

**East Asia Seminar 2011 – NCTA and CEAS, University of Pennsylvania
Teacher Implementation Plan**

Name: Hanadi Shatara

Date: May 23, 2011

School: AMY at James Martin School

Name of Collaborators (if any): _____

Unit Title: The Influence of Confucianism and Buddhism in China

Unit Abstract: There are several religions and philosophies that have made their impact on China. Students will be able to describe influence and impact of Confucianism and Buddhism in China, culturally and politically. In this unit, I will incorporate the five fields of Social Studies (history, geography, culture, government and economics). I will focus on culture and government than the other fields; however, each field will be addressed.

Content Standards Targeted/End of Cluster Benchmarks:

- G.7.3.6 The Human Characteristics of Places and Regions
- G.7.3.6B Describe the human characteristics of places and regions by their cultural characteristics

Content Area(s): World Cultures and Geography (Social Studies)

Targeted Grades: 7th Grade

How Will This Unit Be Integrated into Your Curriculum: The curriculum has a unit on East Asia. I will use the unit as enrichment to what is already being taught from the textbook.

Time of Implementation (how and when will the unit be implemented): This unit will be implemented after students have learned a brief overview of East Asia. The whole 7th grade curriculum is a brief overview of the Eastern Hemisphere and I implement enrichment activities for students to dig in deeper to the material. This unit will serve as the enrichment activity for the East Asia unit, specifically for China. It will last for six days (five days of lessons and one day for a field trip)

Big Idea: Students will understand that although Buddhism and Confucianism are two of China's major religions, both have had an influence on the culture and government of China. Confucianism help established the educational systems, governmental systems and **bureaucracy** (vocabulary word). This form of government helped keep the stability of China's culture. Buddhism came to China economically and the concept of escaping suffering appealed to many Chinese. Buddhism influenced much of the architecture and artwork in China.

Essential Questions (Do these questions reflect the core idea as judged by experts in the discipline):

1. How do religion and philosophy differ?
2. What are the main themes of Confucius' philosophy?
3. How did economics influence the growth of Buddhism in China?

4. How has Buddhism influenced China's art and architecture?
5. How does a Chinese citizen encounter Buddhism and Confucianism in their daily life?

Lessons (3-4 smaller lessons that are integral to the unit and lead to the realization of big ideas):

Lesson 1: Religion vs. Philosophy

- Define religion and philosophy (Do Now)
- Characteristics of each (Teacher led with chart paper)
- Examples of them in our society (In groups)
- Introduce Buddhism and Confucianism in this concept (Students already know what these religions/philosophies are, but not in this context) (Teacher led discussion)
- Categorize the characteristics of Buddhism and Confucianism (Teacher led with chart paper)

Lesson 2: Buddhism

- Review of Religion vs. Philosophy (Do Now)
- Origins of Buddhism (Notes and Powerpoint)
 - o Siddharta Gautama: origin story (refer to Professor Justin McDaniels' lecture and powerpoint)
 - o Review of the beliefs in Buddhism (already taught this in South Asia unit)
 - o Why would these beliefs be appealing to people including the Chinese?
 - o Growth of Buddhism in China
 - Trade of goods
 - Growth of economies
 - Spreading of ideas
 - Map
- Introduction through pictures of different Buddhists artwork

Lesson 3: Art and Architecture of Buddhism (Field Trip to Penn Museum)

- Compare and contrast of different Buddhas and meanings (reference Professor Frank Chance)
- Temple architecture and prayers
- Scavenger hunt of Buddhist artwork in the Penn Museum

Lesson 4: Confucianism

- Origins (brief lecture with notes)
- Primary Source analysis of Confucius texts (reference first reading of primary sources from class) (in partners)
- How do these quotations from Confucius affect Chinese society and your life?

Culminating Lesson/Activity (the final lesson/activity that ties all lessons together):

Creative Project in class about the day in the life of an Ancient/Medieval Chinese citizen. How would they encounter Confucianism and Buddhism in their daily life? Students can pick one of the following projects:

- Poster
- Paper
- Skit/Speech
- Creative Presentation (use of technology from the library, such as powerpoint)
- Comic

Assessment: What evidence of learning will you accept?

The project is an assessment of showing evidence of what the students have learned. I will also use a test incorporating the curriculum information on East Asia and this unit. The test will have questions on the

content of this unit through multiple choice, a map and multiple choice questions and at least two extended response questions from the Essential Questions.

Resources Needed (please list specific resources):

- Chart paper
- Projector
- Specific powerpoints (one for Buddhism and Confucianism, as mentioned above)
- Primary sources of Confucius' quotes
- Permission and approval to Penn Museum field trip
- Materials for projects (poster board, art supplies)

An explanation of how the seminar helped you develop the plan:

This seminar helped me tremendously in developing my plan. First, it gave me the content to instruct my students on Buddhism and Confucianism; much more than the curriculum provides at school. Second, it gave me the idea of bringing my students to the Penn Museum and having students distinguish between the differences within Buddhism, especially through artwork. Students have become visual learners and it caters to all students from all levels. Third, the seminar introduced me to primary sources that students can feel comfortable with; nothing too rigorous. Lastly, the seminar helped me have an interest in East Asia overall. Although I majored in History in undergrad, I never took an East Asia class. I have never really had an interest. This seminar was very engaging and introduced me to much new content that I am excited to share that with my students. Thank you for this great opportunity.

NOTE: we may upload your implementation plan as an "Uploaded Contribution" to the University of Pittsburgh NCTA online portal, so that it may be shared with other teachers. Please let us know below whether you agree (or not) to this.

I agree to have my implementation plan (or portions thereof) uploaded to the NCTA online portal.

No, please do not make my implementation plan available on the NCTA online portal.