

Comparing and Contrasting Buddhism/Confucianism/Taoism Through Art and Culture

1. Rationale:

Part of the 6th grade California State Standards are for the students to learn about Confucianism, Buddhism, and Taoism from their origins, teachings, and culture. (HSSCS.6.5.5 & HSSCS.6.6.3) The student study much of this in their History class, therefore, my unit lesson is designed to be taught around the same time to further the students' knowledge. Prior to this English lesson, the students will have been learning about ancient China and its religions during History class. During the course of this unit, the students will practice researching credible sources, citing their information, while using technology. They will work on comparing and contrasting the information from different genres (stories, poems, and art) and writing their reflections over an extended period of time. In addition, they will practice collaboration while working in groups and presenting. Students also have prior knowledge of finding credible sources.

(All standards below.)

2. Skill and content objectives:

Objectives:

- Students will work in collaborative groups to find stories, poems, and/or art based on their given Chinese philosophy (religion).
- Students will use the Internet to research their topic and find credible sources for information on the piece/artifact they choose.
- Students will use present their artifact as a team for the class.
- Students will use a graphic organizer to write down information they hear during presentations.
- Students will compare and contrast the three philosophies during writing workshop. In this extended writing time, students will work independently to use their gathered information, write, and revise.

Standards:

HSSCS.6.5.5 Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia.

HSSCS.6.6.3 Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism.

[CCSS.ELA-LITERACY.W.6.8](#)

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

[CCSS.ELA-LITERACY.W.6.6](#)

Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

[CCSS.ELA-LITERACY.W.6.9.A](#)

Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

[CCSS.ELA-LITERACY.W.6.10](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

3. Lesson Plans

Materials:

- Youtube video
- ipads & keyboards
- notebook
- writing utensil
- graphic organizer
- highlighter
- art supplies (for extension)
- projector (for extension)

Day 1: Finding Credible Sources

Introduction	Teacher plays short Youtube clip reviewing the 3 Chinese philosophies from Kung Fu Panda. https://www.youtube.com/watch?v=uZiXMyPGgWE	3 mins
Modeling	Teacher will show students 3 examples (1 from each philosophy.) On a projector, students will see the examples, the time period each piece is from, how it exemplifies the philosophy, why it is important, and citations of where it is from. (attached)	10 mins
Activity	Students are randomly divided into groups of 4–6 (6 total groups or 9 if it is a large class.) Each group will be given a subject (Buddhism, Taoism, or Confucianism–try to have an even amount.) During this time, students will use their iPads to search for a poem, story, piece or art or artifact from ancient China that symbolizes the religion their group represents. In their composition notebooks, they will write down the time period it is from, what it is and why it is important, how it relates to the philosophy. The students must also cite where they found their information and check it against another source to determine if it is credible. Students must work as a team and give everyone a job: “scribe,” “researcher 1,” “researcher 2,” “leader,” and “question master.” Students’ work will follow examples given by teacher.	35 mins
Closure	Teacher gives students a 5–minute reminder that class time is ending. Teacher lets students know they will be presenting these tomorrow to the class.	2 mins

Day 2: Presenting artifact and filling in Triple Venn Diagram

Introduction	Review the previous lesson's goal.	2 mins
Modeling	Explain the presentations, hand out the triple Venn Diagrams and explain how to fill them out. Answer questions.	8 mins
Activity	Each group presents their example with the information about the object and how it relates to the philosophy. Students fill out Venn Diagram as each group presents putting important information in the correct spaces.	35 mins
Closure	Go over questions from Venn Diagram.	5 mins

Day 3: Compare & Contrast Writing

Introduction	Go over any additional Venn Diagram questions. Explain rubric for Compare and Contrast writing essay. (Rubric will be written on the board.)	10 mins
Activity	Students have the full 35 minutes to write and edit their essay. (They have prior practice to writing time.) Students type on their keyboards hooked to iPads unless accommodations are needed. Students may use Venn Diagram notes and write drafts in their composition notebooks.	35 mins
Closure	Students submit their essay through Google Classroom.	5 mins

4. A Plan for Assessing Student Achievement

Students will be given a score for their group presentation based on following the rubric. Students writing essay will be scored based on the rubric. (attached) This rubric is used for writing assignments, so students can see which areas they can improve for future writing assignments.

As an extension, students are encouraged to write a poem or story in the style of one of the three philosophies or recreate an art piece. Students are able to present these for the class as a power point, fligrid video, clay, painting, or other approved creative ideas. Extra Credit will be given.

Additionally, for extra practice on Ancient Asia, students will work on IXL (6th Grade Social Studies) for homework.

<https://www.ixl.com/social-studies/grade-6/ancient-china>

Lastly, students can try out to be in the school performances of “Buddha Walks”