

Name:

H.M. Jackson High School

Course:

AP World and World History, 10th grade

Skills:**(AP Curriculum Skills)**

Constructing an historical argument, analyzing and synthesizing documents, DBQ or CCOT writing (thesis, citations, point of view and additional document/continuity and change over time, analysis);

Creating a practice Smarter Balance test for 10th grade regular students

Topic:

Confucianism's Influence Over Time

Lesson:

Questions: Do I put in all my lectures and lead-up's or focus solely on that one day? Much of what I collect will go into the lead-up's as well as the DBQ.

Overview:

I will create several plans...the initial plan is simply a DBQ prompt. I will also create a 2 day prompt for AP students, a 5 day lesson and same prompt for my regular students and a CHINA OVER TIME set of lessons (approximately 10+ hours) over the course of the semester

Time:

2 class periods for DBQ, but lecture and Chinese history is on-going (see below on lecture topics, analysis of documents, DBQ work)

Materials:

DBQ documents, possible recordings

Objectives:

Students will be able to understand Confucianism and it's role in China over time

Students will be able to compare and contrast Confucian philosophy with other belief and political systems

Students will be able to analyze primary source documents and organize them into like-minded groupings

Students will be able to construct an historical argument

Students will be able to use documents and their background knowledge to write coherently as well as analyze point-of-view and critically think of additional documents or knowledge they would need to answer the question more deeply.

Procedures:

A: Day 1: Introduce documents to students and ask them to work in pairs to analyze the question and 2 documents; they will look at the literal meaning and the “hidden” meaning and try to apply the Confucian question to each one.

They will then look at the POV for one of the documents. SOAPSTONE. What are the potential problems or reliability factors? What kind of document would you like to help you further understand the question?

Share out with students

Go back to documents and attempt to group them for thesis and organization.

Day 2: Individuals will write a DBQ

B: Day 1: Individuals will write a DBQ

Day 2: Class will go over the analysis of documents, potential POV and Add. Doc’s

Evaluation:

DBQ completion OR CCOT completion

Extension:

Regular World History – a multiple-day unit on Chinese culture and philosophy using Slide shows, primary source analysis, c&c comparisons

After AP Activities – “culturegram” – using China as my example, have students create their own culture lesson on other areas

MULTIPLE “CHINA OVER TIME” AP set of lessons (Content brief)

1. Confucian lecture, film, comparing religions and philosophies; student share out (2-3 class periods)
2. Look at Analects for analysis (1 class period)
3. Confucianism and the role of women (Ban Zhao) – small Socratic seminar (1 class period)
4. Lectures/readings on Han (Civil Service Exam beginnings) - Tang Dynasty (new influence of Buddhism and impact on Confucianism) – Song Dynasty (Neo-Confucianism and new impact on women) – Yuan Dynasties (Mongols and removing Confucian scholar-gentry) – Ming/Qing Dynasties - Architecture and art (and comparisons with other areas over time)- Republic – Communism (approximately 4-5 hours of lecture and related activities over the year)
5. DBQ work throughout (approximately 4-5 classes of scaffolded activities)

NEW QUESTIONS: (Focus on education and family)

For host families we visit and guides/civilians we talk to:

What are some of values that are most important to your family and why?

Describe your most important family traditions.

Is there a particular Chinese saying or quote that you find important? Why and how does it relate to you or to your country?

Is the multi-generational family model still important in China today? Explain. Why does it fit or not fit your current situation? (This could also be observing family members, dinner functions, etc....)

What is your current religion or philosophy? What are the most important tenants to know?

For schools we visit:

Teachers:

In what ways do we see Confucian beliefs evident/not evident in the classroom?

What are some of the changes you see in Chinese youth and parenting over the past 10 years? What has stayed the same? What is the significance of this?

What role does the government play in organizing curriculum?

Children:

What are the most important subjects you learn in school and why? What are the most important values/lessons your teachers and family teach you? Why is it important?

(Observations on how classrooms are set up, the relationship between student/teacher, etc....)

For all/businessmen/politicians (if this is possible): EXTRA

Are civil service jobs important to society? Which ones and why? What professions are seen to be most desirable to youth?

Are the values of order and hierarchy within the family and within society important to people today? Explain.

Observations:

Confucian ideas within architecture (comparison pictures)
Communism vs. Confucianism/Buddhism/Islam (pictures/pamphlets)

QUESTIONS I WANT STUDENTS TO PONDER WITHIN THE DBQ:

How do you define Confucianism? What impact did/does it have on Chinese society?

In what ways is Confucianism still important to China? In what ways has its influence declined?

What are some Confucian ideals that you (Chinese citizen/businessman/politician/student) practice on a day-to-day basis and in what ways is that evident?

How are the Confucian elements of order and hierarchy evident in the architecture? In the schools?

What role does Confucianism play in a Communist society?

How does the philosophy of Confucianism bend to meet the demands of other beliefs such as Buddhism, Christianity and Islam?

MATERIALS/RESOURCES I WANT TO COLLECT WHILE IN CHINA:

Observations:

Confucian ideas within architecture (comparison pictures)
Communism vs. Confucianism/Buddhism/Islam (pictures/pamphlets/guidebooks)
Pictures of architectural differences old and new
Pictures/video of Confucianist influences (Forbidden Palace)
Interviews with a variety of people answering my questions
Art examples – for analysis of Confucian influence, Chinese style
Buddhist, Legalist, Islamic influences in China
Schools – order and hierarchy

But also looking for a potential all-in-one cultural unit for my regular students: