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Crossing Boundaries in East Asia

Curriculum Lesson Project

Summer 2020

Day 1

The Rise of Buddhism

Content Standards: 6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.

Lesson rationale: The purpose of this 3 day lesson is to have students compare the rise of Buddhism in India and China, the experiences and how the Silk Road helped the spread to East Asia. This lesson will be presented after the unit on Ancient India had introduced Buddhism. Day 1 Do Now, is intended for the students to review the origins of Buddhism by reading the biography of the Buddha. Then they will review the rise of Buddhism in India in order to be able to compare it to China's experiences. Then on day 2, they analyze a silk Road Map, and on day 3 they write a short paragraph response to, "How do the rise of Buddhism in Ancient India compare to China?"

Objective: Students will learn about the rise of Buddhism in Ancient India and China, to complete a compare and contrast graphic organizer.

Do Now: Read the biography of the Buddha pg 264, and answer the question on Schoology discussion.

What is the central idea of the section? ELA.RH.6-8.2

BIOGRAPHY



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THE BUDDHA
(c. 563–c. 483 B.C.E.)

In his search for wisdom, Siddhartha Gautama lived a very simple life. He lived apart from people and slept on the ground. To clean his body, he stopped eating for a time.

Still, after years, he felt he was no closer to the truth. One day he sat down in the shade of a tree to meditate. At last, Buddhist texts say, he learned the truth he had been seeking. Once he began teaching, he became known to his followers as the Buddha, or "Awakened One." [Statue c. 1200s C.E.]

INFERRING Why do you think Siddhartha Gautama sought wisdom by living in such a simple way? HSS.HS.8

spiritual faith. They left their homes and looked for peace in the hills and forests. They cleared their minds to focus and think in creative ways. This training was called meditation. Meditation had originated within Hinduism over a thousand years earlier. Using meditation, some seekers developed new ideas and became religious teachers. One of these teachers was Siddhartha Gautama (sih-DAHR-tuh-GOW-tah-muh). He became known as the Buddha (BOO-dah). He founded a new religion called **Buddhism** (BOO-dih-zuhm).

THE BUDDHA

Today, Buddhism is one of the major world religions. Scholars are unsure why, but Buddhism had mostly disappeared from India before the year 100 C.E. Most Buddhists live in Southeast Asia and East Asia today. Only a few live in India, Buddhism's birthplace. Siddhartha Gautama was born around the year 563 B.C.E. The exact date of his birth is not known. He grew up as a prince in a small kingdom near the Himalaya. Today, this area is in southern Nepal (nuh-PAWL).

As a young man, Siddhartha seemed to have everything. He was rich, handsome, and happily married with a newborn son. Then one day he left his palace to explore the life of ordinary people in the kingdom. As he traveled, Siddhartha was shocked at the misery and poverty around him. He saw beggars, people who were sick, and aged people with nowhere to live. For the first time, he understood that the world was filled with suffering. Siddhartha gave up a king's life and became a monk. Saying good-bye to his wife and son, he began his journey to find the meaning of life. Dressed in a yellow robe, he traveled the country, stopping to meditate, or think deeply. As he preached his message to people, he gathered followers. His teachings became known as Buddhism.

WHAT DID THE BUDDHA TEACH?

Some of the Buddha's ideas were not new to India. He followed some Hindu ideas and changed others. Like Hindus, the Buddha believed that the world of the spirit was more important than the everyday world.

He felt that one reason people suffered in life was that they cared too much about the wrong things. These included fame,

Buddhist Art © 2008 Creative Commons

264 It's All Online!

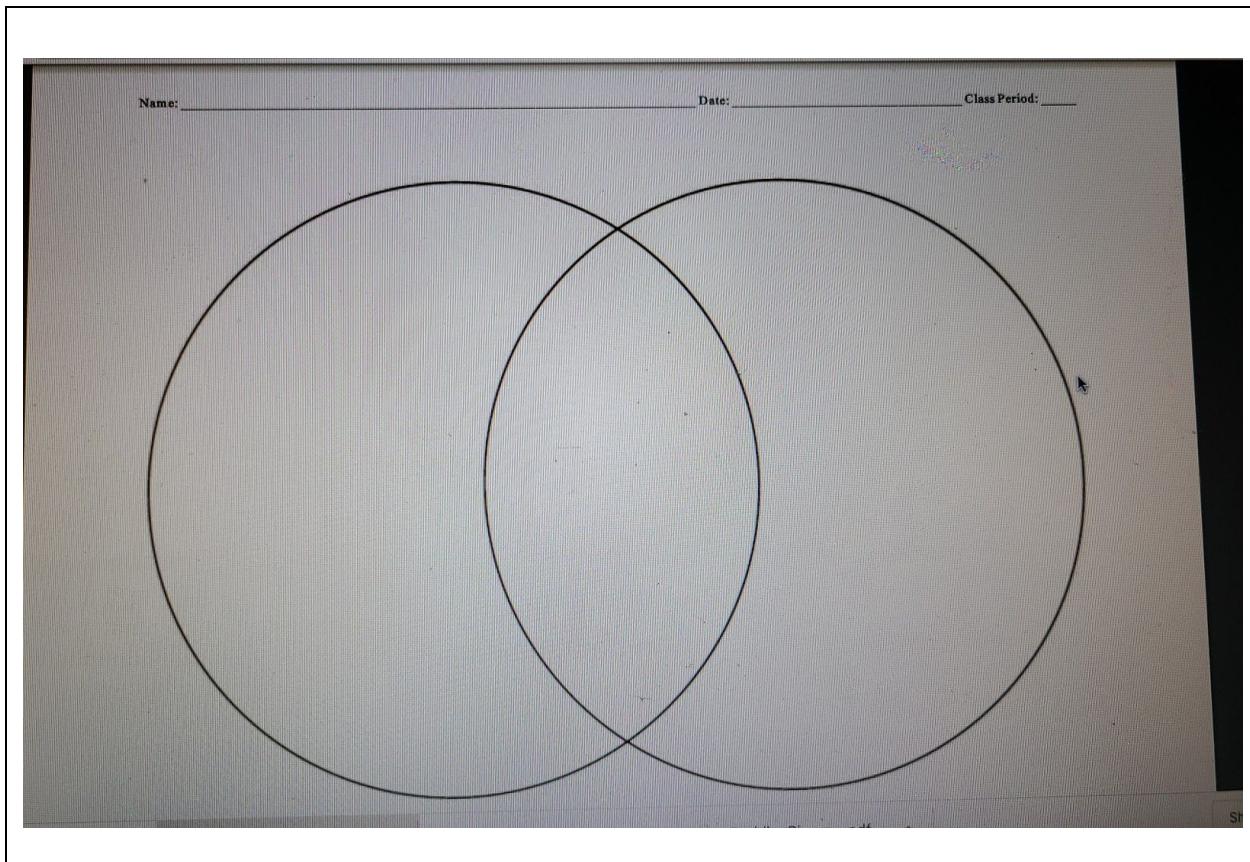
Input: *Impact: World History & Geography*, pgs 264-65 "The Rise of Buddhism," and "Buddhism: Introducing the Buddhist Experience 3rd edition, by Donald W Mitchell, Ch 7 pgs 222-224, "The Chinese Experiences with Buddhism."

also say that Aśoka's son, Kustana, founded the kingdom of Khotan to the northwest of Tibet in 240 B.C.E., some thirty years after the first Buddhist monastery was constructed in Khotan. In the first century C.E., the Kuṣāṇa Dynasty was founded. The Kuṣāṇa empire ruled much of Central Asia, including Afghanistan and parts of northern India, and lasted until the middle of the third century. Members of this dynasty converted to, and supported, Buddhism throughout their empire. This included the Silk Road, which was the major east-west trade route that linked Persia (Iran) to China. It was by way of the Silk Road that Central Asians began to actively export Buddhism into China around the first century C.E. Chinese records indicate that Central Asian Buddhism included both Sarvāstivāda and Mahāyāna sects.

The Silk Road had northern and southern routes, which converged in the city of Dunhuang, China (see Map 5). Dunhuang was a cosmopolitan city, which eventually became a center for translating Buddhist texts into Chinese and for the development of Buddhist art. As Buddhism became more known in China, Dunhuang also became the starting place for Chinese Buddhist pilgrims and scholars to travel on the Silk Road to India to gain more knowledge about their new religion. Much later, in the eleventh century, the Chinese sealed Buddhist texts in the caves at Dunhuang to preserve them from Mongol invaders. In 1900, Wang Yuanlu discovered the caves and some of their contents. He later worked with a British and Indian expedition in 1907, as well as expeditions from France (1908), Japan (1911), and Russia (1914). They discovered 20,000 Buddhist texts and drawings dating from the fifth to the eleventh centuries. This material has given modern scholars a better understanding of the history of Buddhism in both China and Tibet.

Chinese imperial records first refer to Buddhism during the reign of Mingdi (ruled 58–75 C.E.). The Buddhist tradition in China claims that Emperor Mingdi actually brought Buddhism to China. However, historical records

Guided Practice: Students will work in small groups of 3 to compare and contrast the Chinese (Right) and Indian (Left) Buddhism.



Exit Ticket:

3 Things that you learned today

2 Questions that you still have

1 Idea that stuck with you

Day 2: The Silk Road and Buddhism

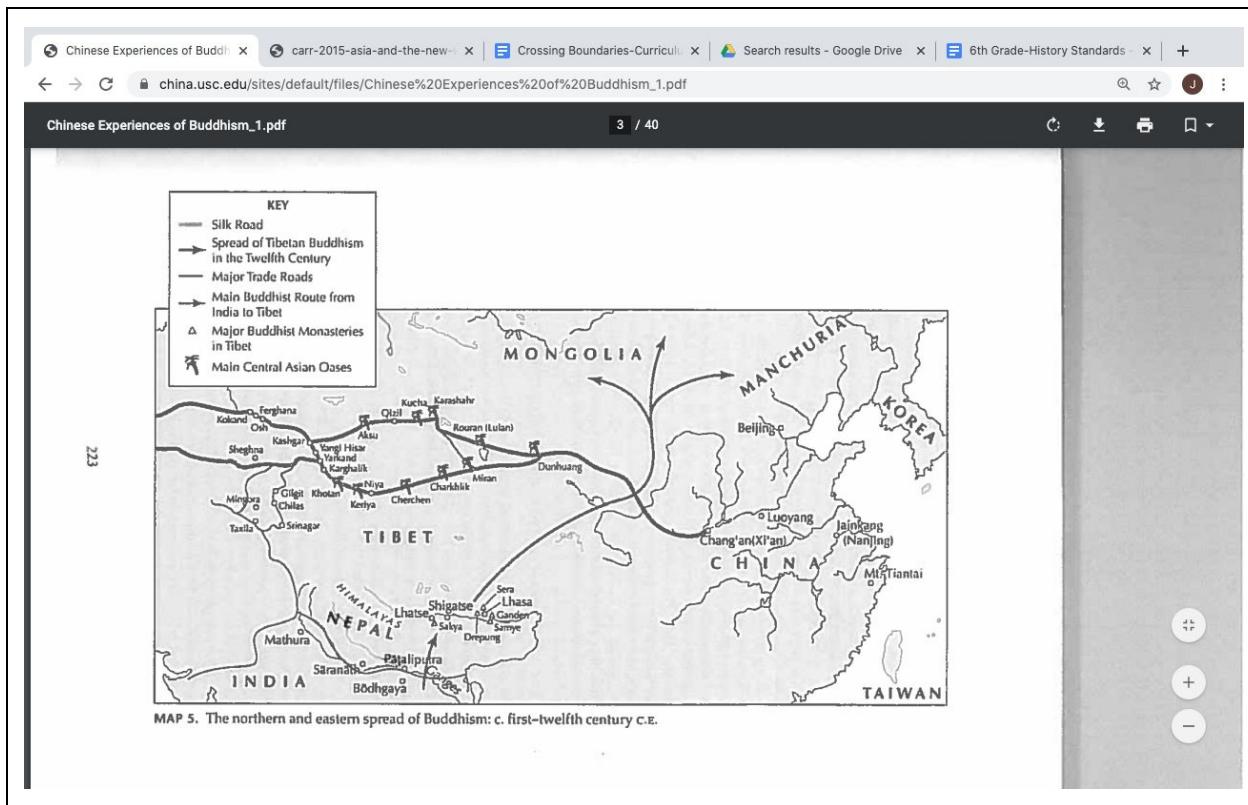
Objective: Students will demonstrate knowledge of the Silk Road and the Spread of Buddhism by watching a video, and analyzing a map.

Do Now: Watch the Youtube video, "The Story of the Silk Road" 3:32 min.

<https://www.youtube.com/watch?v=CcxI9yig90>

Answer on Schoology discussion: How did the Silk Road facilitate the spread of goods, ideas, and Buddhism?

Input: Students will analyze a Silk Road map of the northern and eastern spread of Buddhism.



Guided Practice: Students will use a worksheet titled, "Silk Road Analysis," to analyze the map above.

Silk Map Analysis Worksheet

1. Understanding the map

List information about the map by using the table below:

Title of the map:	
Date of the map:	
Remarks:	

2. Content and Context Analysis

- a. Why was this map drawn?
- b. What evidence is contained in the map to support your answer above?
- c. According to the map, in what direction did Buddhism spread in the 12th century?
- d. Based on the Silk Road map, do you think trade routes made it easier or harder to spread Buddhism across Asia? Why?

3. Discussion points

- a. How might this map have been useful for people in the past? How and why it might be used today?
- B. What geographical features might help travelers across the Silk road?

Exit Ticket:

On Schoology discussion answer: How did the spread of Buddhism benefited from the Silk Road?

Day 3:

Objective: Students will use the RACES graphic organizer to write a paragraph on the spread of Buddhism in China and the Silk road.

Do Now:

Schoology discussion:

List some ways the Silk Road helped spread Buddhism.

Input: Students will complete the RACES graphic organizer as a brainstorm activity before writing their final paragraph version.

Guided Practice: Students will use their compare and contrast graphic organizer, the video from day 1, and the Silk road map analysis worksheet to complete the RCEAS graphic organizer and write their paragraph.

RACES Writing Frame

Question: What role did the Silk Road play in the spread of Buddhism in China?

Introduction Introduce the topic.	
R & A Restate the question (flip the question) then Answer it.	
C Cite evidence from the text. According to the text, The author wrote, In the text (doc #) it says, On page _ it says,	
E Explain why/how the evidence supports your answer. This shows, This quote shows, The evidence shows,	

Conclusion

Restate the introduction using different words.

Clearly,
In **conclusion**,
To sum up,

Write Paragraph:

Title:

Exit Ticket: Could Buddhism have spread so fast without the Silk Road? Explain