"Chinese Philosophy and Religion Fair"

Purpose:

So students will gain an understanding of the major philosophies and religions of China. Students will be able to discuss the effects these beliefs had on China's past and how they still impact China in the present.

Learning Objectives:

Students will investigate the following belief systems: Confucianism, Buddhism, Daoism, and Legalism.

Students will learn and utilize note-taking skills by conducting book research in the school library.

Students will prepare colorful posters illustrating and highlighting the major points of these beliefs. These posters will be displayed prominently in the hallways.

Students will create a power point presentation for each of these beliefs for the class.

Students will present an oral presentation to coordinate with the posters and the power point presentation. A typed copy will be submitted to the teacher.

Students will be functioning in cooperative groups to successfully complete a presentation.

Students will use this information to help them understand the historical and cultural perspectives of the Chinese people.

Rationale:

When studying China, the vast majority of students have very little actual prior knowledge. They do, however, have many cultural misconceptions and a firm grip on stereotypes. To really understand the Chinese, past and present, one needs to understand their core beliefs. The students need to know how they think; what their motivations are; what they hold important. Otherwise the students just don't get it. The Chinese culture is so foreign to my students, and many Americans, that we need to start here to have any hope of truly reaching an understanding.

All of these beliefs/philosophies are required benchmarks in the Ohio state curriculum. The understanding and connection of cultures is an additional point of emphasis within the Ohio state curriculum. Furthermore, these topics are addressed on the eighth grade Ohio Achievement Test for social studies and the Ohio Graduation Test.

Lesson Summary:

For this activity the students will be divided into four groups. Each group will be assigned one of the following beliefs/philosophies: Legalism, Daoism, Buddhism, or Confucianism. I would pick the groups myself for this assignment so as to have more heterogeneous groups. Each group is to prepare a power point presentation, two posters, and an oral presentation.

Grade level: 7th grade – four groups of roughly 5- 8 students per group
Time: 4 forty minute class periods spanning two weeks to allow for out of class time if necessary.
Materials: copies of project sheet, copies of grading rubrics, access to the library, access to computers, poster board, art supplies

Day 1 – Set up

Note: The groups and the topics will have already been prepared before this first class meeting. The laptops and or the computer lab have been reserved in advance. Also, it is necessary to meet with the school librarian before this class period so appropriate materials can be pulled and prepared.

Before class starts prepare several posters or signs which convey blatant stereotypes of members of the class. Hang these in the library before the classes enter. These signs are designed to spark conversation, and yes, even a little animosity. Discuss how the students feel about the statements. Have they heard statements like these before? When Where? By whom? Do the statements represent them? Their families? Friends? How did these types of statements come to be and why are they perpetuated? Use this discussion to lead into conversation about Asian stereotypes and misconceptions and introduce the lesson.

NOTE: You know your students best. Be sure that you are careful not to offend any particularly sensitive students.

After dividing up into groups, the students will assign tasks and begin research using print materials only. Facilitate with students' note taking and research techniques.

Day 2 and 3 – Laptops/Computer lab

Students will continue doing research using web searches. Facilitate the searches so only sites with appropriate and accurate content are being accessed. Students at this point may also begin working on the power point presentations. Students not creating the power point should be given access to the poster board and art supplies to begin work on the posters. The others should begin work on the oral presentation. During the creation of the posters and oral presentations, be available to help in any way.

Day 4 – Presentations

Today the groups will give their presentations. Allow time for the class to ask the presenters any questions they may have about their research.

Grading:

The project guidelines sheet and the included rubrics below will be used for grading purposes. Additionally as an exit pass, the students in each class will have to choose which system they think is best and provide a brief explanation of why they think so.

Chinese Religion and Philosophy Fair

Task: You and your group have been chosen to prepare a presentation highlighting one of the major religions or philosophies of China. You and your group mates must work together to prepare and present the following items:

1. One power point presentation covering the following topics (15 slide minimum):
   - History: foundations/founders, past conflicts, etc.
   - Teachings/philosophies
   - Beliefs/tenets
   - Famous or influential leaders or supporters
   - Famous temples or shrines in China
   - Place in modern China today

2. Two colorful and accurate posters depicting some main points of your assigned religion or philosophy from the above list. These posters will be put on display in the hallway to educate others outside our class.

3. An oral presentation which ties together the posters and the power point presentation. A typed copy of the presentation must be submitted to me at the time of the presentation.

4. There will be a short question and answer period upon the completion of your presentation. Be prepared to field questions from the class regarding your topic.

Procedures: You will be given one class period in the library to begin your research using print materials only. Be prepared to take accurate and complete notes. You will also have access to the laptops for two more class periods to conduct research, type your oral presentations, and create your power point. Poster makers will be provided with poster board and art supplies to make your posters at this time. How your group decides to divide up the workload is up to you. I strongly recommend that you all do research on the first day and divide tasks later based on each others' strengths and skills. I will be using the attached rubrics to assess the success of your group. Use them to guide you in the planning, research and completion of your project.

Remember: You are on a time schedule. Work diligently. Work together. And ask for help if you need it.

Complete the following information as it is given to you:

Group Mates: _____   _____

                    _____   _____

                    _____   _____

Topic: _____

Important Dates: Library Day: _____

                    Laptop Days: _____ and _____

                    Presentation Due Date: _____

PowerPoint Assessment Rubric

CATEGORY	SUPERIOR (10 PTS)	EXCELLENT (9 PTS)	GOOD (7 PTS)	FAIR/POOR (6-5 PTS)	POINT TOTALS
ORIGINALITY	Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.	Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.	Presentation shows an attempt at originality and inventiveness on a few slides.	Presentation is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought.	
EFFECTIVENESS	Project includes all material needed to gain a comfortable understanding of the topic. It is a highly effective study guide.	Project includes most material needed to gain a comfortable understanding of the material but is lacking one or two key elements. It is an adequate study guide.	Project is missing more than two key elements. It would make an incomplete study guide.	Project is lacking several key elements and has inaccuracies that make it a poor study guide.	
SEQUENCING OF INFORMATION	Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next slide.	Most information is organized in a clear, logical way. One card or item of information seems out of place.	Some information is logically sequenced. There are sections where information is not clear and concise.	There is no clear plan for the organization of information.	
ORIGINALITY	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.	
CONTENT – ACCURACY	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that might be inaccurate.	The content is generally accurate, but some pieces of information are clearly flawed or inaccurate.	Content is typically confusing or contains more than one factual error.	
REQUIREMENTS	All requirements are met and exceeded.	All requirements are met.	One requirement was not completely met.	More than one requirement was not completely met.	
USE OF GRAPHICS	All graphics are attractive (size and colors) and support the theme/content of the presentation.	A few graphics are not attractive but all support the theme/content of the presentation.	All graphics are attractive but a few do not seem to support the theme/content of the presentation.	Several graphics are unattractive and detract from the content of the presentation.	
ORGANIZATION	Content is well organized using headings or bulleted lists to group related material.	Uses headings or bulleted lists are organized, but the overall organization of topic appears flawed.	Content is logically organized for the most part.	There was no clear or logical organizational structure, just lots of facts.	
SOURCES	Source information collected for all graphics, facts and quotes. All documented in desired format.	Source information collected for all graphics, facts and quotes. Most documented in desired format.	Source information collected for graphics, facts and quotes, but not documented in desired format.	Very little or no source information was collected.	
EXECUTION	Presenter was fully prepared and had an excellent working knowledge of the material. Good eye contact and flow.	Presenter was prepared but had to check notes occasionally. Was above average in presentation skills.	Presenter was not prepared in their presentation. Read from notes and the slide with little eye contact to class.	Presenter did not know their material. Read from notes/slides with no eye contact to class.	
				Point Totals (100)	

KEY
SUPERIOR: 100-90 EXCELLENT: 80-89 GOOD: 70-79 FAIR: 60-69 POOR: 0-59

AP Music Theory

Poster Rubric

CATEGORY	4	3	2	1
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.
Graphics - Originality	Several of the graphics used on the poster reflect a exceptional degree of student creativity in their creation and/or display.	One or two of the graphics used on the poster reflect student creativity in their creation and/or display.	The graphics are made by the student, but are based on the designs or ideas of others.	No graphics made by the student are included.
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
Content - Accuracy	At least 7 accurate facts are displayed on the poster.	5-6 accurate facts are displayed on the poster.	3-4 accurate facts are displayed on the poster.	Less than 3 accurate facts are displayed on the poster.
Grammar	There are no grammatical mistakes on the poster.	There is 1 grammatical mistake on the poster.	There are 2 grammatical mistakes on the poster.	There are more than 2 grammatical mistakes on the poster.
Labels	All items of importance on the poster are clearly labelled with labels that can be read from at least 3 ft. away.	Almost all items of importance on the poster are clearly labelled with labels that can be read from at least 3 ft. away.	Several items of importance on the poster are clearly labelled with labels that can be read from at least 3 ft. away.	Labels are too small to view OR no important items were labelled.

Oral Presentation Rubric

TRAIT	4	3	2	1
NONVERBAL SKILLS				
EYE CONTACT	Holds attention of entire audience with the use of direct eye contact, seldom looking at notes.	Consistent use of direct eye contact with audience, but still returns to notes.	Displayed minimal eye contact with audience, while reading mostly from the notes.	No eye contact with audience, as entire report is read from notes.
BODY LANGUAGE	Movements seem fluid and help the audience visualize.	Made movements or gestures that enhances articulation.	Very little movement or descriptive gestures.	No movement or descriptive gestures.
POISE	Student displays relaxed, self-confident nature about self, with no mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has trouble recovering from mistakes.

COMMENTS:

VERBAL SKILLS				
ENTHUSIASM	Demonstrates a strong, positive feeling about topic during entire presentation.	Occasionally shows positive feelings about topic.	Shows some negativity toward topic presented.	Shows absolutely no interest in topic presented.
ELOCUTION	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student mumbles, incorrectly pronounces terms, and speaks too quietly for a majority of students to hear.

COMMENTS:

CONTENT				
SUBJECT KNOWLEDGE	Student demonstrates full knowledge by answering all class questions with explanations and elaboration.	Student is at ease with expected answers to all questions, without elaboration.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student does not have grasp of information; student cannot answer questions about subject.
ORGANIZATION	Student presents information in logical, interesting sequence which audience can follow.	Student presents information in logical sequence which audience can follow.	Audience has difficulty following presentation because student jumps around.	Audience cannot understand presentation because there is no sequence of information.
MECHANICS	Presentation has no misspellings or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Student's presentation has four or more spelling and/or grammatical errors.

COMMENTS: