

Exploring the Mogao Caves

Class

6th Grade History, Ancient Civilizations

Standards

1. CCSS Standards
 - a. CCSS.ELA-Literacy.RH. 6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources
 - b. CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos or maps) with other information in print and digital texts.
2. Content Standards
 - a. 6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China
 - b. 6.6.7 Cite the significance of the trans-Eurasian "silk roads" in the period of the Han Dynasty and Roman Empire and their locations.
 - c. 6.6.8 Describe the diffusion of Buddhism northward to China during the Han Dynasty

Organizing Questions

1. How do archaeologists use artifacts to inform themselves about the livelihoods of individuals living around the Mogao Caves?
2. How do the Mogao Cave paintings illustrate the cultural, political and economic factors of the time, and what connections can be made with the Silk Road?
3. How did Buddhism play a role with individuals living at the Mogao caves and in the Han Dynasty in general?

Introduction

The Silk Road served as a critical cultural exchange between the East and the West, with many religious, political, and economic ideas interchanged. Many sites along the Silk Road helped facilitate these interactions, the Mogao Grottoes being one of the most important ones among them. According to the World Heritage Committee, the Mogao Grottoes was "situated at a strategic point along the Silk Route, at the crossroads of trade as well as religious, cultural and intellectual influences." They further explain how Mogao is well known for their "cave sanctuaries, which include Buddhist art, statues, and wall paintings that date back 1,000 years." Because of these extraordinary details, these caves have been added to the World Heritage List.

Using Mogao Cave images, teacher-made videos, and primary and secondary source readings, students will take on the perspective of an archaeologist and make inferences on what life was like at and around the Mogao caves, examining the religious, social, political,

and economical influences present. Then, using their prior knowledge on the Silk Road, they will make connections to how the Silk Road and Mogao Caves coincide in the images, videos and readings they observe. Lastly, students will collect all of their ideas in an archaeologist journal, which will have them make inferences about the caves using visual and textual evidence, as well as integrate sketches of the Buddhist artwork they examine.

Objectives

1. Students will learn about the purpose of the Mogao Caves through close readings, videos, and images.
2. Students will experience and appreciate the role of archaeologists when analyzing historical artifacts.
3. Students will critically infer, analyze, and discuss images of the Mogao Caves and make connections to the Silk Road.
4. Students will begin to create their own archaeologist sketchbook about the Mogao Caves, focusing on the social, cultural, religious, and economic factors present in the images that may connect to the Silk Road.

Materials

1. Lesson Power Point, 1 presentation per day of lesson
2. Mad Minute handout with map, 1 copy per student
3. Mogao Cave Intro reading, 1 copy per student
4. Mogao Cave teacher-made videos
5. Pack of 22 Mogao Cave images, choose 1 image per pair of students
6. Tape, 1 roll
7. Flashlights, 1 per pair of students or student may bring their own
8. Archaeologist Graphic Organizer, 1 copy per student
9. Archaeologist Sketchbook Handout, 1 copy per student

Equipment

1. Document Camera
2. Overhead projector
3. Laptop
4. Speakers (for video / audio)

Teacher preparation

1. Prior to teaching this lesson, make sure to cover the Silk Road and the spread of Buddhism in class.
2. Prep the power point for the opening activity, Earn Your Seat. The teacher should select questions that activate prior knowledge on archaeologists, Mogao Caves, and the Silk Road.
3. Create and make copies of the Silk Road Mad Minute map (which will be used to activate geographical prior knowledge), Mogao Cave Reading, Archaeologist Graphic Organizer, and Archaeologist Journal Handout.
4. Remind students to bring a flashlight in the class before the Exploring the Mogao Caves class.

5. The afternoon before the first Exploring the Mogao Caves class, tape the Mogao Cave images under the tables, desks, walls, and other places around the room for the activity.
6. Review the videos and speakers to make sure that they work properly.
7. Devise follow-up and guiding questions that make connections with the videos, readings, and students' prior knowledge.

Time

One 90-minute class period or two 50-minute class periods

Procedures

1. Warm up - Earn Your Seat (EYS)
 - a. Students walk into the classroom and stand behind their seat.
 - b. Teacher leads the chant for "EYS" and then explains how to play.
 - c. Students try to "earn their seats" by answering a question correctly.
 - d. When teacher asks the class a question, students silently raise their hands. The teacher will call on a student.
 - e. If the student answers correctly, and class agrees, they will "earn their seat" and be allowed to sit down at their desk.
 - f. The students who have not been called on should be doing one of two things: if they agree with the answer of their classmate, they should pat their legs in agreement; if they disagree and know the correct answer, they should clap and raise their hand silently to be called on.
 - g. The teacher should only ask four to five questions before moving on to the Mad Minute.
 - h. Possible questions: What do archaeologists do? What religion evolved from India and spread through the Silk Road to China? What was the purpose of the Silk Road? What goods or ideas were exchanged in the Silk Road?
2. Accessing Prior Knowledge - Silk Road Mad Minute
 - a. Provide students with the Mad Minute handout.
 - b. Give students one minute to identify as many bodies of water, landforms, cities, territories, etc.
 - c. When the minute is over, have students trade maps and grade each other's work using the key displayed on the document camera. Point out any main areas on the map that are relevant to the lesson.
3. Extending Prior Knowledge - Mogao Cave Readings and Videos
 - a. Pass out the Mogao cave brief background reading and have the students read it as a group. Preview bolded terms with the class, as well as any other vocabulary that students might need help with.
 - b. Have students practice saying lesson vocabulary words aloud before starting the reading to make sure that they can pronounce the words correctly.
 - c. Break up the reading into manageable portions by showing teacher-made videos after each paragraph. This will also help students visualize what they are reading.
4. Extending Prior Knowledge - Mogao Caves Activity

- a. Pass out Mogao Caves Activity handout and go over the directions on the handout.
 - b. Explain to the students that for this activity they will take on the role of Archaeologist, using the Mogao Caves images to make inferences about the religion and daily lives of people who lived near the caves.
 - c. Model how to write an inference correctly so students know what is expected of them. Provide students with a sentence starter such as "I infer that... because..." using an image that will not be part of the activity.
 - d. After modeling how to write an inference correctly, clearly lay out expectations for the students' behavior out of their seats, their use of flashlights, and the time they should spend studying each image (i.e. not flashing the lights into people's eyes, using their time productively, etc.).
 - e. Allow 20-25 minutes for students to complete this activity, depending on students' needs. Conduct time checks with the students every three to five minutes while they are doing the activity to make sure the activity proceeds smoothly and on schedule.
5. Debrief Mogao Caves Activity
- a. After the students get back to their seats, ask students to "pair share" one of their inferences either with the person sitting next to them or with their table group (depending on the classroom structure). This will give students confidence with their answers prior to sharing out.
 - b. Once students finish sharing with their partner, review the images and call on students to share out their responses as well as their peers' responses. This encourages accountability among students for listening to one another during their pair shares.
 - c. You may also ask connecting questions about how the images connect with the Silk Road and Buddhism.
6. Archaeologist Journal
- a. Once the activity debrief is done, distribute the archaeologist journal expectations and handout.
 - b. Review the directions of the assignment, and model one of the sections or show an example to make sure students understand how to do it.
7. Exit Ticket
- a. At the end of class, have students answer an exit ticket based on their experience with the activity. You can use the questions attached in documents, but you can also reference guiding questions from the beginning of the lesson.

Assessment

1. Earn Your Seat
2. Mad Minute - Report scores back to teacher
3. Reading - Thumbs up/thumbs down to check for understanding
4. Mogao Caves Activity – Grade inferences made during activity and during whole group share out
5. Archaeologist Journal
6. Exit Ticket

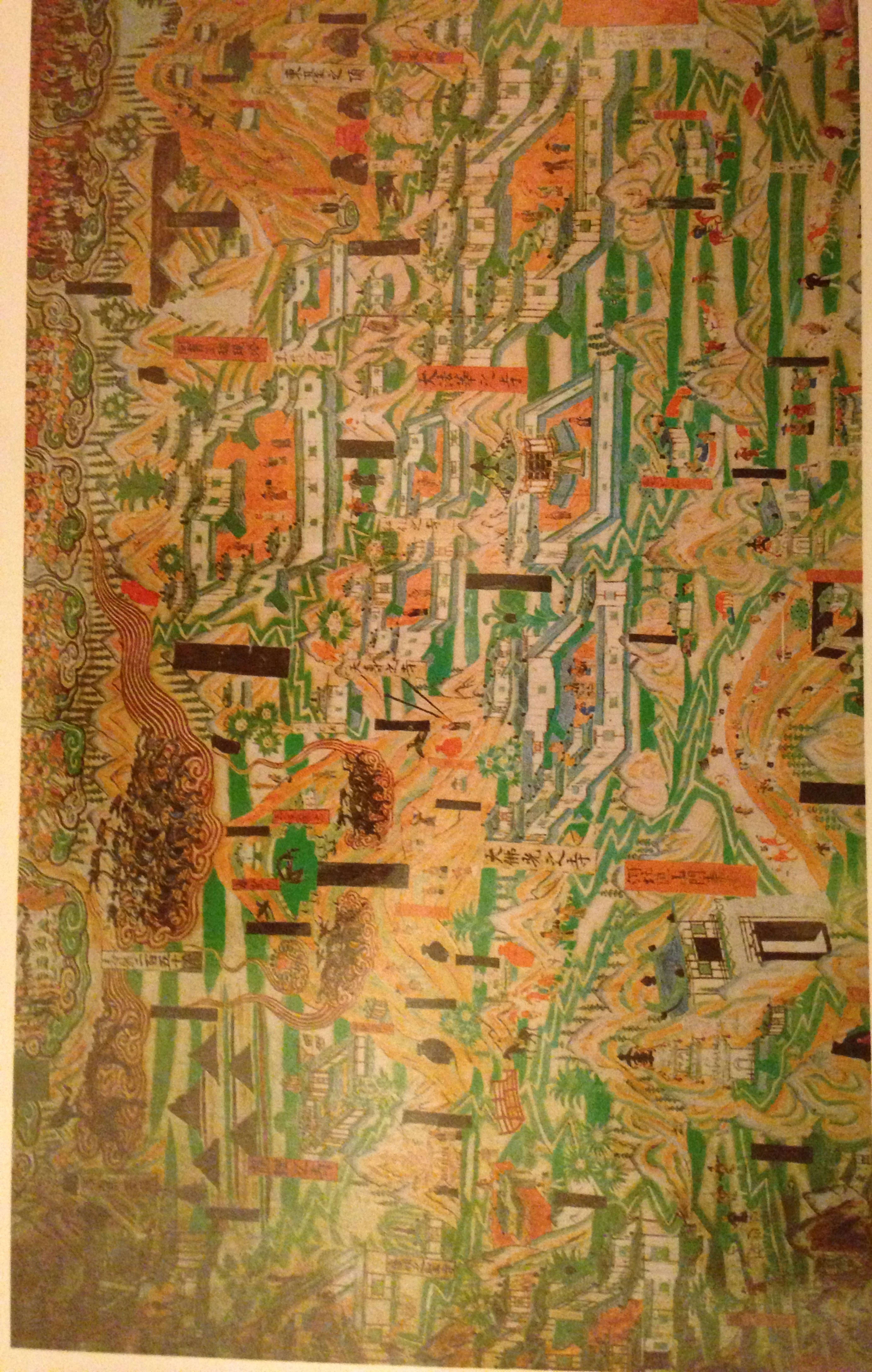


中唐 北窟 耕獲圖 (the north wall) Cave 25 of the Yulin Grottoes
ploughing and Harvesting (the north wall) 農人播種一次便可收穫七次，即所謂“一種七收”。
佛經中說：在彌勒之世，農人播種一次便可收穫七次，即所謂“一種七收”。



第112窟 南壁 舞樂 中唐 Dancers and Musicians (the south wall) Cave 112

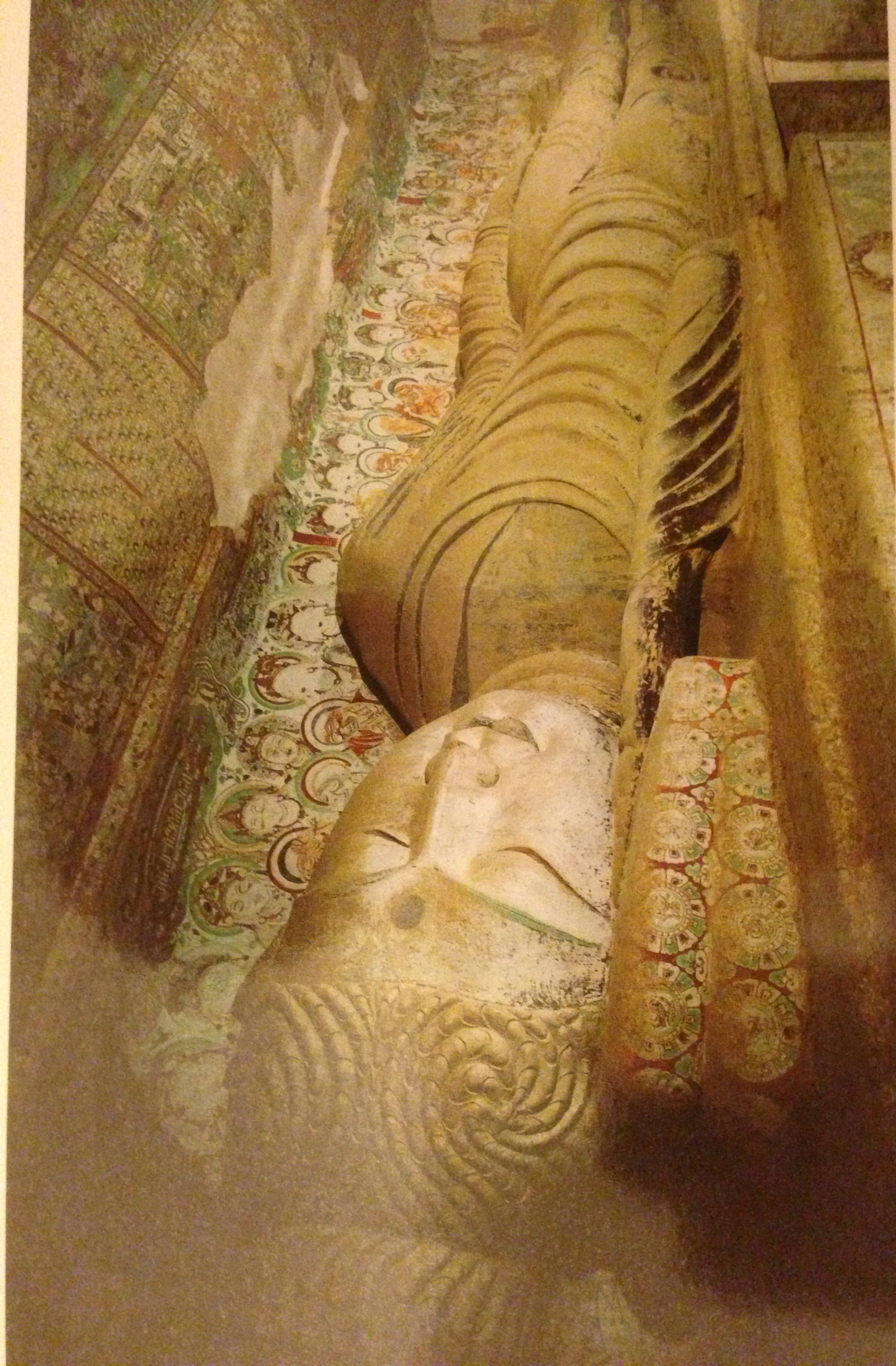
這是觀無量壽經變中的舞樂圖，舞者容貌姣美嫵媚，左手高舉琵琶反背身後，右手轉向背後彈拔，這
的“反彈琵琶”。



第61窟 西壁 五臺山圖（局部） 五代

The Illustration of Mount Wutai(detail)(the West Wall) Cave 61

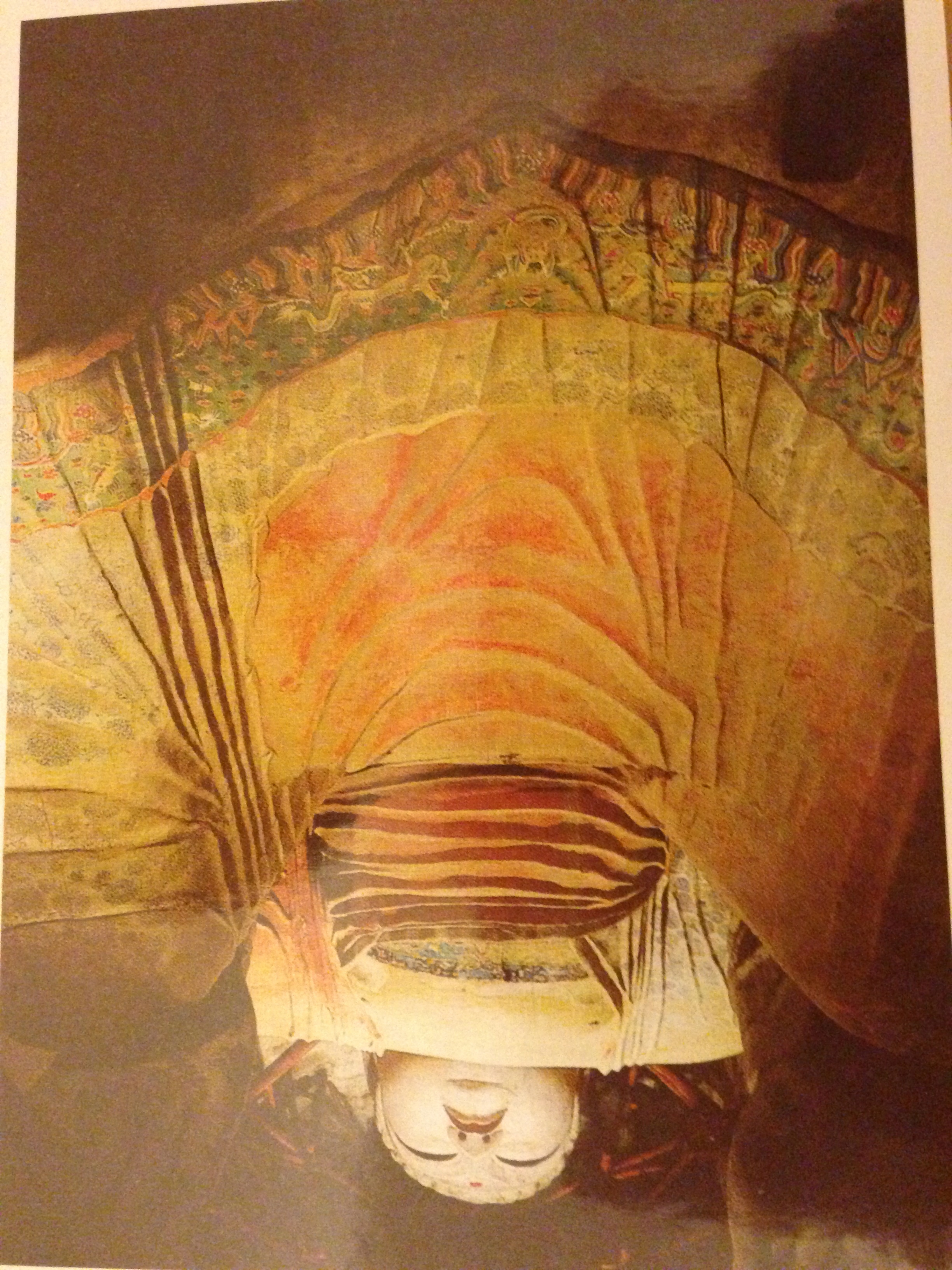
相傳，五臺山是文殊菩薩居住的聖地，歷來受到人們的敬仰，五臺山圖也因此盛傳於世。



158窟 涅槃窟 中唐

Parvana Cave Shape of Cave 158

七利泪般窟已有两座，请是其





第329窟 西壁龕頂南側 夜半踰城 初唐

Siddhartha Getting over the Wall at night (the southern part of the ceiling of the central niche) Cave of the Thousand Buddhas, 6th century. Siddhartha, feeling the suffering of the world, decided to leave home to seek the Buddhist path, to save the masses, his father

釋迦太子長大成後，有感於人世間生老病死諸多苦難，立意出家尋求佛道，以救眾生，其父



第45窟 西壁龕內北側 菩薩 天王 迦葉 盛唐







Archaeologists for the Day: Bringing the Mogao Caves to the Classroom!

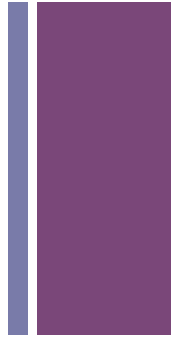
Jennifer Lopez
Mogao Caves Lesson
China Summer Institute 2015



Overview: Guiding Questions

■ Guiding Questions:

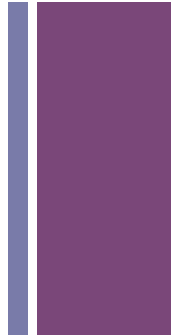
- How do **archaeologists use artifacts** to learn about the livelihoods of individuals living around the Mogao Caves?
- How do the **Mogao Cave paintings illustrate the cultural, political, and economic factors** of the time, and what connections can be made to the Silk Road?



+ Overview: Standards

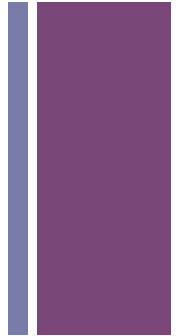
■ Standards:

- CCSS.ELA-Literacy.RH.6.8.1 Cite specific **textual evidence**
- CCSS.ELA-Literacy.RH.6-8.7 Integrate **visual information** (e.g., in charts, graphs, photographs, videos or maps)
- 6.6.7 Cite the significance of the trans-Eurasian **“silk roads”** in the period of the Han Dynasty and Roman Empire and their locations
- 6.6.8 Describe the **diffusion of Buddhism** northward to China during the Han Dynasty



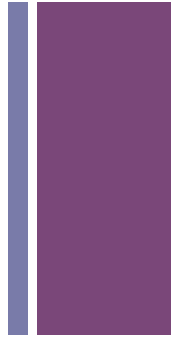
+ Overview: Objectives

- In this lesson, students will learn about the purpose of the Mogao Caves through close readings, videos, and images.
- ****In this lesson, students will experience and appreciate the role of archaeologists when analyzing historical artifacts.**
- ****In this lesson, students will critically infer, analyze, and discuss images of the Mogao Caves and make connections to the Silk Road.**
- In this lesson, students will begin to create their own archaeologist journal about the Mogao Caves, focusing on the social, cultural, religious, and economical factors present in the images, and connect to the Silk Road.



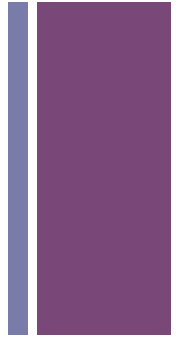
+ Lesson Overview:

- ***Earn Your Seat!***
- Mad Minute on Silk Road Map
- Reading and Video on Mogao Caves
- ***Mogao Caves Activity!***
- ***Debrief, discuss and share out activity findings***
- Start Archaeologist Journal (finish for HW)
- Exit Ticket: Based on readings, videos and activity, what can you infer about the livelihoods of those living around the Mogao Caves, and what connections can you make to the Silk Road?



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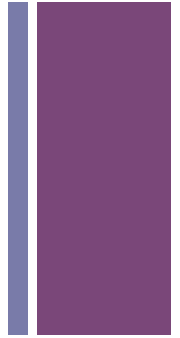
It's timeeee for.....



EARN YOUR SEAT!!!

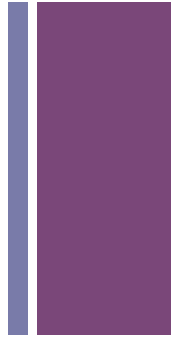


How to Play?



- **GOAL:** To answer a question correctly so you can earn your seat.
- 1. When Ms. Lopez asks a question and you know the answer, raise your hand. If you answer the question correctly, you may earn your seat.
- 2. If someone else gets selected to answer a question, you may do one of two things:
 - **AGREE with answer:** pat your hands on your legs
 - **DISAGREE with answer:** clap your hands and raise your hand if you can answer the question correctly.

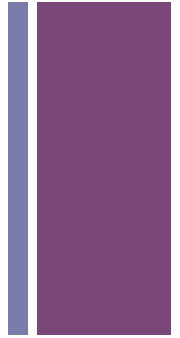
+ Earn Your Seat!



**What country are
we currently in?**

+ Earn Your Seat!

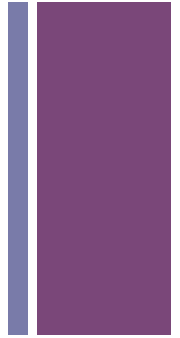
- **What do archaeologists do?**



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Earn Your Seat!

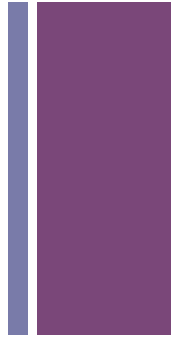
- **What religion evolved from India and spread through the Silk Road to China?**



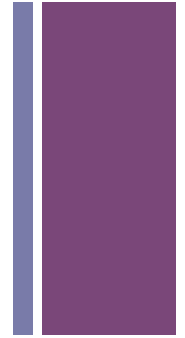
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Earn Your Seat!

- **What ideas and goods were traded on the Silk Road?**



+
And that's all for...



EARN YOUR SEAT!

THANKS FOR PLAYING!

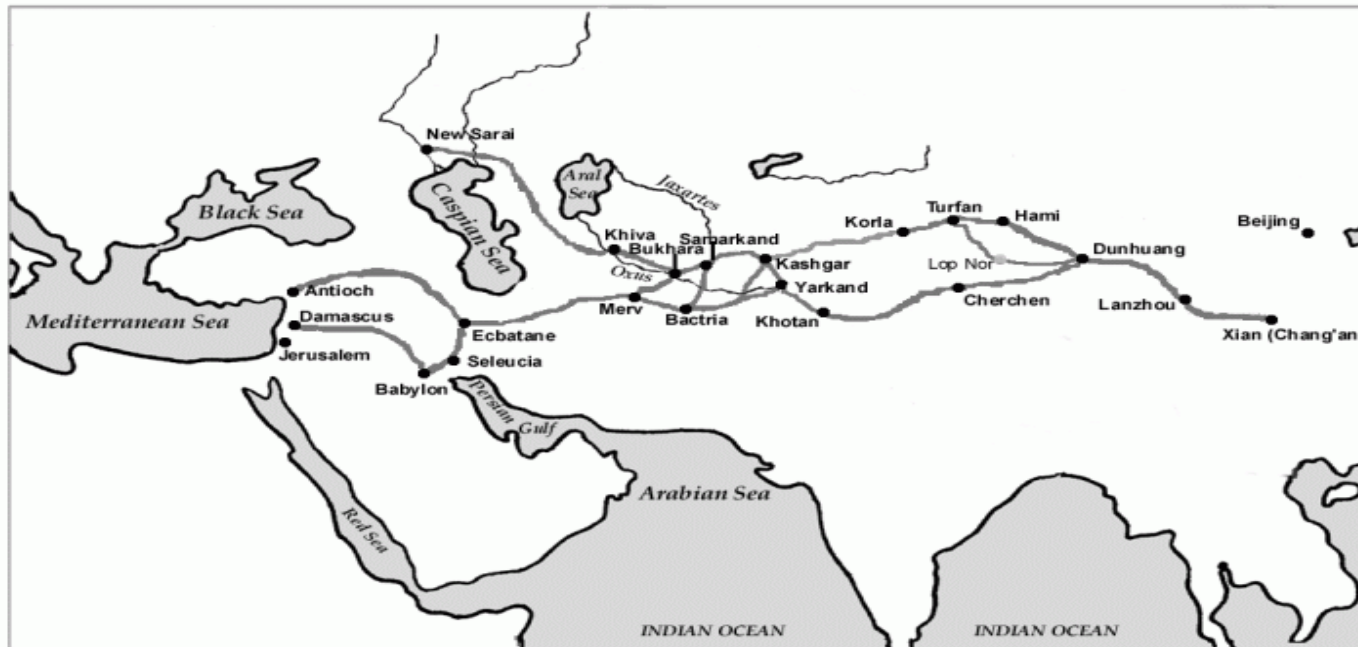
+ Mad Minute, Reading, and Video

■ APK: Mad Minute on Silk Road

- Students have a minute to fill out a blank map on geographical features of the Silk Road
- Helps access prior geographical knowledge

THE SILK ROUTES

MAP 3



+ Mad Minute, Reading, and Video



- **EPK: Overview Reading on Mogao Caves**
 - Quick overview
 - Use short videos to chunk the reading

+ Mogao Caves Activity!

GOAL: You will pretend to be an archaeologist and infer what life was like for people living near the Mogao Caves, and make connections to the Silk Road if possible.

Directions:

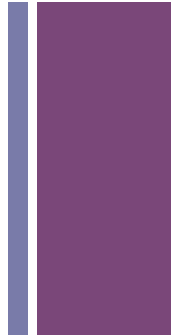
1. You will go around the room and view different images of the Mogao Caves.

2. Your goal is to make **at least two inferences from two different images** around the room. Make sure to label which image you are making inferences on.

3. Example of inference (Sentence Starter: I infer that...because..)

I infer that people living around the Mogao Caves practiced meditation because of the way the Buddha is positioned in the center of the picture, with others sitting around him are praying or meditating as well.

+ Copy Mogao Caves Organizer



Picture _____

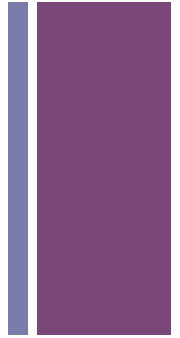
Inference #1	Connections to Silk Road
I infer that...because....	

Picture _____

Inference #2	Connections to Silk Road
I infer that...because....	



Mogao Caves Debrief



■ Pair Share

- With a partner, pair share one of the inferences you made from the images around the room.

■ Whole Group Share Out

+ **Conclusion**

- Thank you for your time!
- Questions?

