
Chinese Philosophy

Goals & Objectives

Students will learn about the life and teachings of Confucius, Buddha and Lao-tze. Students will identify the belief systems of these philosophers and interpret the meaning and significance of quotes made by each.

California Content Standards

7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.

7.3.3 Analyze the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods.

Lesson Introduction

The teacher will engage the class in a group discussion of what the word *Philosophy* means. Ask students to brainstorm several philosophies and belief systems that are prominent in our culture.

Vocabulary

Students will create a picture dictionary using the key terms for the lesson. The picture dictionary will include the term, the definition and an image or graphic that depicts the meaning of the term. Key terms include:

- *Philosophy*
- *Sacred text*
- *Reincarnation*
- *Proper Conduct*
- *Sage*
- *Ethical*

Content Delivery (Method of Instruction)

The teacher will deliver a lecture presentation on the lives and philosophies of Confucius, Buddha and Lao-tze. The lecture will discuss each philosopher's views on how people should treat each other, live within a society, and honor the natural world around them.

Guided notes will accompany the lecture. <http://portal.sliderocket.com/BFNWS/Chinese-Philosophers>

Student Engagement (Critical-Thinking & Student Activities)

During the lecture, students will complete guided notes that help them organize and record key information from the lecture. The guided notes will follow the lecture and will incorporate comprehension questions (students will identify which beliefs belong to each philosopher) and critical-thinking questions (students will interpret a set of quotes and determine who would have said each – Confucius, Buddha or Lao-tze).

Lesson Closure

Students will compose a double-entry journal of selected quotes from these philosophers. On the left-hand side of the paper the student writes in the quote. On the right-hand side of the paper the student responds to the quote commenting on what it means and how it is applicable in the world today.

Assessment (Formative & Summative)

Formative – During the lecture the teacher will stop and ask students both comprehension and critical-thinking questions. During the student engagement activity, the teacher will roam around the room and examine student answers to check for understanding.

Summative – Evaluation of student responses on the Double-Entry Journal will help the teacher determine if the goals and objectives of the lesson were met.

Accommodations for English Learners, Striving Readers and Students with Special Needs

The picture dictionary and guided notes provide a scaffold to aid students with special needs. Along with these supports, students with special needs will also be provided a graphic organizer that identifies the key beliefs of each philosopher. They will use these supports as they work through the critical-thinking questions.

Lesson Resources

[Asia for Educators](#)

[Asia Society](#)

[Discovery Education](#)

[Stanford Encyclopedia of Philosophy - Confucius](#)

[Stanford Encyclopedia of Philosophy - Buddha](#)

[Stanford Encyclopedia of Philosophy - Laozi](#)