

NCTA Seminar on East Asia

Terry Owens

Implementation Plan

Lesson Plan #1: Buddhism and Hinduism

Course: Appropriate for 10th grade World History

World History is an extremely broad, thematic based course which spans the last 600 years world history. Because of time constraints (semester course) and level of ability (generally average to learning disabled group), this course concerns broad themes such as industrialization, imperialism, migrations, economic and political theories.

Objectives: This lesson is part of a pre-course unit on major movements which might have influenced later developments. It is more specifically comprised of lessons on religions and philosophies. This follows standards on key individuals in history as well as continuity and change. Students should be able to demonstrate an understanding of key aspects of Hinduism and Buddhism. Students should be able to illustrate through maps and organizers the spread of these two religions and the similarities and differences between them as well as the reasons for their popularity. Students will be able to connect the belief systems to current events in India.

Sources: textbook World History for a comparison on Buddhism and Hinduism, Atlas World History, primary source documents on Hinduism (from World Atlas) and Buddhism in India and Its spread along the Silk Road (Connections from Ebrey text), readings on Buddhism from the NCTA Seminar on East Asia (SPICE Digest lesson plan)

Procedures: (2 days)

- Pre knowledge and "impression: sheet: students fill in a questionnaire to assess previous knowledge and impressions of Buddhism
- Students read about the life of Siddhartha (Buddha) and answer questions (SPICE digest)
- Students use the textbook and atlas to answer questions about the spread geographically of Buddhism.
- Students read about tenets of Buddhism (SPICE Digest defining such ideas as the "middle way" and nirvana.
- Students discuss why Buddhism was so popular and spread so far after reading Buddha's Sermon in Deer Park.
- Students listen to the parable of our existence and discuss responses to it.
- Students use the textbook and atlas to answer questions about Hinduism and its spread southward in India.
- Students read stories about Hindu beliefs from the World Atlas.
- Students produce a venn diagram comparing and contrasting Buddhism and Hinduism
- Students study a map of India and align Hindu to divisions between India and Pakistan

Students will demonstrate an understanding of the following through discussion, responses, and graphic organizers:

Impressions can sometimes be correct/incorrect

Aspects of the life of Siddhartha Gautama influenced the development of Buddha and the beliefs of Buddhists.

Buddhism spread southward and eastward; Hinduism spread southward.

Three tenets of Buddhism and Hinduism

Three reasons for the popularity of Buddhism and Hinduism

The ideas implicit in parables.

Comparison/contrast of Buddhism and Hinduism

Evaluation: Students will be assessed through discussion, written products, and critical questions on unit assessments.

Impact of the course on this lesson: The Seminar greatly influenced the formation of this lesson. While the course textbook and atlas contain a lot of information about these philosophies (religions), the seminar provided interesting primary source material and readings about Buddha. These materials and class discussions made it relatively easy to develop a lesson on the major ideas behind and spread of Buddhism as well as Hinduism. The insights and perspectives of the speakers were invaluable.

Lesson #2: Confucius, Confucianism, and Understanding and Applying Confucianism

Class: same as above

Objectives: Students will be able to identify aspects of Confucius teachings, draw conclusions about the impact of Confucianism on Chinese society, and apply several Confucian beliefs to their own lives.

Sources: World History textbook (Connections to Today), World Atlas, Confucius (Handout 1 Lesson Plan on Confucius, Confucianism, and The Analects from Seminar) , tangrams, Yin and Yang symbol, comparisons to Daoism and Buddhism (Ebrey Text), "The Lost Horse", selections from The Analects

Procedures (2 days)

- Students read about Confucius and his teachings and discuss relevance to their own lives.

- Students use the Yin/Yang symbol to contrast Confucianism and Daoism.
- Students listen to "The Lost Horse" and interpret its meaning.
- Students look at selections from The Analects in a group activity where they align The Analects to scenarios which mirror their own lives in school and at home. Class discusses decisions made by the groups.
- Students play with tangrams

Evaluation: Students will be assessed through Socratic discussion, interpretation of the Analects as a group activity, organizing meanings in a graphic, assessment through projects (differentiated to student needs, abilities, and interests and demonstrated through critical questions), traditional assessment questions (short answer, essay, objective)

Impact of the Course on this lesson

The course had a lot of influence on this lesson. I use the materials from class to augment the textbook. The Lesson plan on the application of the Analects, the tangrams, and the Yin/Yang analysis were already used and went over well.

Lesson #3:

Class same as above

Objectives: Students will be able to illustrate on a map the Mongol conquests across Asia as well as specific invasions of China. Students will demonstrate through discussion the impact of the convergence of Chinese and Mongol culture.

Sources: Textbook (World History: Connections to Today), World Atlas, Ebrey text map of Mongol conquests, Ebrey text (Connections and Chapter 12), Images displayed on promethean board such as pictures of art from my trip to Istanbul (Topkapi Museum)

Procedures (2 days)

- Students engage in a map story where I read the story of Mongol conquest and they illustrate the story on a map.
- Students analyze a drawing of a Mongol warrior to discern strength and attitudes about warfare.
- Students read excerpts about Mongol rule in China from their textbook and excerpts from the Ebrey text.
- Students look at images such as the Blue and White Dish displayed in Topkapi Museum to draw conclusions about the convergence of cultures.
- Students summarize the impact of Mongol rule.

Evaluation

Illustrations from map story, discussion, traditional and non-traditional assessment questions through projects and tests (mentioned earlier)

Impact of Seminar: Use of Ebrey textbook helped me to draw together materials which I already had and frame them within a context of convergence.