

Lesson Plan
Introduction to Confucianism and Daoism in Relation to Government

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SUBJECT: Modern World History
GRADE LEVEL: 9th
TIME: TWO 48-minute Periods

Objective:

To introduce the major concepts and principles of Confucianism and Daoism and to show the potential role of “religion” or belief systems on Government. This will eventually help students begin to understand both the process and efficiency of modernization in Japan and China as well as the militarization of Japan during the late 19th century. We will eventually also compare Confucianism in Asia to Islam in the Middle East.

Ohio Content Standards

3. Historians develop theses and use evidence to support or refute positions.
4. Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations.

Essential Questions

1. How are the religions or belief systems of Confucianism and Daoism similar and different?
2. Which form of government do you believe would allow a country to industrialize quickly? Maintain peace? Become a world power?

Resources

- Chrome Books
- [Readings](#)
- Electronic or Paper Charts
- Pear Deck Slides

Lesson

Day 1 - 48 minute Class

5 minutes - Discussion Question: What do you know about Confucianism or Daoism?

5-8 minutes - [Mini Lesson: Brief Background of Confucianism and Daoism. Slides.](#)

15 minutes - Read [Document A \(Accommodated\)](#) and [Complete Chart](#) - Individual

15 minutes - Read [Document B \(Accommodated\)](#) and [Complete Chart](#) - Individual

5 minutes - Partner Comparing Notes

Day 2 - 48 minute Class

5-8 Minutes - Find a New Partner and Compare Notes

30 Minutes - [PearDeck - Respond to Essential Questions](#) - Discuss Results

10 Minutes - [Write a thesis to the Question...](#)

Which religion or belief system would help create the best government?

- Students must decide how to define “best” based on their individual priorities. Examples include, military strength, high Per Capita GDP, stability, low crime rate, strong economy, world relations, gender equality, environmental sustainability, etc.

Citation

<https://sheg.stanford.edu/history-lessons/confucianism-and-daoism>

The sources come from this site, but the essential question and the activity are highly modified from the original purpose of the lesson. There is technology involved and discussion that is much different from the SHEG lesson.