



Confucius

13

☑ Lesson Objectives

Core Content Objectives

Students will:

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

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 or additional standards addressed in all lessons in this domain.

Students will:

- ✓ Interpret information from a Venn diagram comparing and contrasting Confucius and Siddhartha and connect it to information learned in “Confucius” (RI.2.7)
- ✓ Compare and contrast, in writing, Confucius and Siddhartha (RI.2.9)
- ✓ With assistance, categorize and organize facts and information from “Confucius” in a Venn diagram (W.2.8)
- ✓ Ask and answer *who* questions orally to gather information or deepen understanding of the information contained in “Confucius” (SL.2.3)
- ✓ Recount a personal experience involving the saying “practice what you preach” with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences (SL.2.4)
- ✓ Distinguish shades of meaning among the adjectives *willing*, *eager*, and *impatient* (L.2.5b)

- ✓ Learn common sayings and phrases such as “Practice what you preach” (L.2.6)
- ✓ Prior to listening to “Confucius,” identify orally what they know and have learned about Siddhartha Gautama

Core Vocabulary

eager, *adj.* To have 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 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

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	chart paper, chalkboard, or whiteboard world map or globe	10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Confucius		15
<i>Discussing the Read-Aloud</i>	Comprehension Questions	world map or globe	10
	Word Work: Eager		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Sayings and Phrases: Practice What You Preach		20
	Venn Diagram: Confucius and Siddhartha Gautama (the Buddha)	Instructional Master 13B-1 chart paper, chalkboard, or whiteboard	



Confucius

13_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Tell students that they have already learned about one influential person from early Asia: Siddhartha Gautama, or the Buddha. Review with students who this individual was (an Indian prince) and why he was influential. (He founded Buddhism, a widely practiced religion.) Ask students to share what they learned about Siddhartha's life in India: first at his family's palace; then after he ventured outside of the palace; and finally what he hoped to discover from all of the teachers with whom he studied. Have students describe what kind of person they think Siddhartha, or the Buddha, might have been. As students share their thoughts, write down what they say on chart paper, a chalkboard, or a whiteboard. Finally, have students locate the country of India, the place where the Buddha was born, on a world map or globe.

Note: Although a comparison is intended to be made between Confucius and Siddhartha Gautama, Confucianism is not a religion, but a philosophical system for the management of society.

Purpose for Listening

Tell students to listen carefully to find out about another influential person from Asia and what country this person was from.



Confucius

◀ Show image 13A-1: Troubled China

Long ago, in the Chinese kingdom of Lu, a baby was born. Known as Confucius, he was born at a time when all of China was experiencing great troubles. China, an enormous 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, tiresome wars against one another. Robbers rode through the countryside hurting other people, and greedy leaders wanted to conquer all of China for their own selfish reasons. They did not care about the ordinary people, who never had enough to eat and lived their lives in fear for their own safety.



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

Confucius was born into a poor family more than two thousand years ago. His father died when he was very young, but his mother believed that education was very important and made sure that he was able to learn from the many wise teachers in his village. Confucius also taught himself many subjects.¹ He was happiest when studying history—learning about the ways in which people lived long before he was born. He learned that China had not always been so divided. It had once been a peaceful, united country ruled by wise **sages** who wanted to help their people.² Confucius began to dream of a time in the future, when people could live in a peaceful land led by wise rulers and their sages once again. He wanted to spread the word that it was possible to live without wars and confusion. He wanted to give people hope for a better tomorrow.

1 The word *subjects* in this sentence means areas of knowledge that are studied in school. The word *subjects* can also mean the people who live in a country that is ruled by a king or queen.

2 Sages are people who are known for their wisdom.



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

3 Why do you think the Chinese leaders were not interested in Confucius's ideas?

4 *To be eager* means to have great interest or desire in something.

5 Why did Confucius begin his quest for change with families? Do you think these teachings inspired the peaceful and unified results Confucius hoped for in his country?

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 convince Chinese leaders of his ideas, but they were not interested.³ Although the Chinese leaders refused to listen to him, other people were **eager** to hear what he had to say.⁴ As he taught his students how to build a peaceful country, Confucius would often begin his lessons by asking them to start with their own families. “Do you fight amongst yourselves?” he asked. “Do you argue with your parents? Or steal from your brothers and sisters?” Confucius reasoned that if people could not get along in small groups, how could they expect their leaders to control the behavior of whole cities and towns? “Respect your parents,” Confucius taught. “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.”⁵



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

Confucius's students would often ask him, “How should we treat one another?” His answer, always the same, sounded simple. “Never do to others what you would not like them to do to you,” he replied.

Do you recognize these words? Have you heard them before? 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 particular saying is often called the Golden Rule, because it is believed to be a very important way for people to live their lives. Confucius believed in the Golden Rule and felt that if people always treated one another with kindness, the world would be a better place. Confucius also believed that if leaders were able to stop all wars, feed the hungry, and make sure that people were safe in their cities and towns, everyone could live in a happier world.⁶

6 Do you agree with Confucius?



← **Show image 13A-5: Confucius teaching**

These were just a few of the ideas Confucius shared with others. Confucius also believed that education was very important and tried to share this belief with many people. Confucius thought that it was necessary to continually study and learn in order to become a sage, or wise person. In ancient China, as in many countries long ago, 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.⁷

7 Can you think of other people you may have studied who felt that education was important for everyone? Do you think education is important?

8 An example is someone or something that serves as a model to be copied or followed.

Learning never stops, according to the teachings of Confucius. A wise person learns from others in and out of school. Confucius meant that although you might learn important information about history and literature in school, you could also learn a great deal about how to behave toward one another outside of school. Have you ever heard of learning by **example**?⁸ If your teacher shouted all day long, then his/her example might make you think that this was the right way to behave. So you might begin to shout all day long, too! But, if your teacher spoke politely, then you might be more apt to speak politely, too. You learn how to speak by example.



← **Show image 13A-6: Analects**

Confucius had devoted students. After he died, some students thought his ideas were so important that they wrote them down in a book called the *Analects*.⁹ This book formed the basis of Confucianism, a way of thinking that is practiced widely around the world today, particularly in China, South Korea, Vietnam, and Japan.¹⁰ Schools were even created to teach the sayings of Confucius, found in the *Analects*. If you ever hear someone quote Confucius, perk up your ears and listen closely. You will probably hear something very wise indeed!

9 This is an image of a page from the *Analects*.

10 So Confucianism is not a religion, but is a way of thinking.

Comprehension Questions

10 minutes

1. *Literal* What influential person did you hear about in today's read-aloud? (Confucius) What country was Confucius from? (China) [Have students locate China on a world map or globe.]
2. *Inferential* What kind of place was China when Confucius was a child? (The Chinese leaders disagreed and fought constantly with each other; ordinary people were treated poorly, and no one felt safe.)
3. *Inferential* Confucius wanted China to be a place where people could live in peace without wars and conflict. Where did Confucius believe that changes for a better world should begin? (in the home with families)
4. *Inferential* Why was education so important to Confucius? That is, why did he decide to spend his life teaching others? (He believed that education helped people learn to treat one another with kindness and respect.) Did Confucius believe that education only happened in schools? (No, he thought people could learn by example anywhere.)
5. *Inferential* How did Confucius educate others in his beliefs? (Confucius helped his students to learn to live life in a more peaceful way, and demonstrated by example how people should treat one another.)
6. *Inferential* How did Confucius believe people should live their lives? (by not treating one another in ways that they would not like to be treated; respecting their parents)
7. *Inferential* How did followers of Confucius continue his work after he died? (His students wrote down his ideas in a book called the *Analects*; the *Analects* were used as a tool to teach Confucianism.)
8. *Literal* Are the teachings of Confucius still being taught? (Yes, Confucianism is practiced all over the world, and schools have been created to teach his philosophy.)
9. *Evaluative* What are some things that you have learned by example? (Answers may vary.)

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

10. *Evaluative Who? Pair Share*: Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *who*. For example, you could ask, “Who did you hear about in today’s read-loud?” Turn to your neighbor and ask your *who* question. Listen to your neighbor’s response. Then your neighbor will ask a new *who* question and you will get a chance to respond. I will call on several of you to share your questions with the class.
11. 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.]

Word Work: Eager

5 minutes

1. In the read-aloud you heard, “Although the Chinese leaders refused to listen to him, other people were *eager* to hear what [Confucius] had to say.”
2. Say the word *eager* with me.
3. *Eager* means to have great interest in something or to really want to do something.
4. Stacy was eager to open her presents during her birthday party.
5. Has there ever been a time when you were eager to do something? Try to use the word *eager* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I was eager to . . . ”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: The word *eager* is similar in meaning to several other words, but those words have a slightly different meaning. As you've just heard, *eager* means you really want to do something. The word *willing* is similar to *eager*, but if you are willing to do something, you are not as excited about it as you are if you are eager. There is another word that is similar: the word *impatient*. If you are impatient for something to happen, you really, really want it to happen soon. I am going to give you a few different situations, and I want you to tell me if you would be willing to do that thing, eager to do it, or impatient to do it. (Answers may vary for all. You may want students to describe their choices by using the words *willing*, *eager*, and *impatient* in complete sentences.)

1. Celebrate your birthday
2. Play your favorite game with your best friend
3. Try a new food for dinner
4. Read a new book



Complete Remainder of the Lesson Later in the Day



Confucius

13_B

Extensions

20 minutes

Sayings and Phrases: Practice What You Preach

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. One of his teachings was “never do to others what you would not like them to do to you.” Another one of his teachings said that, when a leader behaves correctly, s/he does not have to tell people what to do for them to behave correctly, too. But if a leader behaves incorrectly, when s/he tells others what to do, they might not follow those orders because the leader does not do them. A saying that goes well with both of these teachings is “practice what you preach.” This saying means that you should act the way you tell others to act. Ask students, “Do you think people would follow a prince'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.

Venn Diagram: Confucius and Siddhartha Gautama (the Buddha) (Instructional Master 13B-1)

Remind students that the read-aloud they heard earlier was about the true story of a man named Confucius, who lived a long time ago and whose teachings became influential. Tell students that in an earlier read-aloud they learned about another man whose teachings became influential, Siddhartha Gautama, the Buddha. Share with students that in today's activity they are going to compare and contrast these two important figures in early Asian history using a Venn diagram. Remind students that *to compare* means to tell how things or people are similar, and *to contrast* means to tell how things or people are different.

Draw a Venn diagram on chart paper, a chalkboard, or a whiteboard. Share with students that, as they discuss these two figures, you are going to write down what they say on the board, but that they should also make notes on their Instructional Masters. Tell students that the word above the left circle of the Venn diagram says "Confucius" and the words above the right circle of the Venn diagram say "the Buddha." Ask students to think about what they have learned about the Buddha and Confucius. You may want to reread or use some of the images from Lessons 7 and 13 as reminders for information. As students share facts about the two figures, ask if each fact is something that the Buddha and Confucius have in common, or if the fact is unique to one or the other. Write any similarities in the overlapping part of the Venn diagram.