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# US-China East Asia Spring 24: Curriculum Project

# 1 - Rationale for Proposed Unit

This 3 lesson plan would serve as a formative assessment in our second unit, **Governments in the Ancient World**. After introducing concepts such as **empire, monarchy, and the mandate of heaven**, students would grapple with the definition application of **political philosophy**, and use their knowledge of Ancient China to engage in a debate about the future of Chinese government. This would come early in the year, and serve as the students first **debate**.

## 2 - Skill and Content Objectives

The skill and content objectives of this assignment are based off of those state standards for Massachusetts public schools, as that is where it will be delivered.

### Ancient Civ II

- Topic 2. East Asia [7.T2]
  - b. Early East Asian societies, religions, and cultures:  
Ancient China, c. 1600 BCE–500 CE [7.T2b]
    - 2. Describe important economic, political, and religious developments in early Chinese history and evaluate the ways in which they are similar to or different from the characteristics of societies in other regions of the world.
      - a. the continuity of rule and encouragement of learning in the Shang and Zhou dynasties (c. 1600–256 BCE)
      - b. the teachings of Confucius (551–479 BCE), including writings on ethics and good government, codes of proper conduct, and relationships between parent and child, friend and friend, husband and wife, and subject and ruler and the philosophy/religion of Taoism, emphasizing harmony of humanity and nature
      - c. the First Emperor's unification of China in the short Qin Dynasty (221–206 BCE) by subduing warring factions, seizing land, centralizing government, imposing strict rules, and creating, with the use of slave labor, large state building projects for irrigation, transportation, and defense (e.g., the Great Wall) and his own tomb with life-size terracotta warriors

### World History I

- Topic 2. Development and diffusion of religions and systems of belief c. 500 BCE–1200 CE [WHI.T2]
  - Describe the central tenets of Hinduism, Judaism, Buddhism, Confucianism, Christianity, and Islam; create a timeline that shows when and where each religion or belief system began.

## 3 - Detailed lesson plan

### Day 1: Introduction

- Do now: analyze the quote below and answer the question provided:
  - Philosophy, Society, and Technology
    - This quote is from the Confucian book of philosophies, called the Analects. The quote indicates some of Confucius's ideas on responsibility and how rulers should behave toward "common people."
    - Considering the importance of Confucianism in Chinese society, what predictions can you make about the structure of early Chinese civilization?
  - Behave when you are away from home as though you were in the presence of an important guest. Deal with the common people as though you were officiating at an important sacrifice. Do not do to others what you would not want others to do to you, then there will be no dissatisfaction either in the state or at home ...  
—From the Analects
- Students will take notes on Ancient Chinese Civilization Slideshow [attached]
- Students will complete exit ticket to measure understanding [attached]

### Day 2: Debate Prep

- Do Now: Students will discuss if they have any words that they live by, or philosophies.
  - Philosophy will be defined for the students
  - Students will then predict the meaning of the term "Political philosophy," based on their new understandings.
  - "**Political Philosophy**" will be defined for the students.
- Students will be split into 4 teams representing the 4 most significant schools of political thought: **Confucianism, Mohism, Daoism, Legalism.**
- Students will be told the essential question of the debate, that they must answer in character next class:
  - Which philosophy will best guide China towards a great future?
- Students will each read one of the 4 documents, found on page 23 of the Philosophy Unit Outline [attached]
  - Confucius group will read Document A
  - Mohist Group will read Document B
  - Daoist group will read Document C
  - Legalist Group will read Document D

- As they read, the students will be required to take notes on the major beliefs of their school, as outlined by the documents.

Student responsibilities will be divided into three groups

- One student will be responsible for opening statement, summarizing what their philosophy is, who founded it, and why it will lead China into a great future.
- Other students will provide answers to research questions highlighted by professor Dube:
  - Is education necessary? Define a "well-educated" person. What would such a person know and be able to do? Who should provide this training?
  - To which people/institutions should a person owe his/her loyalty? What is the nature and what are the limits (if any) of these obligations?
  - Describe the ideal society and government's role (if any) in that society. Be sure to address issues such as stratification, relations between people, and qualifications/responsibilities of leaders.
- The remaining students will each prepare one question for each of the three other philosophies when they are done, by reading the other three documents.

### Day 3: Debate Day

- Students will organize into the four groups that they represent, and take 10 minutes to prepare amongst their groups
- The teacher will begin the debate by asking groups to each deliver their opening statement.
- Then, the teacher will moderate groups as they are asked to respond to the questions similar to those in the aforementioned section, on education, loyalty, and government responsibility.
- Then, groups will be given time to question one another, trying to prove that their own philosophy is superior.
- Finally, at the end of the class, all students will vote based on their own actual opinion, out of character.

## 4 - Plan for Assessing Student Achievement

Students will be graded on the following Rubric:

Score	Preparation	Debate	Collaboration and Participation
<b>Exceeds Expectations: 3 points</b>	Student accurately and completely finishes all preparation, research questions, and pre-research.	Student accurately speaks / responds / asks questions that demonstrate complex knowledge of topic.	Student shows responsible use of electronic devices.  Student is always ready/available to answer a question.  Student is respectful and listening, even when others are speaking/asking questions.
<b>Meets Expectations: 2 points</b>	Student finishes the almost all preparation, research questions, and pre-research, with near-perfect accuracy.	Student speaks / responds / asks questions that demonstrate reasonable knowledge of topic in a fairly accurate manner.	Student shows responsible use of electronic devices.  Student is ready to provide / answer multiple questions.  Student is mostly respectful and listening, even when others are speaking/asking questions.
<b>Below Expectations: 1 point</b>	Student does not completely finish all preparation, research questions, and pre-research. Students answers are inaccurate.	Student inaccurately speaks / responds / asks questions that demonstrate incomplete knowledge of topic.	Student does not show responsible use of electronic devices.  Student is not ready/available to answer a question.  Student is disrespectful and does not actively listen when others are speaking/asking questions.

<b>No attempt: 0 Points</b>	Student does not sufficiently attempt their prep.	Student does not sufficiently attempt to participate in debate.	Student does not participate or collaborate sufficiently.
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## 5 - A final personal reflection/testimonial

As a teacher of AP World History, my preconceptions of this class were simple - I could brush up on my East Asian history, gather a few primary resources, and be on my way. After ten weeks of intensive study, it is clear that I underestimated the depth and rigor of this course, as well as the breadth of new teaching techniques that it emphasized, with Professor Dube and company always teaching by example. This course emphasized a balance of individual work, analyzing primary resources and utilizing lectures-at-home, alongside a deeply collaborative environment during our classes, centered on discussion and debate. I learned so much, not just about the history and development of Ancient Asian civilizations, but also about how to engage a class of adult learners! Of greatest relevance to my classroom are the patterns of continuity and change that tie together all three of the major East Asian civilizations that we studied in this course. Patterns of trade, political authority, and cultural norms. By zooming in and analyzing cultural artifacts, from prehistoric Chinese ceramics to Japanese pillow books of the medieval era, this course has provided a fresh blueprint for how to engage with one of our most prevalent topics in AP World history, and I am so excited to further pursue this education in the fall!

### Citations:

Textbook/Slideshow:

- Ellis, Elisabeth Gaynor, and Anthony Esler. *Savvas: World History Interactive*. Paramus, New Jersey: Savvas Learning Company, 2022.

Research Resource:

- Dube, Clayton. *Early Chinese History: The Hundred School Period, China's Golden Age of Philosophy*. Los Angeles, California: National Center for History in the Schools, UCLA, 1992.