2017 Unit 2: Chinese and Greek Philosophies

Content Area: **Social Studies**
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Unit Overview

Philosophy in the ancient world is generally considered the study of ideas about knowledge and truth. In addition to religion, many people of the ancient world followed these academic pursuits the ideas of which continue to impact modern societies. This unit serves as a transition between the beliefs systems we know as religions and the golden ages of the classical civilizations. In this unit, students learn about the major Chinese and Greek philosophers and their ideas as well as the continuing impact these philosophies have today.

Enduring Understandings

- Philosophical thought influenced the continuing development of ancient civilizations.
- The philosophies of ancient China and Greece contiue to effect modern societies.

Essential Questions

- How do the ancient philosophies influence modern cultures?
- What are the tenets of the classical age philosophies?
- Who were some of the major ancient philosophers?

Standards/Indicators/Student Learning Objectives (SLOs)

- Analyze the major tenets of ancient philosophies.
- Compare ancient Chinese and Greek philosophies.

Standards/Indicators

SOC.6.2.8	World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
SOC.6.2.8.D.3.c	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
SOC.6.2.8.D.3.d	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and

	Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
SOC.6.2.8.D.3.e	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

Lesson Titles

- Major Chinese Philosophies
- Major Greek Philosophies

21st Century Skills and Career Ready Practices

- Critical Thinking and Problem Solving
- Communication and Collaboration

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Inter-Disciplinary Connections

- English Language Arts
- Psychology
- Sociology

LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
LA.WHST.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SCI.9-12.B.1.3.2	Describe the interactive effects of heredity and environment
SCI.9-12.B.1.3.3	Explain how evolved tendencies influence behavior
SOC.9-12.1.2.2	Social construction of reality
SOC.9-12.2.2.1	Ethnocentrism
SOC.9-12.2.2.3	Culture shock
SOC.9-12.3.3.2	Primary and secondary groups
SOC.9-12.4.1.3	Racial and ethnic inequality

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

- Retesting
- Organizational Management
- Peer Mentoring
- Academic Enrichment

- Blooms: Remembering, Understanding, Applying, Analyzing
- PowerPoint Presentation
- YouTube Video Clips

Modifications

ELL Modifications

-
    - Make comparisons to religious practices in native country
    - Compare religious diversity of world, U.S., and New Jersey (state, county, and local) to native country
    - Digital translators
    - Use visuals
    - Use graphic organizer
    - Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience
    - Tap prior knowledge
    - Assess ELL students continuously using formative assessment methods
    - 1:1 testing
    - Repeat, reword, clarify
    - Intentional scheduling/grouping with student/teacher who speaks the same language if possible
    - Offer alternate/or modify assessments
    - Be flexible with time frames and deadlines
    - Provide academic (Tier III) vocabulary
    - Organizational Managment
    - Retesting
    - Academic Enrichment
    - Peer Mentoring

IEP & 504 Modifications

- **Testing modifications:**
    - Rewording questions so that there are not higher level vocabulary within the question (you are testing for understanding of the content not the ability to understand the question)
    - Fewer questions per page (so not visually overwhelming) divide matching into smaller sections or limit to ten
    - word banks, multiple choice, matching questions help when possible

- Allow student to correct mistakes or answer wrong questions correctly for additional credit if failed the first test (another way to re-teach material)
- Read test aloud
- Test in small groups or 1:1 if necessary
- Retesting

- **Instructional modifications/accommodations:**
  - teaching the main ideas/concepts (limiting not needed details) to be taught and repeating them in several different ways over several different days (goal is 7 different ways same concept for students with learning disabilities)
  - providing study guides that don't lead the student to study too much extraneous information (less unnecessary details)/scaffolded study guides. Completed study guides can be offered by teacher. Digital review such as kahoots can also be used.
  - scaffolded notes
  - allowing student to take notes in class for reinforcement but also providing a copy (digital or print) of completed/correct notes from which to study
  - modeling and showing multiple examples
  - if not in a co-teaching setting allowing time in the schedule for a special education teacher to consult with general education teachers on what specifically can be modified or how to paraphrase things in a different way specific to that lesson
  - providing paraphrased or modified reading materials at the student's reading level
  - speaking to students privately when redirecting behaviors
  - monitoring student moods/behavior fluctuation patterns to report to case manager
  - Preferential Seating
  - Use visuals
  - Tap prior knowledge
  - Repeat reword and clarify
  - Provide academic (Tier III) vocabulary
  - Organizational Management
  - Academic Mentoring
  - Peer Mentoring

G&T Modifications

- Encourage students to explore research additional information on philosophers of interest
- Employ differentiated curriculum to keep interest high.
- Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning. Encourage students to make connections through historical time periods/linkage.
- Effective questioning techniques (focus on what's important, provide processing time, require higher order thinking
- ELA - Socratic Seminars with accountability for participation (maybe a certain number of times or with a certain level of inference)
- ELA/History: provide rationale for thinking
- Free Response Question (FRQs)
- Student led/directed discussions

- Inquiry based learning
- Journal article analysis
- Retesting
- Organizational Managment
- Peer Mentoring
- Academic Enrichment

At Risk Modifications

- Academic Enrichment
- Collaboration with guidance/CST/Case Manager
- Contact with SAC Coordinator
- Retesting
- Organizational managment
- Peer Mentoring
- Phone calls home
- IR&S referral
- Confer with colleagues and administration
- Homework clinic
- Allowing student to correct mistakes or answer wrong questions correctly for additional credit if failed the first test (another way to re-teach material)
- allowing student to take notes in class for reinforcement but also providing a copy of completed/correct notes to study from
- modeling and showing lots of examples
- Extra time for assignments
- Speaking to students privately when redirecting behaviors
- Reducing homework length to just those most important for review

Formative Assessment

- **Warm Up**
  - Document/Image Analysis - excerpt from Plato's *Republic* for discussion about government
  - Poll Everywhere - Major Chinese philosophical concepts (e.g. Confuscianism, Taoism, Legalism), concepts taught by major Greek philosophers (Socrates, Plato, and Aristotle)

- **Anticipatory Set**
  - Current Events (deoends on world events)
  - Hypothetical Scenario (What if?) - based on various philosophical beliefs with which students are having difficulty
  - Warm-Up Discussion

- **Learning Activities**
  - Classroom Discussion (Questioning)
  - Pair/Share Grouping - compare Chinese and Greek philosophies

    - Teacher Observation

- **Closure**
    - Cornell Notes Summary
    - Poll Everywhere - Major Chinese philosophical concepts (e.g. Confuscianism, Taoism, Legalism), concepts taught by major Greek philosophers (Socrates, Plato, and Aristotle)

Summative Assessment

- Unit Assessment: Primary beliefs of the major Chinese and Greek philosophers

Benchmark

Skills-based assessment

Reading responses

Writing responses

Alternative Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Resources & Materials

- *World History Journey Across Time*, McGraw-Hill, Chapter 5, Section 2, pages 168-173

- *World History Journey Across Time*, McGraw-Hill, Chapter 7, Section 2, pages 232-239
- YouTube: *10 Life Lesson From Confucius We Should All Follow*
- YouTube: *What is Daoism?*
- YouTube: *Legalism Documentary*
- YouTube: *7 Great Chinese Thinkers*
- YouTube: *Socrates: the Father of Western Philosophy*
- YouTube: *Plato's best (and worst) ideas*
- YouTube: *Aristotle: Biography of a Great Thinker*
- Facebook: *Greek Thinkers Song*
- Google Classroom: notes, worksheets, graphic organizers, charts, etc.
- Socrative Student Testing website

Technology

- Chromebooks
- Promethean Board
- Google Classroom
- Socrative: student testing: https://www.socrative.com/
- Poll Everywhere https://www.polleverywhere.com/
- YouTube: *10 Life Lesson From Confucius We Should All Follow* (https://www.youtube.com/watch?v=bxzPp_Fh1nA)
- YouTube: *What is Daoism?* (https://www.youtube.com/watch?v=QNSCgQDYke4)
- YouTube: *Legalism Documentary* (http://www.youtube.com/watch?v=z9qgkJHybE8)
- YouTube: *7 Great Chinese Thinkers* (https://www.youtube.com/watch?v=IeJvJyPtiWA)
- *Greek Thinkers Song*: https://www.facebook.com/DeuALoucaNaHistoriaTvEscola/videos/1594830827405194/
- YouTube: *Socrates: the Father of Western Philosophy* (https://www.youtube.com/watch?v=CyIKayNXTPY)
- YouTube: Plato's best (and worst) ideas (https://www.youtube.com/watch?v=jLesc5lITvo)
- YouTube: Aristotle: Biography of a Great Thinker (https://www.youtube.com/watch?v=gTfnAYZXUww)

TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.2.8	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.