

## **Buddhism, Taoism, Confucianism**

Teacher: Miss Stephans	Date: 9/1/15 - 9/10/15	Grade level(s): 9th-12th
Subject(s)/topic(s): World History, English	Single/multi-day lesson: 10	Disability: Emotionally Disturbed

**Rationale:** Students will learn about an Eastern philosophy/ideology/religion through a project that includes visual art, writing, and research. They will discuss how various elements within the philosophy/ideology impact history and the culture in which it resides.

**Objectives:**

- Students will learn about various Eastern/Pacific Asian religions, ideologies, and philosophies through research (Buddhism, Taoism, Confucianism)
- Students will be able to identify common symbols for religions/ideologies
- Students will research traditions and customs that will further their understanding of chosen culture.
- Students will reflect on multiple elements of a religion/philosophy/ideology and how culture is impacted.
- Students will compile required elements from research onto a poster and present their religion/ideology/philosophy to the class.

**Standards:**

- **WHST 11-12.2.b** Develop a topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- **WHST.9-10.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **SL.CC.9-10.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- **RI.9-10.7** Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.
- **6.G.3** Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the

same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.

- 4.MD (Geometric Measurement) 5a. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:
  - a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through  $1/360$  of a circle is called a “one-degree angle,” and can be used to measure angles.

### Materials:

- Poster-board
- Markers
- Magazines
- Printer
- World Religions and Ideologies, Resources:

*Various* - <http://www.bbc.co.uk/religion/religions/>

*Buddhism* - <http://www.pacificasiamuseum.org/buddhism/base.htm>

*CNN Beliefs Blog:* <http://www.cnn.com/specials/belief>

*CNN Beliefs Blog (old site):* <http://religion.blogs.cnn.com>

*Spices:* <http://theepicentre.com>

*Food and Recipes:* [www.tastepotting.com](http://www.tastepotting.com)

### Day 1: Introduction

1. Read Chapter 1/Section 1 from World History book. Students should add definitions of Hinduism, Taoism, Confucianism, and Buddhism to Flip Book. They should also define the following words: religion, philosophy, ideology.
2. Discuss meaning of Hinduism, Taoism, Confucianism, and Buddhism. Discuss difference between religions, philosophies, and ideologies.
3. Students are given project guidelines and rubric.

4. Students must choose one of the following for their project: Taoism, Confucianism, and Buddhism and say why they chose to research this particular religion/philosophy.

#### Days 2-6: Research Information

1. Guidelines for project and rubric are reviewed.
2. Example project on Hinduism is shown and explained.
3. Students are given an opportunity for questions.
4. Students begin research
5. Paste all findings onto a Word document, saved according to student name.

#### Days 7-9: Research Images

1. Students are assisted with sizing/printing images and documents with typed information.
2. Teacher and assistants cut out all images for students (ED).
3. Students measure and plot points on poster so they identify where to place words and images, according to guidelines and example.
4. Students assemble poster

#### Day 10: Presentations

1. Students present posters
2. All students provide positive feedback or improvement suggestions anonymously to presenter.

#### Assessment:

Assessment is based on guidelines and if all elements of project are followed. See rubric/guidelines.