Globalizing the Common Core

Title: How Should Historians Remember Prince Shotoku?

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Overview:
In this lesson students will be introduced to the historic figure Prince Shotoku by analyzing primary and secondary sources of information that highlight the origins, ascension to power, and leadership style of Prince Shotoku. Next, students will conduct an internet tour of the Buddhist monuments in the Horyuji Area site by accessing online the UNESCO (United Nations Educational Scientific and Cultural Organization) website. The website provides an introduction to the organization, its mission and goals, as well as a library of all of the identified world heritage sites. Students will explore the architecture and history of the Buddhist monuments that originated during the reign of Prince Shotoku. Students will discuss how and why the monuments were selected to become a World Heritage Site for outstanding cultural value. Upon completion of these tasks students will have the information and knowledge needed to write a multi-paragraph response to the historical inquiry question.

Inquiry Question:
How should historians remember Prince Shotoku?

History Social Science Standards:
7.5.2 Discusss the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life during his reign.

California Common Core State Standards:
CCSS.ELA-Literacy.RH.6-8.1
Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.RH.6-8.6
Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

CCSS.ELA-Literacy.RH.6-8.7
Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
CCSS.ELA-LITERACY.WHST.6-8.1
Write arguments focused on discipline-specific content.

CCSS.ELA-LITERACY.WHST.6-8.1.A
Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-LITERACY.WHST.6-8.1.B
Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

CCSS.ELA-LITERACY.WHST.6-8.1.C
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

Materials:
- Markers/colored Pencils/Pens
- Internet Access/UNESCO World Heritage Site
- Lesson Handouts

Preparation:
- Teachers may have students complete the activities individually, in partner pairs, small groups, or as a whole class learning activity. Individual student and whole class participation is encouraged so that students are given the opportunity to share their individual findings with the class. This exchange of ideas will also facilitate the opportunity for students to listen to a variety of different perspectives and interpretations.

Activities:
- Students will examine the painting of Prince Shotoku that is located on the cover page of the activity.
- Students will annotate the painting by circling key details and writing a brief description of what they circled. In the margins of the paper have the students develop and write questions that they have about the painting. Discuss the painting with the students and provide context for the lesson. The purpose of this activity is to engage students and bring interest to the lesson. When the lesson is completed return to the questions that students posed in the introductory activity and discuss any possible answers that the activities within the lesson may have provided.
- Students will read secondary sources and this will support comprehension development of difficult and complex secondary text.
• Students will analyze selected portions of the 17 article constitution with partners and complete analysis questions. Questions will help focus students and support the reading of difficult primary source text.

(EL adaptation / Vocabulary Box for English support)

• Students will explore visual sources reflecting architectural achievements attributed to Prince Shotoku. Students will make inferences and observations from the primary (visual) source of a Horyuji temple.

• Students will explore the UNESCO World Heritage Site website. Students will conduct an internet search of the website with the goal of answering the internet search questions. When completed the teacher will lead a class discussion to discuss student research findings.

• Students and teacher will discuss the legacy of the Prince. This will help students to begin to synthesize information from the lesson.

• Students will write a multi-paragraph response to the inquiry question.

Assessment:

• Students will complete a multi paragraph response with supporting details and evidence that address the inquiry question for the lesson---How should historians remember Prince Shotoku

Extensions:

• Further research on the World Heritage Organization and its goals and aims, as well as current implications for students of history and supporters of the organization. Service Learning project to raise awareness of sites that are in danger from environmental or human threats.

• Develop an informative presentation to be delivered to the student body and conduct a World Heritage School wide donation drive and donate the proceeds to the organization.

Bibliography /Appendix:


Knight, Judson., Middle Ages: Primary Sources: Woodbridge Ct, 2001 pg. 104, 106-108

Http://whc.unesco.org

Nihongo; Chronicles of Japan from earliest times to 697 A.D.
How Should Historians Remember Prince Shotoku?

The painting above features Prince Shotoku Taishi with his two sons. Prince Shotoku Taishi was a Japanese prince who lived in Japan during the late 6th and early 7th centuries. In this document based activity you will be exploring the life of Prince Shotoku Taishi and the actions that he took during the period of his leadership. Examine the following five documents carefully and respond to the analysis questions that correspond with each of the primary and secondary sources in this activity. When you have completed your examination of the documents and the analysis questions, you will then be prepared to respond to the historical inquiry question.

Historical Inquiry Question: How should historians remember Prince Shotoku?
Source 1: Prince Shotoku Timeline

### Shotoku History Timeline

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>552</td>
<td>Traditional date for Introduction of Buddhism into Japan</td>
</tr>
<tr>
<td>593</td>
<td>Ascension of Empress Suiko: Beginning of the Regency of Prince Shotoku</td>
</tr>
<tr>
<td>603</td>
<td>System of 12 Court ranks instituted</td>
</tr>
<tr>
<td>604</td>
<td>Declaration of the Seventeen Article Constitution</td>
</tr>
<tr>
<td>607</td>
<td>First mission to China (according to Japanese records): building of Horyuji Temple</td>
</tr>
<tr>
<td>622</td>
<td>Death of Prince Shotoku</td>
</tr>
</tbody>
</table>

http://galegroup.comezproxy.lapl.org/ic/which/
Reference Details Page
Historic World Leaders, 1994 from World History in Context

### Analysis Question

1. Based on this timeline what was Prince Shotoku able to accomplish during the time of his leadership?

__________________________________________________________________________________
In 587, a young woman named Suiko was made queen of Japan by her uncle, the head of the dominant Soga clan. Worried that her power might be challenged, the uncle also appointed a prince to serve as co-ruler with her. Prince Shotoku, as the co-ruler was known, proved to be a very gifted and capable young man. He eagerly absorbed as much as he could of the new ideas of Buddhism and Confucianism that were coming to Japan from Korea. In 604 he issued a 17-article constitution that transformed the nature of kingship and government in Japan. Prince Shotoku’s aim in writing the constitution was to establish the ruler of Japan as a true emperor, like the emperor of China. He claimed that the ruler alone, and not the nobles, had the right to collect taxes from landowners. In 646, the powerful aristocrats allied with the imperial court and introduced the Taika (“Great Transformation”) reforms. These measures gave more power to the emperor and strengthened Prince Shotoku’s earlier claim that the ruler owned everything: “From this time forward the sale of land is not allowed.”

Excerpted from Des Forges and Major, The Asian World, 600-1800, p. 69-70

Analysis Questions

1. What actions did Shotoku take as co-ruler?

____________________________________________________________________________________
____________________________________________________________________________________

2. Why do you think Shotoku wanted to stop the sale of land?

____________________________________________________________________________________
____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
Source 3: Excerpts from the Seventeen Article Constitution of Prince Shotoku

Vocabulary
Harmony: Agreement
Wonton: Unjustified and cruel
Class-feelings: Awareness of one's place in society, along with a desire to get ahead
Feuds: Conflicts
Concord: Unity
Spontaneously: Automatically

Seventeen Article Constitution: Article 1

“Harmony is to be valued, and an avoidance of wonton opposition to be honored. All men are influenced by class-feelings, and there are few who are intelligent. Hence there are some who disobey their lords and fathers, or who maintain feuds with the neighboring villages. But when those above are harmonious and those below are friendly, and there is concord in the discussion of business, right views of things spontaneously gain acceptance. Then what is there which cannot be accomplished!”

Vocabulary
Reverence: Honor

Seventeen Article Constitution: Article 2

“Sincerely reverence the three treasures. The three treasures, Buddha, the law and the priesthood, are the supreme objects of faith in all countries. What man in what age can fail to reverence this law? Few men are utterly bad. They may be taught to follow it. But if they do not betake them to the three treasures, how shall their crookedness be made straight?”

Vocabulary
Spheres of duty: Areas of authority
Unprincipled: Dishonest
Tumults: Troubles
Earnest: sincere and serious
Amenable: Agreeable

Seventeen Article Constitution: Article 7

“Let every man have his own charge, and let not the spheres of duty be confused. When wise men are entrusted with office, the sound of praise arises. If unprincipled men hold office, disasters and tumults are multiplied. In this world, few are born with knowledge: wisdom is the product of earnest meditation. In all things, whether great or small, find the right man, and they will surely be well managed. On all occasions, be they urgent or the reverse, meet but with a wise man, and they will of themselves be amenable. In this way will the State be lasting and the Temples of the Earth and of Grain will be free from danger. Therefore did the wise sovereigns of antiquity seek the man to fill the office, and not the office for the sake of the man...”

Knight, Judson., Middle Ages: Primary Sources: Woodbridge Ct, 2001 pg. 104, 106-107
Handout: Analysis Questions

1. Describe the type of conduct that Shotoku would like to see demonstrated by his subjects?
   ____________________________________________________________
   ____________________________________________________________

2. What are the dangers of seeking out a man who is not wise or principled?
   ____________________________________________________________
   ____________________________________________________________
Source 4: Prince Shotoku Institutes Reforms

Shotoku engaged in a number of significant undertakings. Not only did he help to solidify the influence of Buddhism in Japanese society, he built a number of temples around the country, along with an extensive system of highways. In addition to his constitution, he introduced a new system of twelve court ranks based on another belief system which, like Buddhism, had been imported from China: Confucianism. He also instituted reforms in areas such as social welfare (caring for the poor) and land reclamation, the raising of land formerly covered by water. After his death, Japanese Buddhists began to view him as a Buddhist saint.

Source: Knight, Judson., Middle Ages: Primary Sources: Woodbridge Ct, 2001 pg. 104

Analysis Questions

1. How did Prince Shotoku attempt to improve daily life in Japan?

___________________________________________________________________________

___________________________________________________________________________

2. Who could have benefitted from the reforms of Prince Shotoku?

___________________________________________________________________________

___________________________________________________________________________
Source 5: Horyuji Temple

http://whc.unesco.org/en/list/660/gallery/  Buddhist Monuments in the Horyu-ji Area
Source: Vesna Vujicic-Lugassy

Analysis Question

1. Describe what you see in the photograph?
   ________________________________________________________________
   ________________________________________________________________

2. What are the two most prominent features that you notice in the photograph?
   ________________________________________________________________
   ________________________________________________________________

3. If you could ask Prince Shotoku questions about this temple, what would you ask him?
   ________________________________________________________________
   ________________________________________________________________
**Extension Activity:**  Horyuji Temple: A UNESCO World Heritage Site

Website Address: www.whc.unesco.org

You will explore the UNESCO world heritage site. This site has a list of natural and cultural wonders that have been identified throughout the world as having significant value to all peoples of the world. The Horyuji Buddhist monuments of Japan that were originally constructed during the reign of Prince Shotoku are a designated World Heritage Site. In order to be designated as a World Heritage Site, a site or achievement has to meet certain criteria. You will explore the website and the resources available to you at the UNESCO (United Nations Educational, Scientific, and Cultural Organization) World Heritage Committee Website in order to learn more about the Buddhist Monuments in the Horyuji area. As you conduct your research read through the historical information that is provided to help you to gain knowledge about the mission and goals of the organization as well as the cultural and historic significance of the Horyuj Buddhist Monuments of Prince Shotoku.

Source http://www.worldheritageproject.com/images/sites-collage.jpg
http://whc.unesco.org/en/about
Extension Activity: Horyuji Temple: A UNESCO World Heritage Site

- UNESCO World Heritage Site Internet Search Questions

1. After you have finished your internet investigation respond to the questions below.
2. What is a Heritage site?
3. What is the mission of the World Heritage Committee?
4. What criteria are required in order to become a Heritage Site?
5. What was the purpose for building the monuments?
6. How many Buddhist monuments are there in the Horyuji area?
7. What time period do the monuments date back to?
8. What are the structures made of?
9. What artistic elements do the structures reflect?
10. How have the monuments experienced change overtime?
11. What qualities do the Horyuji Buddhist Monuments demonstrate that allow them to be recognized as a World Heritage Site?
12. What challenges might the World Heritage Committee encounter in trying to fulfill the goals of their mission?
Assessment

Historical Inquiry Question: **How Should Historians Remember Prince Shotoku?**

Now that you have examined the Prince Shotoku primary and secondary sources in this activity you are ready to respond to the historical inquiry question. In a multi paragraph response you must provide the following:

**Responses must include**

- A clear thesis statement
- Examples of details and evidence that support your claims
- Examples of documents from the activity that are clearly cited
- Writing that is clear and coherent