

Three Chinese Philosophies

Overview

In this lesson, students learn about political developments in China under the Zhou dynasty, and three philosophies that attempted to bring order to the chaos at the end of the Zhou rule. After reading about the Zhou dynasty, students participate in a three-phase **Experiential Exercise** in which they learn about Confucianism, Daoism (Taoism), and Legalism and how these philosophies influenced the history of China.

Objectives

Students will

- identify the political and cultural issues that led to the emergence of the philosophies of Confucianism, Daoism, and Legalism.
- know about the lives and fundamental teachings of Confucius, Laozi (Daoism), and Hanfeizi (Legalism).
- describe ways in which Confucian, Daoist, and Legalist principles affected political rule in China.

Materials

- *History Alive! The Ancient World*
- Interactive Student Notebooks
- Transparency 21
- Information Master 21 (1 transparency of each page)
- CD Tracks 19–21



Preview

Ask students to complete Preview 21 in their Interactive Student Notebooks. Have three or four students share their responses. Then explain that in this lesson they will learn about three Chinese schools of thought that suggested ways to solve the problems faced by ancient Chinese rulers.



Graphic Organizer

1 Introduce Chapter 21 in *History Alive! The Ancient World*.

Tell students that in this lesson, they will learn about political developments in China under the Zhou (pronounced *joh*) dynasty, the chaos that resulted near the end of that dynasty, and the approaches of three Chinese thinkers to bring peace during times of disorder and war. Have students read Section 21.1. (**Note:** You may want to have students use the Prereading Handout in Lesson Guide 1 to conduct a prereading of the chapter.)

2 Introduce the graphic organizer. Have students examine the illustration on page 205. Ask, *Who do you think the two figures on the left are? Why is one man bowing? What do you see in the top right of the map? Who do you think this is? What do you think he is doing? Why might he be doing this? What do you see to the bottom right of the map? What is happening to the kneeling man? Why do you think this is happening to him?* Explain that students will use this graphic organizer to help them understand the philosophies of three important Chinese scholars who suggested beliefs and practices they thought would help rulers bring order to the chaos that arose in the later years of Zhou dynasty.



Reading for Understanding

1 Introduce the Zhou dynasty. Project *Transparency 21: Zhou Soldiers Destroying Peasants' Crops*. Ask, *What do you see? Who are the people holding sticks? What are they doing? Why do you think a military leader would order his men to destroy crops? How do you think the peasants on the left feel about what is happening? What does this image suggest about life during this time in Chinese history?* Tell students that scenes such as this were common at the end of the Zhou dynasty, which ruled China after the Shang dynasty.

2 Ask students to read and take notes on Section 21.2. Have students complete this section of Reading Notes 21 in their Interactive Student Notebooks. Use Guide to Reading Notes 21 to check their answers.



Experiential Exercise

Phase 1: Learning About Confucianism

1 Introduce Confucianism and Confucian music. Tell students they will now learn about Confucianism, a philosophy that was started by a man named Kongfuzi, or Confucius. He believed that society must have order and that order is achieved when people understand their relationships to others and behave in a virtuous way. Music is a useful tool to help people develop virtuous characters. It encourages people to think good thoughts and behave well. Confucian music, which is slow and repetitious, uses wind instruments, strings, drums, bronze bells, and stone chimes. Tell students they will now listen to a piece of Confucian music. Play CD Track 19, “Example of Confucian Music: Receiving the Approaching Spirit.”

2 Introduce the activity. Tell students they will learn more about Confucianism under classroom conditions that Confucius might have suggested. Confucius honored age and scholarly achievement. Therefore, you have identified four students to be “elders” who will lead the lesson. Select four students to act as elders. Have them stand in front of the overhead projector. (**Note:** Select students who can confidently guide others. You might suggest they read Section 21.3 the night before.)

3 Project a transparency of the first page of *Information Master 21: Guidelines for Experiencing Chinese Philosophies*. Reveal only Step 1 under “Confucianism.” Explain that as you reveal each step, students must read the directions and respond appropriately. Follow these guidelines:

- *For Step 1:* Divide the class into four groups before students move their desks. Have the elders sit on their desks to represent their respected position. Explain that as “models of virtue,” they should show the class how to behave in a dignified way. (**Note:** Prior to Step 1, you may want to prepare a seating chart based on the diagram on Information Master 21 that shows students where to sit and how to arrange their desks.)
- *For Step 2:* Emphasize that students are to treat elders with respect throughout the lesson. Model the formal greeting with the elders.
- *For Step 3:* Have elders tell students to read along silently as various group members read aloud parts of the section. Emphasize that elders should be certain students have correctly answered the questions for Section 21.3 in their Reading Notes and can repeat the answers from memory. You might want to play the Confucian music quietly.
- *For Step 4:* Be sure students have closed their Interactive Student Notebooks. Randomly select a student from one group to answer the first question from Section 21.3 of the Reading Notes. If the answer is correct, award the group points or a prize and compliment the group’s elder for instructing the student properly. Continue until a student from every group has had an opportunity to answer a question and all questions from the Reading Notes have been answered.

4 Debrief the lesson on Confucianism. Hold a class discussion. Ask,

- How did it feel to learn about Confucianism in this way?
- “Elder” students sat on desks and led the discussion. How does this reflect the teachings of Confucius? (*Confucius encouraged respect for age.*) What are the advantages of learning from elders? What are the disadvantages?
- Students addressed elders with formal greetings. How is this like the teachings of Confucius? (*Confucius believed proper conduct would encourage a peaceful state.*) Should you respect and obey a ruler? Your parents? Your older brother or sister?
- Students learned about Confucianism and were rewarded when they could answer questions from memory. How is this like the way the teachings of Confucius influenced government in China? (*Civil service jobs were awarded to those who did well on exams based on Confucian teachings.*) Do you think government jobs should be given to people based on test results? Why or why not?
- Will the music help you remember some of the beliefs of Confucius? Why or why not?
- Why do you think Confucianism could have helped end the wars between competing states during the rule of the Zhou?

Phase 2: Learning About Daoism

1 Introduce Daoism and Daoist music. Tell students they will now learn about Daoism (also spelled Taoism), another Chinese philosophy that developed during the Zhou dynasty. Daoists believe that every individual should behave naturally, without restrictions from the government. Daoists developed music that reflected this belief. The music was freed from rules. It mixed styles, melodies, and rhythms from various regional cultures. Play CD Track 20, “Example of Daoist Music: Three Purities.”

2 Introduce the activity. Tell students they will study more about Daoism under classroom conditions that Daoists might have suggested. They will be allowed to study Section 21.4 in any manner that suits their learning style.

3 Project the second page of Information Master 21. Show only Step 1 under “Daoism.” Tell students that as you reveal each step, they must read the directions and respond appropriately. Follow these guidelines:

- *For Step 1:* To reduce confusion, tell students they will have two minutes to find their new seats. To make the experience more realistic, you might want to take them outside or place pillows around the room.
- *For Step 2:* Explain that these standards are designed to help students create a natural and thoughtful atmosphere and avoid bringing attention to themselves, both important Daoist values.
- *For Step 3:* Allow students to work together if they can do so quietly. Emphasize that they can use any means they want to indicate they

understand the questions regarding Daoism—such as writing the answers, drawing pictures to answer the questions, or using their bodies to pantomime the answers. You may want to play the Daoist music during this part of the activity.

- *For Step 4:* Have students share their answers. Be sure students who did not answer the questions in written form have the opportunity to present how they answered them.

4 Debrief the lesson on Daoism. Ask,

- How did it feel to learn about Daoism in this way?
- How was this lesson different from the lesson on Confucianism?
- Which lesson did you like better? Why?
- In which lesson do you feel you learned the most? Explain.
- The teacher did not tell you where you had to sit. How is this like Daoism? (*Daoists opposed strong rules set by the government.*)
- Students worked quietly and tried not to call attention to themselves. How is this like Daoism? (*Daoists encouraged people to avoid fame.*)
- Students could answer the questions in the Reading Notes any way they chose. How is this like Daoism? (*Daoists encouraged people to find their own way to live in harmony.*)
- Will the music help you remember Daoist beliefs? Why or why not?
- Why do you think most Chinese rulers refused to accept Daoism?

Phase 3: Learning About Legalism

1 Introduce Legalism and Legalist music. Tell students they will now learn about Legalism, a third Chinese philosophy that developed during the Zhou dynasty. Legalists believed that laws and punishments were necessary for a secure society. They developed music that reflected these beliefs. Their music was militaristic and often played when the army was on display. Play CD Track 21, “Example of Legalist Music: Military Music.”

2 Introduce the activity. Tell students they will study more about Legalism under classroom conditions that Legalists might have suggested. There will be strict rules and punishments, and you will be leading the discussion of the Reading Notes for Section 21.5.

3 Project the third page of Information Master 21. Show only Step 1 under “Legalism.” Tell students that as you reveal each step, they must read the directions and respond appropriately. Follow these guidelines:

- *For Step 1:* This step is designed to make the classroom feel more ordered and less cooperative, and to emphasize the Legalist view that humans negatively influence one another.
- *For Step 2:* Tell students that if they do not follow the standards of behavior, you will remove them from the activity. (**Note:** To emphasize the strictness of the standards, you may want to tell them that they will lose points if they are removed from the activity.)

- *For Step 3:* Do not allow students to work together. Circulate through the room to make sure they are reading Section 21.5 and obeying the standards for behavior. If necessary, have “disobedient” students move to the back of the room and stand silently. To make the experience more realistic, you may want to use a whistle to begin and end the reading, or march around the room, slapping your hand with a ruler. You also may want to play the Legalist music during this part of the activity.
- *For Step 4:* Emphasize that students must not look you directly in the eyes, as this is considered disrespectful and a challenge to your authority in Legalist tradition. Explain that those who answer correctly will be rewarded, while those who answer incorrectly will be punished. Have students close their Interactive Student Notebooks. Read aloud one of the questions, and then choose a student to stand and answer it. If the student answers the question satisfactorily, reward him or her somehow. If the student answers incorrectly, have him or her stand silently at the back of the classroom. Continue until all questions for Section 21.5 have been answered.

4 Debrief the lesson on Legalism. Ask,

- How did it feel to learn about Legalism in this way?
- How was this lesson different from those on Confucianism and Daoism? Which lesson did you like the best? Why?
- In which lesson do you feel you learned the most? Why?
- The teacher made students fold their hands and maintain a rigid posture or be punished. How was this like Legalism? (*Legalists believed governments should have strong laws.*)
- The teacher led the discussion and did not allow students to talk to each other. How was this like Legalism? (*Legalists felt that people were naturally selfish and evil. They could not be trusted to help each other.*)
- Students with correct answers were rewarded; those with wrong answers were punished. How was this like Legalism? (*Legalists felt that there should be rewards and harsh punishments to promote a strong state.*)
- Will the music help you remember Legalist beliefs? Why or why not?
- What do you think life in a Legalist country would be like?
- Why do you think Legalist rulers were unpopular in ancient China?



Processing

Have students complete Processing 21 in their Interactive Student Notebooks as homework. You might ask them to have their parents or guardians sign the page to verify that Questions 3 and 5 were completed.



Assessment

Masters for assessment appear on the next three pages.

1. A 2. C 3. C 4. D 5. A
6. C 7. D
8. *Confucianism, goal:* a just and peaceful society; *How to achieve this goal:* people must act according to their proper roles and relationships
Daoism, goal: happiness and peace; *How to achieve this goal:* live simply and in harmony with nature
Legalism, goal: order; *How to achieve this goal:* have strict rules and harsh punishments
9. The bulleted points can provide a rubric for this item. (**Note:** You might require that students write a persuasive essay of 500–700 words.)



Online Resources

Further resources for Lesson 21: Three Chinese Philosophies can be found at Online Resources for *History Alive! The Ancient World* at www.teachtci.com/historyalive/.

- Investigating Primary Sources: Lessons for Women
- Internet Connections: Ancient China



Options for Students with Diverse Needs

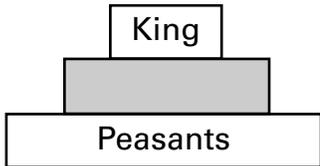
See page 768 for tips on adapting this lesson to meet the needs of

- English language learners.
- learners reading and writing below grade level.
- learners with special education needs.
- advanced learners.

Fill in the bubble beside the best answer to each question.

- What was one way the Zhou dynasty managed to keep China stable for several hundred years?
 - by claiming approval from heaven
 - by enforcing strict laws
 - by limiting people's freedom
 - by letting people vote for leaders
- The Zhou dynasty came after which dynasty?
 - Han
 - Lu
 - Shang
 - Qin
- Scholars disagree about the origins of Daoism. What is one thing about Daoism that scholars do agree on?
 - Scholars agree that Daoism's founder, Laozi, lived at the same time as Confucius.
 - Scholars agree that Daoism provided the best form of government in ancient China.
 - Scholars agree that Daoism's book, the *Dao De Jing*, was written by many writers.
 - Scholars agree that Daoism was not a valuable religion for the people of ancient China.
- What group belongs in the shaded area of the diagram?

The Chinese Feudal System


- Which phrase below best completes the following quotation?

“I am a follower of Confucius. I am the oldest of three children in my family. My younger sister and brother have to obey me. In return, I...”

 - “have to treat them well.”
 - “can punish them harshly if they disobey.”
 - “have to obey their wishes.”
 - “can do everything I want to do.”
- What philosophy do the statements on this list describe?
 - People are basically selfish.
 - Laws must be strict and must be strictly enforced.
 - Punishments for breaking laws must be harsh.
 - Confucianism
 - Daoism
 - Legalism
 - Republicanism
- Why were Confucianism, Daoism, and Legalism developed when they were?
 - because there were such good schools in China at the time
 - because the Zhou dynasty wanted to maintain its power
 - because the Zhou dynasty wanted to maintain the feudal system
 - because there was so much disorder in China at the time

- farmers
- servants
- soldiers
- lords

Use your knowledge of social studies to complete the item below.

8. Complete the table with information about the three philosophies you studied in Chapter 21.

Philosophy	Goal	How to Achieve This Goal
Confucianism		
Daoism		
Legalism		

Follow the directions to complete the item below.

9. Students at your school have a chance to choose a philosophy that will guide the school for the rest of the year. Your job is to identify the philosophy you think would shape the best school and to persuade your fellow students that your choice is best.

In the space below, write a persuasive speech that will convince other students to choose your philosophy. Your speech should include these elements:

- an introduction that states a clear position on which philosophy is best for the school
- one or two paragraphs that support your position with specific facts and details
- one paragraph that anticipates counterarguments and explains why the other philosophies would not work for your school
- a conclusion that restates your position and reminds your fellow students of your main points

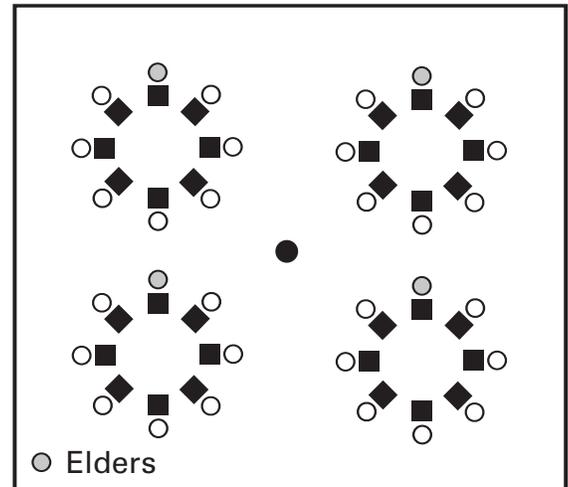
Confucianism

Step 1: Create a new seating arrangement.

- All students, move desks into the seating arrangement shown in the diagram.
- Elders, sit on your desks to show that you are respected “models of virtue.”

Step 2: Review the standards for appropriate behavior.

- Elders, remind members of your group that they must be attentive and respectful throughout the lesson on Confucianism.
- Elders, teach members of your group how to stand, bow, and say the following greeting in unison: *We are honored to learn from such a wise and noble teacher.*



Step 3: Learn about Confucianism.

- Elders, choose students to read Section 21.3 in *History Alive! The Ancient World* aloud until the entire section has been read.
- Elders, make sure all students have correctly written answers to the questions for Section 21.3 in the Reading Notes on page 140 of their Interactive Student Notebooks. Also make sure they can answer the questions from memory.

Step 4: Demonstrate understanding of Confucianism.

- All students, respond to questions from your teacher by standing and speaking in a clear voice.
- When accepting rewards for answering questions correctly, be sure to thank your elder for skillfully teaching your group about Confucianism.

Daoism

Step 1: Create a new seating arrangement.

- There will be no formal seating arrangement for this lesson.
- You may sit on the floor or move your desk to a new location.
- You may sit next to whomever you like, as long as the arrangement encourages a harmonious and peaceful atmosphere.

Step 2: Review the standards for appropriate behavior.

- Speak softly and move quietly.
- Sit still, and move and speak only when necessary.
- Avoid bringing attention to yourself.

Step 3: Learn about Daoism.

- Either alone or with others, read Section 21.4.
- Follow the directions in the Reading Notes for Section 21.4.
- If you have questions about the reading on Daoism, try to answer them yourself instead of asking for help.

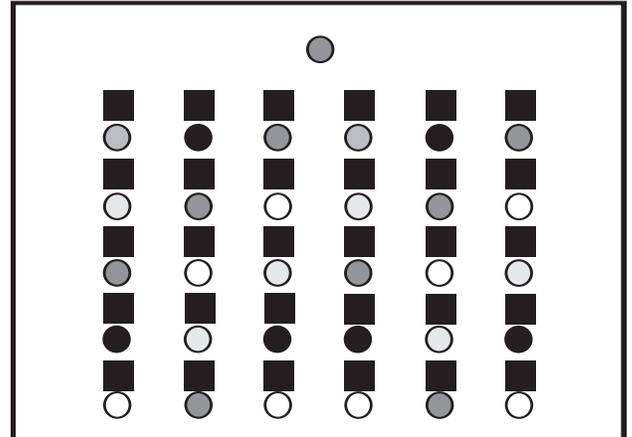
Step 4: Demonstrate understanding of Daoism.

- If asked, share with the class the way you have decided to demonstrate your answers to the questions in the Reading Notes. Read your answers, show your drawings, present your pantomime, or share whatever other technique you have used to show your understanding of the answers.

Legalism

Step 1: Create a new seating arrangement.

- Move desks into six rows as shown in the diagram.
- Your desk must not be within arms' reach of another student's desk.



Step 2: Review the standards for appropriate behavior.

- Speak only when given permission by the teacher.
- Sit with your back straight—no slouching.
- Keep your hands folded and on top of your desk.

Step 3: Learn about Legalism.

- Silently study Section 21.5.
- Complete the questions for Section 21.5 in the Reading Notes. You must be able to answer all questions from memory.

Step 4: Demonstrate understanding of Legalism.

- Respond to questions from your teacher by standing and by speaking in a clear voice. Never look the teacher in the eyes.
- Politely thank the teacher for any award. Do not argue with any punishment you are given.



21.2 The Zhou Dynasty

Answer the questions below.

1. What was the Mandate of Heaven?

The Mandate of Heaven was a divine right given the king to rule as long as he ruled well. If he ruled poorly, others had the right to overthrow him.

2. What is feudalism?

Feudalism is a system of government in which the king owns all the land. He gives land to loyal supporters. In exchange, they provide soldiers to fight for the king. Peasants, called serfs, work the land.

21.3 Confucianism

In accordance with Confucian traditions, obey and respect your elder by answering the questions correctly.

1. Who was Confucius?

Confucius was a philosopher whose teachings deeply influenced Chinese government and culture.

2. What was China like during his life?

China was in chaos during his time.

3. According to Confucius, what are the five basic relationships?

The five basic relationships are ruler and subject, husband and wife, father and son, older sibling and younger sibling, and friend and friend.

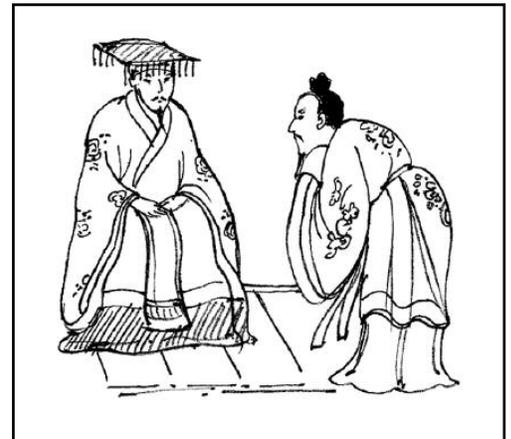
4. How should people act in the basic relationships?

People must respect and obey those above them. In return, those with authority must set a good example.

5. What influence did Confucius have on Chinese government?

Civil servants had to take a test on Confucian teachings before they were awarded their positions. Government jobs were no longer given only to sons of the rich.

6. Write a caption for the image that would make your elder proud.



Captions will vary.



21.4 Daoism

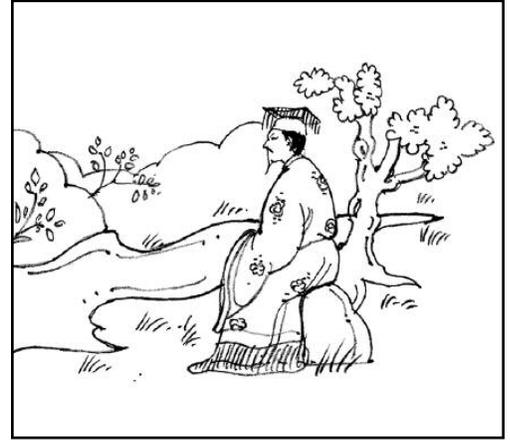
In accordance with Daoist traditions, demonstrate that you understand the following ideas of Daoism in any way you want.

1. Who was Laozi?

Students may answer through any means. However, their answer should indicate that Laozi was a great wise man and an advisor to the Zhou court.

2. According to Daoism, how should people discover how to behave?

Students may answer through any means. However, their answer should indicate that people discover how to behave by learning to live in harmony with the way of nature.



Captions will vary.

3. What are yin and yang?

Students may answer through any means. However, their answer should indicate that yin and yang are the opposite forces of nature.

4. According to Daoists, how should rulers behave?

Students may answer through any means. However, their answer should indicate that rulers should rule as little as possible.

5. If you want to, write a caption for the image.



21.5 Legalism

Answer the questions below. In accordance with Legalist traditions, you will be “punished” for incorrect answers.

1. Who was Hanfeizi?

Hanfeizi was a prince.

2. According to Hanfeizi, what was the only way to create a strong society?

According to Hanfeizi, the only way to create a strong society was to establish strict laws enforced by rewards for good behavior and punishments for poor behavior.



Captions will vary.

3. How did Hanfeizi believe a ruler should govern?

According to Hanfeizi, a ruler should have absolute power backed by military might.

4. How did the Qin dynasty apply the teachings of Hanfeizi?

The Qin dynasty applied Hanfeizi's teachings by passing strict laws and harshly punishing people who disobeyed them.

5. Write a caption for the image right now!