

# Feng Shui-“Superstition or Happy Home-making”

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## Grade Level/Discipline

This lesson plan was created for high school social studies classes. This lesson could also be applicable to philosophy, world religions, or world history classes.

## PASS Standards/Social Studies

Standard 1: The student will demonstrate social studies research skills.

1. Identify, analyze, and interpret primary and secondary sources and artifacts. ..
2. Validate sources as to their authenticity, authority, credibility, and possible bias. ..
3. Construct timelines of key events, periods, and historically significant individuals. ..
4. Identify and analyze the reasons for major shifts in national political boundaries.

Standard 3: The student will compare selected ancient river civilizations (e.g., Egypt, Mesopotamia, the Indus Valley, and Shang China).

## Introduction

Feng Shui(wind and water) is an ancient Chinese system of arranging our environment so that we can be more in harmony with the things around us. The fundamental principles can be found in the *Shih Ching* (Book of Songs)9<sup>th</sup> and 5<sup>th</sup> century BCE, and the *Li Chi*(Records of Rites) during the Han Dynasty(206 BCE-AD 220).

## Objectives

### Knowledge-

Students will learn how applying the principles of Feng Shui can help them in their daily lives.

The students will learn the principles of Feng Shui: Yin and yang,

The four seasons, the Eight Trigrams, the Five Elements, and Chi.

Students will also learn about Chinese superstitions.

### Skills-

We will be using floor plans of various student’s houses to “test” good Feng Shui.

We will design floor plans in the class of houses that will teach them how to read floor plans.

### Attitude-

Students will learn that not only is Chinese culture deeply rooted in superstitions, but also Western society.

Students will learn that in their own lives there is “chi” energy that

flows. Regardless of ones' religious beliefs, Feng Shui is practical.

### Time Allotment

Two class periods.

### Resources Needed

A chart of Directions will be provided from Appendix 2 in *Feng Shui for Beginners*. A map of your downtown city can be used to see if it was built based around Feng Shui.

### Procedure

1. Introduce Feng Shui and how it is a Chinese art of "luck management."
2. Explain to the students that "chi" is the most important aspect of Feng Shui. It is the "life force" that effects everything.
3. Discuss similarities between Feng Shui's "chi" and western beliefs in an "invisible power" that exists.
4. Break the class into groups of 3 or 4. Have them come up with as many superstitions as possible.
5. Have them answer the question, "Are you superstitious?"
6. Now introduce some Chinese superstitions that are still believed today.
7. Introduce the basic do's and don'ts of Feng Shui.
8. Show the students a basic floor plan of houses with good Feng Shui.
9. Break the class into groups of 3 or 4 again and have them design a room with good Feng Shui.
10. Introduce the "Nine Questions" a geomancer(shaman) asks when determining good Feng Shui.

### Resource List

C.H. Chang, *The bell and the drum: Shih ching as formulaic poetry in an oral tradition*. University of California Press, 1974.

Lillian Too, *Total Feng Shui*, Chronicle, 2005

Li-Ying-Chang, Sean Dennison, *A Contemporary Translation of the Most Popular Taoist Book in China*. Altamira Press, 2003(primary source)

Craze, R., *Feng Shui for beginners*. London: Hodder and Stoughton, 1994.

### Assessment

Students will be given a floor plan from 3 different examples. They will be Asked to study the floor plans and determine if good Feng Shui is being used.

Students will also be asked to answer the “Nine Questions,” which determine Good or bad Feng Shui.(See Appendix)

## Appendix

### The Nine Questions

1. How does it look?
2. How does it feel?
3. What furniture is there?
4. How is the décor?
5. What is the area used for?
6. What could you change?
7. What could you improve?
8. What do you like?
9. What displeases you?