

Fulbright-Hays Group Projects Abroad
Summer Institute on China 2018

BUDDHISM LESSON
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Grade Level

10th grade Contemporary World Studies AS

Essential Unit Question:

1. How have the ancient ways of the silk road manifested themselves in to the modern silk road (One Belt, One Road)?

Guiding Questions

1. What are the basics of Buddhism?
2. How did Buddhism evolve over time? OR What are the differences between Chinese (Mahayana) Buddhism and traditional Buddhism (Theravada)?
3. What are some of the lessons/morals that Buddhism teaches?

Introduction

The general topic of my lesson is Buddhism, and takes place within a larger unit on Modern China. These lessons on Buddhism take place on days 5, 6, and 7 of the unit, after students already have a basic background knowledge on the silk road and the exchange of goods and ideas along its path.

The lesson on Buddhism will take place over the course of 3-4 days (depending on timing of the act-it-out research/planning day). First, I will focus on presenting information to students on the basics of Buddhism, what is it? What are the different types? Who are the important figures? What does it teach? How is it different from the "original" Buddhism, etc. The next day, students will be introduced to the Mogao Caves and their depictions of Buddhism within the caves. Students, in groups, will be assigned a cave OR jataka, and must do research on the cave to find out how Buddhism is presented, what figures are included, and what lessons/morals are shared. Once students have done their research, they will then create a talking tableau. Students must work together to recreate the statues and stories of the caves and then present them to the class. Students will position themselves like the statues or stories in the caves, and one by one each piece of the tableau will come to life and explain their position, purpose, part of the story, etc.

Overall, the goal of this sequence of lessons is to help students understand and interact with the basics of Buddhism and its guiding principles through a hands-on experience. Additionally, it serves the purpose to help students analyze how Buddhism evolved over time to adapt to its new home and people in China (from India, etc.).

Objectives

Students will be able to:

- Define Buddhism and explain its basic characteristics and principles evidenced by a group presentation.
- Explain the difference(s) between Mahayana Buddhism and Theravada Buddhism through writing an exit ticket.
- Act out a Buddhist Mogao Cave statue scene OR jataka story with a group explaining verbally the meaning of each piece or lesson/moral of the story.

Materials

- Slides explaining basics of Buddhism (teacher guided) (Day 1)
- Guided notes for students on the basics of Buddhism (Day 1)
- Color-Copies of Images of the Mogao Caves for Gallery Walk (Day 1)
- Possible resources for students online: (Day 2-3)

- Example: <https://www.e-dunhuang.com> (helps with most all caves/jatakas)
- Copies of Jataka tales from The Silk Road in Cartoons: Stories from the Dunhuang Murals (1) (Day 2-3)
 - “Prince Sattva Takes His Own Life to Feed the Tigers” (Cave 254)
 - “The Nine-Colored Deer” (Cave 257)
 - “500 ‘Robbers’ Become Buddhas” (Cave 285)
 - “King Fast-Eye Donates His Eyes as Alms to a Blind Man” (Cave 275)
- Copies of/ Access to Appreciation of the Dunhuang Grottoes (Day 2-3)

Equipment

- Speakers and music for gallery walk
- Computer and projector/screen
- Chromebook Cart (or computer lab)

Teacher Preparation

- Teacher must be familiar with the foundations of Buddhism, and the specific Mogao caves and murals that will be used by the students for research.
 - Teacher must also be clear in the interpretation of the:
 - Statue placement in caves (2 groups)
 - Morals/Lessons of the Jataka tales (3-4 groups)

Time

Day 1: *Lecture on Buddhism and introduction to Mogao Caves*

- 52 minutes (regular schedule)

Day 2: *Presentation Introduction and Research/Planning Day*

- 85 minutes (block day)

Day 3: *Finalize research/presentation and presentations*

- 52 minutes (regular schedule)

Day 4: (if needed) *Presentations*

- 51 minutes (regular schedule)

Procedures

Day 1: *Lecture on Buddhism and Introduction to Mogao Caves*

- 1) **Warm Up:** What do you already know or THINK you know about Buddhism? Create a list of 3 or more things you know/think you know about Buddhism.
- 2) **Instruction:** Lecture on the basics of Buddhism
 - i) Students will take guided notes during the lecture on the basics of Buddhism
- 3) **Instruction:** Introduction to the Mogao Caves Gallery Walk
 - a) Students will walk around the room and complete a graphic organizer answering the same image analysis questions for all images hanging of the caves:
 - (i) Observations: List 3-5 specific details that stand out from the image
 - (ii) Inferences: How does this relate to Buddhism? / The Silk Road?
 - b) While students circulate the room, the teacher will play instrumental music that would have been heard/shared along the silk road.
- 4) **Wrap Up/ Debrief:** Students will write an exit ticket answering:
 - (a) What is one thing you LEARNED about Buddhism you did not already know?

- (b) Describe **two-three** major differences between Theravada, Mahayana, and Tantrayana Buddhism.
- 5) **Homework:** Read and annotate “The Nationalization of the Paintings of Buddhist Stories” by Fan Jinshi. Excerpted from *The Silk Road in Cartoons: Stories from the Dunhuang Murals (1)*

Day 2: Presentation Introduction and Research/Planning Day

1) **Warm Up:**

- i) Think back to yesterday, what is one thing that stood out to you about the Mogao Caves and why?
- ii) Homework connection:
 - (1) What is the purpose of fairy tales and fables to people around the world?
 - (2) How did this evolve and spread into religion?
 - (3) What are the jatakas and what are some general beliefs they help teach/spread?

2) **Instruction:** Introduce talking tableau research project

- i) Teacher will hand out the talking tableau project instructions and go over with students
- ii) Teacher will assign groups.
- iii) Teacher will assign caves and jatakas
 - (1) Write number of cave or name of jataka on piece of paper, throw in hat/bowl/cup and mix up, have each group select at random from the hat/bowl/cup
 - (a) Cave 158: Reclining Buddha and the 10 Mourning Disciples
 - (b) Cave 55: Maitreya Buddha
 - (c) Cave 328: Sakyamuni Buddha
 - (d) Jataka: The Nine-Colored Deer
 - (e) Jataka: Prince Sattva Takes His Own Life to Feed the Tigers
 - (f) Jataka: 500 “Robbers” Become Buddha’s
 - (g) Extra Jataka: King Fast-Eye Gives His Eyes as Alms to a Blind Man

3) **Research Work Time:**

- a) Using the chromebook cart, students will begin working on researching using sources provided
- b) Students may use outside sources, but must check reliability

4) **Presentation Work Time:**

- a) Students create their talking tableau
 - (1) Analyze each statue/ part of jataka story
 - (2) Assign Roles
 - (3) Create script
 - (4) Practice, practice, practice!

5) **Wrap Up/ Debrief:** Students will submit a digital exit ticket on google forms:

- a) What are two new things you learned today?
- b) What is YOUR role in your group tableau?
- c) What is one thing YOU can do to ensure the success of your group during their presentation?
- d) Is there anything your teacher can do to help you?

Day 3: Finalize research/presentation and presentations

- 1) **Warm Up:** Students will have 15 minutes to finalize and practice their presentations
- 2) **Presentations:**
 - (a) Students will present their Cave or Jataka in 5-7 minutes
 - (b) While in audience:
 - (i) Students will take notes on the presentations: (see organizer)
 1. Cave or Jataka? (Include name)
 2. Who are the important figures?
 3. Meaning of important figured **OR** general details about the jataka story.
 4. What is the overall moral or lesson being taught?
 5. Other notable details.
- 3) **Wrap Up/ Debrief:**
 - (a) Students will answer: (this can be finished as HW if students need more time than what is left in class)
 - (i) What are some of the lessons/morals that Buddhism teaches?
 - (ii) Who are some of the major important figures in Buddhism and who are they/what is their purpose? (consider Sakyamuni, Maitreya, Disciples, Bodhisattvas, etc.)
- 4) **Assessment**
 - a) Students write an exit ticket answering, "what is one thing you learned about Buddhism?"
 - b) Students explain via an exit ticket **two-three** major differences between Theravada, Mahayana, and Tantrayana Buddhism.
 - c) Students present their Talking Tableau