

May Ch. 16 17 Buddhism

Content Area: **Social Studies**
Course(s):
Time Period: **May**
Length: **2 weeks**
Status: **Published**

Unit Overview

This unit looks at the origins of Buddhism.

Enduring Understandings

Buddhism was spread throughout the Mauryan Empire by Ashoka and unified it.

Essential Questions

Essential Question: What are the main beliefs and teachings of Buddhism?

Essential Question: How did Ashoka unify the Mauryan Empire and spread Buddhist values?

Instructional Strategies & Learning Activities

Day 1	Day 2	Day 3	Day 4	Day 5
Aim: Assess C15 and introduce C16. Procedure: 1. Complete C15 test. 2. Distribute the Chapter 16 Packet and preview. Note that there is no test but just quiz.	Aim: Examine the teachings and beliefs of Buddhism. Procedure: 1. Review C16 vocabulary. 2. Orally read 16.1-16.2. 3. Complete 16.2	Aim: Examine the teachings and beliefs of Buddhism. Procedure: 1. Orally read 16.3-16.6. 2. Review Packet 16.3-16.6 as students repair.	Aim: Review the main beliefs and teachings of C16 Procedure: 1. View Buddhism Review PPT. 2. View DVD <i>What Is Buddhism?</i> (shows dharma quiz answer)	Aim: Assess Chapter 16 with a quiz Procedure: 1. Complete C16 Quiz. 2. Begin Empire of Asoka Map Activity.

<p>3. View the Buddhism Intro PPT for overview.</p> <p>4. Complete C16 Preview Activity and then begin C16 vocabulary.</p> <p>Assessment:</p> <p>C15 test</p> <p>Standards:</p> <p>6.2.8.D.3.d.</p> <p>Homework:</p> <p>Complete C16 Vocabulary</p>	<p>Packet as guided practice.</p> <p>4. In pairs, students read and complete 16.3-16.6.</p> <p>Assessment:</p> <p>C16 vocabulary; C16 Packet</p> <p>Standards:</p> <p>6.2.8.D.3.d.</p> <p>Homework:</p> <p>Finish 16.3-16.6</p>	<p>2. Orally read 16.7 and complete packet 16.7 as guided practice.</p> <p>4. Begin C16 Processing: Mock Interview with the Buddha sheet.</p> <p>Assessment:</p> <p>C16 Packet</p> <p>Standards:</p> <p>6.2.8.D.3.d.</p> <p>Homework:</p> <p>Turn in C16 Processing: Mock Interview with Buddha;</p> <p>Study for Day 5 C16 Quiz</p>	<p>3. Begin C16 online game.</p> <p>Assessment:</p> <p>C16 Processing;</p> <p>Standards:</p> <p>6.2.8.D.3.d.</p> <p>Homework:</p> <p>C16 online game; Study for Quiz</p>	<p>3. Read “The Buddha and the Five Visitors” play.</p> <p>Assessment:</p> <p>C16 Quiz</p> <p>Standards:</p> <p>6.2.8.D.3.d.</p> <p>Homework:</p> <p>Read C17</p>
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Day 6	Day 7
<p>Aim: Synthesize and sort data on the three religions: Buddhism, Hinduism, and Judaism.</p> <p>Procedure:</p>	<p>Aim: Complete graded assignment for C17</p> <p>Procedure:</p> <p>1. Read the play: “Asoka</p>

<p>1. Distribute the triple Venn diagram and have students label. Examine each portion.</p> <p>2. Distribute the list of ideas. Students partner to discuss and label.</p> <p>3. Review and repair.</p> <p>Assessment:</p> <p>C17 Fill In</p> <p>Standards:</p> <p>6.2.8.3.d.</p> <p>Homework:</p> <p>None</p>	<p>and the Mauryan Empire”</p> <p>In character.</p> <p>2. Finish the Asoka Map.</p> <p>3. Complete C17 Fill In to support the fictional play data.</p> <p>Assessment:</p> <p>C17 Fill In</p> <p>Standards:</p> <p>6.2.8.3.d.</p> <p>Homework:</p> <p>Finish the C17 Fill In</p>
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Integration of Career Readiness, Life Literacies and Key Skills

TECH.9.4.8.IML.7

Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

An individual’s strengths, lifestyle goals, choices, and interests affect employment and income.

TECH.9.4.8.IML.8

Apply deliberate and thoughtful search strategies to access high-quality information on

	climate change (e.g., 1.1.8.C1b).
TECH.9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
TECH.9.4.8.GCA	Global and Cultural Awareness Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation. Multiple solutions often exist to solve a problem.
TECH.9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
WRK.9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
TECH.9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
TECH.9.4.8.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
TECH.9.4.8.CT	Critical Thinking and Problem-solving
TECH.9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).
TECH.9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
TECH.9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
TECH.9.4.8.DC.3	Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.
WRK.9.2.8.CAP	Career Awareness and Planning An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
TECH.9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
TECH.9.4.8.DC.1	Analyze the resource citations in online materials for proper use.

Technology And Design Integration

Google Classroom

online textbook and features

CS.3-5.8.1.5.CS.2	Model how computer software and hardware work together as a system to accomplish tasks. Shared features allow for common troubleshooting strategies that can be effective for many systems.
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Interdisciplinary Connections

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Differentiation

Differentiation

Offer a Word Bank Provide a Word Bank to help students complete the Reading Notes for Sections 2-6. Have students use these words and phrases in their captions for each image. Also consider copying the student edition pages for these sections and having students highlight sentences using these words or phrases as they read. A suggested Word Bank is provided below:

- Section 2: King Suddhodana, Prince Siddhartha, Brahmins
- Section 3: servants, palaces, amusement, wealth
- Section 4: ascetic, sickness, death, aging, travel
- Section 5: forest, bowl, meditation, self-denial, extreme
- Section 6: the Buddha, Bodhi tree, enlightenment

Give Interview Questions Give students questions for the mock interview in the Processing activity. Remind students to answer these questions from the Buddha's point of view. Recommend that students choose three or more questions from the suggested ones below.

- What was your life like as you were growing up?
- When did you decide to leave this life behind?
- What happened to you after you left your family?
- When did you know that you were the Buddha?
- What do you think happiness is?
- How do you think people find happiness?

Support Comprehension of Edicts On each edict, provide definitions for any words that students may find challenging. Consider assigning students to create billboards on Edicts A or B, which are the most straightforward and succinct.

Give Processing Options Allow students to use the guidelines for the Processing activity to create another form of media that Asoka might use to communicate with his people. Students might record a radio announcement, create a television commercial, write an editorial, or design a Web video.

Modifications & Accommodations

Utilize IEP and 504 accommodations

Benchmark Assessments

sentence construction

paragraph writing

DBQ

Formative Assessments

See assessment in lesson plans above.

Summative Assessments

See assessments in lesson plans above

Instructional Materials

History Alive! textbook series

See materials listed in lesson plans above.

Standards

SOC.6.2.8.CivicsPI.3.a	Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.
SOC.6.2.8.HistoryUP.3.c	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
SOC.6.2.8.HistoryCC.2.b	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.

