**China’s Religions/Philosophies- Lesson Plan**

**Author:** Cecilia Sanchez

**Lesson Title:** Religions & Philosophies in China

**Subject /Grade Level:** 10th

**Unit Essential Question:**

1. What were major contributions during the Tang Dynasty?
2. How did the spread of ideas affect the personal lives of citizens?
3. What role did geography have in the spread of ideas?
4. How do religions affect the political and social systems in China and surrounding countries?

**Unit Goal**: SWBAT identify 2-3 religions/philosophies that spread and impacted the Chinese civilization during the Tang Dynasty and how they continued to impact society today.

**Objective:** SWBAT explain 2-3 religions/philosophies and explain the historical context of each, how it affected society and represent a visual of religion they feel was most influential based on evidence.

**Curriculum Standard: 7.3.1** describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.

**NCSS Curriculum Standard:** Standard 3: Major developments in East Asia and Southeast Asia in the era of the Tang dynasty, 600-900 CE

**Time Needed:** 3+ Days

**Materials Needed:**

1. Highlighters
2. Pen/Pencil
3. Computer access
4. Edmodo account
5. Google docs
6. Large butcher paper
7. Markers, colored pencils, and/or crayons

**Day 1 Procedures:**

1. Begin with checking for prior knowledge by having students create a KWL chart on their notebook paper answering the following question:
	1. What do you know about China and its belief systems?
	2. Students then share their knowledge with a partner.
	3. I’ll create a KWL chart on chart paper and write down about 4-5 things students know.
2. Students will write down questions that they would like to learn in the W section of their chart.
	1. Students will briefly share with a partner
	2. Transition to specific vocabulary for the lesson
3. Next we will discuss key vocabulary words provided
	1. Students will write their own definitions of vocabulary words on the chart provided
	2. Students will then look up the words and make sure they are correct
	3. They will then get a class definition and in groups fill out a chart answering the following questions:
		1. What are examples?
		2. Why is it important?
	4. Students will then discuss in groups their findings.
4. Individually, students will then answer parts B & C in their document.
	1. (Anything left unfinished will become their homework)
5. To conclude the lesson students will fill in information they learned in the L section of the KWL

**Day 2 Procedures:**

1. Start class with a review of the KWL chart:
	1. At this point students can add to any category of the chart after having some time to process the information form the previous class.
	2. I will go from table to table and check for understanding
		1. Now that students have some familiarity with the key terms they will be reading examples of the key terms.
2. Students are split into table groups and will jigsaw the documents provided.
	1. The documents they’ll read will be from [dube-chinese-philosophy[1].pdf](http://uschinaforum.usc.edu/getattachment.ashx?fileid=2936)
		1. I will give them sections from page 19- 22.
			1. Each group will get one philosophy
				1. All pdf documents will be available to them digitally on edmodo.
			2. Students are then required to annotate the documents using the SOAPStone Method.
				1. They are basically looking for:

S-speaker

O-Occasion

A-audience

P-Purpose

S-Subject

T-tone

I do this because it’s an AP strategy and students can apply it to all documents

* + - * 1. \*If you are limited on copies and don’t want/can’t make copies for all students what I do is make a class set and put them in sheet protectors. Students can then annotate using a dry erase marker and they still practice the skills and get use from interacting with the text.
1. Once students complete their annotations as a table group they must discuss the essential questions, which will be listen on the board throughout the entire unit.
	1. I will walk around to help facilitate discussion or work with table groups who need more guidance
2. Students will then receive a graphic organizer to fill in their findings about their specific philosophy
	1. Each student must fill in a graphic organizer for themselves so that they have a copy
3. To wrap up the lesson students must create a thesis statement about their religion or philosophy based on their findings.
	1. This way they are synthesizing their group’s findings and they will write it on the bottom of their graphic organizer

**Day 3 Procedures:**

1. Students will add information to their KWL chart to start class.
	1. Students will discuss briefly with their table.
2. Students will then refer back to their thesis statement
	1. They can change it or leave it as is based on their discussions
		1. I then check and approve thesis statements
3. Groups will receive a sheet of butcher paper where they will write their thesis
	1. They will then create a visual representation of their thesis statement
	2. Students may have the remainder of the class time to work on this part of the activity.

**Extensions:**

1. You could have students present posters or have other students do a gallery walk taking notes on each poster.
2. Students could teach about their philosophy and have other students fill in the graphic organizer based on group lessons
3. You could extend this to an essay based on their thesis statement and use other groups’ information for counterarguments within their essay
4. You could have students debate their topics
5. Students can dig further into the documents by reading other resources about their topic

**Resources:**

1. Travel China Guide: Culture and Religion of Tang Dynasty: <https://www.travelchinaguide.com/intro/history/tang/culture-religion.htm>
2. Three teachings of Ancient China: <http://people.uncw.edu/kanoy/nctan/IPSamples/NuhnJohnson_three_teachings.pdf>
3. Idea for student handouts: http://worldhistoryforusall.sdsu.edu/
4. Documents from session one: [dube-chinese-philosophy[1].pdf](http://uschinaforum.usc.edu/getattachment.ashx?fileid=2936)