



NCTA 2020 Lesson Plan

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Title: *Sanjiao*: The Three Teachings (Confucianism, Daoism, & Buddhism)

Theme/Topic: Beliefs and Practices

Introduction (2-3 sentence summary of the lesson): Students will engage in cooperative learning (i.e., Jigsaw style) to compare and discuss the beliefs and practices of *sanjiao* coined by the Chinese scholars in the 6th century. *Sanjiao* refers to the three teachings, namely Confucianism, Daoism, and Buddhism, that were interconnected and predominant in Chinese history. After the cooperative learning, students will synthesize the salient features of *sanjiao* and make a reflection paper on how to apply *sanjiao*'s beliefs and practices in human actions and interactions.

Subject(s)/Grade level(s): Grade 6

Duration of lesson: 1.5hr

Connection to standards/common core (2-3 standards):

Maryland Social Studies Standards & Framework

Source:

<http://www.marylandpublicschools.org/about/Documents/DCAA/SocialStudies/Framework/MarylandSocialStudiesStandardsGrades6-8.pdf>

5.0 CONTENT STANDARD: HISTORY: Students will evaluate why and how events occurred; locate and assess a variety of sources; engage in a historical inquiry involving acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support investigations about the past and its connection to the present; and analyze how individuals and societies have changed over time in Maryland, the United States, and the world. Examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland, the United States, and the World.

- Compare the dynasties and empires in ancient China
 - Explain the significant traditions, customs and beliefs of Confucianism and Taoism in the context of early Chinese imperial dynasties
- Analyze the significant traditions, customs, and beliefs of Buddhism and its expansion throughout Asia
 - Describe the significant traditions, customs, and beliefs of Buddhism

Maryland College and Career-Ready Standards English Language Arts PK-12 Vertical Progressions: Writing

Source:

<https://mdk12.msde.maryland.gov/INSTRUCTION/StandardsandFrameworks/ela/SiteAssets/HomePage/Vertical%20Progressions%20-%20Writing.pdf>

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Grade 6. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Essential Questions (2-3 questions): What were the major beliefs and practices of *sanjiao*? How did *sanjiao* influence the Chinese people and/or neighboring East Asian countries (i.e., Korea & Japan)? How do you apply the beliefs and practices of *sanjiao* in human actions and interactions?

Learning Objectives (2-3 objectives):

The students will be able-

- To compare Confucianism, Daoism, and Buddhism in terms of beliefs and practices.
- To describe/analyze the impact of *sanjiao* on Chinese people and/or neighboring East Asian countries (i.e., Korea & Japan).
- To write a reflection paper on the application of *sanjiao*'s beliefs and practices to human actions and interactions.

Learning Targets for Intercultural Communication:

Culture: Intercultural [Can-Do Statements](#)

Source:

https://www.actfl.org/sites/default/files/can-dos/Can-Do_Benchmarks_Indicators-wide.pdf

- Investigate
 - In my own and other cultures, I can critically analyze the impact of *sanjiao* on Chinese people without bias to help me understand perspectives.
 - In my own and other cultures, I can evaluate *sanjiao* and apply its beliefs and practices in human actions and interactions without bias to help me understand perspectives.
- Interact
 - In my own and other cultures, I can interact to ensure a shared understanding of *sanjiao*'s beliefs and practices.

Communication: Interpretive, Interpersonal and Presentational [Can-Do Statements](#)

Source:

https://www.actfl.org/sites/default/files/can-dos/Can-Do_Benchmarks_Indicators-wide.pdf

- Interpretive: I can follow the flow of ideas and infer meaning based on *sanjiao*'s beliefs and practices.
 - Interpersonal: I can discuss and sometimes debate regarding *sanjiao*'s beliefs and practices.
 - Presentational: I can tell real-life experiences based on *sanjiao*'s beliefs and practices.
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Materials Needed:

- Sanjiao: The Three Teachings
<http://afe.easia.columbia.edu/cosmos/ort/teachings.htm>
- Daoism/Taoism
<http://afe.easia.columbia.edu/cosmos/ort/daoism.htm>
<https://archive.artic.edu/taoism/tradition/introa.php>
- Confucianism
<http://afe.easia.columbia.edu/cosmos/ort/buddhism.htm>
- Buddhism
<http://afe.easia.columbia.edu/cosmos/ort/confucianism.htm>
<http://archive.artsmia.org/art-of-asia/buddhism/buddhism-origins.cfm>

Pre-Assessment of Prior Knowledge: How will students show what they already know about the topic of this unit? What activities will be used?

- Question: Do you go to your church, mosque, or temple?
 - If Yes, what beliefs and practices have you seen or observed?
 - If No, can you share any religious beliefs or practices you have watched in television/movie or read on the newspaper/magazine?

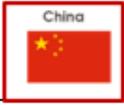
- Sudoku-style Game

The class will be divided into 5 to 6 groups. Each group will receive a Sudoku-style game sheet and a set of cut-out pictures. Below is the sample.



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Each group will complete the grid using the cut-out pictures. There must be eight pictures in each row and column. Each image can only appear once in a row or column.

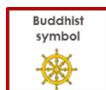
Lesson Activities/Instructional Strategies (5-7 steps):

- Groups of students will work in team of pairs to become experts on one Chinese religion. Each group member must have the symbol (provided by the teacher) attached to his/her shirt. Below is the illustration.

Source: Brame, C.J., and Biel, R. (2015). Setting up and facilitating group work: Using cooperative learning groups effectively. Retrieved June 7, 2020, from

<http://cft.vanderbilt.edu/guides-sub-pages/setting-up-and-facilitating-group-work-using-cooperative-learning-groups-effectively/>

Expert Group on Confucianism



Pair 1: Confucianism

Pair 2: Confucianism

Pair 3: Confucianism

Expert Group on Daoism



Pair 1: Daoism

Pair 2: Daoism

Pair 3: Daoism

Expert Group on Buddhism



Pair 1: Buddhism

Pair 2: Buddhism

Pair 3: Buddhism

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N.B. The teacher will provide a chart for every pair to facilitate learning. Below is the sample chart.

	Confucianism	Daoism	Buddhism
Founder			
Country of origin			
Major beliefs & practices			
Impact on Chinese people and/or neighboring East Asian countries (i.e., Japan & Korea)			

Expert Group Guide Questions:

- Who was the founder of the religion?
 - Where did the religion originate?
 - What were the major beliefs and practices? What is the meaning of the symbol? (Communication-Interpretive)
 - How did it influence the Chinese people and/or neighboring East Asian countries (i.e., Korea & Japan)? (Intercultural-Investigate)
- N.B.* Each pair in the expert group must share their ideas. (Intercultural-Interact)

2. Form new groups that have one pair from the expert group. Below is the illustration.

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Source: Brame, C.J., and Biel, R. (2015). Setting up and facilitating group work: Using cooperative learning groups effectively. Retrieved June 7, 2020, from <http://cft.vanderbilt.edu/guides-sub-pages/setting-up-and-facilitating-group-work-using-cooperative-learning-groups-effectively/>

1 st Task Group	2 nd Task Group	3 rd Task Group
Pair 1: Confucianism	Pair 2: Confucianism	Pair 3: Confucianism
Pair 1: Daoism	Pair 2: Daoism	Pair 3: Daoism
Pair 1: Buddhism	Pair 2: Buddhism	Pair 3: Buddhism

3. The pairs will continue to use the chart to compare the three Chinese religions and to facilitate learning
 - The task groups will use the expert group guide questions.
 - Each pair in the expert group will share their ideas. (Intercultural-Interact)
The task group will evaluate its impact on the Chinese people in terms of its relationship to humans and the environment/ecology. (Intercultural-Investigate)
 - Each pair may argue (agree or disagree) regarding religious beliefs and practices. (Communication-Interpersonal & Intercultural-Interact).

4. The pairs on the task groups will go back to their respective expert groups.

Expert Group on Confucianism	Expert Group on Daoism	Expert Group on Buddhism
Buddhist symbol 	Taoist Symbol 	Confucian symbol 
Pair 1: Confucianism	Pair 1: Daoism	Pair 1: Buddhism
Pair 2: Confucianism	Pair 2: Daoism	Pair 2: Buddhism
Pair 3: Confucianism	Pair 3: Daoism	Pair 3: Buddhism

5. Pairs 1 & 2 will share ideas regarding what they have learned from the task group. (Communication-Interpretive). Pair 3 will summarize/synthesize the salient features of the three Chinese religions to the class (Communication-Interpretive).

Closing/Reflection Activity: How are students engaging with ideas from another culture? What does it mean for them?

- Pair 3 will present the salient features of the three Chinese religions to the class. (Communication-Interpretive)
- The expert groups may share comments/feedback regarding the summary/synthesis (Communication-Interpersonal).

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- Each pair may share the benefits of having cooperative learning (Intercultural-Interact).

Post-Assessment: How will students demonstrate what they have learned about the topic from this unit? What activities will be used?

- Write a reflection paper on the application of *sanjiao's* beliefs and practices to human actions and interactions. (Communication-Presentational) Kindly include the following:
 - *Sanjiao's* beliefs and practices that you see in your own lives
 - *Sanjiao's* belief and practices that are missing in the contemporary society
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Extension Activities/Extending the Lesson/Cross-Curricular Connections (2-3 ideas):

Horizontal Integration

- Grade 6 ELA: The Ethics of Selling History
https://mdk12.msde.maryland.gov/INSTRUCTION/StandardsandFrameworks/ela/Pages/Gr_6/changes_over_time_the_ethics_of_selling_history/Unit_Overview.aspx

Students will determine the variety of ways that a person, event, or idea may be described or explained to a reader and gather information to support claims.

Modern-day students can formulate their own rules of conduct.

- Topic: **Confucius, Shotoku, and the Golden Rule**
<https://www.clevelandart.org/lesson-plan-packet/confucius-shotoku-and-golden-rule>
- Grade 6 ELA & Art
https://mdk12.msde.maryland.gov/INSTRUCTION/StandardsandFrameworks/ela/Pages/Gr_6/express_yourself/Unit_Overview.aspx

Students will examine the many aspects of communication ranging from freedom of expression to finding evidence to answer the essential question: How do values influence the way we express ourselves?

- Topic: Attitudes Towards Nature in Daoist Art
<https://asiasociety.org/attitudes-towards-nature-daoist-art>
- Topic: Exploring the Mandala
<https://asiasociety.org/exploring-mandala>