Understanding Medieval Japan ‖ Japanese Buddhism Discussion

## Goals & Objectives

Goal: Students will understand the distinct forms of Japanese Buddhism during the medieval period.

Objectives: Students will discuss the similarities, differences, and major beliefs of distinct forms of Japanese Buddhism.

## California State Content Standards

7.5.4. Trace the development of distinctive forms of Japanese Buddhism.

## Common Core Literacy Standards

CCSS.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.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.

CCSS.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.

## Driving Historical Question

### How did the distinct form of Japanese Buddhism develop, and what are their major beliefs?

### Lesson Introduction (Anticipatory Set/Hook/Accessing Prior Knowledge) ‖ **Time: 7 min. day 1, 3 min. day 2.**

Day 1:

On the first day of this lesson students will get into pairs and fill out a mind map on the distinct forms of Japanese Buddhism. The forms that will be given are the following: Jodo Shinshu, Jodo-Shu, Nichiren, Shingon, and Zen. Each student pair will be asked to fill out a mind map where they will write what they know about each form of Japanese Buddhism.

Day 2:

This lesson will be introduced by having students fill out a graphic organizer for their distinct form of Japanese Buddhism. Students will be placed into groups of six and given a distinct form of Japanese Buddhism to research and study. The students will get into their groups and fill out a graphic organizer for their form.

### Vocabulary (Content Language Development) ‖ **Time: 0 min.**

The main vocabulary for this lesson will include the following terms: Buddhism, Jodo Shinshu, Jodo-Shu, Nichiren, Shingon, and Zen. These words will be explained and defined during the lesson, and therefore will not require any additional class time to be explained and defined.

### Content Delivery (Method of Instruction) ‖ **Time: 5 min. each day**

Day 1:

On the first day of this lesson the teacher will hand students a graphic organizer that they will fill out with information they feel is important to their form of Japanese Buddhism. The teacher will state that students will use this information during a class discussion the next day. The teacher will then separate the 30 students into 5 groups consisting of 6 students each. The teacher will then instruct students to research their topic within their group and fill out the handout.

Day 2:

On the second day of this lesson the teacher will arrange the class with 5 desks in the center of the class that form a circle. Behind each desk in the center there will be 6 additional desks. The teacher will explain to the students the format of this class discussion. Each group will select a student to sit at one of the 5 desks in the center of the class. These students will engage in a discussion as a monk from their sect. This discussion will continue for 10 minutes. After this time the student in the center will be replace by another student from the group. This will happen a total of 3 times. Between the switch, each group will discuss what was brought up by the other groups and go over anything that they thought was interesting or something that they feel they should be brought up by their next representative.

### Student Engagement (Critical Thinking & Student Activities) ‖ **Time: 30 min day 1, 32 min. day 2.**

Day 1:

During the first day of the lesson students will be using Chromebook’s to research their sect of Japanese Buddhism. They will be filling out a graphic organizer with information that will be used during the class discussion the next day.

Day 2:

Students will be taking part in the class discussion on the second day of the lesson. The class discussion will be a café conversation style discussion where one student from each group will be gathered in the center of the room and will engage in a discussion. The discussion will be broken up into 3 sections. The theme of the first section is the sects historical background. The second section’s theme will be distinctive practices and beliefs. The last section’s theme will be historical significance. Each section will have a different student representative sitting in the middle taking part in the discussion. While the discussion is taking place, the other students will be taking notes on the discussion. They will be writing down information that they feel is important on the other sects of Japanese Buddhism. Between each discussion section, each group will discuss the important information they want to share during the upcoming section, and will also discuss what questions they want to ask the other sects representative.

### Lesson Closure ‖ **Time: 3 min. day 1, 5 min. day 2.**

Day 1:

Day 1 of the lesson will close by having students fill out an exit ticket. The students will be asked the question “What are three interesting facts that you learned about your sect of Japanese Buddhism?” This will be filled out individually and turned in to the teacher.

Day 2:

The second day of the lesson will be closed by having a debriefing class discussion. The debrief will be started by asking the students what they learned from the class discussion, and will continue by having students organically ask questions that will be discussed as a class.

### Assessments (Formative & Summative)

The assessments from this lesson will include several formative assessments and one summative assessment. The formative assessments for this lesson will include the mind map, individual sect graphic organizer, and the exit ticket. The summative assessment will be the graphic organizer with discussion notes.

### Accommodations for English Learners, Striving Readers and Students with Special Needs

The accommodations in this lesson for English Learners and Students with Special Needs are the two graphic organizers, the café conversation style discussion, and the group work. These students have organizational help from the graphic organizers and will receive instructional assistance from their group members.

### Resources (Books, Websites, Handouts, Materials)

For this lesson the following resources will be needed: 40 Chromebooks, 40 copies of the mindmap, 40 copies of the graphic organizer one, and 40 copies of graphic organizer two.