

**Rationale:** In 6th-grade Social Studies, students explore Ancient China in chapter 8 of *Impact California Social Studies World History & Geography: Ancient Civilizations*. The chapter's second lesson ("Society and Culture in Ancient China") touches upon Confucianism, Daoism, and Legalism. I teach both 6th-grade Social Studies and English/Language Arts (one period is the former and the second period is the latter). The following three lessons provide students the opportunity to practice their English/ELA skills, expand their knowledge on Confucianism's effects on society via *The 24 Filial Exemplars*, and make contemporary connections. Prior to these lessons, students would have completed lesson two in chapter eight. The newly adapted curriculum does not go over Confucianism's five relationships.

**Standards:**

- RL.6.1: Cite textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text
- RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- History 6.6.3: Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism.

**Resources/Materials:**

- <http://pages.ucsd.edu/~dkjordan/chin/shiaw/shiawcontents.html>
- <http://pages.ucsd.edu/~dkjordan/chin/shiaw/FilialExemplarsEnglish.pdf>
- <http://m.womenofchina.cn/womenofchina/xhtml1/features/family/14/4544-1.htm>
- *Impact California Social Studies World History & Geography: Ancient Civilizations* by Jackson J. Spielvogel
- Chromebooks/class laptops
- Schoology
- <https://www.kamiapp.com/>
- "Confucius & Confucianism" on YouTube:  
<https://www.youtube.com/watch?v=Ximqppmkfc4&t=7s>

## Day 1: Confucius and the Five Relationships

### SWBAT:

- Understand Confucius's five relationships as they begin to explore gender expectations and roles

### I. Do Now: Quote Analysis

- "I hear and I forget. I see and I remember. I do and I understand." - Confucius
  - The quote will be posted on Schoology. Students will be asked to reply to a discussion post. Their replies must first address the quote's meaning. The replies will then address the personal connection they have with the quote (How have I experienced the quote's essence, or part of the quote's essence?). Lastly, the replies will infer how the quote might influence the audience in daily life.
  - After students have submitted posts, students will share their responses whilst partaking in Accountable Talk.

### II. Notes: Confucius and the Five Relationships

- As a class, students will take notes in their notebooks about the five relationships (teacher lecture via Prezi)
  - 1: Ruler to subject
  - 2: Father to son
  - 3: Husband to wife
  - 4: Elder brother to younger brother
  - 5: Friend to friend

### III. Analytical Groups

- In table groups, students will answer the following and share their responses to the class:
  - How might a male's role differ from a female's role in the five relationships?
  - In table groups, watch "Confucius & Confucianism" that is posted on Schoology. According to the video, what is the expectation of a male? What did you see that makes you say that?
  - According to the video, what is the expectation of a female? What did you see that makes you say that?
  - Infer: How might the five relationships influence a male and his daily life?
  - Infer: How might the five relationships influence a female and her daily life?
  - Debatable Question: Are these gender expectations beneficial or harmful to the individual/society? Justify your response with concrete evidence.

#### IV. Reflective Journal

- Prompt: Which of Confucius's five relationships do you adhere to the most? Please justify your response with concrete evidence. Additionally, which of the five relationships do you adhere to the least?
- Students will submit this reflective journal entry by the end of the day on Schoology.

## Day 2: Confucius and *The 24 Filial Exemplars*

### SWBAT:

- Practice visual analysis
- Collaboratively analyze the elements of a story in *The 24 Filial Exemplars* while furthering their understanding of gender expectations and roles in said narratives

### I. Do Now: Visual Teaching Strategies (VTS) and Visual Narrative

- Statue of boy washing parent's feet
- Students will silently look closely at the image that will be projected
- After a moment, the teacher will begin the VTS session via VTS questioning
  - "What's going on in this picture?"
  - "What do you see that makes you say...?"
  - "What more can we find?"

### II. Confucius and Filial Piety

- Teacher will explain filial piety
- Class and teacher will brainstorm how filial piety is currently present in modern times

### III. We Do: #11 "He Let Mosquitos Consume His Blood"

- A PDF will be created of *The 24 Pillars of Piety*
- The teacher and class will use Kami, a PDF annotator, to sporadically annotate the tale
- The annotations AND discussion will focus on the following:
  - Elements of a story
    - Setting
    - Characters (protagonist, antagonist, dynamic, and static characters) and characterization
    - Plot
    - Conflict
    - Theme
  - Gender roles and expectations
    - "In this tale, what is expected of the male? What evidence supports this?"
    - "No female is present in this tale. What inference can we make about this?"
    - "What might be expected of a female in this context? How might the narrative change with a female protagonist?"
    - "What does the narrative reveal about cultural expectations? What does the narrative reveal about gender roles in this context?"

- “Debatable Question: Are these gender expectations beneficial or harmful to the individual/society? Justify your response with concrete evidence.”

#### VI. Exit Ticket via Google Form

- Using Marzano’s Four Levels of Understanding, students will submit a Google Form on Schoology pertaining to their understanding of filial piety, the elements of a story in “He Let Mosquitos Consume His Blood,” and their understanding of gender roles and expectations
  - 4: I understand it and can teach it to others.
  - 3: I understand it.
  - 2: I understand it with support or a partner.
  - 1: I do not understand it.



## Day 3: *The 24 Filial Exemplars* Continued

### SWBAT:

- Continue collaboratively analyzing the elements of a story in *The 24 Filial Exemplars* while furthering their understanding of gender expectations and roles in said narratives

### I. Do Now: #20 “The Fountain Bubbled & The Carps Leapt”

- VTS Reading strategy
  - Students will independently read the filial tale and take annotations via Kami
    - Annotations pertain to the elements of a story, gender roles and expectations

### II. You Do: Table Group Discussion of #20 “The Fountain Bubbled & The Carps Leapt”

- “What’s going on in this filial tale?”
- “What did you read that makes you say...?”
- “What more can we find?”
- “Focus on gender. How does this tale communicate its gender roles and expectations?”
- “How do the gender roles and expectations compare or contrast with ‘He Let Mosquitos Consume His Blood’?”
- “How might these narratives influence what society expects of a male or female?”

### III. Share Table Group Findings

- Groups will share their findings with the class
- Class will partake in Accountable Talk
- Teacher will help facilitate discussion

### IV. You Do: Table Group Reading and Discussion of #10 “She Suckled Her Mother-in-Law”

- “What’s going on in this filial tale?”
- “What did you read that makes you say...?”
- “What more can we find?”
- “Focus on gender. This tale has a female protagonist. How does this tale communicate its gender roles and expectations?”
- “What motif can we find pertaining to gender roles and expectations?”
- “How might these narratives influence what society expects of a male or female?”
- “No male is present in this tale. What inference can we make about this?”
- “What might be expected of a male in this context? How might the narrative change with a male protagonist amidst this conflict?”

## V. Share Table Group Findings

## VI. 2nd Exit Ticket via Google Form

- Using Marzano's Four Levels of Understanding, students will submit a Google Form on Schoology pertaining to their progress (understanding of filial piety, the elements of a story, and gender roles and expectations)

## Follow-Up Activities

- Analysis of the 2012 updated filial exemplars  
(<http://m.womenofchina.cn/womenofchina/xhtml1/features/family/14/4544-1.htm>)
  - What gender roles and expectations have stayed the same across generations?
  - What gender roles and expectations have changed across generations?
  - Why have these roles and expectations stayed the same or changed?
  - What do the 2012 updated filial exemplars reveal about cultural and gender roles and expectations?
- Project: 24 Exemplars of Our School Community
  - In groups, students will identify areas of growth in the school community
  - Students will create 24 tales, each with a specific lesson to address the needs of their community
  - Via a Prezi, students will present their findings