May Ch. 16 17 Buddism

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

Unit Overview

This unit looks at the origins of Buddism.

Enduring Understandings

Buddism 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 *What Is Buddhism? (shows dharma quiz answer)*	Aim: Assess Chapter 16 with a quiz **Procedure:** 1. Complete C16 Quiz. 2. Begin Empire of Asoka Map Activity. 3. Read "The

3. View the Buddhism Intro PPT for overview. 4. Complete C16 Preview Activity and then begin C16 vocabulary. **Assessment:** C15 test **Standards:** 6.2.8.D.3.d. **Homework:** Complete C16 Vocabulary	Packet as guided practice. 4. In pairs, students read and complete 16.3-16.6. **Assessment:** C16 vocabulary; C16 Packet **Standards:** 6.2.8.D.3.d. **Homework:** Finish 16.3-16.6	2. Orally read 16.7 and complete packet 16.7 as guided practice. 4. Begin C16 Processing: Mock Interview with the Buddha sheet. **Assessment:** C16 Packet **Standards:** 6.2.8.D.3.d. **Homework:** Turn in C16 Processing: Mock Interview with Buddha; Study for Day 5 C16 Quiz	3. Begin C16 online game. **Assessment:** C16 Processing; **Standards:** 6.2.8.D.3.d. **Homework:** C16 online game; Study for Quiz	Buddha and the Five Visitors" play. **Assessment:** C16 Quiz **Standards:** 6.2.8.D.3.d. **Homework:** Read C17

Day 6	Day 7
Aim: Synthesize and sort data on the three religions: Buddhism, Hinduism, and Judaism. **Procedure:**	Aim: Complete graded assignment for C17 **Procedure:** 1. Read the play: "Asoka

1. Distribute the triple Venn diagram and have students label. Examine each portion. 2. Distribute the list of ideas. Students partner to discuss and label. 3. Review and repair. **Assessment:** C17 Fill In **Standards:** 6.2.8.3.d. **Homework:** None	and the Mauryan Empire" In character. 2. Finish the Asoka Map. 3. Complete C17 Fill In to support the fictional play data. **Assessment:** C17 Fill In **Standards:** 6.2.8.3.d. **Homework:** Finish the C17 Fill In

Integration of Career Readiness, Life Literacies and Key Skills

9.2.8.CAP	Career Awareness and Planning An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.4.8.CT	Critical Thinking and Problem-solving Multiple solutions often exist to solve a problem.

	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.DC.3	Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.
9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
9.4.8.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
9.4.8.GCA	Global and Cultural Awareness
	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
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).
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).
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).
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.

Technology And Design Integration

Google Classroom

online textbook and features

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.

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

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

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

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.
Modifications and Accommodations used in this unit:

Utilize IEP and 504 accommodations

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.
Schoolwide Benchmark assessments:
Aimsweb benchmarks 3X a year
Linkit Benchmarks 3X a year
Additional Benchmarks used in this unit:

sentence construction

paragraph writing

DBQ

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).
Formative Assessments used in this unit:

See assessment in lesson plans above.

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.
Summative assessments for this unit:

See assessments in lesson plans above

Instructional Materials

History Alive! textbook series

See materials listed in lesson plans above.

Standards

6.2.8.HistoryCC.2.b	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
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.
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.