

Greg Milo
Archbishop Hoban High School, Akron, Ohio
World Cultures

East Asian Philosophy (Re-Organizing the Classroom)

Objective One:

Examine and evaluate the philosophies of the Eastern Zhou

Objective Two:

Apply philosophies in a practical manner by reorganizing the classroom.

Grade Level: 9 and 10 level World Cultures Course. The focus of the course is to apply students' understanding of Confucianism, Daoism and Legalism. An understanding of the philosophies will help students better comprehend different perspectives of different people when compared to the United States. How might this effect interaction?

Length of Lesson: Two 50-minute periods

Essential Questions:

Why do those from China and the United States sometimes find it difficult to understand each other? (a common question for our entire unit on East Asia)
How do early events shape later attitudes and decisions?

Rationale:

Students will understand that different regions of the world think differently and this might result in a difficulty to cooperate.

Materials:

Pearson/Prentice Hall, *World Cultures: A Global Mosaic* (2007)

Handout and markers (colored pencils) if the creative itch hits the students

Primary Sources: Excerpt from *Analects*

Activities

Day 1

Review the geography of early China and the first dynasties

Distribute excerpt of the *Analects*. Students read and answer the following:

What ideas consistently show-up? What is the main theme? How does this relate to the Hoban Mission and values? I want to be sure that students “take” something from the philosophies. I want them to understand that there are good models here they can incorporate into their own lives.

Discuss various findings.

Lecture:

- Warring Zhou
- Confucianism
 - Relationships, responsibility, respect (This leads to Peace and Stability)
 - Importance on education and the willingness to accept any of student sufficient intelligence. MERIT.
 - How make the government work well within the government framework? Ethical Bureaucrats. Confucius wanted to have an impact on the leaders themselves; therefore, he wanted to incorporate his teachings within the current bureaucratic system.
 - Leader models behavior
 - Misbehavior shames all connected with you
- Mencius
 - Spreads words of Confucius
 - Shows importance of responsibility associated with Mandate of Heaven
 - Leaders should respect their people and will received just response in return
- Ren=benevolence
- Filial Piety. Importance on hierarchy of the family (Relates to the 5 Relationships)

- Daoism
 - Laozi and the *Daodejing*
 - Government should stay out of private life
 - The Way (Dao)
 - Immaterial force that is the source of all
 - The natural way is the best. Give up ambition. Do not boast.
 - Withdraw from the material world. Opposite of Confucian man of organization.
 - Water was the perfect symbol

- Legalism
 - Try to understand power and techniques to control officials and subjects
 - Need strong institutions
 - The Qin state adopted Legalism.
 - Abolish aristocracy
 - Create hierarchical system where the central (king) is all-powerful
 - Citizens obligated to state (e.g. public works)
 - Rules
 - Han Feizi
 - Rewards and punishments
 - Authoritarian

Students then provided handout that explains tasks (see handout).

Students pair-up (group-up) with another student. They use the information provided (textbook as well) to complete the handout.

Day 2

Students use the first 20-25 minutes of class to complete their creations.

Each pair (group) must explain their invented classrooms. The teacher and other students will ask questions, critiquing the developed classroom. Is it accurate?

Class discussion, including predictions on how these philosophies might influence people of East Asia to see events in a different light. Do we think this way? What do you see as positive or negative about these philosophies?

Teacher collects handout.

Social Studies Standards

People in Societies

- Analyze examples of how people in different cultures view events from different perspectives

History

- Describe the enduring impact of early civilizations in India, China, Egypt, Greece and Rome after 1000 B.C.

Philosophies of China

World Cultures

Task:

Choose one of the three philosophies studied (Confucianism, Daoism or Legalism). Use the concepts learned about each to construct a classroom that completely is in line with those concepts.

Particulars:

1. Your design must include an explanation. You must explain why you have organized the classroom in such a way. How does this reflect the philosophy?
2. Your diagram must be neat and clear.
3. Include: How will the chairs be arranged? How will the class be taught? What role with the students/teacher play? What type of activities (homework, tests, projects...) will be done? Will the overall rules of the school apply?
4. Where drawings will not suffice, please include a short write-up of what it is you are trying to explain. Be sure it is clear for your presentation, as well as clear from me as I grade it (Will I understand without your presence?)

Use the back of this handout to create your philosophical classroom.

Rubric:

	5	3	1
Group Work and Class time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.
Creativity and Clarity	Several of the graphics used on the poster reflect a exceptional degree of student creativity in their creation and/or display. Easily readable and understandable	One or two of the graphics used on the poster reflect student creativity in their creation and/or display. Some aspects difficult to decipher	The graphics are made by the student, but are based on the designs or ideas of others. Lacks clarity; difficult to understand
Application and explanation	Student can accurately answer all questions related to facts in the poster and processes used to create the poster.	Student can accurately answer most questions related to facts in the poster and processes used to create the poster.	Student appears to have insufficient knowledge about the facts or processes used in the poster.
			/15