

# Confucianism Vs. Love

*Lesson Plan for Grade 6, Social Studies*

*Prepared by Mrs. Fitch*

## OVERVIEW & PURPOSE

Students will watch scenes from the Korean Pansori version of “Romeo and Juliet.” They will discuss the elements of Confucianism in the film and compare it to what they have learned about the philosophies of thought, while learning about Korean history.

## EDUCATION STANDARDS

Topic:	<i>Civic Participation and Skills</i>	<i>Roles and Systems of Government</i>
Government Strand	Content Statement: 9. Different perspectives on a topic can be obtained from a variety of historic and contemporary sources. Sources can be examined for accuracy.	Content Statement: 10. Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority.

## OBJECTIVES

1. Students identify the characteristics of Confucianism.
2. Students explain the role of Confucianism in government.
3. Students note positives and negatives of a Confucianist style government.

## MATERIALS NEEDED

Computer or large screen for viewing the movie.

<https://www.youtube.com/watch?v=PvG8y3bNmgg>

Movie - Plotline Worksheet PAGE 1

China/Japan/Korean Timeline PAGE 2

“Philosophies of Thought” on board or Smart Board PAGE 3

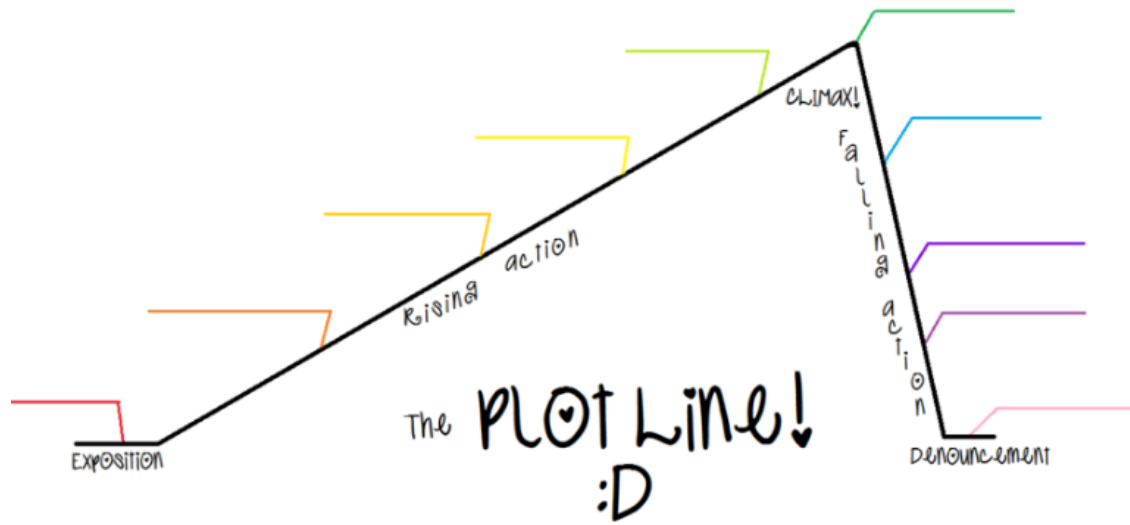
## VERIFICATION

Upon completion, students will be responsible for describing three scenes from the movie that demonstrate Confucianism.

## ACTIVITY

1. Create a plot line on the board showing the story’s exposition, problem, rising events, climax, falling events, and denouement. Ask students to retell the story of Shakespeare’s Romeo and Juliet as you fill in the blanks.
2. Discuss the role of social structure from what they have learned pertaining to the characteristics of a civilization. Ask them to then THINK-PAIR-SHARE what they think Confucianism would look like in a society. What kind of relationships would be present daily? Would you see civil servants? What would happen if you chose to break the rules? How would you be punished? How is one rewarded in a Confucius society?
3. Describe briefly what Pansori is and how the story is sung by a storyteller with drums. Tell them that the movie they are going to see is a visualization of a story that when sung took 5 hours or more. The movie is 2:16, so plan for two days. If you don’t have time, you can skip ahead to fit your time.

- 4. Distribute the worksheet. Point out the historical time line and the period the movie is depicting. You can even compare to China and Japan's timelines to get a more comparative view of the times. (PAGE 1)**
- 5. On the other side of the worksheet (PAGE 2), fill in the exposition with them as the Pansori begins (not the movie.) Next, as the problem arises, fill that point in. Stop to compare momentarily to Romeo and Juliet story. (I have not filled it out.)**
- 6. As the movie progresses, pause as the story unfolds and guide students in the filling in process of the plotline.**
- 7. As they are filling in their charts, have them place stars on the events that show characteristics of Confucianism. Remind them that they will need to describe 3 scenes with examples.**
- 8. Upon completion, have students look at their worksheets and on a separate sheet, instruct them to describe the three Confucius scenes. They must be able to explain why they chose them and to what relationship were they seeing played out in the story. This might be done in class or for homework.**



Approximate Date	China	Korea	Japan
before 1000 BC	Longshan (2500 BC) Shang (1600-1046 BC)	Neolithic	Jomon
1000 BC - 500 BC	Western Zhou (1046-771 BC) Spring & Autumn (770-475 BC)	Old Joseon (NK: 1000-108 BC) Introduction of bronze (ca. 800 BC)	Final Jomon (1000-300 BC)
500 BC - 1 AD	Warring States (475 BC - 221 BC) Western Han (206 BC - 9 AD)	Introduction of iron (300 BC) Buyeo (Manchuria: 200 BC - 494 AD)	Yayoi (300 BC - 300 AD)
1 AD - 300 AD	Eastern Han (25 AD - 220 AD)	Proto-Three Kingdoms (Sanhan)	Late Yayoi
300 - 600	Six Dynasties (221-581) Sui (581-618)	Three Kingdoms (300-668)	Kofun (300-552) Asuka (552-645)
600 - 900	Tang (618-906)	Unified Silla (668-935) Balhae (Manchuria, 698-926)	Nara (645-794) Early Heian (794-900)
900 - 1400	Northern Song (960-1127) Southern Song (1127-1279) Yuan (1279-1368)	Goryeo (936-1392)	Late Heian (900-1185) Kamakura (1185-1392)
1400 - 1900	Ming (1368-1644) Qing (1644-1911)	Joseon (1392-1910)	Muromachi (1392-1568) Momoyama (1568-1615) Tokugawa (1615-1867) Meiji (1868-1912)
1900 - 1945	ROC (1911-1949)	Japan colonizes Korea (1910)	Taisho (1912-1926) Showa (1926-1989)
1945 - present	PRC (1949-present)	Korean War (1950) and North-South split (1953)	Akihito (1989-present)

# KEY

Religious Group	Country of Origin	Important People	Sacred Text	Basic Beliefs	Where Found Today
Buddhism	India	Siddhartha Guatama (Buddha)	The Tripitaka - containing the collected teachings of Buddha	The Four Noble Truths, The Middle Way (Eightfold Path), Nirvana, Reincarnation	Primarily in Southern & Eastern Asia
Hinduism	India	No individual founder	Many texts, The Vedas is one	Polytheistic – any gods, Reincarnation, the Caste System, Karma	Primarily in India
Islam	Arabian Peninsula (Southwest Asia)	Muhammad	The Quran	The Five Pillars of Faith	Worldwide
Shintoism	Japan	No individual founder	No single text	Life and nature are sacred and must be protected, kami	Japan
Confucianism	China	Confucius	The Four Books and Five Classics, including writings of Confucius	Golden Rule, Honesty, love of family, kindness to others, honest work, respect for the state	Important in China and other places in East Asia