



NCTA Lesson Plan

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Title: Confucianism and PBIS

Theme/Topic: Regions and People of the Eastern Hemisphere

Introduction (2-3 sentence summary of lesson): In this lesson, students will learn some background knowledge about Confucius and Confucianism. Students will then apply that knowledge in analyzing the words and ideas of Confucius to the schools PBIS (Positive Behavioral Interventions and Supports.) Finally, students will create a meme/poster with which to share their ideas.

Subject(s)/Grade level(s): Social Studies/Social Emotional Learning Grade 6

Duration of lesson: 2 approximately 50-60 min periods

Connection to standards/common core (2-3 standards): ODE Ohio's Learning Standards: Social Studies (2018,) Ohio's K-12 Social & Emotional Learning Standards (2019)

S.S. Content Statement 2. Early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.

S.S Content Statement 7. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.

S.S. Content Statement 8. Diffusion of agricultural practices and products, technology, cultural practices and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.

SEL Standard E3. 1.c Apply honesty, respect and compassion to the decision-making process.

Essential Questions): How can centuries old ideas still apply today? What are some effective ways to communicate these ideas?

Learning Objectives: Students will analyze the school's PBIS matrix to compare and contrast expectations with quotes and ideas from Confucianism. Students will create a meme which reinforces at least one component of the school's PBIS matrix.

Materials Needed: Confucius Quotes: <https://brightdrops.com/confucius-quotes>, White copy paper or poster board, markers/colored pencils/crayons, Introduction video: <https://www.youtube.com/watch?v=6TR5RWLmYbw&t=2s> , PBIS Matrix

Pre-Assessment of Prior Knowledge: Introduce Confucius by asking the class who has heard of him? Complete a KWL chart to assess what students know and want to know about Confucius prior to showing the introductory video, then complete the "L" part of the chart. <http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html>

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

After students have shared their prior knowledge of Confucius and the class has watched the introductory video, the instructor should review what the class has learned about Confucius and

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ancient China. Have students read more about Confucius by reading his biography page on Ducksters: <https://www.ducksters.com/history/china/confucius.php>. Show students and provide copy or have them copy the 5 virtues of Confucianism.

CONFUCIAN BELIEFS

- The Five Main Confucian Virtues: The main way to become a person of moral quality is through cultivation of five main Confucian virtues:
 - Humaneness - *Chinese, "rén" 仁* compassion, benevolence.
 - Righteousness, Justice- *Chinese, "yì" 義* justice, morally right.
 - Ritual propriety- *Chinese, "lǐ" 禮* the proper customs in social rituals and expectations.
 - Knowledge- *Chinese, "zhì" 智* understanding and familiarity with truths, facts, and/or principles.
 - Integrity- *Chinese, "xìn" 信* adhering to moral character; honesty.

Read over the school's PBIS Matrix and clarify that students understand each category. Assign students to groups based on the Matrix category (my school has 10, the first one, "general expectations" we will do as an example.) Working in groups, students will decide which Confucian beliefs from the slide corresponding with each expectation on the matrix. The next day, students should share out their group's findings for the assigned category. After sharing, the instructor should reiterate the main points learned and have each student make a meme or poster promoting one of Confucius's sayings that supports the school's PBIS matrix. Work can be displayed throughout the hallways in the school.

Resources: <https://brightdrops.com/confucius-quotes>
<https://www.ducksters.com/history/china/confucius.php>

Closing/Reflection Activity:

Students can be encouraged to research other cultures to see who has influenced their rules/laws; for example, how has the teachings of Jesus influenced Christian thought, or the Prophet Muhammed influenced Islam.

Post-Assessment: Students will demonstrate proficiency by presenting their findings about Confucius's teachings and how they align with the PBIS matrix (with the group), and by completing a meme or poster which highlights one of the sayings (individual).

Extension Activities/Extending the Lesson/Cross-Curricular Connections (2-3 ideas):

One way of extending this lesson is to use it as a springboard for discussing the teachings of Laozi. Further learning could also extend to Buddhism and Neo-Confucianism.



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Links to examples:

KWL Chart: <http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html>

A Kid Explains Confucius: <https://www.youtube.com/watch?v=6TR5RWLmYbw&t=2s>

PBIS Matrix: <http://www.perrysburgschools.net/jacketway2961.aspx>

Ducksters biography: <https://www.ducksters.com/history/china/confucius.php>

Khan Academy: <https://www.khanacademy.org/humanities/world-history/ancient-medieval/zhou-qin-han-china/v/confucius-and-confucianism>