



Confucius

13

✔ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Locate Asia, India, and China on a map or globe
- ✓ Describe the teachings of Confucius
- ✓ Describe the key components of a civilization

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Identify that the main topic of the read-aloud is about Confucius (RI.2.2)
- ✓ Describe the connection between Confucius’s teachings and Confucianism (RI.2.3)
- ✓ Identify that the main purpose of the read-aloud is to tell about Confucius (RI.2.6)
- ✓ Explain why Confucius began his teachings with a focus on the family and how this focus helps to achieve his goal of having a peaceful nation (RI.2.8)
- ✓ Contrast orally the life and work of Siddhartha Gautama and Confucius (RI.2.9)
- ✓ With assistance, categorize and organize facts and information about ancient Chinese leaders onto an Early Asian Civilizations Chart (W.2.8)
- ✓ Recount personal experiences involving learning by example and the saying “practice what you preach” (SL.2.4)
- ✓ Use irregular past tense verbs correctly in oral language exercises (L.2.1d)

- ✓ Create sentences using irregular present and past tense verbs in shared language activities (L.2.1f)
- ✓ Use sentence-level context as a clue to the meaning of multiple-meaning word *subjects* (L.2.4a)
- ✓ Identify real-life connections between words—*Confucianism, sages, subjects, peaceful, and violent*—and their use (L.2.5a)
- ✓ Distinguish shades of meaning among antonyms—*peaceful* and *violent*—and their closely related words on a Horizontal Word Wall (L.2.5b)
- ✓ Explain the meaning of “practice what you preach” and use in appropriate contexts (L.2.6)

Core Vocabulary

eager, *adj.* Having great interest in something or really wanting to do something

Example: Lin was eager to hear about the special plans her parents made for her spring break.

Variation(s): none

example, *n.* Someone or something that serves as a model or pattern to be copied or followed

Example: Patty wanted to follow her mother’s example and become a well-known doctor.

Variation(s): examples

sages, *n.* People known for their wisdom and judgment

Example: The sages gathered to share ideas for world peace and a better future.


Variation(s): sage

Vocabulary Chart for Confucius			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	Analects armies <i>Confucianism</i> Confucius history sages	behave eager example divided/united greedy leaders peaceful/violent* ruled wise	education family kindness parents/children teacher
Multiple Meaning		practice <u>subjects</u>	
Phrases	Golden Rule learning by example sayings and teachings	in fear of	
Cognates	<i>Confucianismo</i> Confucio historia	ejemplo dividido(a)/ unido(a) pacífico(a)/ violento(a)*	educación familia

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. It uses the same image sequence as the *Tell It Again! Read-Aloud Anthology*.

1. 13A-1: Troubled China
2. 13A-2: Confucius studying as a child
3. 13A-3: Confucius teaching
4. 13A-4: Confucius with two students
5. 13A-5: Confucius teaching
6. 13A-6: *Analects*

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Learned?	Early Asian Civilizations Chart; Image Card 10	15
	Introducing Confucius	Response Card 5	
	Vocabulary Preview: Confucianism, Sages		
	Purpose for Listening		
Presenting the Read-Aloud	Confucius		15
Discussing the Read-Aloud	Comprehension Questions	image 7A-5; world map	10
	Sayings and Phrases: Practice What You Preach		
 Complete Remainder of the Lesson Later in the Day			
Extensions	Multiple Meaning Word Activity: Subjects	Poster 7M (Subjects)	20
	Syntactic Awareness Activity: Irregular Past Tense Verbs		
	Vocabulary Instructional Activity: Peaceful/Violent	long strip of chart paper; index cards; red and green markers	
	End-of-Lesson Check-In: Ancient China	Response Card 6	

Advance Preparation

For Vocabulary Instructional Activity, prepare a Horizontal Word Wall with the word *peaceful* on the far left and the word *violent* on the far right. You may wish to write synonyms of these words on index cards, and, with students' help, place them on the continuum between the end words. (See activity for word suggestions.)

For End-of-Lesson Check-In, prepare questions about ancient China that students can answer by pointing to specific items on their Response Cards.



Confucius

13_A

Introducing the Read-Aloud

15 minutes

What Have We Learned

	Cities	Jobs	Leaders	Writing	Religion
Early Indian Civilization	Image Card 2 Mohenjo-daro	Image Card 1 farmers grain traders	priests Image Card 6 Asoka	Image Card 3 [check mark]	Image Card 4 Hinduism Image Card 5 Buddhism
Early Chinese Civilization	Image Card 8 [check mark]	Image Card 7 farmers traders	kings Image Card 10 Emperor Qin	Image Card 9 calligraphy	Image Card 5 Buddhism

- Review the information already listed on the chart for early Chinese civilization. Remind students that a civilization has cities, different kinds of jobs, leaders, some form of writing, and religion. Have students tell their partner about the information they have on their individual charts.
- Show students Image Card 10 (The Great Wall). Talk about the Image Card and have students briefly share what they learned from the previous read-aloud about the Great Wall of China.
 - Ask students, “What was the Great Wall originally used for?”
 - The Great Wall was used for defense.
 - Ask students, “Who decided to build the Great Wall?”
 - Qin Shi Huangdi decided to build the Great Wall.
- Tell students that you are going to place this Image Card on the chart in the *Leaders* column. Write *Emperor Qin* on the chart and have students write *Emperor Qin* in the corresponding box on their chart.

Introducing Confucius

- Tell students that they have already learned about one influential person from early Asia: Siddhartha Gautama, or the Buddha.
- Using Response Card 5, have students share with their partner what they remember about Siddhartha Gautama. You may wish to ask:



- Where is he from?
 - ancient India
- What was his childhood like?
 - He was an Indian prince from a wealthy family. His parents wanted to keep him away from the suffering in the world.
- What is he known for?
 - He is the first Buddha and founded Buddhism.

← **Show image 13A-3: Confucius teaching**

- Tell students that today they will hear about another important person in early Asian history—a wise and intelligent man named Confucius. Ask students whether they can find this person in the illustration.
- Tell students that Confucius had many ideas about how people should interact with each other and had many teachings about how people should behave. Tell students that they will hear about some of his ideas in this read-aloud.

Vocabulary Preview

Confucianism

1. In today's read-aloud, you will learn about the teachings of Confucius that became a way of thinking called *Confucianism*.
2. Say the word *Confucianism* with me three times.
3. Confucianism is a way of thinking that uses the teachings of Confucius. It is *not* a religion and does not have any gods. Confucianism teaches what Confucius believes is the way to have a peaceful life and right living.
4. Matsuwa learns about Confucianism at a school he attends on the weekends.
5. Is Confucianism a religion? Does Confucianism have any gods?

Sages

1. In today's read-aloud you will hear that China used to be ruled by *sages* and not by kings.
2. Say the word *sages* with me three times.
3. Sages are people who are very wise and knowledgeable and have good judgment between what is right and wrong.

4. When Confucius was young, he learned from the sages in his village. The sages shared their ideas for world peace and a better future.
5. How do you think someone can become a sage? Do you think a sage is a young person or an older person? What kinds of things do you think a sage would know?

Purpose for Listening

Ask students what they think they are going to learn from this read-aloud. Confirm that the main topic of this read-aloud is on Confucius. Tell students to listen carefully to hear about his childhood and the ideas he had as he grew older.

By the end of the lesson, students should be able to:

- ✓ Describe the teachings of Confucius



Confucius

← Show image 13A-1: Troubled China

There was a time when China, an enormous—very large—country, was divided into small areas ruled by many different leaders. No two leaders agreed with one another, and instead of listening to each other, they formed large armies and fought long, violent—harmful and harsh—wars against one another. Greedy leaders wanted to conquer all of China for themselves. These greedy leaders only cared for themselves. They did not care about the common people—or the regular people—who never had enough to eat and lived their lives in fear of the violent attacks by other armies.



← Show image 13A-2: Confucius studying as a child

It was during this violent time in China's history that Confucius was born.

Confucius was born into a poor family more than two thousand years ago. Although his family was poor, his mother believed that education was very important and made sure that he was able to learn from the many wise teachers—or sages—in his village.

Confucius also taught himself many subjects. He was happiest when studying history—learning about the ways in which people lived long before he was born. Through his study of Chinese history, he learned something remarkable: he learned that China had not always been so divided and violent. It had once been a peaceful, united country. He learned that China used to be ruled by wise **sages**—or very knowledgeable and intelligent people. These **sages** wanted to help the people. The **sages** were not like the greedy leaders during Confucius's time.

Confucius began to dream of a time in the future, when people could live in a peaceful land ruled by wise **sages** once again. He wanted to spread the word that it was possible to live without wars and violence. He wanted people to know that they did not have to live their lives in fear of violent attacks and greedy leaders. He wanted to give people hope for a better tomorrow. He wanted people to know that there could be peace in the land.



← **Show image 13A-3: Confucius teaching**

Confucius decided to spend his life educating others and teaching them how to live life in a more peaceful way. He began by trying to tell Chinese leaders of his ideas, but they were not interested.

Although the Chinese leaders did not want to listen to him, other people were **eager**—and interested—to hear what he had to say.

Confucius taught his **eager** students how to create a peaceful country. He would often begin his lessons by asking them to start with themselves and their own families. “Do you fight amongst yourselves?” he asked. “Do you argue with your parents? Or steal from your brothers and sisters?”

Confucius explained that if people could not get along in small groups—for example, if people could not get along in their families—how could they expect their leaders to control the behavior of whole cities and towns?

Confucius taught, “Respect your parents. Obey them and take care of them as they take care of you. If you practice kindness in your families, then you shall also practice kindness in your communities—and kindness will spread to all people in all parts of the land.”



← **Show image 13A-4: Confucius with two students**

Confucius’s students would often ask him, “How should we treat one another?”

His answer was always the same, and it sounded simple: “Never do to others what you would not like them to do to you.”

Do you recognize these words? Have you heard them before?

[Pause for student responses.]

These words have the same meaning as the saying “do unto others as you would have them do unto you.” Many groups of people have similar sayings with the same meaning. This saying is often called the Golden Rule.

Confucius believed in the Golden Rule and felt that if people always treated one another with kindness, the world would be a better place.



← Show image 13A-5: Confucius teaching

Confucius also believed that education was very important. Confucius thought that it was necessary to continually study and learn different subjects in order to become a **sage**—or wise person.

In ancient China, only people with money were allowed to go to school. Confucius thought that this was wrong. He believed that all people, rich and poor, should have equal opportunities to learn.

Confucius also taught, “Learning never stops. A wise person learns from others *in and out* of school.”

Confucius meant that although you might learn important information in the subjects you have in school, you could also learn a great deal about how to behave—or act—toward one another outside of school.

Have you ever heard of learning by **example**?

[Pause for student responses.]

An **example** is someone or something that can be copied or followed. When you learn by **example**, you see someone doing something and you imitate—or copy—what that person is doing. If your teacher shouted all day long, then your teacher’s **example** might make you think that shouting all day long was the right way to behave. So you might begin to shout all day long, too! But, if your teacher spoke politely, then your teacher’s **example** might make you begin to speak politely, too. This is learning how to speak by **example**.



← Show image 13A-6: *Analects*

[Ask students what they see in this image.]

- Chinese characters/calligraphy

If you wanted to read Confucius’s teachings today, where would you go?

Some of Confucius’s students thought his ideas were so important that they wrote them down in a book called the *Analects*. This is an image of a page from the *Analects*. People who practice Confucianism study and try to work out the ideas that are written in the *Analects*. Confucianism is not a religion like Hinduism or Buddhism; it is a way of thinking. This way of thinking is practiced all around the world today, particularly in China, South Korea, Vietnam,

and Japan. Schools were even created to teach the sayings of Confucius, found in the *Analects*. Some of these schools still exist today.

If you are able to read the Chinese characters written in the *Analects*, you would be reading the ideas and thoughts of a **sage**.

Discussing the Read-Aloud

10 minutes

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. Ask students to answer in complete sentences by having them restate the question in their responses. Model answers using complete sentences as necessary.

1. *Literal* Who did you hear about in today's read-aloud?

- I heard about Confucius.

What country was Confucius from?

- Confucius was from China.

[Have a student locate China on a world map.]

2. *Literal* What kind of place was China when Confucius was a child?

- China was a violent and dangerous place with a lot of fighting between the armies of different lands. The leaders were greedy and did not care for the common people. The people did not feel safe.

3. *Inferential* Did Confucius go to school when he was young?

- Yes, Confucius did go to school when he was young.

What was his favorite subject? Why did he like that subject?

- His favorite subject was history because he liked to learn about the way the Chinese used to live.

4. *Literal* What did Confucius become when he grew older?

- He became a teacher.

What did he teach?

- He taught his students to practice kindness in their families, to never do to others what they would not like others to do to them, and to always keep learning.

What is the way of thinking taught by Confucius called?

- The way of thinking taught by Confucius is called Confucianism.

5. *Inferential* Confucius believed in learning by example—that is, learning by watching and doing what others do. Can you think of an instance of learning by example?
 - Answers may vary. [You may wish to prompt students by having them think about different situations, (e.g., if they see their parents always reading books, they may read more books too; if they watch their aunt make cookies, they might learn how to make those cookies too; if they watch the art teacher draw something, they may learn how to draw that too.)]
6. *Literal* If you want to learn about Confucius’s teachings today, what book can you find them in?
 - If I want to learn about Confucius’s teaching, I can find them in the *Analects*.



← **Show image 7A-5: Enlightened Buddha**



← **Show image 13A-3: Confucius teaching**

7. *Evaluative* How are Siddhartha, or the Buddha, and Confucius different?
 - Answers may vary and may include that they had different childhoods; Siddhartha began the religion called Buddhism, Confucius did not begin a religion but a way of thinking called Confucianism.

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames:

Did Confucius think being kind to your family was important? (Yes/No)

I think Confucius asked his students to start with themselves and their families first because . . .

If families . . . , then . . .

8. *Evaluative Think Pair Share:* You heard that Confucius would always ask his students to think about themselves and their families first. He taught his students to respect and obey—or listen to—their parents. He taught his students to practice kindness in their families. Why do you think Confucius asked his students to start with themselves and their families?

9. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Sayings and Phrases: Practice What You Preach

Note: Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. Although some proverbs do have literal meanings—that is, they mean exactly what they say—many proverbs have a richer meaning beyond the literal level. It is important to help your students understand the difference between the literal meanings of the words and their implied or figurative meanings.

- Remind students that in today’s read-aloud, they heard about Confucius and his teachings. Ask students if they remember what the Golden Rule is.
 - Do unto others as you would have them do unto you.
- Remind students that one of his teachings was similar—“never do to others what you would not like them to do to you.” Invite partner pairs to think of applications of this teaching.
- Remind students of another one of Confucius’s teachings—learning by example. Have students think of a time they learned something by example.
- Tell students that there is a saying that relates to the Golden Rule and learning by example and that is “practice what you preach.” This saying means that you should act the way you tell others to act and do what you tell others to do. Ask students, “Do you think people would follow a leader’s orders if he would not do those same things himself? Do you think people would have followed Confucius’s teachings if Confucius did not follow them himself?”
- Ask students if they can think of any situations when they saw someone practice what s/he preached. Ask students to recount their personal experiences with this saying.



Complete Remainder of the Lesson Later in the Day



Confucius

13_B

Extensions

20 minutes

↔ Multiple Meaning Word Activity

Context Clues: Subjects

Note: You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described or have a student walk up to the poster and point to the image being described.

1. [Show Poster 7M (Subjects).] In the read-aloud you heard, “Confucius taught himself many *subjects*.” Here *subjects* means classes that you study in school, like language arts, social studies, or science. Which picture shows this?
 - one
2. *Subjects* also means the people who live in a country that is ruled by a king or queen. Which picture shows this?
 - two
3. I’m going to say some sentences with the word *subjects*. Hold up one finger if my sentence tells about *subjects* in picture one; hold up two fingers if my sentence tells about *subjects* in picture two.
 - Confucius learned different subjects in school, but he also learned some subjects on his own.
 - one
 - LingLing’s favorite subjects in school are English and science.
 - one
 - The subjects stood up as the queen entered the room.
 - two
 - The kingdom’s subjects were unhappy with their king’s decision to go to war.
 - two
 - What are your favorite subjects in school?
 - one

↔ Syntactic Awareness Activity

Irregular Past Tense Verbs

Note: The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds. There may be variations in the sentences created by your class. Allow for these variations, and restate students' sentences so that they are grammatical.

1. We have been talking about some verbs or action words that are irregular. What does it mean when I say that some verbs are *irregular*? What is different about irregular verbs? (An irregular verb does not have *-ed* at the end when you write about it in the past tense. An irregular verb does not have the sound /t/, /d/, or /ed/ at the end when you speak about it in the past tense.)
2. Now I will say two sentences related to what you heard in the read-aloud about Confucius. One sentence talks about something that is happening now, and the other sentence talks about something that has already happened.
 - Armies *fight* against one another.
 - Armies *fought* against one another.
3. What did the verb *fight* change into to show it already happened? (*fought*) Notice I did not say *fighted*; I said *fought*.
4. Let's play a game with irregular verbs you heard in the read-aloud. I will say my sentence as if it is happening today or now. You will say the sentence to show that it already happened long ago.

Note: If students have difficulty saying the past tense of each irregular verb, give them with the incorrect form for contrast. For example, you might ask students, "Should we say, 'A long time ago, wise teachers *teached* Confucius,' or 'A long time ago, wise teachers *taught* Confucius'?" Guide students in recognizing that the past tense of *teach* is *taught*, not *teached*. Tell students that the more they listen to stories and hear these irregular verbs, the more they will remember them and use them when they talk.

1. Today, wise teachers teach Confucius at school. > A long time ago, wise teachers taught Confucius at school.

2. Today, Confucius spends his time teaching others. > A long time ago, Confucius spent his time teaching others.
3. Today, Confucius dreams of a peaceful future. > A long time ago, Confucius dreamt of a peaceful future.
4. Today, Confucius speaks to his students about being kind. > A long time ago, Confucius spoke to his students about being kind.
5. Today, Confucius gives hope to the people for a better tomorrow. > A long time ago, Confucius gave hope to the people for a better tomorrow.

↔ Vocabulary Instructional Activity

Horizontal Word Wall: Peaceful/ Violent

Materials: long horizontal chart paper; words written on index cards:

In green: *peaceful, nonviolent, quiet, calm, tranquil, serene*

In red: *violent, harsh, forceful, harmful, fierce, raging*

1. In the read-aloud you heard that Confucius taught his students how to live in a *peaceful* way. He told them that they did not have to be scared of *violent* attacks.
2. Say the word *peaceful* with me three times.
Say the word *violent* with me three times.
3. *Peaceful* means calm and not in a situation of fighting.
Violent means a situation where force and harshness is used that causes harm to people.
4. First we will make a Horizontal Word Wall for *peaceful* and *violent*. Then you will make up sentences using the words on the word wall.
5. [Place *peaceful* on the far left of the chart. Then show *violent* and ask where it should go. (on the far right). Hold up the rest of the cards one at a time and ask on which side it should be placed on the Horizontal Word Wall.]
6. [Have students choose two different-colored words and make up a sentence using the words. Call on several students to share their sentences. Some students may be able to write down their sentences.]

10 End-of-Lesson Check-In

Ancient China

Choose four students to focus on, and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, or ten based on your evaluation of students' understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- Ask students the questions you have prepared about ancient China. Students may answer your questions by pointing to specific items on their Response Cards.
- You may also wish to have partner pairs ask one another questions about what they learned about ancient China.
- Sample questions may include:
 - What are some inventions of the ancient Chinese?
 - Answers may vary, but could include: seed drill, iron plow, harness, water pump, paper, woodblock printing, silk, etc.
 - The steps to make this item were kept a secret for a long, long time.
 - silk
 - What took the ancient Chinese fifteen hundred years to make?
 - Great Wall