

# Globalizing the Common Core

## Title: **The Spread of Buddhism**

### **Author:**

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### **Overview:**

Students will use primary and secondary source documents to describe the spread of Buddhism in Asia and to make and support a claim about whether Empress Wu, Queen Sondok or Empress Suiko was most influential in the spread of Buddhism.

### **Essential Questions:**

- How did the religion of Buddhism spread into Asia?
- Who was most influential in the spread of Buddhism—Empress Wu, Queen Sondok or Empress Suiko?

### **History-Social Science Standards:**

7.3 Students analyze the geographic, political, economic, religious and social structures of the civilizations of China in the Middle Ages.

7.3.1 Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.

### **California Common Core State Standards:**

#### **ELA-Literacy RH.6-8.4**

Students determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

#### **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

#### **ELA Literacy RH. 6-8.9**

Analyze the relationship between a primary and secondary source on the same topic.

#### **ELA Literacy SL. 6-8.1 (a-d)**

Students engage effectively in a range on collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, text and issues building on others ideas and expressing their own clearly.

#### **ELA Literacy W.6-8. 10**

Students write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **ELA Anchor Standard for Reading**

7. Intergrade and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

#### **Supplies:**

- Copies of handouts
- Document camera
- 7-8 large pieces of life size butcher paper per class or
- Color markers
- Computer access for students

#### **Academic Vocabulary:**

Buddha, Buddhism, Nirvana, Bodhisatva, Silk Road emperor, Confucianism, gender roles, filial piety

#### **Day 1 – Inquiry Based Map Analysis**

In this lesson students will examine three sources—two maps and a chart—focused on the spread of Buddhism. Students will answer text dependent questions and generate their own questions. Students will also make a list of observations, inferences and questions generated from map analysis. They will use given information to respond to the essential question: How did Buddhism spread in Asia?

#### **Notes:**

- You will need to download the maps and chart. See p. 5 for details.
- There are 2 different worksheet options to do the map analysis (Handouts p. 6 or p. 7-8).

#### **Day 2 and 3 – Beliefs of Buddhism (Handouts p. 10-12 )**

On Day 2 students will independently be assigned one of two sources to close read and answer text dependent questions. Once they have completed their initial analysis, students will **join expert groups to collaborate**, compare answers and clarify any points of confusion.

On Day 3 students will be **reassigned into mixed groups** so that both sources are represented in the group. They will use the handout “Corroborating Sources” (p.12) to compare sources.

Groups will create a poster with bullet points comparing and contrasting both sources. Then they will write a group response to the essential question: How do these sources help explain how Buddhism spread in Asia?

#### **Day 4 Confucianism (Handout p. 14 )**

This can be a teacher directed lesson using the Graphic Organizer on Confucianism.

### **Day 5-Ban Zhou "Admonitions to Women"**

Students will do an independent close read of the "Admonitions to Women" handout (p. 15-16) and answer corresponding questions. Students will then pair share their answers with a partner to confirm responses.

### **Day 6 – Empress Wu Zetian and Buddhism**

Teacher will lead class discussion on the essay on Empress Wu (p. 17-18). Students will form groups and collaborate on text dependent questions. Students will use information from the essay and the "Admonitions to Women" reading to create a **compare and contrast list** on the different views of women. They will use the figure template p. 19 to compile their list.

### **Days 7 & 8- Computer Research Activity (Handout**

Students will be paired to do internet research on Queen Sondok and Empress Suiko and their contributions to Buddhism. They will use take notes on the handouts (p. 22-23 ) to record findings.

Note:

To answer the essential question students must have done research on both Empresses. Students cannot split up research where one student reads on one and the other student on another.

### **Day 9- Writing**

Students will use their notes (and any other corresponding activity) to help them write a response to the inquiry question: Which Empress was most influential in the spread of Buddhism-- Empress Wu of China, Queen Sondok of Korea, or Empress Suiko of Japan. A well written paragraph which will serve as the final assessment for the unit.

## Handouts Day 1

## Map Activity Preparation

In this activity students will be looking at two maps and a timeline to questions about the spread of Buddhism. You will need to gather the following materials before the lesson.

1. Go to the Pacific Asia Museum Teacher Resources for Visions of Enlightenment: Understanding the Art of Buddhism. You will find a map and chart there which you can download by clicking on this link:

<http://www.pacificasiamuseum.org/buddhism/images/map2.pdf>

2. You will need to copy both handouts for students.

3. You will download and copy a second map at <http://draconia.jp/blog/wp-content/uploads/2013/10/SilkRoadMapOKS.jpg>

4. There are two options to help students analyze the maps (p.6-8). Please review and choose the one that is most appropriate for your class.

## Handout--Questions: Option 1

1. What is the earliest known date and place of Buddhist art?
2. What is the earliest date and place of Buddhist art outside of India?
3. How many centuries did it take before Buddhist art is first created in China?
  - a. What do these two locations in China have in common?
  
  - b. Now look at the map of the Silk Road. What do the two maps have in common?
4. Which 3 locations produced great Buddhist art in the 8<sup>th</sup> century?
5. What was the last century and location of great Buddhist art?
6. What questions /POCs come up as you study the map and timeline?
  - Do you notice patterns or inconsistencies in the development of Buddhism in Asia?
  - Use the Silk and Spice Routes map A.4 to make inferences.
7. Write 2 things you learned from the map.

## Handout--Questions: Option 2

1. The map is of the continent of Asia, what do the numbers represent?
2. **Analyze** the arrows, observe where they start and the path each follows. What are the 3 locations (countries) where most of the arrows begin?
3. Make an **inference**, what methods would people have used to travel those paths?
4. Locate the earliest known date and place where Buddhism is found?
5. Study the map and timeline, notice the locations of the numbers 1-23. What information was used to decide how to place the numbers on the map?
6. From earliest known location, use your finger to trace the sequential order of the spread of Buddhism through #13, and then continue from #14-16.
  - a. Make your own inferences to explain how Buddhism spread.  
\*  
\*
  - b. What question comes up as you study the patterns?  
\*
7. Now **analyze** the map **Silk and Spice Routes**.
  - a. Describe some of the things you see on the map.  
\*  
\*  
\*
  - b. Look at the 2 maps side by side: How does this map help you understand the map Spread of Buddhism?
8. **Reflection:**

a. Write down 2 things you learned from the map, Spread of Buddhism.

\*

\*

b. Write down 1 point of confusion.

Handouts Day 2 & 3

# Handout: Excerpt from Buddhism and Interfaith Dialogue

*Adapted from Bhikkhu, Mettanando. Global Dialogue 2.1 (Winter 2000): 74-81.*

Founded in India around 563-483 BCE by Siddhartha Gautama, Buddhism is one of the oldest and largest religious traditions of the world. After his **enlightenment** at the age of 35, the founder of the religion was rarely referred to by his name, but as the Buddha. A few hundred years after the death of the Buddha, the religion spread peacefully into most countries in Asia.

Individuals are **retained** during their endless rounds of rebirth and re-death, which are conditioned by their own actions (karma). [Karma, is the belief that a person's actions determines the type of life they will have in their rebirth. And the cycle of rebirth can only be broken when a person has reached Nirvana.] Most schools of Buddhism believe that every life has the **potential** to become enlightened someday. However, it takes an extremely long period of time - countless numbers of rebirths - for a person to develop inspiration to work him/herself through to a final state of enlightenment. Only the few best can attain Buddhahood.

One practice that may lead to **liberation** has a special term in Buddhism: the Middle Way. It includes the right direction of lifestyle, **morality** and the practice of meditation, which together can eradicate greed, hatred and delusion - the three causes of dissatisfaction or suffering.

The Middle Way is also called the Noble Eightfold Path, a developmental process of eight faculties leading to enlightenment...

## Vocabulary:

- **Enlightenment:** the awakening to ultimate truth by which man is freed from the endless cycle of personal reincarnations
- **Retained:** kept or "held back"
- **Potential:** capable of being or becoming
- **Liberation:** freedom
- **Morality:** obeying the rules of right conduct

## Corresponding Questions

1. Who founded Buddhism? Where was it founded?
2. According to the text, what happened after Gautama's enlightenment?
3. According to Buddhism, what happens to a person after they die?
4. What determines their fate?
5. How does a person reach enlightenment? Explain in detail.
6. How does this information help answer the question: Why did Asia embrace Buddhism as a religion?

Excerpted from:

<https://msmc.idm.oclc.org/login?url=http://search.proquest.com.msmc.idm.oclc.org/docview/211515979?accountid=12597>

## Handout: **Two Lessons** (c. 200 B.C.E.)

### The Buddha

There are two extremes, **O Bhikkhus**, which he who has given up the world ought to avoid. What are these two extremes? A life given to pleasures, devoted to pleasures and **lusts**: this is degrading, sensual, vulgar, ignoble, and *profitless*; and a life given to **mortifications**: this is painful, ignoble, and profitless. By avoiding these two extremes, O Bhikkhus, the **Tathagata** has gained the knowledge of the Middle Path which leads to insight, which leads to wisdom, which conduces to calm, to knowledge, to the **Sambodhi**, to **Nirvana**.

### Vocabulary

- **Bhikkhus**: Buddhist monk or nun
- **Thathagata**: Buddha
- **Lusts**: uncontrolled desire
- **Mortifications**: a feeling of humiliation or shame
- **Nirvana**: freedom from the endless cycle of personal reincarnations, absolute blessedness

### Corresponding Questions

1. What are the two extremes that a person ought to avoid?
2. Look at the word, *profitless*. Use your knowledge of root words and suffixes to find the meaning of the word.
3. Why does a person need to avoid a life of pleasures?
4. What is the path to Nirvana and what has a person gained when they have reached Nirvana?  
Label the graphic organizer to help you answer the question.



## Handout: Corroborating Sources

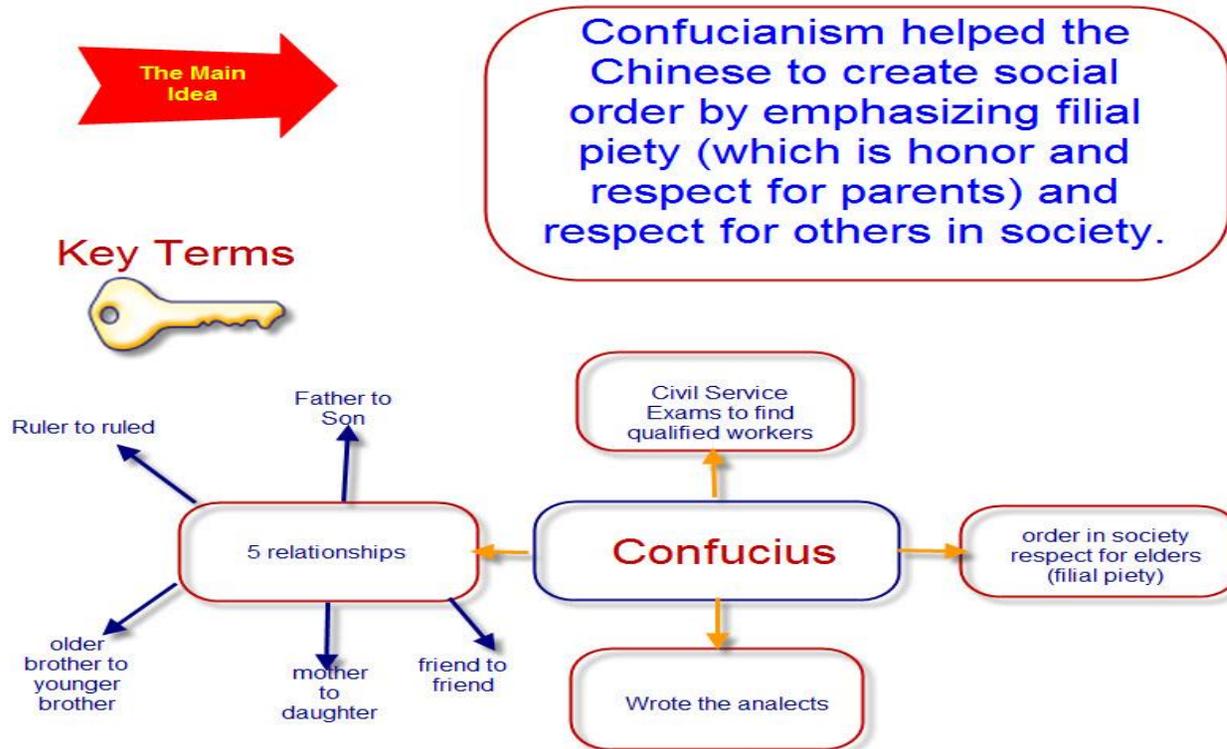
	Source 1 – Two Lessons	Source 2 – Excerpts from Buddhism and Interfaith Dialogue
What type of source is? (Primary or Secondary) How do you know? What is the evidence?		
What is the main idea of each source?		
Do these source overlap in information? Give an example		
How is the information in these sources different? Give an example.		
Which source do you find more reliable? Explain.		
How do these documents help you answer the question: Why did Asia embrace Buddhism as a religion?		

Handouts Day 4-6

# Globalizing the Common Core

## Handout

*Confucius taught that your well-being depends directly on the well-being of others. He stressed the importance of showing courtesy and loyalty to other people. Those who practice Confucianism also believe the family and family values are very important. Children are taught to be very respectful of their parents and are taught to obey their parents.*



1. Explain filial piety.
2. How did Confucius try to create order in China?



# Globalizing the Common Core



## Handout: Ban Zhao or Pan Chao (c. 80 CE)

### Excerpts from *Admonitions for Women*

*Ban Zhao (ca 45-116 CE) was the younger sister of the court historian Ban Gu. When her brother died, Zhao served as imperial historian and completed her brother's unfinished work, Han Annals, a history of the Former Han Dynasty. Her most famous work, served as an instructional manual on feminine behavior and virtue for her daughters. Ban Zhao served as instructor to the empress and other imperial women. Her work is a reflection of the Confucian culture that was widespread in China.*

Yet I am anxious for you, [my daughters] who are about to marry and have not been instructed over the course of a time nor heard about proper behavior for wives. *I dread that you will lose face [when you are living behind] another's gate and bring shame on our lineage.* ...Whenever I think of you like this, I am fearful and anxious and so have written these "**Admonitions** for Women" in seven sections. ...Now that it is done, I urge you to study them...

### Humility

On the third day after the birth of a girl, the ancients observed three customs: [first] for three days to place the baby below the bed; [second] to give her a spindle with which to play; and [third] to fast and announce her birth to her ancestors by an offering. Now to lay the baby below the bed plainly indicated that she was lowly and humble and should regard it as a prime duty to **submit** to others. To give her a spindle with which to play signified that she should accustom herself to labor and consider it a prime duty to be industrious....

#### Vocabulary

**Admonitions:** *admonish*, caution; warn

**Humility:** *humble*; modest

**Submit:** surrender to or give into

**Disgrace:** shame; dishonor

**Devotion:** dedication; commitment

...Let a woman modestly yield to others; let her respect others; let her put others first, herself last. Should she do something good, let her not mention it; should she do something bad let her not deny it. Let her bear **disgrace**; let her even endure when others speak or do evil to her. Always let her seem to tremble and to fear. When a woman follows such *maxims* as these then she may be said to humble herself before others.

### Womanly Behavior

In womanly behavior there are four things [to be considered]: womanly virtue, womanly speech, womanly appearance, and womanly work. ...

To choose her words with care, to avoid vulgar language, to speak at appropriate times, and not to be offensive to others may be called womanly speech.

To wash and scrub dirt and grime, to keep clothes and ornaments fresh and clean, to wash the head and bathe the body regularly, and to keep the person free from disgraceful filth may be called womanly appearance.

With wholehearted **devotion** to sew and weave, not to love gossip and silly laughter, in cleanliness and order [to prepare] the wine and food for serving guests may be called womanly work.

## **Questions:**

*Use the text to answer the following questions on Ban Zhao's "Admonitions for Women."*

1. Who did Ban Zhao write these admonitions for?
2. List examples of how a woman is supposed to behave:
  - Virtuous (moral or good):
  - When speaking:
  - In her appearance:
  - In her work:
3. Re-read paragraph 2. What does it mean when a new born girl is placed under a bed for 3 days?
4. Explain: Why does Ban Zhou write these "Admonitions for Women"?
5. How does this information help you understand women's gender roles in Confucian culture?



## Handout: Essay Empress Wu Zetian, Tang Dynasty (625-705)

*Although Confucianism was an important part of Chinese culture Buddhism spread quickly and became an important religion throughout China. During Empress Wu's reign Buddhism reached its height and influence. This Buddha Statue is found among the 1000 Buddha caves in Luoyan, China. It is believed that the face was modeled to resemble Empress Wu.*

Even though according to the Confucian beliefs having a woman rule would be as **unnatural** as having a "hen crow like a rooster at daybreak," during the most glorious years of the Tang dynasty a woman did rule, and ruled successfully. She was Wu Zetian, the only female in Chinese history to rule as emperor. To some she was an **autocrat**, ruthless in her desire to gain and keep power. To others she, as a woman doing a "man's job," merely did what she had to do, and acted no differently than most male emperors of her day. They also note that she managed to effectively rule China during one of its more peaceful and culturally diverse periods.

The Tang dynasty (618-906 AD) was a time of relative freedom for women. They did not bind their feet or lead **submissive** lives. It was a time in which a number of exceptional women contributed in the areas of culture and politics. So it is no surprise that Wu, born into a rich and noble family, was taught to play music, write, and read the Chinese classics. By thirteen years of age she was known for her wit, intelligence, and beauty, and was recruited to the court of Emperor Tai Tsung.

When the emperor died [his son] Kao Tsung took over, Wu was now twenty seven years old. In time she became a favorite concubine of the new emperor; giving birth to the sons he wanted. As mother of the future emperor of China, she grew in power.

Within five years of their marriage, Emperor Kao Tsung suffered a crippling stroke. The Empress Wu took over the **administrative** duties of the court, a position equal to the emperor. She created a secret police force to spy on her opposition, and cruelly jailed or killed anyone who stood in her way, including the unfortunate Empress Wang [ first wife of emperor Kao Tsung]. With the death of Emperor Kao Tsung, Wu managed to outflank her eldest sons and moved her youngest and much weaker son, into power. She in effect ruled, telling him what to do.

In order to **challenge** Confucian beliefs against rule by women, Wu began a campaign to elevate the position of women. She had scholars write biographies of famous women, and raised the position of her mother's clan by giving her relatives high political posts. She moved her court away from the seat of traditional male power and tried to establish a new dynasty. She said that the ideal ruler was one who ruled like a mother does over her children.

During her reign, Empress Wu placed Buddhism over Daoism as the favored state religion. She invited the most gifted scholars to China and built Buddhist temples and cave sculptures. Chinese Buddhism achieved its highest development under the reign of Wu Zetian.

### Vocabulary

**Unnatural:** not natural, against nature

**Autocrat:** dictator; tyrant

**Submissive:** obedient; passive

**Administrative:** *administer:* to run or manage

**Challenge:** to test; to defy

*Excerpted from, Women in World History Curriculum, <http://www.womeninworldhistory.com/heroine6.html>*

## Questions:

1. What belief did Confucianism teach about women rulers?

2. List some of the ways women benefited during the time of Wu's reign:

- \*
- \*
- \*

3. Re-read the first sentence, “...Confucian beliefs having a woman rule would be as unnatural as having a ‘hen crow like a rooster at daybreak,’...” According to this statement, how did followers of Confucius’s ideas feel about a woman being ruler of a country?

4. Describe the different ways Empress Wu, went against Confucius’s ideas of gender roles, “women’s behavior.”

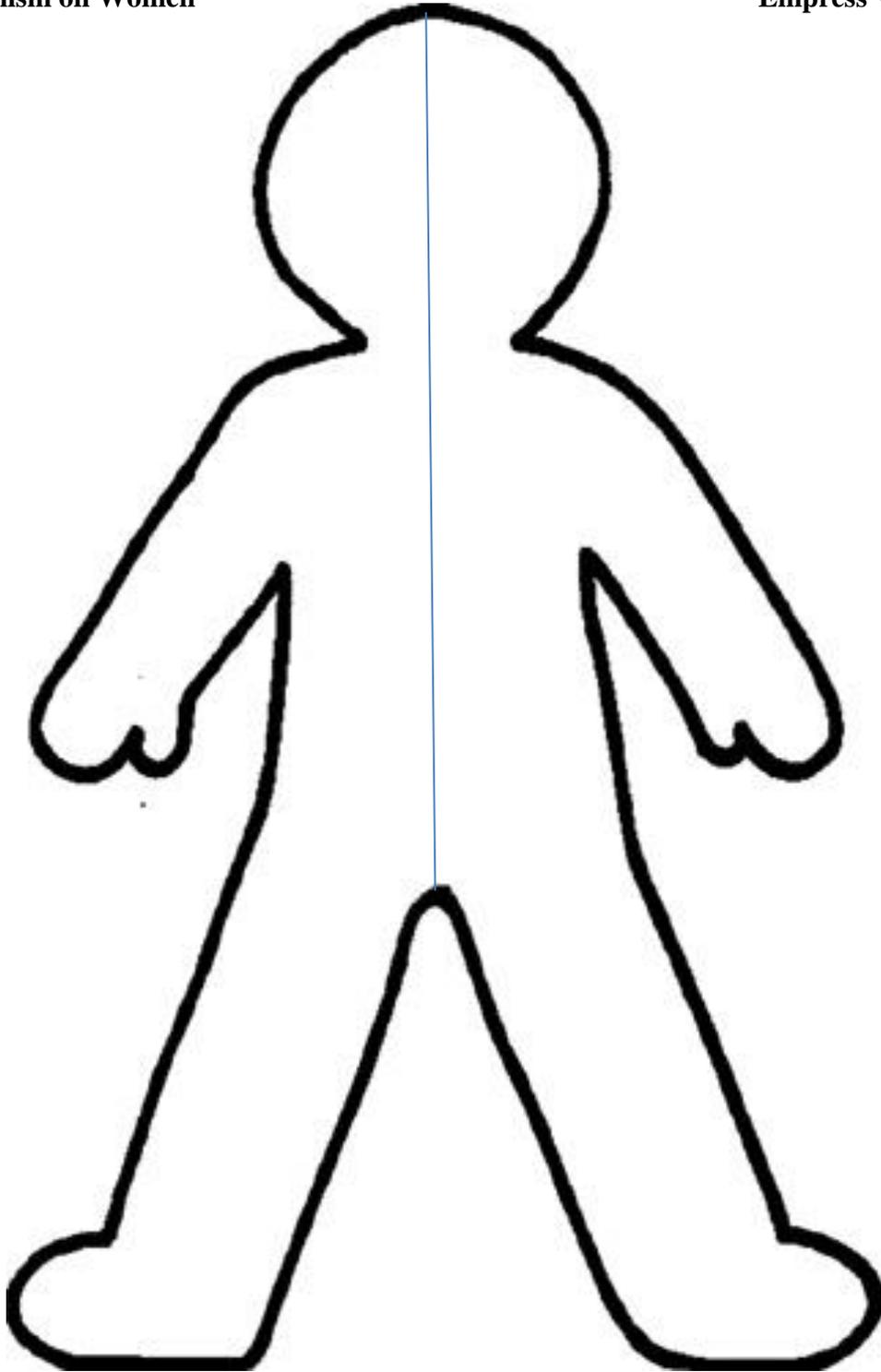
- \*
- \*
- \*

5. Infer: Using your knowledge of Confucianism and Empress Wu, why do you think Empress Wu would have an important religious figure like the Buddha be modeled in her image?

## Handout 4

Confucianism on Women

Empress Wu on Women



Handouts Day 7-8

# Handout 1: Female Monarchs and the Spread of Buddhism

## Directions:

Use the websites below to begin your research on Queen Sondok of Korea and Empress Suiko of Japan. Take notes on the lives of these woman. Be aware that the spelling of the names may change since we use different alphabets and we write names in other languages based on the way they sound to us. To be sure you are researching the same person scan through the article to see overlapping names and events.

Tips for researching long articles:

- Briefly look through each website and decide which site is best for you to spend your time on. If you can't understand what you are reading because the language is too complex, then move on to another site.
- Read the introduction, it is a summary of what you will be reading.
- Scan paragraphs for the key words you are looking for and read those sections thoroughly.
- Think before you write. Don't just copy a sentence; think about the information and how it relates to your question and then write a summary sentence in your words.

The following sites are placed in order of helpfulness.

## Queen Sondok

<http://asianhistory.about.com/od/southkorea/p/Queen-Seondeok-Of-Korea.htm>

[http://www.newworldencyclopedia.org/entry/Queen\\_Seondeok\\_of\\_Silla](http://www.newworldencyclopedia.org/entry/Queen_Seondeok_of_Silla)

<http://royalwomen.tripod.com/id17.html>

<http://www.womeninworldhistory.com/heroine7.html>

## Empress Suiko

[http://www.newworldencyclopedia.org/entry/Empress\\_Suiko](http://www.newworldencyclopedia.org/entry/Empress_Suiko)

<http://royalwomen.tripod.com/id38.html>

[http://www.buddhanet.net/nippon/nippon\\_partI.html](http://www.buddhanet.net/nippon/nippon_partI.html)

[http://www.clioproject.org/files/PDF/Japanese\\_Empresses\\_Lesson.pdf](http://www.clioproject.org/files/PDF/Japanese_Empresses_Lesson.pdf)

(Note: go to pages 5&6 of document)

<http://biography.yourdictionary.com/empress-suiko>

## Final Assignment:

After learning about each of these monarchs, you will need to choose either, Empress Wu of China, Queen Sondok of Korea, or Empress Suiko of Japan. As your final assignment on the spread of Buddhism, you will write one paragraph about your chosen empress. The paragraph needs to contain information on how they helped the religion of Buddhism to spread and why they were more influential than the other Empresses.

## Handout 2: Notes for Empress Suiko

*Directions: Use the chart below to take notes while you are researching*

<b>Who was she?</b>	
<b>What did she do that was important?</b>	
<b>Where was she from?</b>	
<b>When did she live?</b>	
<b>How did she spread Buddhism?</b>	
<b>Why did she spread Buddhism?</b>	
<b>Other information</b>	

### Handout 3: Notes for Queen Sondok

Use the chart below to take notes while you are researching

<b>Who was she?</b>	
<b>What did she do that was important?</b>	
<b>Where was she from?</b>	
<b>When did she live?</b>	
<b>How did she spread Buddhism?</b>	
<b>Why did she spread Buddhism?</b>	
<b>Other information</b>	

## Women and Buddhism: Brief Response Rubric

	4	3	2	1	
<b>Factual and Interpretive Accuracy</b>	Interprets the evidence accurately. Fair representation of people, issues, events. Factual details and chronology are also accurate.	Interprets the evidence accurately. Fair representation of people, issues, events. Factual details and chronology are not accurate.	Interprets the evidence with partial accuracy. Partially correct representation of people, issues, and events.	Interprets the evidence with partial accuracy. Incorrect representation of people, issues, and events.	Score
<b>Persuasiveness of Evidence</b>	Claim is clear and substantiates claim with evidence that is relevant, significant, and specific.	Substantiates the claim with evidence that is relevant.	Does not substantiate the claim with evidence that is relevant.	There is no claim and or evidence listed throughout the writing.	Score
<b>Grammar, Spelling, Punctuation</b>	Author makes no errors in grammar, spelling or punctuation that distract the reader from the content. The writing is exceptionally easy to read.	Author makes few errors in grammar, spelling or punctuation that does distract the reader from the content.	Author makes too many errors in grammar, spelling or punctuation that distract the reader from the content.	Author was very careless in grammar, spelling and punctuation making it difficult to read.	Score
<b>Sourcing of Evidence</b>	Notes authors of documents or other sources of evidence used to make the argument. The use of evidence recognizes perspectives inherent in sources cited. Evidence is balanced and credible.	Notes authors of documents or other sources of evidence used to make the argument. The use of evidence recognizes perspectives. Evidence is partially balanced.	Does not note authors of documents or other sources of evidence. The use of evidence recognizes perspectives. Evidence is partially balanced.	Does not note authors of documents or other sources of evidence. Evidence given is one-sided and not credible.	Score
<b>Content Vocabulary</b>	Vocabulary is used appropriately in context. Shows mastery of key terms. Used 80% of key terms accurately.	Vocabulary is used appropriately in context. Shows knowledge of key terms. Uses 70% of key terms accurately.	Some vocabulary is used in context. Uses 50% of key terms accurately.	No vocabulary words are used in context.	Total <hr/> 20

**A 18-20**  
**B 16-17**  
**C 14-15**  
**D 12-13**  
**F 11-0**