

Chinese Philosophy
Three Lesson Series

Content Area: Cross-Curricular:
English Language Arts
History
Social Studies

Standards: **Common Core State Standards (CCSS)**

Historical and Social Sciences Analysis Skills

The intellectual skills noted below are to be learned through, and applied to, the content standards for grades six through eight. They are to be assessed only in conjunction with the content standards in grades six through eight. In addition to the standards for grades six through eight, students demonstrate the following intellectual reasoning, reflection, and research skills:

Chronological and Spatial Thinking

1. Students explain how major events are related to one another in time.
2. Students construct various timelines of key events, people, and periods of the historical era they are studying.
3. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion, and disintegration of empires, and the growth of economic systems.

Research, Evidence, and Point of View

1. Students frame questions that can be answered by historical study and research.
2. Students distinguish fact from opinion in historical narratives and stories.
3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.

5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives). (21 California Department of Education Created May 18, 2000)

GRADES SIX THROUGH EIGHT

Historical Interpretation 1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place. 2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations. 3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns. 4. Students recognize the role of chance, oversight, and error in history. 5. Students recognize that interpretations of history are subject to change as new information is uncovered. 6. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.

Grade 7

7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages. 1. Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan. 2. Describe agricultural, technological, and commercial developments during the Tang and Sung periods. 3. Analyze the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods. 4. Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty. 5. Trace the historic influence of such discoveries as tea, the manufacture of paper, woodblock printing, the compass, and gunpowder. 6. Describe the development of the imperial state and the scholar-official class.

Prerequisite Knowledge:

- Students will review what they know/remember about Confucius and Confucianism.
- Students will review with partners what important elements of the philosophy they recall.

Lesson Title and Objectives: Chinese Philosophy - Confucianism

- Students will identify Confucianism as a Chinese Philosophy and identify key defining elements of this school of thought.

- Students discuss and debate about the advantages of Confucianism and philosophy.

Materials/Media: projector, laptop, pencil, crayons, journals, markers, whiteboard, world map, globe, worksheets

Primary Source: Dr. Dube's *Early Chinese History - The Hundred Schools Period -China's Golden Age of Philosophy*.

Instructional Plan:

A. Introductory Set:

- Ask students what they know about Confucianism.
- Students recall what they know about Confucianism.
- Ask students to discuss what they remember about this school of thought and what they want to know.
- Students write their thoughts about what they know on a yellow sticky note.
- Students write their questions on a blue sticky note.
- All students attach their sticky note on the classroom chart with the two columns: *What I know? What do I want to know (questions)?*

B. Instructional Procedures:

- Discuss and brainstorm with students what they know about Confucianism? Write all ideas on the board. Students write it in their notebooks.
- Based on Dr. Dube's *Chinese Philosophy* Unit ask students to keep the following questions in mind during the lesson.
 - Do humans share a common inherent nature?
 - If they do, what is this nature? Do people start out good? Evil? Something in-between? What is the relative tendency of people to do good or bad?
 - Given your ideas about human nature, what should a ruler do to bring about order?
- Students work in small groups of four.
- Each group reads page 19 from unit packet entitled *The Confucians - Confucius and Mencius* and Document A page 23-26 (primary source)
- With the graphic organizer *Primary Source Analysis Tool* (<https://doingsocialstudies.files.wordpress.com/2013/12/loc-analysis-worksheet.png>) as an aid, students reflect on Document A.
- Students take notes with the graphic organizer about how they will answer the questions.

- They prepare a short (5 minute) presentation to the entire class quoting evidence from the reading.

C. Closure:

In this lesson, you have learned to identify Confucianism as a Chinese Philosophy and identify key defining elements of this school of thought.

Assessment: Graphic Organizer and notes, presentation.

Extensions/Additional Activities:

- Students predict what schools of thought are based on Confucianism in Chinese history.

Differentiation:

EL: Differentiation includes reduction of workload. One-on-one instruction with Instructional Assistant.

Intervention: Work in small groups with students, reteach lesson using smaller maps.

Advanced: Ask students to work in a small group :
Argue with evidence from reading advantages/disadvantages if any of Confucianism.

Accommodations:

EL: Partnering up EL students with a high student or a Japanese speaking student
Using TPR, GLAD, and acting out strategies

Students with Specialities: Allow to move around while writing. Encouraged to stand up while writing and taking short breaks while completing class work.

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1. Students explain how major events are related to one another in time.
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Research, Evidence, and Point of View

1. Students frame questions that can be answered by historical study and research.
2. Students distinguish fact from opinion in historical narratives and stories.
3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.

5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives). (21 California Department of Education Created May 18, 2000)

GRADES SIX THROUGH EIGHT

Historical Interpretation 1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place. 2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations. 3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns. 4. Students recognize the role of chance, oversight, and error in history. 5. Students recognize that interpretations of history are subject to change as new information is uncovered. 6. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.

Grade 7

7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages. 1. Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan. 2. Describe agricultural, technological, and commercial developments during the Tang and Sung periods. 3. Analyze the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods. 4. Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty. 5. Trace the historic influence of such discoveries as tea, the manufacture of paper, woodblock printing, the compass, and gunpowder. 6. Describe the development of the imperial state and the scholar-official class.

Prerequisite Knowledge:

- Students will review what they know/remember about Buddhism.
- Students will review with partners what important elements of the philosophy they recall.

Lesson Title and Objectives: Chinese Philosophy -Buddhism

Students will identify Buddhism as a Chinese Philosophy and identify key defining elements of this school of thought.

Students discuss and debate about the advantages of Buddhism and the philosophy.

Materials/Media: projector, laptop, pencil, crayons, journals, markers, whiteboard, world map, globe, worksheets

Personal Notes from the lecture by Prof. Lori Meeks of USC on April 13, 2019. Reading *Buddhism- Introducing the Buddhist Experience*

Instructional Plan:

A. Introductory Set:

- Ask students what they know about Buddhism.
- Students recall what they know about Buddhism.
- Ask students to discuss what they remember about this school of thought and what they want to know.
- Students write their thoughts about what they know on a yellow sticky note.
- Students write their questions on a blue sticky note.
- All students attach their sticky note on the classroom chart with the two columns: *What I know? What do I want to know (questions)?*

B. Instructional Procedures:

- Discuss and brainstorm with students what they know about Buddhism? Write all ideas on the board. Students write it in their notebooks.
- Based on Dr. Dube's *Chinese Philosophy* Unit ask students to keep the following questions in mind during the lesson. Relate these questions to Buddhism.
 - Do humans share a common inherent nature?
 - If they do, what is this nature? Do people start out good? Evil? Something in-between? What is the relative tendency of people to do good or bad?
 - Given your ideas about human nature, what should a ruler do to bring about order?
- Students work in small groups of four.
- Each group reads page 19 from reading entitled *Buddhism- Introducing the Buddhist Experience* page 260 Box 7.2 - *A Nun's Story*.
- With the graphic organizer *Primary Source Analysis Tool* (<https://doingsocialstudies.files.wordpress.com/2013/12/loc-analysis-worksheet.png>) as an aid, students reflect on what they know of Buddhism
- Students take notes with the graphic organizer about how they will answer the questions.
- They prepare a short (5 minute) presentation to the entire class.

- Based on 4/13/19 lecture held by Prof. Lori Meeks, explain to students in a 10-minute mini-lesson the fundamentals of Mahayana Buddhism - Trends and Teachings

Expanded body of scriptures

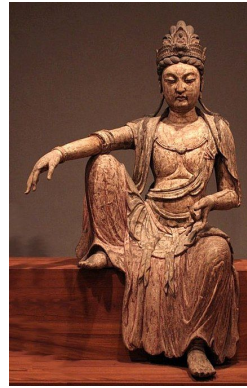
- Primary of the Bodhisattva Path (vs. that of *arhat*). An *arhat* experiences nirvana but does not become a Buddha. This was more common in the early Buddhist tradition. In early tradition/teachings, the Buddha does die.
 - Selfless bodhisattvas/hard-core” practitioners. Advocates that everyone can become a Buddha. Everyone can take the *bodhisattva* path and become a Buddha.
 - Expanded cosmos (infinite lifespan of the Buddha/cosmic Buddhas/multiple Buddhas and world systems coexisting). More expanded and supernatural cosmos that we see in the text. (Re-interprets the Buddha’s death—The Buddha pretended to die but has an infinite lifespan and still exists as a cosmos figure; not bound by mortality).
 - Emptiness/notion that dharmas lack self-nature. Applied to basic Buddhist concepts. If we apply the idea of emptiness, there is an interdependence between samsara and concepts like dharmas. Example, the bodhisattvas play with this idea of changing form and gender.
 - Buddha fields
 - Merit transfer (copying *sutras* was a way to make merit).
 - —>less selfish? (why this is a problematic explanation)
 - Once reborn you do not recognize your former self.
-
- Explain the Pre-existing deities are manifestations of bodhisattvas. This makes it easier for Buddhism to spread and cross-cultural blending/syncretism. One can also call upon a particular bodhisattva; not just one.
 - Students study the two images here and compare/contrast the two bodhisattvas.

White-Robed Guanyin



Photo credit: Yale University Art Gallery

Guanyin—Male [bodhisattva](#) depiction with [Amitābha](#)'s crown



[Northern Song Dynasty wood carving](#) of Guanyin, c. 1025

C. Closure:

In this lesson, you have learned to identify Buddhism as a Chinese Philosophy and identify key defining elements of this school of thought. You have learned to identify and discuss the advantages of Buddhism and philosophy.

Assessment: Graphic Organizer and notes, presentation.

Extensions/Additional Activities:

- Students predict what schools of thought are based on Buddhism in Chinese history.

Differentiation:

EL: Differentiation includes reduction of workload. One-on-one instruction with Instructional Assistant.

Intervention: Work in small groups with students, reteach lesson using smaller maps.

Advanced: Ask students to work in a small group :
Argue with evidence from reading advantages/disadvantages if any of Buddhism.

Accommodations:

EL: Partnering up EL students with a high student or a Japanese speaking student
Using TPR, GLAD, and acting out strategies

Students with Specialities: Allow to move around while writing. Encouraged to stand up while writing and taking short breaks while completing class work.

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Prerequisite Knowledge:

- Students will review what they know/remember about Confucius and Confucianism and Buddhism.
- Students will review with partners what important elements of the two philosophies.

Lesson Title and Objectives: Chinese Philosophy - Confucianism vs. Buddhism

Students will identify Confucianism and Buddhism as Chinese Philosophies and identify key defining elements of the two schools of thought.

Students discuss and debate about the advantages of Confucianism and Buddhism and the philosophies.

Materials/Media: projector, laptop, pencil, crayons, journals, markers, whiteboard, world map, globe, worksheets

Primary Source: Dr. Dube's *Early Chinese History - The Hundred Schools Period -China's Golden Age of Philosophy* and *Reading Buddhism- Introducing the Buddhist Experience*.

Instructional Plan:

A. Introductory Set:

- Ask students what they know about Confucianism and Buddhism.
- Students recall what they know about Confucianism and Buddhism.
- Ask students to discuss what they remember about this school of thought and what they want to know.
- Students write their thoughts about what they know on a yellow sticky note.
- Students write their questions on a blue sticky note.
- All students attach their sticky note on the classroom chart with the two columns: What I know? What do I want to know (questions)?

B. Instructional Procedures:

- Discuss and brainstorm with students what they know about Confucianism and Buddhism? Write all ideas on the board. Students write it in their notebooks.
- Based on Dr. Dube's *Chinese Philosophy* Unit ask students to keep the following questions in mind during the lesson.
 - Do humans share a common inherent nature?
 - If they do, what is this nature? Do people start out good? Evil? Something in-between? What is the relative tendency of people to do good or bad?
 - Given your ideas about human nature, what should a ruler do to bring about order?
- Students work in small groups of four.
- Students review readings, notes, and discussions from the previous two lessons in this series.
- With the graphic organizer *Primary Source Analysis Tool*
(<https://doingsocialstudies.files.wordpress.com/2013/12/loc-analysis-worksheet.p>

[ng](#)) as an aid, students reflect on *Document A and Reading Buddhism- Introducing the Buddhist Experience*.

- Students compare the two philosophies.
- They prepare a short (5 minute) presentation to the entire class comparing the two philosophies, what they have in common and how they are different, quoting evidence from the reading.
- Explain the comparison chart below to students. They compare it to their own charts. (source: https://www.diffen.com/difference/Buddhism_vs_Confucianism)
- Students take notes on the chart.

- Class discussion on the comparison. Do students agree? Why or why not?

Confucianism focuses on societal rules and moral values, whereas Taoism advocates simplicity and living happily while in tune with nature. On the other hand, **Buddhism** reiterates the ideas of suffering, the impermanence of material items, and reincarnation while stressing the idea of reaching salvation beyond.

	Buddhism	Confucianism
Place of worship	Buddhist monasteries, temples, shrines.	Temple.
Practices	Meditation, the Eightfold Path; right view, right aspiration, right speech, right action, right livelihood, right effort, right mindfulness, right concentration	Visit to temples to pay homage to Ti'en(God or Heaven), Confucius, and ancestors; To practice

		('Jing zuo, ') or 'Quiet Sitting
Place of origin	Indian subcontinent	China
Use of statues and pictures	Common. Statues are used as meditation objects, and revered as they reflect the qualities of the Buddha.	Permitted.
Belief of God	The idea of an omniscient, omnipotent, omnipresent creator is rejected by Buddhists. The Buddha himself refuted the theistic argument that the universe was created by a self-conscious, personal God.	One God. Ancestors also worshipped, though.
Goal of religion	To attain enlightenment and be released from the cycle of rebirth and death, thus attaining Nirvana.	To have a structured society.
Life after death	Rebirth is one of the central beliefs of Buddhism. We are in an endless cycle of birth, death, and rebirth, which can only be broken by attaining nirvana. Attaining nirvana is	To be worshipped as ancestors.

	the only way to escape suffering permanently.	
Founder	The Buddha (born as Prince Siddhartha)	Kong Qiu (Confucius)
Literal Meaning	Buddhists are those who follow the teachings of the Buddha.	Disciple of Confucius.
Clergy	The Buddhist Sangha, composed of bhikkhus (male monks) and bhikkhunis (female nuns). The sangha is supported by lay Buddhists.	Bureaucrats.
Human Nature	Ignorance, as all sentient beings. In the Buddhist texts, it is seen that when Gautama, after his awakening, was asked whether he was a normal human being, he replied, "No".	Humans should respect those who are superior to them.
View of the Buddha	The highest teacher and the founder of Buddhism, the all-transcending sage.	Buddha is followed by many Confucians.
Original Language(s)	Pali(Theravada tradition) and Sanskrit(Mahayana and Vajrayana tradition)	Mandarin or Cantonese

	Followers	Buddhists	Confucianists
	Scriptures	Tripitaka - a vast canon composed of 3 sections: the Discourses, the Discipline and the Commentaries, and some early scriptures, such as the Gandhara texts.	Analects of Confucius and Mencius; I Ching; Doctrine of Mean, etc.
	Status of women	No distinctions between men and women. Women are equal to men, and men are equal to women in the Sangha. The Buddha gave Men and Women equal rights and a major part in the Sangha.	Socially inferior to men.
	Principle	This life is suffering, and the only way to escape from this suffering is to dispel one's cravings and ignorance by realizing the Four Noble Truths and practicing the Eightfold Path.	Confucianism is all about the brotherhood of humanity.
	View of other Dharmic religions	Since the word Dharma means doctrine, law, way, teaching, or discipline, other Dharmas are rejected.	Confucianists usually follow Buddhism, which is a

		Dharmic religion.
Holy days/Official Holidays	Vesak day in which the birth, the awakening, and the parinirvana of the Buddha is celebrated.	Chinese New Year, Teacher Day, Ancestor Day.
Time of origin	2,500 years ago, circa 563 B.C.E. (Before Common Era)	Approx. 550 B.C.E.(Before Common Era)
Goal of Philosophy	To eliminate mental suffering.	Social Harmony.
Views on Other Religions	Being a practical philosophy, Buddhism is neutral against other religions.	Confucianists see no contradiction in following more than one religion.
Can atheists partake in this religion's practices?	Yes.	Yes.

Geographical distribution and predominance	(Majority or strong influence) Mainly in Thailand, Cambodia, Sri lanka, India, Nepal, Bhutan, Tibet, Japan, Myanmar (Burma), Laos, Vietnam, China, Mongolia, Korea, Singapore, Hong Kong and Taiwan. Other small minorities exist in other countries.	Asia.
Concept of Deity	n/a. According to some interpretations, there are beings in heaven realms but they are also bound by "samsara". They may have less suffering but have not yet achieved salvation (nibbana)	Most believe in One God.
What They Believe	The principle of equality: that all living entities are equal	Confucianism is a system of thought based on the teachings of Kong Zi, Master Kong

C. Closure:

In this lesson, you have learned to identify similarities and differences between Confucianism and Buddhism, two Chinese Philosophies and identify key defining elements defining each school of thought.

Assessment: Graphic Organizer and notes, presentation.

Extensions/Additional Activities:

- Students predict what schools of thought are based on Confucianism in Chinese history.

Differentiation:

EL: Differentiation includes reduction of workload. One-on-one instruction with Instructional Assistant.

Intervention: Work in small groups with students, reteach lesson using smaller maps.

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