



# Zanesville City Schools Lesson Plan

**TEACHER:** Christopher W. Miller

**CLASS:** East Asian History

**GRADE LEVEL:** Post-Secondary (100-level College Course)

**TIME REQUIRED:** About one month of chronological time and perhaps 10 days of in-class time

## Focus for Learning

The following “local” learning target will be the focus here:

1. Differentiate the key concepts of early Chinese philosophies and religions, including but not limited to: the Mandate of Heaven, Buddhism, Confucianism, Neo-Confucianism, Daoism, Legalism, and Moism
  - 1.1. Identify the founders of the various philosophies/religions were and examine how their lives influenced their beliefs.
  - 1.2. Identify the main tenets of each religion or philosophy.
  - 1.3. Explain how each religion/philosophy changed China during the time of its introduction.
  - 1.4. Explain how each religion/philosophy continues to affect China today.

## Prior Content Knowledge/Sequence/Connections

Students will have been studying Chinese history throughout the semester (or year) and should already be able to satisfy the above learning target when presented with this project. This project will be assigned near the end of the class so that students will already have a base of knowledge to go off of. It will allow them to enrich their knowledge of China and Buddhism and permit them to learn more about Chinese art and Buddhist religion through their research of Buddhist statuary from the Cleveland Museum of Art.

## Lesson Delivery\*

1. In-class Day 1: Project is presented to the students. Partners are chosen and roles are assigned. Parental consent forms and letters to the parents are passed out to the students as well as rubrics for the bibliographic essay and video. Due dates for the fee and consent forms are sent.
2. In-class Day 2: Students will choose which Buddhist statue they are going to research through use of the Cleveland Museum of Art’s website. They will use the worksheet titled “Choosing Your Buddhist Statue”. They will need access to either a computer lab, a Chrome Book cart, or other laptop cart. This worksheet will be due at the end of the class period.

3. In-class Day 3: Students will be in the library or computer lab looking of sources to use in their bibliographic essay. They will be completing the worksheet titled “Valid Source Assignment – Bibliographic Essay” and will have to write all sources in the APA citation style. The Purdue OWL website will be shared with students so that they can review the APA style if they are unfamiliar with it. The worksheet will be due on the following day.
4. In-class Day 4: Work day for the bibliographic essay writers.
5. Excursion Day 5: Students will take a field trip to the Cleveland Museum of Art to research their chosen Buddhist statue. The worksheet titled “TO DO CHECKLIST” should be passed out while students are on the way to the Museum. Students should take photos of their statue and related works of art for use in their video. Museum staff should be consulted about the statue if possible.
6. In-class Day 6: The next class immediately after the field trip should be used as a time for debriefing. The worksheet titled “debriefing” should be used and the instructor should engage students in conversation about their impressions of their statue and of the museum as a whole. The bibliographic essay should be due no more than a week from this day. Discretion is left to the instructor here.
7. DUE DATE Day 7: Bibliographic essay is due by the end of the day.
8. In-class Day 8: This will be a work day for the students who are completing the video interview portion of the project. The worksheet titled “Video Instructions” will be passed out and students will work together to complete it. It will be due the following day in class. The teacher should at this point discuss different software and online options available to students to create their video. A demonstration of such software (iMovie, WeVideo, Microsoft Movie Maker) should also be given at this time. Some students will probably be very familiar with at least one kind of video-making software, but some will not and the teacher will need to give them options on this day.
9. In-class Day 9: Work day for the video. Students will be allowed the freedom to work on the video in class. They will be permitted to use any resources available to them at the school. The video due date should be set about one week from this date.
10. DUE DATE Day 10: Video is due by the end of the day.

\*This is a suggested schedule for the project. The instructor can vary or change the process as he or she sees fit. But when changing the schedule, please keep in mind how much time you are giving students to complete the assignments and that scaffolding is needed to help them complete their final products.

### **Differentiation**

Differentiation is rather a secondary focus here as this is a college class. Students are expected to value their own learning and communicate to the instructor if they are having problems or issues with the class. However, differentiation is allowed to them through the assignment of roles. Students who have a strength in writing and research will most likely want to complete the

bibliographic essay. Students who are more kinesthetic in their learning style will probably want to complete the video interview.

### **Resources**

CMA Staff. (n.d.). Chinese Art. Retrieved August 5, 2016, from Cleveland Museum

of Art Website: <<http://www.clevelandart.org/art/departments/chinese-art>>

Ebrey, P. B., & Walthall, A. *East Asia: A cultural, social, and political history*. 3rd ed. Boston,

MA: Wadsworth Cengage Learning, 2014. Print

Schirokauer, Conrad, et al. *A Brief History of Chinese and Japanese Civilizations*. 4th ed.

Boston: Wadsworth Cengage Learning, 2013. Print.

*The Purdue OWL Family of Sites*. The Writing Lab and OWL at Purdue and Purdue U, 2008.

<<http://owl.english.purdue.edu/owl/>>

### **Assessment of Student Learning**

- Instructor questions and informal observations
- Various scaffolding assignments students complete throughout the project (PARTICIPATION/FORMATIVE POINTS)
- Bibliographic Essay (15% of the Final Grade)
- Video Interview (15% of the Final Grade)

### **Personal Reflection of Lesson**

**(to be completed upon completion of the project)**