confucianism)
 - Day 3 – *Scene #3 (Library: 3 interpretations)*
 - Google worksheet (Scene synopsis, review of Daoism, Legalism, & Confucianism)
 - Day 4 – *Scene #4 ("Tianxia" – Nameless' sacrifice)*
 - Google document (Assessment of characters; review of Daoism, Legalism, & Confucianism; Cumulative essay)

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

1. Analysis of the movie *Hero*: Students view a film produced, directed and filmed in China, using Chinese actors to represent the Warring States period. The film intermixes important aspects of the rise of the Qin dynasty with thematic representations of Confucian, Daoist, and Legalist principles. Students focus on a key scene each day, providing a synopsis for the scene and interpreting symbolism and

character choices that reflect early Chinese philosophies. The end of the film requires an essay drawing together different themes from previous lessons.

Assessment: What evidence of learning will you accept?

Student participation in classroom discussions and activities are necessary. In addition, students will complete smaller assessments (Google Forms [online worksheets]) that gauge their reading comprehension of primary sources and textbook selections. Finally, students will complete a full-unit assessment of the Zhou-Qin historical periods, its geography, and the early Classical philosophies (Confucianism, Daoism, and Legalism). Students will complete a mini-unit assessment on the film *Hero*.

Resources Needed (list specific resources):

Readings from Confucius: ("What Did Confucius Say" [NCTA handout]); *Analects*

Readings from Mencius: (<http://nothingistic.org/library/mencius/>)

Readings from Laozi: *Dao de Ching*

Readings from Han Feizi: *The Complete Works of Han Fei Tzu*

Hero - DVD

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

The seminar was WONDERFUL! It provided me with a solid foundation of East Asian studies, furthered my understanding of the development of China across many dynasties, equipped me with excellent resources for classroom use, and put me in contact with a great cohort of secondary-level educators and UPenn professors.

NOTE: we may upload your implementation plan as an "Uploaded Contribution" to the University of Pittsburgh NCTA East Asia Gateway for Linking Educators (EAGLE), 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 EAGLE.

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