

*Komainu Statues and the Spread of Buddhism*

*Grades 7-12*

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| **Introduction** | |
| The Komainu Statues of Japan demonstrate the spread of religion from India to East Asia via the Silk Road trade routes. By tracking the extent of Buddhism in East Asia, we can see the spread of protector entities used in different religious architecture.  Students should already have background knowledge about Buddhism before launching into this lesson. | |
| **Indiana Standards Connections:**  **Social Studies – 7th Grade**   7.H.2 Describe, compare, and contrast the historical origins, central beliefs, and spread of major religions. (E)  7.H.9 Demonstrate how Japan became increasingly independent of earlier Chinese influences and developed its own political, religious, social, and artistic traditions.  7.H.15 Compare and contrast perspectives of history in Africa, Asia, and the Southwest Pacific  using fictional and nonfictional accounts, including visual, literary, art, and musical sources.  **Geography and History of the World – Grades 9-12**  GHW.2.1 Map the development over time of world religions from their points of origin, and identify those that exhibit a high degree of local and/or international concentration.  **World History – Grades 9-12**  WH.2.1 Review the development and fundamental beliefs of major world religions and philosophies, including Hinduism, Buddhism, Sikhism, Judaism, Christianity, and Islam. (E)  WH.2.8 Compare and contrast the influence of Hinduism and Buddhism on civilization in India and Buddhism’s diffusion throughout Asia. | **Compelling Question(s):**  How did Buddhism spread from India to East Asia?  How did Buddhism combine with existing local religion to flourish in China and Japan?  How did protector entities change over time and location? |
| **Lesson Objectives:**  Students will compare and contrast the protector entities using the photos given.  Students will learn the history of the spread of Buddhism from India to East Asia.  Students will explore the connections between Buddhism and Shinto. | |
| **Materials** | |
| * [Komainu: Explore Collections: Windows to the World: Digital Artifacts for Global Educators: Indiana University Bloomington](https://w2w.indiana.edu/explore-collections/komainu.html); main description and resource 2 * Short background information [The Birth and Spread of Buddhism [ushistory.org]](https://www.ushistory.org/civ/8d.asp) * Information on the spread of Buddhism to China [READ: Why do Belief Systems Spread? How China Made Buddhism its Own (article) | Khan Academy](https://www.khanacademy.org/humanities/whp-origins/era-3-cities-societies-and-empires-6000-bce-to-700-c-e/35-development-of-belief-systems-betaa/a/read-why-do-belief-systems-spread-how-china-made-buddhism-its-own-beta) * [A Brief History Of Shinto And Buddhism In Japan (theculturetrip.com)](https://theculturetrip.com/asia/japan/articles/a-brief-history-of-shinto-and-buddhism-in-japan) * Pictures of komainu, foo dogs, haetae, Dvarapala (examples below)   + Dvarapala [source](https://en.wikipedia.org/wiki/Dvarapala#/media/File:Plaosan_Temple_Guardian.jpg)   + Foo dog  [source](https://www.flickriver.com/photos/ualani/1165904712/)   + haetae [source](https://mythologyplanet.com/haetae-korean-mythology/)   + Komainu  [source](https://w2w.indiana.edu/explore-collections/komainu.html) * Map program or template   + [d-maps.com : free maps, free blank maps, free outline maps, free base maps](https://d-maps.com/index.php?lang=en)   + [MapMaker Launch Guide - National Geographic Society](https://www.nationalgeographic.org/society/education-resources/mapmaker-launch-guide/) * [Spread of Buddhism map](https://commons.wikimedia.org/wiki/File:Buddhist_Expansion.svg) | |
| **Learning Plan** | |
| **Activities:**   * Map: Where is Japan, India, Korea, China?   + Teacher can print paper maps or use National Geographic’s online MapMaker. * Show the Komainu statues and discuss the artifacts themselves (material, size, location, etc.) * Discuss the meaning of the Komainu statues. * Compare and contrast the Komainu, foo dog, haetae, and Dvarapala statues. * Explain the birth and spread of Buddhism by using the first article. Teacher could assign the reading or lecture about the topic. (Students should already have background knowledge about Buddhism, so this article may be redundant.) * Assign the Khan Academy and Culture Trip articles. Students will learn about how China and Japan fused Buddhism with existing religious beliefs. | |
| **Assessment Suggestions**   * Writing: “Using the articles provided, explain how Buddhism spread and became successful in China and Japan.” * Art: Design a new mythological creature meant to protect. Draw the creature and use symbolism in the design. Explain how the creature protects people, the symbolism in its design, and where it can be found. * Geography: Using cartography knowledge, show the spread of Buddhism from India to East Asia using either a paper map or online map platform. | |
| **Extensions**   * [Buddha and Ashoka: Crash Course World History #6 (youtube.com)](https://www.youtube.com/watch?v=8Nn5uqE3C9w) * [How Did Religion Spread Along the Silk Road? Crash Course Geography #31 (youtube.com)](https://www.youtube.com/watch?v=4SWe3bFYcOA) | |