

Melanie Werner

An Introduction to Shinto & Japanese Buddhism

Standards-

- 7.27 Compare the major features of Shinto, Japan's indigenous religion, and Japanese Buddhism. (C, H)
- 7.28 Explain the influence of China and the Korean peninsula upon Japan as Buddhism, Confucianism, and the Chinese writing system were adopted. (C, G, H)

Bell Ringer Question/ Hook-

- How does religion play a role in a country's history or society?
- How does religion effect culture?
- Do you think religion can change over time?

Lesson-

- Today we are going to going to discuss Shinto, Japan's indigenous religion, and then compare it with Japanese Buddhism.
- First, what is our prior knowledge regarding Shinto and Buddhism. Students will write down what they know and then we will discuss it.
- Now, we will first watch this video to introduce Shinto and Buddhism and their role in Japanese society.-https://www.youtube.com/watch?time_continue=57&v=mWRSjjeo0CY. We will then discuss what was introduced in the video.
- Lecture- I will show students my PPP (google link- <https://docs.google.com/presentation/d/1x46G2CFW0SFZT2fIDq8wtSS9Kz4UBVrYNTtpMTWnrk0/edit?usp=sharing> which includes the following: (PPP is based on my experiences in Japan with the exception of Shinto shrine images)
 - basics of Shinto & Buddhism
 - examples of Shinto & Buddhist temples
 - Zen gardens
 - Meditation experiences
- After the lecture, students will get into group of two and complete the "Museum Exhibit" activity. See assessment. If time permits, volunteers will be taken to present their presentation.
- As a summary of the lesson, students will then complete a Venn diagram for homework comparing Shinto & Japanese Buddhism.

Assessment- (Museum Exhibit)

Imagine you work a museum and have been given the task of creating a new virtual exhibit on the “Religions of Japan” that will play in the background of the artifacts displayed. In order to complete your presentation, you will use the following resources:

- Shinto- <http://www.bbc.co.uk/religion/religions/shinto/>
- Japanese Buddhism- <http://www.bbc.co.uk/religion/religions/buddhism/>

Your presentation will need to be completed in Google slides and will need to include the following:

- Founder
- Year of origin
- History
- Basic facts
- Rituals
- Leadership within religion
- Holy days/ Holidays
- Customs
- Within each religion, you must include five pictures.

Home assessment-

Based on class discussion and the creation of your virtual exhibit, you are going to complete a Venn diagram comparing and contrasting the religions of Shinto & Buddhism.

Materials-

- Chromebook with Internet access

Resources-

- BBC - Religion: Religions. (n.d.). Retrieved October 1, 2016, from <http://www.bbc.co.uk/religion/religions/>
- THE FOUR RELIGIONS OF EAST ASIA - clevelandart.org. (n.d.). Retrieved September 15, 2016, from https://www.clevelandart.org/sites/default/files/documents/lesson-plans/cma_lesson_ao_4religions.pdf
- https://www.youtube.com/watch?time_continue=57&v=mWRSjjeo0CY

Rubric-

Multimedia Project : Museum Exhibit- Japanese Religions

Teacher Name: **Mrs. Werner**

Student Name: _____

CATEGORY	20	15	10	5
Attractiveness	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentaion content.
Organization	Content is well organized using headings or bulleted lists to group related material.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is logically organized for the most part.	There was no clear or logical organizational structure, just lots of facts.
Workload	The workload is divided and shared equally by all team members.	The workload is divided and shared fairly by all team members, though workloads may vary from person to person.	The workload was divided, but one person in the group is viewed as not doing his/her fair share of the work.	The workload was not divided OR several people in the group are viewed as not doing their fair share of the work.
Japanese Buddhism Requirements	All requirements are met and exceeded.	All requirements are met.	One requirement was not completely met.	More than one requirement was not completely met.
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