

Funerary Urns: Introduction to Buddhism

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| **Introduction**  |
| The Korean Funerary is not just a beautiful piece of history; it also offers us a window into the beliefs and practices of Buddhists, particularly in Korea. By examining this urn, we'll uncover the core teachings of Buddhism, understand its significance in daily life, and appreciate its cultural impact.The following lessons explores the foundational teaching and beliefs of Buddhism as well as the central legend.  |
| **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 tenants of Buddhism?How can we develop respect for other religions and cultures?       |
| **Lesson Objectives:** * Define the Four Noble Truths and the eightfold Noble Path
* Understand the historical origins of Buddhism
* Develop respect for other cultures and religions
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| **Materials**  |
|  1. Images and information on Funerary Urn from Windows to the World Project
2. Video explaining [basics of Buddhism](https://www.youtube.com/watch?v=lNdgT6VCuu0)
3. Book of Buddhist scripture: [The Dhammapada](http://www.accesstoinsight.org/tipitaka/kn/dhp/)
4. [The story of Buddha’s life](file:///Users/meganwight/Downloads/1.%09https%3A/www.uua.org/re/tapestry/youth/bridges/workshop9/185202.shtml)
5. A woman [sharing her experience](file:////Users/meganwight/Downloads/1.https%3A/www.youtube.com/watch%3Fv%3DQnJIjEAE41w) of becoming a Buddhist monk. Explores the main tenants of Buddhism.
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| **Learning Plan**  |
| **Activities** At the start of the lesson, it might be good to remind students that often when we learn about something new or something we aren’t familiar with, we may experience some discomfort—sometimes that shows up like laughter. Sometimes it just feels a little uncomfortable. The discomfort doesn’t mean something is wrong. Laughter can be disrespectful. So, if you feel uncomfortable or want to make a joke—that is okay, but that is a good moment to turn inside and sit with that feeling and investigate why that is showing up for you, rather than mocking or shutting down someone else’s beliefs. 1. Show pictures of the funerary urn from Windows to the World project
2. Explain the general origins and ask students: What do you think/know about Buddhism? Ask them to reflect on where they may have learned this information.
3. Have you ever spoken to someone who identifies as Buddhist? Explain how this will be a good opportunity to learn a lot more about a religion and way of life that is important to so many people in the world!
4. Watch the video on Introduction to Buddhism
5. Introduce the Buddhist book of Scripture to students. Either have students access the scripture on a device or print out pages and have students pass them around. Ask students to read for a few minutes and highlight any verses or ideas that stick out to them.
6. You could have students write their answer on a sticky note and post it around the room. Then students could circulate around the room and read different pieces that stood out to their classmates.
7. Discuss with students some of their take aways or ideas they found meaningful
8. Either have students read together or tell them the story of Buddha’s life: highlight the Four Noble Truths
9. Number students off 1-8 and have them each assigned to a step of the noble path.
10. Allow students to research their step and create a graphic (they could draw this or create something digital).
11. Then give students time to teach each other about the step they learned about.

As the phase of this lesson allow students to learn more about Buddhism from a person who practices and lives the beliefs! Introduce the video by explaining to students that many people who practice Buddhism aren’t monks, but the woman in this video is. Prepare students for the video by explaining the woman had a traumatic experience where she was held at gun point in Indonesia. From there, she started on a path to Buddhism. (you can play the video at 1.25 speed)1. Ask students to take notes during the video on ideas that stand out to them

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| **Assessment Suggestions**    Have students turn in their graphic of the eight-fold path. Students could write a paragraph about what they have learned about Buddhism |
| **Extensions**  Students could make a video comparing Buddhism with a different world religion you have studied about this year. This is a good model text: https://www.youtube.com/watch?v=n8bmOXdyJH |

Funerary Urn 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 curricular guidance.**

**Art**

**Visual Arts – Responding:**

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| Anchor Standard 7: Perceive and analyze artistic workEnduring 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 life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?  |
| VA:Re.7.1.1a | Select and describe works of art that illustrate daily life experiences. |
| VA:Re.7.1.6a | Identify and interpret works of art or design that reveal how people live around the world and what they value. |

**Visual Arts – Connecting:**

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| Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. Essential Question(s): How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the videos of a society> How does art preserve aspects of life?  |
| VA:Cn11.1.1a | Understand that people from different places and times have made art for a variety of reasons. |
| VA:Cn11.1.4a | Through observation, infer information about time, place, and culture in which a work of art was created. |
| VA:Cn11.1.6a | Analyze how art reflects changing times, traditions, resources, and cultural uses. |

*Art comes out of many different contexts. Sometimes it is a necessity and everyday objects like maps and quilts become art artifacts. What do the resources and design of this object reveal about the culture and time it was created?*

**Language Arts**

**Reading Skills:**

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| 11-12.RC.4 | * Analyze and evaluate works of literary or cultural significance in history for the way in which these works have used archetypes drawn from myths, traditional stories, or religious works, as well as how two or more of the works treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences.
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| 11-12.RC.6 | * Analyze a complex set of ideas or sequence of events and explain how specific ideas, events, and individuals develop throughout the text.
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*In reading a text like Siddhartha, it may be helpful for students to have a rich understanding of Buddhism before they begin. Use the Funerary Urn as a jumping off point for talking about Buddhist beliefs and history. Ask students to consider how the work of fiction is in conversation with real life events and beliefs.*