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Maywood Academy High School
English 12: World Literature

Local District 6

**Lesson: Chinese Philosophers & Their Impact
on Literature (Final Version)**

Standards-Based Lesson Plan

Topic: Chinese Philosophers & Their Impact on Literature

Content Standard: Language & Arts

Writing 1.1: Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments. **1.3:** Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

1.7: Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies). **1.9:** Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

Written and Oral English Language Conventions 1.1: Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage; **1.2:** Produce legible work that shows accurate spelling and correct punctuation and capitalization.

Speaking Applications 2.2: Deliver oral reports on historical investigations.

Reading 2.2: Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text. **3.9:** Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)

California Standards for the Teaching Profession:

1.2 Using a variety of instructional strategies and resources to respond to student's diverse needs.

1.3 Facilitating learning experiences that promote autonomy, interaction, and choice.

4.2 Establishing and articulating goals for student learning.

5.3 Involving and guiding all students in assessing their own learning.

Learning expectations for this standard appear in the state frameworks. They have been translated into outcomes based language in the new lesson objectives listed below.

ESLRS:

- Maywood Academy High School students will become:
 - o Capable, self-sufficient individuals
 - o Effective communicators
 - o Critical and analytical thinkers
 - o Self-directed life-long learners
 - o Responsible ethical citizens

Objectives:

1. Students will become analytical/critical thinkers by conducting research on Chinese/Asian Philosophers & how they influenced Chinese society.
2. Students will become critical thinkers by evaluating philosophical, political, religious, ethical, & social values of authors and how they impact world literature and by analyzing ways in which literary devices achieve specific rhetorical or aesthetic purposes or both and impact theme/plot.
3. Students will become effective communicators by writing analytical essays where they analyze how author's philosophical values and their use of literary devices impact theme and plot and or shape characters.

The objectives include descriptions of student products or behaviors that should result from teachers. These objectives will be the basis for evaluating students' work.

Materials: Computers with Internet access & word processor, copies of Maxine Hong Kingston's *The Woman Warrior* and other Chinese short stories, paper & pencil.

Lesson Duration: 3-6 Class periods.

Activities: Students and their groups conduct research and collaborate to generate a multimedia presentation about a group-selected Chinese philosopher and his contributions to Chinese society.

These activities are recommended in the frameworks. They have been modified and organized by the teacher to elicit the outcomes in the objectives.

Assessment (Extension Activities):

- Presentations are assessed based on accuracy of content, creativity, and originality, effective use of technology, and proper identification of target audience.
- Write a 3-4 page essay (plus Works Cited Page) analyzing a short story of their choice analyzing how author's philosophical values and their use of literary devices impact theme and plot and or shape characters.

Grading Criteria: Students' individual essays are assessed based on effective analysis of literary devices implementation and use of textual evidence to support arguments. Groups will be assessed based on group collaboration, accuracy of information, eloquence and information content, as well as work evaluations by Team Leaders, Class & Instructor.

Lesson Plan

Chinese Philosophers & Their Impact on Literature

Objective: This lesson is intended to teach students to describe the similarities and differences in the lives and teachings of the most famous Chinese philosophers and to teach them to identify the author's philosophical values and how these impact literature.

Day 1:

Anticipatory Set: To start, students will be asked to share with the class what comes to mind when they hear the name China - students' contributions will be written on the board. They will then be shown images of Chinese landmarks to try to identify them individually, so they can assess their previous knowledge about this country. If time allows, students will be given quotes from various Chinese philosophers and will be asked to rewrite them into their own words to prepare them for the concepts to be covered in the unit.

Students will then be allowed to get into groups of 4-5 and will be provided with copies of the "Chinese Philosophy" Research Handout.

Teach: Using the "Research & the Internet: Evaluating Credible Sources" Power Point we will review the guidelines for establishing credibility and avoiding plagiarism. At this time, we will also use the "MLA Quick Reference Guide" hand-out to review the MLA conventions for Works Cited Page and Parenthetical Citations.

Days 2&3:

Guided Practice: Groups of 4-5 students conduct research on a selected Chinese philosopher and design a **MULTIMEDIA** presentation to share their findings with the class. During their presentation, they must explain to the class how their respective philosophers influenced Chinese society.

Closure: Students will present their Research Power Points to the class, after which time we as a class use the Graphic Organizer Masters: Character Web (pg. 23) to create a visual reference of the differences and similarities among these philosophers.

Independent Practice: For homework, students will read Maxine Hong Kingston's *No Name Woman* in preparation for class discussion of the same.

Day 4:

Guided Practice: Groups assume the role of followers/supporters of their philosopher and debate on a current event or social issue; to ensure that ALL students have understood the differences and similarities among the already studied philosophers.

Teach: Upon conclusion of debates, teacher will use the "Basics of Buddhism" student Hand Out to introduce Buddhism to students and will explain to them that while philosophical values may be present in literary pieces, they may be distorted as they are often times misinterpreted or distorted according to author's intent and/or personal values/philosophy.

Closure: Using the "No Name Woman" questionnaire we as a class analyze the story in preparation for individual analysis of other Chinese stories.

Independent Practice: For homework, students read a story of their choice in preparation for in-class analytical essay, where they evaluate the author's use of literary devices and how his/her philosophical views impact theme, plot, and/or character development.

Day 5:

Warm Up (Anticipatory Set): To strengthen students' verbal communication skills and their ability to argue multiple perspectives, they will work in groups to debate a second time, but this time they will be assigned to a philosopher different from the one they conducted their research on. This will also prepare them to analyze their individually selected stories in the analytical essay that follows this warm up activity.

Guided Practice: Using the "Microtheme" Graphic Organizer, students develop a 3-4 page analytical in-class essay, based on the Chinese story they selected to read for homework, where they identify the literary devices used by the author and his/her philosophical values' impact theme and plot and or shape characters. Stories to select from may include: "It's a Wise Man Who Pays His Debts;" "The Path of True Love Never Runs Smooth;" "Beware of Flying Dogs;" "Listen, Do Not Feed the Bears;" "Chinese Parable of the Los Axe" and "Sea Gulls" by Lie Zi; "Peach Blossom Spring (Taohuayuan)"; "Sinning;" "Nine Diaries;" "The Past" and "Flight" by Yu Dafu, among others.

Day 6:

Guided Practice: Using the "Peer Review" Guiding Questions, students will work with a partner to revise their in-class essays and to give/receive feedback to improve their writing and to incorporate Parenthetical Citations & Works Cited Page.

Independent Practice: For homework, students edit their in-class essay and word process it for submission along with the initial draft and their partners' comments.

Name: _____ Date: _____ Period: _____

Chinese Philosophy

Due: _____

150 Points!

1. You may work in groups (5).
2. You must follow the rubric step by step to get full credit.
3. You may pick one of the following philosophers, first come first served:
 - a. Confucius
 - b. Lao Tzu
 - c. Siddhartha Gautama
 - d. Mo Zi (Mo Tzu or Master Mo)
 - e. Dao De Jing (AKA Tao Te Ching – or Lao Zi)
 - f. Shang Yang

4. Your assignment is to find all the biographical information about the philosopher your group selected. However, the most important aspect of your research is an explanation of how your philosopher influenced Chinese society?

5. To get FULL individual/group credit (in addition to Service Learning Credit) you must be here in the day of presentation.
6. The following information **MUST** be included in your **Power Point Presentation**.
 - a. Title of Presentation (“Chinese Philosophy” & Name of Philosopher) & Credits
 - b. Personal Profile (Biographical information on your philosopher)
 - c. Geographical information on region where your philosopher was taught/preached (location, number of inhabitants, language spoken, type of currency, primary source of economy, etc.)
 - d. Explanation of important events (What historical events were taking place in philosopher’s country and around the world, which may have shaped philosopher’s perspective of life, etc.)
 - e. What was country like before this philosopher became known?
 - f. What is country like after this philosopher’s influence/teachings?
 - g. What type of opposition, if any, did philosopher face?
 - h. Lasting Impact (how has this philosopher negatively/positively changed his country/world?)
 - i. Photos labeled and explained
 - j. Excerpt with explanation of published literary work (poem, short story, novel, or song) written by or inspired by your philosopher (See Item #7 below for more information).
 - k. Detailed explanation of parallels between your philosopher and another historical figure he may have inspired or influenced.
 - l. Bibliography (See MLA notes)

7. Since this is a Literature Course, you **MUST** include the excerpt of a **PUBLISHED** poem/song, short story, or novel that speaks about/against the philosopher you selected. You must include a brief description and portrait of the **AUTHOR** along with a print out of your piece of literature. **THIS REQUIREMENT ALONE IS WORTH 50 POINTS!!**

8. Up to 20 points extra credit are possible for creativity, extra photos, **SOUND**, charts and graphs, and other interesting facts about your **PHILOSOPHER**.

Chinese Philosophy

150 Points (Possibly 20 Pts. X-TRA!)

Due: _____

Requirements	Points Possible	Points Received
Title of Presentation ("Chinese Philosophy" & Name of Philosopher) & Credits	10	
Personal Profile (Biographical information on your philosopher)	20	
Geographical information on region where your philosopher was taught/preached (location, number of inhabitants, language spoken, type of currency, primary source of economy, etc.)	10	
Explanation of important events (What historical events were taking place in philosopher's country and around the world, which may have shaped philosopher's perspective of life, etc.)	10	
What was country like before this philosopher became known?	5	
What is country like after this philosopher's influence/teachings?	5	
What type of opposition, if any, did philosopher face?	10	
Lasting Impact (how has this philosopher negatively/positively changed his country/world?)	15	
Photos labeled and explained	5	
Excerpt with explanation of published literary work (poem, short story, novel, or song) written by or inspired by your philosopher (See Item #7 below for more information).	20	
Detailed explanation of parallels between your philosopher and another historical figure he may have inspired or influenced.	10	
Bibliography (See MLA notes)	15	
All items labeled, neat, with correct grammar and spelling	15	
Extra Credit	20	

Total Points: _____

Group Members: _____

NO NAME WOMAN (By Maxine Hong Kingston)
Questionnaire

1. Who is the “unnamed woman”?
2. What was her gravest crime? Why is this crime much more serious during time of famine?
3. How is this story Buddhist? Daoist? Legalist? Confucianist? Mohist?
4. How does “nomenclature” make this a universal story?
5. We know that this story is an anecdote told to the author by her mother to make a point. What is the point the author is trying to make by sharing this anecdote with us?
6. Analyze the laws of Karma in relation to the story. How did her crime impact the future of the unnamed woman and that of others including the narrator?
7. What conflicts does the author face as a Chinese-American and as she breaks the code of silence?
8. Explain why ghosts, good-luck and curse rituals are used in this story. What do these reveal about the Chinese society?
9. Evaluate the ambiguity of the story. Why is the author juxtaposing times, speakers, and facts/fiction? What is her objective?
10. What is the significance of food in the story?
11. What are the author’s philosophical, political, ethical, and religious values/beliefs and how do they impact the plot?
12. Explicate this quotation: “In an attempt to make the Chinese care for people outside the family, Chairman Mao encourages us now to give our paper replicas to the spirits of outstanding soldiers and workers, no matter whose ancestors they may be.” (p. 16)
13. Explicate the following quotation: “After the villagers left, their lanterns now scattering in various directions toward home, the family broke their silence and cursed her. “aiaa, we’re going to die. Death is coming. Death is coming. Look what you’ve done. You’ve killed us. Ghost! Dead ghost! Ghost! You’ve never been born.” (p13-4).

PAIR EDITING

Response partner: _____ Name of author: _____

Directions: Using your knowledge of spelling, punctuation, and grammar, read and edit your partner's work providing him/her feedback to improve his/her writing.

Things to consider when editing (please DO NOT provide yes/no answers but rather mark your partner's essay with your comments/suggestions to improve):

1. What strategy is the writer using to engage you, the reader?
2. Identify the writer's "So What?" (Thesis Statement/Premise).
3. Identify the writer's position on that issue.
4. What **transitional words/phrases** is your partner using to let the writing flow? If none, please consult the list of transitional/words/phrases and help him/her select the most effective ones.
5. What literary devices did your partner identify in his/her reading? Does he effectively describe their impact in the text?
6. Identify the Main Idea of Each of the THREE Paragraphs in The BODY.
7. Are arguments supported with enough textual EVIDENCE?
8. Are "Sentence Markers" being properly used (Capital Letters at the beginning, and punctuation marks at the end)?
9. Are words in general properly used (does it say "because" instead of "cuz" or "cause")?
10. Are words misspelled? If so, which ones? (Hint: If a word/sentence doesn't sound right it's probably because it's not right!)
11. Is the work neatly done or is it illegible (hard to read/understand)?

MLA Quick Reference Guide

I. Book by a Single Author:

Author (last name, first name). *Title of book (must be italicized)*. City: Publisher, year. Medium.

Ex. Plath, Sylvia. *The Bell Jar*. New York: HarperPerrenial, 2005. Print.

II. An article from a book/reference (no author)

"Title of article" (must be in quotations). *Title of Book (must be italicized)*. Editors (if indicated). City: Publisher, year. Medium.

Ex. "Libertarianism". *Political Theories for Students*. Eds. Matthew Moskelly and Jaime Noce. Farmington Hills, MI: Gale Group Inc., 2002. Print.

III. Book/Reference (with author, article, & editor)

Author (last name, first name). "Title of article" (must be in quotations). *Title of Book (must be italicized)*. Editor(s) if indicated. # of volumes (if multi-volume set). City: Publisher, year. Medium.

Ex. Taylor, James Stacey. "Euthanasia" *Social Issues in America*. Ed. James Ciment. 7 vols. Armonk, NY: Sharpe Reference, 2006. Print.

IV. Magazine Article

Author (last name, first name). "Title of article" (must be in quotations). *Title of Newspaper (must be italicized)*. Date of Magazine (must be in day month year format): page number(s). Medium.

Ex. Price, S.L. "Unfit to Serve". *Sports Illustrated*. 14 Sept. 2009: 34. Print.

V. Newspaper Article from Website

Author (last name, first name). "Title of article" (must be in quotation). *Title of Newspaper (must be italicized)*. Date of Article (must be in day month year format). Medium. Date of Access (must be in day month year format).

Ex. Savage, David G. "Lawmakers weigh Patriot Act extension". *Los Angeles Times*. 23 Sept. 2009. Web. 23 Sept. 2009.

VI. Website

Author (last name, first name). "Title of Article". *Sponsoring organization (must be italicized)*. Date of last update (must be in day month year format). Medium. Date of access (must be in day month year format).

Ex. Grim, Ryan. "GOP Rushes to Defend Insurance Companies from Dem attack". *The Huffinton Post*. 2009. Web. 23 Sept. 2009.

Ex. ---. "Architect." United States Department of Labor. OHH 2010-2011 ed. N.D. Web. 5 May, 2010.

VII. An interview

Name of person interviewed (last, first). Type of interview. Date - day month year.

Examples:

Pei, I. M. Personal interview. 22 July 1993.

Poussaint, Alvin R. Telephone interview. 10 Dec. 1990.

Works Cited (Sample Page)

"Azimuthal Equidistant Projection." *Merriam-Webster's Collegiate Dictionary*. 10 ed.
1993.

Bazell, Robert. "Science and Society: Growth Industry." *New Republic* 15 Mar.
1993: 13-14.

Brakeley, Theresa C. "Mourning Songs." *Funk and Wagnalls Standard Dictionary of
Folklore, Mythology, and Legend*. Ed. Maria Leach and Jerome Fried. 2 vols.
New York: Crowell, 1950.

Burka, Lauren P. "A Hypertext History of Multi-User Dimensions." *MUD History*.
1993. Web. 5 Dec. 1994.

Feder, Barnaby. "For Job Seekers, a Toll-Free Gift of Expert Advice." *New York
Times* 30 Dec. 1993, late ed.: D1.

Frank, Michael. "The Wild, Wild West." *Architectural Digest* June 1993: 180.

Freedman, Richard. *What Do Unions Do?* New York: Basic, 1984.

Mohanty, Jitendra. "Indian Philosophy." *The New Encyclopedia Britannica:
Macropedia*. 15th ed. 1987.

Tatar, Maria. *Off with Their Heads! Fairy Tales and the Culture of Childhood*.
Princeton: Princeton UP. 1992.

“BE YE LAMPS UNTO YOURSELVES.”
(Buddha’s farewell address, from the Mahaparinibbana Suttana)

BASICS OF BUDDHISM

1. Buddhism originated in INDIA but spread to the countries of South East Asia (Japan, Sri Lanka, Tibet, Nepal, Thailand, Cambodia, etc.), where it became a major religious force.

2. Differences and Similarities between Hinduism & Buddhism:

HINDUISM	BUDDHISM
Cosmological vision of time (Swastika) Transmigration of the soul	Cosmological vision of time (Swastika) Transmigration of the soul
Ascetism/Austerity	MIDDLE WAY: Buddha taught that following the Noble Eightfold Path could be done without the long fasts and difficult yoga practices of Hindu holy men and women.
Caste System – Dharma	Buddha did not believe in the Hindu caste system.
God reincarnates into many gods, all of which must be equally worshipped.	Buddha did not believe in worshipping the many Hindu gods and goddesses.

3. Siddhartha Gautama (Buddha) was born in northern India (modern day: Nepal, Tibet) in the 6th century BC. He belonged to the Kshatriya caste (**Brahmans**: priests [named after the head god in Hinduism, Brhama]; **Kshatriyas**: princes, rules, and warriors; **Vashyas**: traders & merchants; **Shudras**: serfs). Buddha died at the age of 80 from food poisoning. After his death, his followers saved some of his bones and teeth as relics – sacred religious objects – believing his power was still in them. **STUPAS**, special structures were built to save this relics. Today, there are thousands of **stupas** throughout Asia. Because there are a limited number of relics, most **stupas** house sacred writings and images instead.
4. He became Buddha (the enlightened one) when after meditating over the pains of the world, he received a divine revelation: One receives enlightenment through **DETACHMENT** from all worldly desires.
5. Dharma represents Buddha’s understanding of suffering and **DETACHMENT**. Dharma also represents all teachings of Buddhism.
6. Buddha’s teaching is summed up in **4 Noble Truths**:
- a. **All lives are filled with suffering.**
 - b. **Suffering comes from a desire for worldly things.**
 - c. **Suffering ends when desire ends.**
 - d. **People can learn to end desire by following 8 rules.**

7. The 8 rules or, **Noble Eightfold Path** are:
 - a. Right understanding: Be aware of the Buddha’s teachings.
 - b. Right Intentions: Try to follow these teachings wholeheartedly.
 - c. Right Speech: Say nothing to harm others.
 - d. Right Action: Do nothing to harm any living creature.
 - e. Right Livelihood: Choose a job that hurts no living thing.
 - f. Right Effort: Strive to be a better person.
 - g. Right Mindfulness: Learn to control all your thoughts and emotions in order to quiet your mind.
 - h. Right Concentration: Practice the deepest meditation, which leads to the highest state of enlightenment, known as **NIRVANA**

8. **NIRVANA** is something that happens when one is completely released from suffering. It is so different from everyday life that Buddhists believe it cannot be described.

9. Buddhism split into 2 different groups: Theravada Buddhism, which is practiced mainly in Southeast Asia; and Mahayana Buddhism, which is practiced mainly in Central and East Asia.

Theravada Buddhism (Orthodox Buddhism)	Mahayana Buddhism (“Large Vehicle”)
<p>Theravada Buddhism is practiced primarily in Thailand, Sri Lanka, Burma (Myanmar), Cambodia, Laos, and Vietnam.</p> <p>This is an orthodox form of Buddhism, claiming to preserve the original interpretation of Buddha’s teachings, as taught by the senior monks of the SANGHA, the monastic order founded by the Buddha.</p> <p>Theravada Buddhism teaches that a person must travel the path to Nirvana alone, as Prince Siddhartha did. They also believe that the Buddha was a great teacher, rather than a god, and that they can bring about their own salvation by following the Buddha’s example.</p> <p>Theravada Buddhism teaches that ARHATS (monks) are the perfect models of Buddhism.</p> <p>Arhats shave their heads and wear saffron (red) robes, like Buddha did. They never marry, live in simple monasteries.</p> <p>In Theravadin countries, young men (as young as 5) often worship by becoming monks temporarily, when there is little farm work, during the rainy season.</p>	<p>Mahayana Buddhism is practiced in Japan, Korea, China, Mongolia, Korea, Tibet, and Nepal.</p> <p>Mahayana Buddhism teaches that the Buddha was a god and pays homage to a host of Buddha-like deities who came to earth in the form of men. They also believe that they can be saved by their faith in these gods.</p> <p>Hindus in Nepal believe that the Buddha was an incarnation of Vishnu.</p> <p>Mahayana Buddhism emphasize that people should help one another achieve Nirvana. Since we have all been reincarnated, or reborn, countless times, we are all related to one another: the beggar in the street might have been your mother in a past life; the criminal might have been your brother. So before you enter Nirvana, you should help the beggar, the criminal, and all others who are suffering.</p> <p>Men/women who have achieved enlightenment are called BODHISATTVAS – they delay entering Nirvana until they help others do the same.</p>

	<p>Within Mahayana Buddhism there are a number of different Buddhist groups such as:</p> <p>a. Vajrayana Buddhism: Practiced in Central Asia, its followers believe that the more a prayer is repeated, the more powerful it becomes. A prayer can be written out thousands of times and spun on a special object called a prayer wheel, which repeats the prayer as it turns in the wind.</p> <p>b. Zen Buddhism: Began in China and spread to Korea & Japan – centers on meditation. Meditators are expected to sit with their eyes closed and count each breath, without thinking about other things. KOANS (riddles: what is the sound of one hand clapping?) are common and are intended to help students think and see things in a new way.</p> <p>c. Pure Land Buddhism: The most common form of Buddhism in Japan – primarily focuses on the worship of the AMIDA BUDDHA (Buddha of boundless light). They believe that faith in the Amida will lead to their rebirth in a paradise known as the PURE LAND. Many Japanese Buddhists also practice the ancient religion of Shinto and the Japanese year involves a combination of Shinto, Buddhist, and Confucian practices.</p> <p>d. Tantric Buddhism of Tibet: combines the teachings of the Buddha and the Tibetan worship of nature. Tantric Buddhists rely on prayers and incantation to guide their religious life. They believe in magic formulas to ward off evil and to bring good fortune. As in Hinduism, the guru plays an central role, which is why the lama (“the higher one”) plays such an important role in Tibetan Buddhism. Tulkus are believed to be people who have become masters of their own fate and have escaped the cycle of birth, death, and rebirth.</p>
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10. One important Buddhist festival takes place each year on the first full moon of May – it is the celebration of Buddha’s birthday.

11. The **lotus flower** is an important symbol for Buddhists. In nature, the lotus grows in shallow waters, its flower emerging from the mud. In the same way, Buddhism teaches that purity can rise out of the world’s suffering to blossom in the sun.