

Introduction to Hinduism: Ganesha

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| **Introduction** | |
| Hinduism is one of the oldest religions in the world with a complex set of beliefs and gods. While foundations have remained the same certain beliefs and practices have changed and developed through time. This lesson is an opportunity to introduce Hinduism to students alongside important religious artifacts. This lesson is supplemented by a graphic organized to help students record information about Hindu beliefs as well as learn about several of the most important gods. | |
| **Indiana Standards Connections:**    7.H.2 Describe, compare, and contrast the historical origins, central beliefs, and spread of major religions. (E) ● Examples: Hinduism, Buddhism, Sikhism, Judaism, Christianity, and Islam. | **Compelling Question(s):**  What are the main beliefs of Hinduism?  What are the main Hindu gods?  How has Hinduism changed over time? |
| **Lesson Objectives:**  Students will be able to:  Understand the main tenants and vocabulary of Hinduism  Identify the main gods of Hinduism, their features and powers  Explain how Hinduism has changed over time from historical origins to more modern interpretations | |
| **Materials** | |
| 1. Graphic organizer attached below (scroll to the bottom of the document) 2. Hinduism Explained: <https://www.youtube.com/watch?v=xlBEEuYIWwY> (this video goes over the main tenants of the religion and its basic history) 3. Windows to the World information on Hindu God Ganesha and statue: <https://w2w.indiana.edu/explore-collections/ganesha.html> 4. Access to research materials like computer lab or chromebooks 5. Projection device | |
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| **Activities**   1. Tell students you are going to start learning about one of the oldest religions in the world. It may be good to prepare students to interact respectfully with a new religion, how labeling things “weird” or “funny” can be disrespectful. They will come across a lot of new images and information today! 2. Distribute graphic organizers 3. Watch [Hinduism Explained YouTube Video.](https://www.youtube.com/watch?v=xlBEEuYIWwY) Pause and allow students to fill in the information. Taking this part slow will help students to engage more fully with the information. We don’t want them to feel rushed. It would be good to explain each of the 7 core beliefs and vocab terms more fully. 4. At the end of the video, review any important information. Ask students to pair and share the other interesting facts they learned. 5. Tell students they will have the opportunity to research their own Hindu god. It will be important that they do a good job researching and collecting information because they will be the resource for their classmates to learn about that god. 6. Brainstorm good research strategies with students. Then model filling out the research page with the Windows the World Project. Show the statue of Ganesha. Explore the ways Ganesha is participating in the tenants of Hindu beliefs. 7. Model good research strategies. Think out loud so students can see how they might do their own research 8. Allow students to research (this may lead to the next class day) 9. Have students meet in small groups to share the information about the god they learned about. Have other students fill out their graphic organizers. | |
| **Assessment Suggestions**  Have students turn in their graphic organizers | |
| **Extensions**  Students could make trading cards (like Pokemon) or dating profiles for some of the gods. Use different features of the genre to allow students to showcase their understanding of Hinduism | |

Activity Possibilities

Some of the best opportunities for education are *integrative*—meaning that students are able to make connections across disciplines to reinforce the knowledge that they are developing. For example, they may be learning about Renaissance Italy in World Studies at the same time that they read Dante’s *Inferno* in English class while also studying Botticelli in Art. Feel free to combine and adapt some of the ideas across disciplines and standards to best suit your particular context. You can also collaborate with other teachers at your school or supplement the resources provided by contacting your librarian.

**Note: The following ideas are meant to give general guidance for teachers to include artifacts and other material culture in their classrooms. They are not meant to be treated as comprehensive activities or lessons that are one-size-fits-all for any classroom. They should be personalized to best fit the needs of a teacher’s individual context in accordance with prior student learning, student abilities, available resources, and any curriculum.**

**Art**

**Visual Arts – Responding:**

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| Anchor Standard 7: Perceive and analyze artistic work  Enduring Understanding: Individual aesthetic and empathetic awareness developed throughout engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.  Essential Question(s): How do artistic representations of an object change over time? How might resources, culture, style, and materials change over time. | |
| VA:Re7.1.III (a) | *Analyze how responses to art develop over time based on knowledge of and experience with art and life.* |

*Using different representations of Ganesha through various periods of time can be an opportunity for students to analyze how art changes along with people and cultures. Give a background of Ganesha using the information on the Windows of the World site. Then show other representations. Ask students what they notice? What might these different interpretations lead them to believe about the context these pieces are created?*

1. *1990:* [*https://www.britishmuseum.org/collection/object/E\_Af1990-10-12*](https://www.britishmuseum.org/collection/object/E_Af1990-10-12)
2. *850-1250CE:* [*https://w2w.indiana.edu/explore-collections/ganesha.html*](https://w2w.indiana.edu/explore-collections/ganesha.html)
3. *1775-1800:https://www.brooklynmuseum.org/opencollection/objects/46205*

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