

Legacies of China
Confucius

Ohio Standards
Connection

People in Societies

Benchmark C

Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government.

Indicator 3

Give examples of contacts among different cultures that led to the changes in belief systems, art, science, technology, language or systems of government.

Indicator 4

Describe the cultural and scientific legacies of African, Greek, Roman, Chinese, Arab and European civilizations.

Lesson Summary:

Students will work in teams to research Chinese cultural legacies, including the legacy of Confucius. Students will show evidence of learning through presentations, graphic organizers and extended responses.

Estimated Duration: *Seven to eight hours*

During this lesson, students will research and explain some of the scientific and cultural legacies of early civilizations in China. Research assignments are divided among cooperative teams of students and information is shared through presentations. This lesson allows each team to decide how to present the results of its research. Each presentation is evaluated based on a class rubric. The instructional procedures in this lesson can be used for the study of other cultures.

Day One

1. Conduct the pre-assessment using Attachment A.
2. As a class, create a definition of the term "legacy." Working together, use dictionaries to define the term and then put it into language the students can easily understand.

3. Instruct students to write a journal entry (allow five minutes) on the following question:
What impact would you like to have on society? How would you like to be remembered? What will your legacy be?
4. Ask students to share their responses. Discuss the impact individuals can have on society. Ask students to brainstorm some famous Americans who have made positive impacts on society. What are their legacies?
5. Have students discuss and hypothesize where they think the following practices and ideas came from. This can be done as a whole class or in small groups.
 - Acupuncture (China)
 - Papermaking (China)
 - Words such as typhoon, ketchup or chow (China)
6. Conduct a whole-class discussion of student hypotheses for each of these legacies. Encourage students to share their reasoning with the class.

Day Two

7. Divide the class into heterogeneous groups to complete a research project.
8. Distribute Attachment B, *Research Guide*. Review the directions and allow teams to select their topics. Explain to students that as they research their topics they should be thinking of the best way to present their findings to the rest of the class.
9. Distribute the *graphic organizer, Attachment C*.
10. Have students begin their research. (Schedule a class in the computer lab so students have access to the internet.)

Day Three

11. Allow teams to work on their research. Circulate to monitor and provide guidance as needed.
12. Instruct students to continue their research at home, if necessary, and to be ready to discuss the presentation with their team members on Day Four.

Day Four

13. Have each team decide how to present its information (e.g., write and then share orally, panel discussion, informational poster, PowerPoint presentation).
14. Present Attachment D, *Post-Assessment* rubric to show the students how the presentations will be evaluated.
15. Have the teams prepare their presentations for Day Five.

Day Five

16. Instruct students to take notes as their classmates present. Remind the students to take notes on other group presentations.
17. After each presentation, allow students the opportunity to ask clarifying questions and to share any new insights.

Day Six

18. Complete the presentations.

Differentiated Instructional Support:

Instruction is differentiated according to learner needs to help all learners either meet the intent of the specified indicator(s) or, if the indicator is already met, to advance beyond the specified indicator(s).

- Have students work in heterogeneous groups to conduct research and presentation activities.
- Have students use graphic organizers to take notes during research and to prepare for presentation to the class.
- Allow students to choose the presentation style of interest including visual, oral, kinesthetic, drama, etc.
- Challenge students to further research or complete an independent study on a specific scientific or cultural legacy of China based on their interests.

For the teacher: Reference books, trade books, Internet access.

Armento, B, et al. (1999) *A Message of Ancient Days*. Boston: Houghton Mifflin. (Chapter 9)

Blecher, M. (2003) *China Against the Tides*. London: Continuum. (Chapter 7)

Freedman, R. (2002) *Confucius The Golden Rule*. New York: Scholastic.

Moore, B. (1966) *Social Origins of Dictatorship and Democracy*. Boston: Beacon Press. (Chapter 4)

For the students: Pencils, paper, reference books, trade books, Internet access.

Vocabulary:

- abstract
- B.C.E.
- B.C.
- C.E.

- A.D.
- cultural product
- culture
- diffuse
- scientific
- legacy
- architecture
- cultivation
- technology
- agriculture
- component

Technology Connections:

- Have students use the Internet to access information about the research topics.
- Have students use word-processing and slide-show software to prepare and share presentations.

Attachment A
Pre-Assessment

Name: _____

Directions: Answer the following questions using full sentences.

1. What is a legacy?

2. Choose a famous American and write about his or her legacy.

3. Describe a legacy of early civilization in China.

Attachment B Research Guide

Directions:

1. Research your team's topic using textbooks, reference books and Internet sources.
2. Focus on describing the cultural or scientific legacy, explaining its importance and how it spread from China to the rest of the world.
3. Use the vocabulary terms listed under your topic to help you with your research.
4. Take notes on the graphic organizer. Include as many of the vocabulary terms as you can.
5. As you work, think about how to best present your information to the class.

Team 1: Influence of Chinese Calligraphy and Ink Painting

- *figure painting*
- *landscape painting*
- *Tang, Yuan and Ming Dynasties*
- *calligraphy*
- *Muromachi art in Japan*
- *Zen Buddhism*
- *monochrome paintings*
- *chinoiserie*

Team 2: Papermaking Technology

- *Han Dynasty*
- *papermaking technology*
- *plant fibers*
- *silk routes*
- *Arab traders*
- *Battle of Talas River (sometimes spelt Tarus)*
- *Samarkand and Baghdad in the Middle East*
- *Damascus, Cairo and Morocco in Northern Africa*
- *Italy and Spain in Europe*

Team 3: Confucianism

- *K'ung Fu Tzu (commonly pronounced Confucius in English)*
- *Six Relationships*

- *philosophy*
- *morality and ethics*
- *Analects*
- *Han Dynasty*
- *Mandate of Heaven*
- *Vietnam, Korea and Japan*

Team 4: Acupuncture

- *Taoist tradition*
- *yin-yang, meridians, balance, chi*
- *Huang Di- The Yellow Emperor*
- *Portugese missionaries and traders*
- *Traditional Chinese Medicine*
- *Chairman Mao*

Team 5: Chinese Loanwords

Loanwords are words that have been assimilated into English from other languages.

- ketchup
- chow mein
- Sharpei
- kumquat
- kaolin
- kumquat
- Kung Fu
- longan
- lychee
- mah jong
- pekoe
- Tai Chi
- tofu

Attachment C
Graphic Organizer
Examples of Chinese Cultural and Scientific Legacies

Directions: As your team researches its topic, take notes in the appropriate section of this graphic organizer. You will complete the other sections of the graphic organizer as you watch the class presentations. In each section, define the legacy, explain its significance and explain how it spread.

Team 1 Influence of Chinese Calligraphy and Ink Painting	
Team 2 Papermaking Technology	
Team 3 Confucianism	

Team 4 Acupuncture	
Team 5 Chinese Loanwords	

Attachment D
Post-Assessment

Directions:

1. As each group presents its legacy, circle the point value in each category.
2. Be sure to focus on the following areas as you evaluate.
 - a. Describe the legacy.
 - b. Explain its significance.
 - c. Explain how it spread.
 - d. Correctly use at least one of the vocabulary words in each paragraph.
 - e. Use complete sentences and correct spelling in presentation.

	4	3	2	1
List of Chinese legacies	Accurately lists five legacies.	Accurately lists four legacies.	Accurately lists three legacies.	Accurately lists two or fewer legacies.
Description of Chinese cultural legacy	Uses details and thoroughly describes the legacy, explains its significance and how it spread.	Accurately describes the legacy, explains its significance and how it spread.	Somewhat describes the legacy, explains its significance and how it spread.	Inaccurately describes the legacy, its significance and how it spread.
Description of Chinese scientific legacy	Uses details and thoroughly describes the legacy, explains its significance and how it spread.	Accurately describes the legacy, explains its significance and how it spread.	Somewhat describes the legacy, explains its significance and how it spread.	Inaccurately describes the legacy, its significance and how it spread.
Use of vocabulary	Correctly uses more than four vocabulary words.	Correctly uses four vocabulary words.	Correctly uses three vocabulary words.	Correctly uses fewer than three vocabulary words.
Writing Mechanics	Includes only minor spelling or grammar errors.	Includes few spelling or grammar errors.	Includes some spelling or grammar errors.	Includes many spelling or grammar errors which impede understanding.

