



Buddhism

7

✔ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Locate Asia and India on a map or globe
- ✓ Identify Buddhism as a major religion originating in Asia
- ✓ Identify Buddhists as the name for the followers of Buddhism
- ✓ Identify stupas as holy places for Buddhists
- ✓ Identify the Four Noble Truths as the holy text of Buddhism
- ✓ Identify Siddhartha, Buddha, and Asoka as important figures in Buddhism
- ✓ Describe the teachings of Buddha as the basic principles of Buddhism
- ✓ Describe key components of a civilization

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Identify that the main topic of the read-aloud is about Buddhism (RI.2.2)
- ✓ Describe the connection between the story of Siddhartha Gautama and the beginnings of Buddhism (RI.2.3)
- ✓ Identify that the main purpose of the read-aloud is to explain and describe the religion, Buddhism (RI.2.6)
- ✓ Describe how Asoka helped to spread Buddhism around Asia (RI.2.8)
- ✓ Compare and contrast similarities and differences between Hinduism and Buddhism (RI.2.9)

- ✓ With assistance, categorize and organize facts and information from the lesson, “Buddhism,” onto an Early Asian Civilizations Chart (W.2.8)
- ✓ With assistance, categorize and organize facts and information from “Buddhism” onto a Religion Comparison Chart (W.2.8)
- ✓ Recount a personal experience of conquering a challenge (SL.2.4)
- ✓ Add drawings to their personal recount of conquering a challenge (SL.2.5)
- ✓ Use irregular past tense verbs correctly in oral language exercises (L.2.1d)
- ✓ Create sentences using irregular present and past tense verbs in shared language activities (L.2.1f)
- ✓ Use sentence-level context as a clue to the meaning of multiple-meaning word *train* (L.2.4a)
- ✓ Identify real-life connections between words—*Buddhism/Buddhists*, *suffering*, *conquer*, and *train*—and their use (L.2.5a)

Core Vocabulary

Buddhism, n. The world’s fourth-largest religion, which honors the Buddha and his teachings

Example: Buddhism began in India many, many years ago, but it is practiced by people all over the world today.

Variation(s): none

conquer, v. To get rid of

Example: To conquer his fear of heights, Tom walked to the top of the Washington Monument.

Variation(s): conquers, conquered, conquering

suffering, n. Misery or pain

Example: Natural disasters cause suffering for the people affected.

Variation(s): none

venture, v. To go out or try something that may be dangerous

Example: Despite great dangers, firefighters often venture into burning buildings to help others.


Variation(s): ventures, ventured, venturing

Vocabulary Chart for Buddhism			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	Asoka Buddha Buddhism/ Buddhists enlightened meditated sacred shrine Siddhartha stupa	achieve conquer* empire suffering teachings trained venture	battle palace questions/answers teachers unhappiness
Multiple Meaning		<u>train</u>	saw
Phrases	Four Noble Truths Great Stupa of Sanchi	conquer* suffering achieve happiness shocked and dismayed	kept hidden
Cognates	Buda Budismo meditó sagrado(a)	conquistar* imperio sufrimiento	batalla palacio

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. Please note that it uses the same sequence as the *Tell It Again! Read-Aloud Anthology*, except the first image is shown at the beginning and at the end.

1. 7A-1: The Great Stupa of Sanchi
2. 7A-2: Young Siddhartha happy inside the palace
3. 7A-3: Siddhartha shocked by poverty and suffering
4. 7A-4: Siddhartha meditating under a fig tree
5. 7A-5: Enlightened Buddha
6. 7A-6: Asoka
7. 7A-7: Asoka directing good works, teachers to help the people
8. 7A-1: The Great Stupa of Sanchi

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Learned?	Religion Comparison Chart	15
	Introducing Buddhism	Religion Comparison Chart	
	Vocabulary Preview: Buddhism/ Buddhists, Suffering	Religion Comparison Chart; Instructional Master 7A-1	
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Buddhism		15
<i>Discussing the Read-Aloud</i>	Comprehension Questions	Response Card 5	10
	Word Work: Conquer	drawing paper, drawing tools	
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Early Asian Civilizations Chart	Image Cards 5, 6; Early Asian Civilizations Chart	20
	Multiple Meaning Word Activity: Train	Poster 3M (Train)	
	Syntactic Awareness Activity: Irregular Past Tense Verbs		
	End-of-Lesson Check-in	Religion Comparison Chart; Response Cards 2, 5	

Advance Preparation

Make a copy of Instructional Master 7A-1 for each student. Refer to it as Response Card 5 (Buddhism). Students can use this Response Card to discuss, review, and answer questions about this religion.

Use the Religion Comparison Chart (Instructional Master 3A-2) throughout this lesson. You can use this chart to review the basic characteristics of religion. You may wish to fill in the chart as you read through the read-aloud and have students do the same on their own comparison chart. You can use this chart to review what students have learned about Buddhism and make comparisons between Hinduism and Buddhism during the End-of-Lesson Check-In.

Note: Some students may be able to fill in this chart on their own. Consider pairing students who are not ready to fill out their charts independently with those who are able to do so.



Buddhism

7A

Introducing the Read-Aloud

15 minutes

What Have We Learned

- Using the Religion Comparison Chart, have students review what they have already learned about Hinduism. Make sure to review the following characteristics of Hinduism:
 - Number of gods
 - Name of followers
 - Name of holy text(s)
 - Holy place
 - Important figure(s)



Introducing Buddhism

← Show image 7A-5: Enlightened Buddha

- Tell students that in today's read-aloud about ancient India, they will hear about another popular religion—Buddhism. Like Hinduism, Buddhism began in India and spread to other parts of the world.
- Tell students that Buddhism began with the teachings of Buddha.

[Invite a student to point to the Buddha in the image.]

- Explain that Buddha was a prince named Siddhartha (sih-DHAHR-tah) Gautama (GAU-tah-mah) and that they will hear Siddhartha's story of how he became the Buddha in the read-aloud.
- Explain that although the Buddha is an extremely important figure in Buddhism, the Buddha is not a god.

[On the Religion Comparison Chart, fill in *Number of gods: none.*]

Vocabulary Preview

Buddhism/Buddhists

1. Today you will learn about another popular religion from ancient India called *Buddhism*. The people who practice Buddhism are called *Buddhists*.
2. Say the word *Buddhism* with me three times.
Say the word *Buddhists* with me three times.
3. Buddhism began in ancient India and is the world's fourth-largest religion. Buddhism honors Buddha and his teachings. The people who practice Buddhism are called Buddhists.

[On the Religion Comparison Chart, fill in *Name of followers: Buddhists*.]

4. There are no gods in Buddhism.
A Buddhist follows the teachings of Buddha.
5. [Give students Response Card 5 from Instructional Master 7A-1.]
Look at these pictures on Response Card 5 for Buddhism. These are pictures from the life of Siddhartha. Eventually, Siddhartha becomes Buddha. Which picture do you think shows Siddhartha as Buddha?

Suffering

1. In today's read-aloud you will hear that Siddhartha was very bothered by the *suffering* he saw in the world.
2. Say the word *suffering* with me three times.
3. Suffering is misery, sadness, or pain.
4. The basketball player's suffering was caused by his broken arm.
Natural disasters like an earthquake or tornado cause much suffering for the people who experience them.
5. Tell your partner what you think of when you hear the word *suffering*.

Purpose for Listening

Tell students that the title of today's read-aloud is "Buddhism." Ask them what they think they are going to learn from this read-aloud. Confirm that the main topic of this read-aloud is on Buddhism. Review the characteristics of religion on the Religion Comparison Chart. Tell students that you might stop at different points in the read-aloud to fill in this chart.

By the end of the lesson, students should be able to:

- ✓ Identify Buddhism as a major religion originating in Asia
- ✓ Identify Buddhists as the name for the followers of Buddhism
- ✓ Identify stupas as holy places for Buddhists
- ✓ Identify the Four Noble Truths as the holy text of Buddhism
- ✓ Identify Siddhartha, Buddha, and Asoka as important figures in Buddhism
- ✓ Describe the teachings of Buddha as the basic principles of Buddhism



Buddhism

← Show image 7A-1: The Great Stupa of Sanchi

This is the Great Stupa (STOO-puh) of Sanchi, one of the many sacred shrines built all over Asia to honor the Buddha.

[Define *stupa* as a building with a roof that is shaped like a dome—round and circular. Stupas are built to honor Buddha.]

A *shrine* is a place, or sometimes a box or container, that holds sacred things of a holy person. Different religions have shrines where people go to worship their gods or important people. The Great Stupa of Sanchi is a shrine that was built to honor the Buddha.

Today you will learn about **Buddhism**, the world’s fourth-largest religion. **Buddhism** began in ancient India and spread all over Asia. Today, **Buddhism** is practiced by people all over the world.



← Show image 7A-2: Young Siddhartha happy inside the palace

Buddhism began about two-thousand and five hundred years ago—that’s a long, long time ago—when a prince by the name of Siddhartha (sih-DHAHR-tah) Gautama (GAU-tah-mah) was born. He was born in the foothills of the Himalayan Mountains. Siddhartha was a prince, born to very rich parents.

[Invite a student to point to Siddhartha Gautama. Have students repeat *Siddhartha Gautama* with you.]

Siddhartha’s parents loved him very much, so much in fact, that they wanted to protect him from all the **suffering** in the world. They did not want Siddhartha to see the misery, sadness, and pain that happen in the world. They thought that if they could protect him from all **suffering**, he would always be happy. So, Siddhartha was kept behind the walls of the palace and was given anything he wanted—fine food, beautiful clothes, wonderful toys, and plenty of servants. Siddhartha was kept from the **suffering** of life outside the palace walls.



← **Show image 7A-3: Siddhartha shocked by poverty and suffering**

Then, as Siddhartha grew into a young man, he began to **venture** out—or go out—beyond the walls of the palace. Driven by a servant in a horse-drawn chariot, Siddhartha was shocked and dismayed. He was so surprised and so upset to see what his parents had kept hidden from him.

[Point to the people in the image as you talk about them.]

On one trip he saw a poor old woman, bent over and barely able to stand.

On another, he saw a sick and hungry man lying by the side of the road, crying out for food.

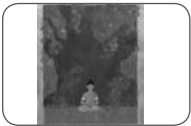
On a third trip, Siddhartha saw two people bawling—and crying—over something horrible that had happened to them.

[Ask, “Does this seem like suffering to you?”]

All around him people were **suffering**.

Siddhartha began to worry about all of these people outside the palace walls. What, he wondered, could he do to help them?

Siddhartha could no longer be happy with his comfortable life inside the palace. And so, he made the decision to leave the palace and his riches. One night, he crept out of the palace and headed out along India’s dusty roads in search of answers to his questions about how to **conquer**—or overcome and do away with—**suffering** and how to achieve—or get and obtain—happiness.



← **Show image 7A-4: Siddhartha meditating under a fig tree**

For many years Siddhartha wandered the land, studying with spiritual teachers he met along the way. He kept asking his teachers the same questions: “How can I **conquer** and get rid of **suffering** on Earth?” And, “How can I achieve happiness on Earth?”

But none of their answers seemed to satisfy him.

One night, stopping to rest beneath a fig tree, Siddhartha crossed his legs and told himself that he would not move until he had the answers to his questions.

Siddhartha sat under the fig tree for seven weeks, meditating on—and thinking carefully about—his questions. Then, he finally found the answer he was searching for!

Siddhartha received what Buddhists call “enlightenment.” In **Buddhism**, when someone receives “enlightenment” that means he or she has a new and deep understanding of life. An enlightened person no longer cares for worldly things, such as a lot of money, a nice house, or the best clothes. An enlightened person is freed from **suffering**.

Siddhartha found his answer to why people suffer and how to end suffering on Earth. Siddhartha became known as the Buddha, meaning “one who is awake,” or “Enlightened One.”

[On the Religion Comparison Chart, fill in *Important figure(s): the Buddha.*]



← **Show image 7A-5: Enlightened Buddha**

The answers to Siddhartha’s questions became known as the Four Noble Truths. One of the truths is that **suffering** and unhappiness can end if people follow a few basic rules. The Buddha’s rules may sound familiar to you. They include rules like the following:

[After each rule, ask students if they have heard of that rule before.]

Be kind to others.

Do not tell lies or cheat or steal.

Do not be selfish.

Do not harm people or animals.

Train—or teach—your mind to think clearly.

[On the Religion Comparison Chart, fill in *Name of holy text(s): the Four Noble Truths.*]

The Buddha began to travel around India teaching others about the Four Noble Truths. His teachings became known as **Buddhism**. Eventually **Buddhism** spread beyond India after his death.

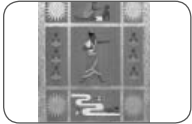


← **Show image 7A-6: Asoka**

One person who helped to spread **Buddhism** was a powerful ruler named Asoka. Asoka was not always an enlightened person. Rather, he was a warrior king who led many soldiers into battle. He wounded and killed thousands of people as he expanded his great empire. But one violent battle changed Asoka's life.

As he rode across the battlefield, he saw how his desires to rule a great empire hurt others. Asoka became shocked and upset by what he had done. Asoka decided that day to change his life and study the teachings of the Buddha. Asoka trained teachers of **Buddhism** instead of soldiers for war. Instead of sending men into battle, he sent the trained teachers throughout Asia to spread the teachings of **Buddhism**.

[Ask, "How has Asoka changed since he became a Buddhist?"]



← **Show image 7A-7: Asoka directing good works, teachers to help the people**

Asoka's trained teachers did much more than preach and teach about **Buddhism**. In India and far beyond, they carried food and medicine to help people in need. Asoka also ordered his teachers to build hospitals for people and animals, dig wells and irrigation ditches, plant shade trees by the road to comfort weary—and tired—travelers, and to build roads so people could travel easily from place to place.



← **Show image 7A-1: The Great Stupa of Sanchi**

Asoka made sure that the Buddha's messages of peace and kindness were carved on big rocks and stone monuments all over India, like the ones on the Great Stupa of Sanchi. Although he allowed his people to practice Hinduism and other religions, he wanted everyone to be enlightened by the teachings of the Buddha. Asoka built many more stupas to hold important items of the Buddha. Today, Buddhists travel from all over the world to worship at these sacred shrines.

[On the Religion Comparison Chart, fill in *Holy Place: stupas*]

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. Ask students to answer in complete sentences by having them restate the question in their responses. Model answers using complete sentences as necessary.

1. *Literal* What is the main topic of this read-aloud?
 - The main topic of this read-aloud is on Buddhism.
2. *Literal* Where does the story of Buddhism begin? With whom did it begin?
 - The story of Buddhism begins in ancient India, near the Himalayan Mountains. It begins with Siddhartha Gautama.
3. *Inferential* What was Siddhartha's childhood like?
[Have students point this out on Response Card 5.]
 - Siddhartha was a prince born in a rich family; his parents tried to keep him away from suffering; he lived in a palace and was given everything he wanted; etc.
4. *Evaluative* What did Siddhartha see when he went outside of the palace?
[Have students point this out on Response Card 5.]
 - Siddhartha saw suffering; he saw a poor old woman hardly able to stand; he saw a sick and hungry man begging for food; he saw people crying.

How would you feel if you saw these things?

 - Answers may vary.
5. *Inferential* What question did Siddhartha have? How did he get his answer?
[Have students point this out on Response Card 5.]
 - Siddhartha's question was this: How can he conquer suffering and achieve happiness? He got his answer after meditating for seven weeks under a fig tree.
6. *Literal* What did Siddhartha become known as after he achieved enlightenment?
 - Siddhartha became known as the Buddha.

7. *Inferential* Who is a great ruler who helped spread Buddhism around Asia? How did he do this?
- Asoka is the great ruler who helped to spread Buddhism around Asia. He did this by training teachers about the teachings of Buddha and doing good works, like giving food and medicine to people; building hospitals; digging irrigation ditches; planting shade trees; and building roads.

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a few questions. I will give you a minute to think about the questions, and then I will ask you to turn to your partner and discuss the questions. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames:

Is “do not harm people or animals” one of the rules? (Yes/No)

One of the rules is . . .

My rule that could help people conquer suffering and achieve happiness is . . .

8. *Evaluative Think Pair Share:* Buddha teaches the Four Noble Truths. The fourth truth talks about following a few basic rules. Do you remember any of the rules? Can you think of your own rule that could help people conquer suffering and achieve happiness?
- The basic rules include the following: be kind to others; do not be selfish; do not harm people or animals; train your mind to think clearly.
9. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Conquer

1. In the read-aloud you heard, “Siddhartha’s question was, ‘How can I *conquer* suffering on Earth?’”
2. Say the word *conquer* with me three times.
3. *Conquer* means to get rid of something by thinking very hard about it or trying very hard to do it.
4. Jimmy was able to conquer his fear of dogs after his cousins brought their dog to his home to play for the weekend.
5. Do you have any fears that you would like to conquer? Try to use the word *conquer* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I want to conquer my fear of . . .”]
6. What’s the word we’ve been talking about?

Use a *Drawing* activity for follow-up. Directions: Think of a challenge you were able to conquer this past year. It may be something you learned at school, such as reading or speaking in front of a group of people. Or it may be something outside of school, such as learning to ride a bike or overcoming a fear. Draw a picture of the challenge you have been able to conquer. After you finish your drawing, write a sentence explaining what challenge you were able to conquer. Use the word *conquer* in your sentence. [Suggested sentence frame: “I was able to conquer . . . this past year.”]

Note: To save time, you may wish to turn this follow-up into a *Sharing* activity.



Complete Remainder of the Lesson Later in the Day



Buddhism

7_B

Extensions

20 minutes

Early Asian Civilizations Chart

	Cities	Jobs	Leaders	Writing	Religion
Early Indian Civilization	Image Card 2 Mohenjo-daro	Image Card 1 farmers grain traders	priests Image Card 6 Asoka	Image Card 3 [check mark]	Image Card 4 Hinduism Image Card 5 Buddhism
Early Chinese Civilization					Image Card 5 Buddhism

Note: Have students fill in their own charts after you have filled in the classroom chart. You may wish to write key words on the chart, giving guidance to student writing.

- Show students Image Card 5 (Buddhism). Ask students who they see. Ask students in which column this Image Card belongs. Tell students that you are going to place the image card on the chart in the *Religion* column to help them remember that Buddhism is another religion from ancient India and, like Hinduism, is still practiced in India. In fact, Buddhism spread all over Asia and is practiced around the world today. You may wish to write *Buddhism* on the board. Have students write *Buddhism* in the corresponding box on their chart.

Note: Image Card 5 and *Buddhism* should also be placed in the *Religion* column for early Chinese civilization. You may wish to do this now or when your class begins early Chinese civilization.

- Show students Image Card 6 (Asoka). Ask students who they see. Ask students what they know about Asoka. Ask students in which column this Image Card belongs. Tell students that you are going to place this Image Card on the chart in the *Leaders* column to help them remember there were rulers in early Indian civilizations and that rulers like Asoka helped to develop the civilization. You may wish to write *Asoka* on the board. Have students write *Asoka* in the corresponding box on their chart.

↔ Multiple Meaning Word Activity

Sentence in Context: Train

Note: You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 3M (Train).] In the read-aloud you heard that one of the rules in the Buddha’s teachings is to “*train* your mind to think clearly.” Here *train* means to practice skills. Which picture shows this meaning of *train*?
 - one
2. *Train* also has other meanings. The word *train* also means vehicles that travel on the railroad tracks. Which picture shows this kind of train?
 - two
3. Now with your partner, make a sentence for each meaning of *train*. Remember to use complete sentences. I will call on some of you to share your sentences. [Call on a few students to share their sentences.]

↔ Syntactic Awareness Activity

Irregular Past-Tense Verbs

Note: The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds. There may be variations in the sentences created by your class. Allow for these variations, and restate students’ sentences so that they are grammatical.

1. We have started talking about some verbs or action words that are *irregular*—which means not regular and different. These verbs are irregular because you do not add *-ed* to the end of the word when you are writing about an action that has happened already, and you do not add the sound /t/, /d/, or /ed/ to the end of the word when you are talking about an action that has happened already. Now I will say two sentences related to what you heard in the read-aloud about Buddhism. One sentence talks about something that is happening now, and the other sentence talks about something that has already happened.

- Asoka *builds* a stupa for the Buddha.
 - Asoka *built* a stupa for the Buddha
2. What did the verb *build* change into to show it already happened? (*built*) Notice I did not say *builded*; I said *built*.
 3. Let's play a game with irregular verbs you heard in the read-aloud. I will say my sentence as if it is happening today or now. You will say the sentence to show that it already happened a long time ago. Let's do the first one together.

Note: If students have difficulty saying the past tense of an irregular verb, give them the incorrect form for contrast. For example, you might ask students, "Should we say, 'I *thinked* about the question a long time ago' or 'I *thought* about the question a long time ago?'" Guide students in recognizing that the past tense of *think* is *thought*, not *thinked*. Tell students that the more they listen to stories and hear these irregular verbs, the more they will remember them and use them when they talk.

1. Today, Siddhartha's parents *think* he should not see suffering. > A long time ago, Siddhartha's parents *thought* he should not see suffering.
2. Today, Siddhartha *sees* the suffering of the world. > A long time ago, Siddhartha *saw* the suffering of the world.
3. Today, Siddhartha *sits* under a fig tree. > A long time ago, Siddhartha *sat* under a fig tree.
4. Today, Asoka *feels* horrible about fighting. > A long time ago, Asoka *felt* horrible about fighting.
5. Today, Asoka *sends* teachers to spread the teachings of Buddhism. > A long time ago, Asoka *sent* teachers to spread the teachings of Buddhism.

10 End-of-Lesson Check-In

Buddhism

Choose four students to focus on, and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, or ten based on your evaluation of students' understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- Using Response Card 5 and their Religion Comparison Chart, have students share with their partner what they have learned in this lesson.
- Invite students to share their interesting fact from their Religion Comparison Chart.
- You may wish to finish or review the Religion Comparison Chart for Buddhism.
- Lead students to compare and contrast these two religions using Response Cards 2 and 5 and their Religion Comparison Chart.

Characteristics	Hinduism	Buddhism
Number of gods	many millions	none
Name of followers	Hindus	Buddhists
Name of holy text(s)	Vedas/Rigveda	The teachings of the Buddha, i.e., the Four Noble Truths
Holy place	Ganges River	stupas/The Great Stupa of Sanchi
Important figure(s)	Brahma, Vishnu, Shiva	Siddhartha Gautama (the Buddha)
Interesting fact	Answers may vary.	Answers may vary.