

Unit Essential Question(s)	<p>Ancient China Unit: How did Confucianism, Legalism, and Daoism influence political rule in China? Why was Confucius an influential leader? How were Lao Zi and Shang Yang important and influential leaders?</p> <p>Rationale: Students will engage in these lessons in order to get a deeper understanding of the Chinese philosophers and their impact as leaders and influence in China. They will spend a day covering different philosophers using readings and videos, and different applications to apply their knowledge.</p>
Standard(s)	<p>State Standard(s):</p> <p>6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</p> <ul style="list-style-type: none"> ▪ 3. Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism. ▪ 4. Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.
Assessment/Evidence of Learning	<p>Warm-Ups</p> <ul style="list-style-type: none"> • CFU #1: I will check for understanding (CFU) by asking students to raise their hands depending on what answer choice they chose. I will write the number of students that raise their hand for each question. If there is a huge discrepancy between two answer choices, I will have students' debate, defend and justify why their answer is the correct answer. • CFU #2: The growth guide on checks for understanding recommends that a teacher should CFU from a variety of students (ex. from high, medium, and low levels) to gauge what students understand and what will warrant re-teaching during the current lesson and lessons in the next day. • CFU #3: Another way I will check for understanding is by using the "thumbs up, thumbs down/" and "hands up/hand down" method. This way I can visually gauge if the students understand the material we are covering. <p>Group Work/Stations:</p> <ul style="list-style-type: none"> • CFU #5: During group work, I will CFU by having two students who finish early check in with the rest of the groups to see if everyone in their group understood the work they were assigned for that round. I may also have students stand up/stay seated to let me know they understood the concepts at their table • CFU #6: During stations, I will have two different colored placards at each station (green/red). If students lift the green card, they don't have any questions and understood the station and are done with the work. If students lift up the red card, this means the students have questions and need my assistance right away. <p>Exit Tickets:</p> <ul style="list-style-type: none"> • Exit Ticket #1: I will have exit tickets that have three multiple choice questions or three short answer questions that are aligned to the standards and content taught on that given day to assess how well students grasped the material and to see what I need to recap and focus on the next day during the Do Now and APK. • Exit Ticket #2: Students will answer questions verbally in order to earn their place in line. I will ask students from a variety of ability levels to gain a more accurate measure of how much students understand.

	Unit Test: Students will take a 20-25 MC choice test on the content taught, and will have two free response questions to answer based on the topics they learned about.
Language of the Discipline (Academic Vocabulary):	dynasty, empire, province, golden age, philosophy, Confucius, Confucianism, Legalism, Lao Zi, Shang Yang and Daoism
Cross Curricular Connection:	ELA: Annotating, Summarizing, Comparing and Contrasting, GIST, citing textual evidence, making arguments. Prior knowledge needed: reading skills, compare and contrasting skills, background on Chinese geography, experience with discussion/Socratic seminar protocols
Lesson One: Confucius/Confucianism (50 minutes)	
Learning Objective	SWBAT describe Confucius as a leader by creating a Snap Chat that describes and illustrates why he was an influential and important leader for China.
Opening Ritual/Do Now/Accessing Prior Knowledge	<p>Quick write warm-up: Students will read different quotes on Confucius and his thoughts on leadership. They will choose the two quotes that resonate the most with them and quickly write what they think they mean, as well as how they think they relate to leadership/being a leader. Students will be given 3-5 minutes to write, and then have students pair share with the peers around them, and share out whole group to gauge understanding and where the students are at in terms of understanding. (7-10 minutes)</p> <p><i>"A superior man is modest in his speech, but exceeds in his actions."</i></p> <p><i>"Our greatest glory is not in never falling, but in rising every time we fall."</i></p> <p><i>"Go before the people with your example, and be laborious in their affairs."</i></p> <p><i>"A man who has committed a mistake and does not correct it is committing another mistake."</i></p> <p><i>"It is the obligation of the ruler to continually renew himself in order to renew the people by his example."</i></p> <ul style="list-style-type: none"> • CFU #1: I will check for understanding (CFU) by asking students to raise their hands depending on what answer choice they chose. I will write the number of students that raise their hand for each question. If there is a huge discrepancy between two answer choices, I will have students' debate, defend and justify why their answer is the correct answer. • CFU #2: The growth guide on checks for understanding recommends that a teacher should CFU from a variety of students (ex. from high, medium, and low levels) to gauge what students understand and what will warrant re-teaching during the current lesson and lessons in the next day. • CFU #3: Another way I will check for understanding is by using the "thumbs up, thumbs down/" and "hands up/hand down" method. This way I can visually gauge if the students understand the material we are covering.
Extend Prior Knowledge (EPK)	Group Readings: Students will work in their table groups and read about the life of Confucius and the impact of Confucianism on China. They will annotate, highlight main ideas, underline key details, and circle any "spicy" words (unknown terms) and infer what they think these words mean. They will also be responsible for writing a question for each paragraph about something they are wondering about. Readings are attached. Teacher will monitor the class and pull a small group for students struggling with the readings, while other student groups work and support one another. (25 minutes)

	<ul style="list-style-type: none"> • CFU #5: During group work, I will CFU by having two students who finish early check in with the rest of the groups to see if everyone in their group understood the work they were assigned for that round. I may also have students stand up/stay seated to let me know they understood the concepts at their table <p>Confucius Film Clips: In between the different paragraphs, and provide students with reading breaks, teachers may choose to show clips from the feature film Confucius. The film is available on You Tube here: https://www.youtube.com/watch?v=eI3i3TfNg-I These clips can help put a visual to who Confucius was as a leader, and help students visualize the readings more effectively (clip 7-9 mins talks about Confucius' ideas/leadership). (10 minutes)</p>
Application	<p>Snap Chat. Using the information from their reading, students will create a Snap Chat in their interactive notebooks using the document given (attached). Students will pick out one to two main ideas from the reading that show how Confucius was an influential and important leader in China, and what impact he made. Students will write these ideas down in the space provided and then illustrate this idea in the other space provided, mimicking a "snap chat" image. (5 minutes)</p>
Closing Ritual/Exit Ticket	<p>Exit Ticket #1: Students will answer guiding questions about Confucius from the readings. They will then share their responses with their peers, and will be called on to share out what their peers had said to hold accountability for listening to what their peers said. (5 minutes)</p> <p>Exit Ticket Questions:</p> <ul style="list-style-type: none"> • How has Confucius impacted Chinese society today? • How did Confucius influence his the Zhou dynasty? • What do you think was the impact of Confucianism today and back then?
Accommodations	<p>Preferential Seating, Multi-modal instruction, visual aids, and checks for understanding, chunking, highlighting, graphic organizer, repeating directions, pre-teaching, re-teaching</p>
Lesson Two: Lao Zi/Daoism (50 minutes)	
Learning Objective	<p>SWBAT explain the importance of Lao Zi as a leader by creating a comic strip that explains why he was an influential and important leader for China.</p>
Opening Ritual/Do Now/Accessing Prior Knowledge	<p>Quick write warm-up: Students will read different quotes on Lao Zi and his thoughts on leadership/life. They will choose the two quotes that resonate the most with them and quickly write what they think they mean, as well as how they think they relate to leadership/being a leader. Students will be given 3-5 minutes to write, and then have students pair share with the peers around them, and share out whole group to gauge understanding and where the students are at in terms of understanding. Since students did this the previous day, they should have a better understanding on how to do it today, and may do it much quicker (7-10 minutes)</p> <p><i>"Governing a great nation is like cooking a small fish - too much handling will spoil it."</i></p> <p><i>"A leader is best when people barely know he exists, when his work is done, his aim fulfilled, they will say: we did it ourselves."</i></p> <p><i>"Do the difficult things while they are easy and do the great things while they are small. A journey of a thousand miles must begin with a single step."</i></p> <p><i>"I have just three things to teach: simplicity, patience, compassion. These three are your greatest treasures."</i></p> <p><i>"Kindness in words creates confidence. Kindness in thinking creates profoundness. Kindness in giving creates love."</i></p>

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Extend Prior Knowledge (EPK)	<p>Group Readings: Students will work in their table groups and read about the life of Lao Zi and the impact of Daoism on China. They will annotate, highlight main ideas, underline key details, and circle any "spicy" words (unknown terms) and infer what they think these words mean. They will also be responsible for writing a question for each paragraph about something they are wondering about. Readings are attached. Teacher will monitor the class and pull a small group for students struggling with the readings, while other student groups work and support one another. (25 minutes)</p> <ul style="list-style-type: none"> • CFU #5: During group work, I will CFU by having two students who finish early check in with the rest of the groups to see if everyone in their group understood the work they were assigned for that round. I may also have students stand up/stay seated to let me know they understood the concepts at their table
Application	<p>Lao Zi Calvin and Hobbs Comic Strip: Students will each get a Calvin and Hobbs comic strip. They will be responsible for using the knowledge gained in the readings to create a comic strip conversation showing how Lao Zi was an important and influential leader for China and his impact with Daoism. The document is attached, and the directions are as follows: (10-15 minutes)</p> <ol style="list-style-type: none"> 1) You need to use the spaces below to write a comic-like story about Laozi as a leader, and his impact with Daoism in Chinese society. 2) You need to have three to four main ideas from the reading about Laozi in your story. 3) Make sure it sounds like a conversation! <u>Not just facts.</u> 4) You can color the people for extra credit!
	<p>Exit ticket: Students will answer guiding questions about Lao Zi from the readings. They will then share their responses with their peers, and will be called on to share out what their peers had said to hold accountability for listening to what their peers said. (5 minutes)</p> <p>Exit Ticket Questions:</p> <ul style="list-style-type: none"> • How has Lao Zi impacted Chinese society today? • How did Lao Zi influence the dynasty he was in? • What do you think was the impact of Daosim today and back then?
Accommodations	Preferential Seating, Multi-modal instruction, visual aids, and checks for understanding, chunking, movement, graphic organizer, repeating directions, pre-teaching
Teacher Reflection	
Lesson Three: Shang Yang and Han Fei Zi	
Learning Objective	SWBAT explain the importance of Shang Yang and Han Fei Zi as leaders by creating a comic strip that explains why he was an influential and important leader for China.

<p>Opening Ritual/Do Now</p>	<p>Quick write warm-up: Students will read different quotes on Han Fei Zi and his thoughts on leadership/life. They will choose the two quotes that resonate the most with them and quickly write what they think they mean, as well as how they think they relate to leadership/being a leader. Students will be given 3-5 minutes to write, and then have students pair share with the peers around them, and share out whole group to gauge understanding and where the students are at in terms of understanding. Since students did this the previous two days, they should have a better understanding on how to do it today, and may do it much quicker (7-10 minutes)</p> <p><i>"A ruler makes use of the majority and neglects the minority, and so he does not devote himself to virtue but to law."</i></p> <p><i>"It is dangerous for a ruler to trust others. He who trusts others can be manipulated by others."</i></p> <p><i>"Indeed, customs differ between the past and the present. To try to govern the people of a chaotic age with benevolence and lenient measures is like to drive wild horses without reins and whips."</i></p> <p><i>"Even if a ruler is wise, he should not be excessively meddling, and he should let things find their proper place. And even if he is excellent, he should not make assumptions about his acts, and he should intently observe what motivates ministers' actions. And even if he is valiant, he should not be provoked, and he should allow each minister to demonstrate his intrepidity."</i></p> <ul style="list-style-type: none"> • CFU #1: I will check for understanding (CFU) by asking students to raise their hands depending on what answer choice they chose. I will write the number of students that raise their hand for each question. If there is a huge discrepancy between two answer choices, I will have students' debate, defend and justify why their answer is the correct answer. • CFU #2: The growth guide on checks for understanding recommends that a teacher should CFU from a variety of students (ex. from high, medium, and low levels) to gauge what students understand and what will warrant re-teaching during the current lesson and lessons in the next day. • CFU #3: Another way I will check for understanding is by using the "thumbs up, thumbs down/" and "hands up/hand down" method. This way I can visually gauge if the students understand the material we are covering.
<p>Extend Prior Knowledge (EPK)</p>	<p>Group Readings: Students will work in their table groups and read about the life of Shang Yang and Han Fei Zi and the impact of Legalism on China. They will annotate, highlight main ideas, underline key details, and circle any "spicy" words (unknown terms) and infer what they think these words mean. They will also be responsible for writing a question for each paragraph about something they are wondering about. Readings are attached. Teacher will monitor the class and pull a small group for students struggling with the readings, while other student groups work and support one another. (25 minutes)</p> <ul style="list-style-type: none"> • CFU #5: During group work, I will CFU by having two students who finish early check in with the rest of the groups to see if everyone in their group understood the work they were assigned for that round. I may also have students stand up/stay seated to let me know they understood the concepts at their table
<p>Application</p>	<p>Shang Yang/Han Fei Zi Kik Students will each get a "kik" template, and have to use key ideas and vocabulary from the reading to create a "kik" conversation about the two leaders and their impact on legalism in China. They will reference and use the readings provided. The document is attached, reference specific directions on the document. (10-15 minutes)</p>
<p>Closing Ritual/Exit Ticket</p>	<p>Exit ticket: Students will answer guiding questions about Shang Yang and Han Fei Zi from the readings. They will then share their responses with their peers, and will be called on to share out what their peers had said to hold accountability for listening to what their peers said. (5 minutes)</p>

	Exit Ticket Questions: <ul style="list-style-type: none">• How has Shang Yang and Han Fei Zi each impacted Chinese society today?• How did these two leaders influence the dynasty they lived in?• What do you think was the impact of Legalism today and back then?
Accommodations	Preferential Seating, Multi-modal instruction, visual aids, and checks for understanding, chunking, movement, stations, highlighting, graphic organizer, repeating directions, pre-teaching