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Primary Sources: World Religions

This sample includes the following:

Teacher's Guide Cover (1 page)

Table of Contents (1 page)

How to Use This Product (2 pages)

Lesson Plan (4 pages)

Primary Source Document (1 page)

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— PRIMARY SOURCES —
World Religions



PRIMARY SOURCES
EXPLORING HISTORY

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How to Use This Product

This unit, with its primary documents, photographs, and support materials, will allow both teacher and student to expand their study of history beyond the textbook and classroom. The resources in this book assist the busy teacher in presenting innovative primary source lessons that meet state and national standards. Easy to follow, concise, and aligned to the curriculum standards, the teacher lesson plans and student activity pages are certain to become a great addition to any classroom.

Using primary sources offers students the opportunity to act and think as historians. Students will participate in the constructive process of history by studying primary documents and photographs. Viewing historic photographs, handling facsimiles of famous documents, and reading the comments and opinions of those in the past will bring history alive for students. Understanding the background of each primary source will help students to put historical events and attitudes into perspective, to think progressively, and to walk in the shoes of their ancestors.

The organization of the kit provides teachers with all they need to accomplish the lessons without additional research or planning. Teachers have the photographs and documents at their fingertips without scurrying to find such references. Activities are varied, interesting, challenging, and engaging.

The Book

The **teacher pages** provide lesson plans organized with objectives, materials, discussion questions, suggestions for using the primary sources, and extension ideas. **Historical background pages** are provided to give teachers and students information about each of the primary sources being studied. The coordinating **student activity pages** allow the flexibility for a class, individuals, or small groups of students to focus on a specific task and provide direction for a series of tasks to be completed during a time period.

The **standards** and **objectives** for the lessons are both process and content objectives to cover the full range of social studies skills. The standard listed for each lesson is a process standard taken from one of the ten strands of the National Council for Social Studies (NCSS, *Expectations of Excellence: Curriculum Standards for Social Studies*, <http://www.ncss.org>). The objective listed for each lesson is a content learning objective describing what students will learn and how they will show what they have learned. A complete chart listing each lesson in the book and the corresponding standards is available on the CD in the folder entitled *Lesson Support Files* (standard.pdf).

The **document-based assessment** section provides student preparation and practice on the document-based questions that appear on many standardized tests today. Students will be able to analyze for meanings, compare and contrast, compose short answers, and even respond to and reflect on topics with longer essay questions. The entire testing section will provide students with opportunities to prepare for a variety of testing situations.

The Photographs

Each photograph has four general areas on the back for teacher and student use. The top of the card has a brief **Historical Background Information** section. Along the left side of the card is the **Analyzing History** section. This includes questions and activities designed to make students analyze what they see and learn. In the **Historical Writing** section, students are given two writing assignments, one fiction and one nonfiction. Finally, the **History Challenge** section offers fun extension ideas for the students. The teacher lesson plans do not necessarily refer to each of the sections on the back of the card. These activities can be used by teachers in any way that fits their classroom needs (group work, individual work, learning center, etc.).

The Primary Sources

The documents, letters, maps, and other primary sources are provided in both an authentic-looking format as well as in the book for reproduction. The large copies of the primary sources should be shared with the students so that they can see and feel the facsimiles. The easy-to-read copies of the primary sources in the book can be reproduced for the students to use during student activities. If the text of a document is too long, only an excerpt of the text is included in the book. The entire text of the document is available on the CD.

The CD

The CD provided with the book has copies of the 16 main primary sources and photographs, additional documents and photographs from the time period, and activities to support and enrich the lessons in the book, including 16 student pages to support the introduction. See pages 75–76 for more information about using the CD.

Objectives of This Unit

By participating in the lessons provided in this book, students will:

- articulate their observations.
- analyze what they see.
- improve their vocabularies.
- be prompted by visual clues.
- compare their assumptions against others.
- expand their appreciation for other time periods.

By presenting the lessons in this book, teachers will:

- improve students' test scores and improve test-taking skills.
- meet curriculum standards.
- create a learning environment that extends beyond the classroom.
- encourage students to take an active role in learning history.
- develop critical-thinking skills in students.

Buddhism

Standard/Objective

- Students will explain and give examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture. (NCSS)
- Students will examine a Buddhist cave painting, learn about two traditions of Buddhism, and then create a painting that shows a tradition of Buddhism.

Materials

Copy of the facsimile *Buddhist Cave Painting*; Copies of the historical background information (page 32); Copies of the activity sheet, *The Spread of Buddhism* (page 33); Copies of *Buddhist Cave Painting* (page 34); Magnifying glasses; Copies of the *Pronunciation Guide* (guide.pdf)

Discussion Questions

- What do you see in this painting?
- How can you see Chinese influence in this Buddhist painting?
- In what ways does a culture's art reflect its belief system?
- What are some ways that art could be used in Buddhism?
- In what ways could art spread the Buddhist religion?

Using the Primary Source

Distribute copies of the primary source *Buddhist Cave Painting* (page 34) to groups of students. Provide them with magnifying glasses so they can see details of the art. Ask the discussion questions.

Tell students that the image is a Buddhist cave painting from the Mogao Caves in China. It represents a certain tradition in Buddhism. Distribute copies of the historical background information (page 32) and read it aloud as a class. Explain that if they had a larger view of the painting, they would be able to see the mansion in the background, as well as a pond. Dancers and animals would be surrounding the central part of the painting. Knowing this, have students work in their groups to write the words that Buddha would be saying to the others sitting around him. Let students share these ideas with the class.

Next, distribute *The Spread of Buddhism* (page 33) activity sheet to each student. Read the background information with students and discuss how Buddhism influenced China. Based on this information, how do they think Buddhism influenced other places on the map? Read the directions to the class and let students work individually as they answer the questions about the map.

Note: Remember to distribute copies of the *Pronunciation Guide* to students.

Extension Ideas

Have students compare statues or paintings of Buddha from India, China, Thailand, Korea, and Japan. How are they alike and how are they different? How is the art influenced by these cultures?

Have students find images that show more of the Mogao Caves. Let them compare these works of art.

Buddhism *(cont.)*

Historical Background Information

Beginning in 270 BCE, Asoka rose to the throne as an emperor in India's Maurya dynasty. He wanted to expand his dynasty, so he went to war to gain more land and people. His army won, but many people died in this war. Asoka was so grieved over these losses that he decided to reject war forever. He decided to follow Buddhism. He wanted to bring about a spiritual, moral, and social rebirth among his people. Buddhism changed how his land was governed. He made peace with other nations. He started projects that helped his people live better. He even sought to encourage all religions, especially Buddhism. Asoka sent out Buddhist missionaries to the northwest of India and also to Ceylon, which we know today as Sri Lanka. Other rulers were influenced by the way he ruled his people and how he interacted with other nations around him. Today, Buddhists remember him for his role of spreading Buddhism throughout India and to other countries.

The missionaries Asoka sent northwest of India influenced the merchants who went there to trade. These merchants accepted Buddhism and helped the missionaries establish cave monasteries along the trade routes. When the Han Dynasty came into power in China, they extended their power into this region of Central Asia. The Chinese learned about Buddhism, and many became Buddhists. The Chinese wanted the Buddhist texts translated into Chinese so they could read them, too. These translations helped spread Buddhism through China. As a result, Buddhist art spread within China. This was especially true during the Tang Dynasty at the beginning of the seventh century.

There are about 400 million Buddhists in the world today. There are different schools, or traditions, of Buddhism. One is called *Theravada*, or “way of the elders.” People who follow this tradition believe Buddha was a human being who achieved complete enlightenment. This means that he saw the complete truth or reality of life. These followers strive to do the same as he did. Theravada is the oldest tradition of Buddhism still practiced today. It is practiced in Sri Lanka, Cambodia, Laos, Thailand, and Myanmar.

Another school is Mahayana. It is a more recent tradition, although it is very old. Mahayana focuses on the fact that Buddha attained enlightenment for himself. Then, he spent the rest of his life trying to cure the suffering in other people's lives. He did this by teaching Dharma. Buddha is often shown as a spiritual doctor who sees the problem. Then he diagnoses the disease. Finally, he provides a cure. Helping others is the focus of Mahayana Buddhism.

Mahayana has more followers than the Theravada school. It functions like traditional religions such as Christianity or Islam. It is practiced in China, Tibet, Nepal, Korea, Taiwan, Japan, and Vietnam. It is the tradition seen most often in the West.

Zen is a religion that has its origins in India over 2,500 years ago. For a long time, it was mostly practiced in East Asia (Korea, China, Japan, and Vietnam) and now is becoming more popular in western countries. Zen is one type of Buddhism; it focuses on meditation and cultivating wisdom and compassion to try to help all living beings. Zen Buddhists chant and read their own religious scriptures. Zen focuses less on written words and concepts and more on direct experiences.

Name _____

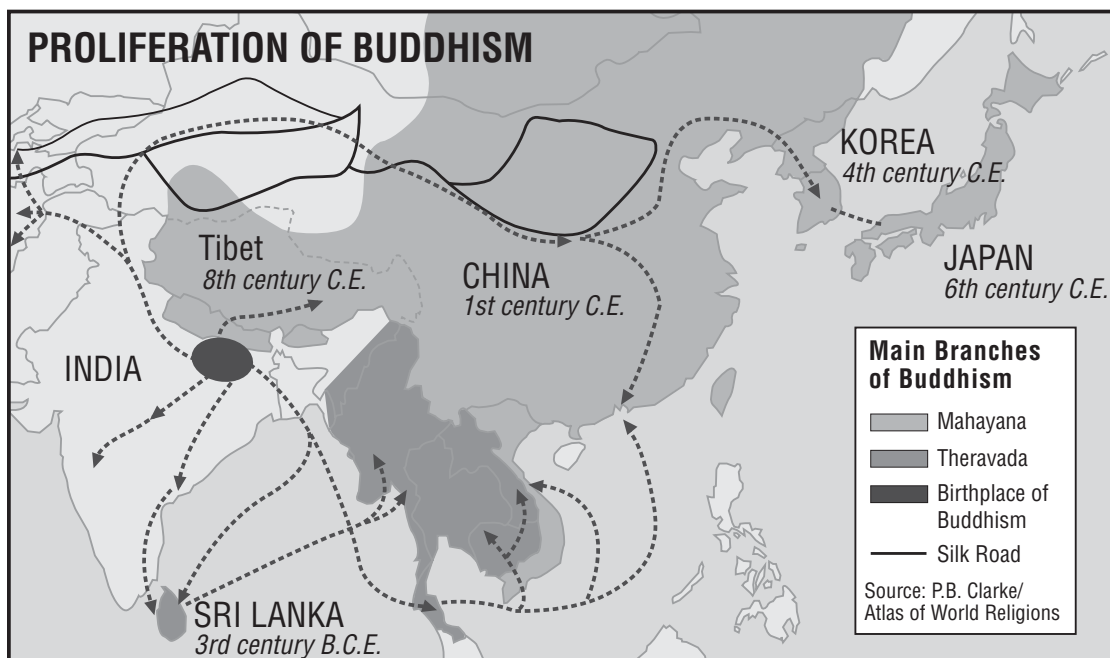
The Spread of Buddhism

Background Information

It is believed that Buddhism began to spread rapidly in China during the Han period (206–220 CE). Buddhism's influence in China became so great that many temples and pieces of art were created. Chinese artists were inspired to build new kinds of architecture that encouraged worship. They carved unique statues and painted elaborate scenes. From the 4th century to the 14th century, Buddhist sculptures, paintings, and texts were placed in the Mogao Caves. These caves are set into a cliff located in Dunhuang along the Silk Road. Dunhuang was a major gateway into China from the outside world during the Han and Tang dynasties. The primary source painting is from the Mogao Caves in China. It represents the Mahayana Buddhism tradition. Buddha is ruling over the Western Paradise. It is a perfect society. This represents Pure Land Buddhism. Bodhisattvas sit on either side of him.

Directions: Use the map below to answer the questions. Write your answers on a separate sheet of paper.

1. According to the dates on the map, where did Buddhism first spread from India?
2. In what ways did the Silk Road play an important part in the spread of Buddhism into China and to other lands?
3. According to this map, what is most surprising about the spread of Buddhism?



Challenge

Find out why the Mogao Caves are also called the *Caves of a Thousand Buddhas*.

Buddhist Cave Painting



Source: dbimages / Alamy

