

Laurel Fitch

Lesson #China

Will the “Real” Buddha, Please Stand Up?

Lesson Plan for Grade 6, Social Studies

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OVERVIEW & PURPOSE

Students will learn about the origins of Buddhism and how diffusion of its beliefs spread from India to China to Korea to Japan, while making some “cultural changes” to each Buddha.

EDUCATION STANDARDS

Topic:	<i>Spatial Thinking and Skills</i>	<i>Places and Regions</i>	<i>Human Systems</i>
Geography Strand	Content Statements: 3. Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed. 4. Latitude and longitude can be used to identify absolute location.	Content Statement: 5. Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural, or economic).	Content Statements: 6. Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment. 7. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today. 8. Modern cultural practices and products show the influence of tradition and diffusion, including the impact of major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism).

OBJECTIVES

1. Students will analyze a map's information.

2. Students will identify a religion's founder.
3. Students will compare differences between different images of Buddha.

MATERIALS NEEDED

- Enough computers/Tablets - for every two students
- Pictures of Buddha in India, China, Korea, and Japan.
- "Spread of Buddhism Map" on

<https://sites.google.com/site/worldreligionsforkids/buddhism>

VERIFICATION

1. Given pictures of Buddhas with cultural differences from different regions of the East, students will be able to identify the region of origin.
2. Students accurately compare the portraits and explain their thinking process.

ACTIVITY

1. Warm-up: Write on the board, "What kinds of changes occur when people experience "cultural diffusion?" Students can either discuss in

pairs or write in the journals. Have the whole class create a list of cultural exchanges they have learned about in other cultures.

2. Direct them to Religion for Kids website:

<https://sites.google.com/site/worldreligionsforkids/buddhism>

Instruct them to study the map for the spread of Buddhism. Point out the areas that are predominantly Hindu (India) and those that are predominantly Buddhist (China and Japan). Ask, “How did the spread of the two religions differ?”

3. Divide the class into 4 groups and distribute one picture of a Buddha to each. Allow 3-5 minutes to create a list of the characteristics in the picture and to guess what country it might be found. Have them switch and do the same for each one.

4. Post the Buddha placards on the board. Write the following civilization names on the board: Rome, China, India, Egypt, Mesopotamia, Japan.

5. Have groups to decide where the Buddhas might have been found or are found today. Show the answers to the students.

6. For understanding, have the students explain to you why they matched the Buddhas to the countries.

Extension: Assign students with the task of writing an essay about how cultural diffusion occurs. They must be able to discuss political, economic,

and social factors that cause beliefs and traditions to spread from one continent to another.

Resources:

Ebrey/Walthall, EAST ASIA: A Cultural, Social, and Political History, 2014.

(Images of Buddha - page 58-India ; page 71 China;pages 110-111 Korea; page 123 Japan)

<https://sites.google.com/site/worldreligionsforkids/buddhism> A great website for major world religions.