

Go, Buddha, Go: Patterns in the Spread of Religions

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Grade Level	High School
Duration	1-2 class periods

National Standards

GEOGRAPHY

Essential Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
2. How to use mental maps (a person's internalized picture of a part of Earth's surface) to organize information about people places, and environments in a spatial context
3. How to analyze the spatial organization of people, places, and environments on Earth's surface

Element 4: Human Systems

10. The characteristics, distribution, and complexity of earth's cultural mosaics.

Element 6: The Uses of Geography

17. How to apply geography to interpret the past

AZ Standards

ELA

Writing

- 9-10.W.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Arizona Social Science Standards

GEOGRAPHY

The use of geographic representations and tools help individuals understand their world.

- HS.G1.1 Use geographic data to explain and analyze relationships between locations of place and regions.
HS.G1.2 Use geospatial tools and related technologies to construct relevant geographic data to explain spatial patterns and relationships.

Human-environment interactions are essential aspects of human life in all societies.

- HS.G2.3 Evaluate the impact of human settlement on the environment and culture of specific places and regions.

Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

- HS.G3.1 Analyze the reciprocal nature of how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

History

The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.

- HS.H1.4 Analyze the impact of cultural diffusion.

- HS.H1.5 Explain how religions and belief systems have affected the origins of societies.

- HS.H1.6 Analyze the relationship among different regional, social, ethnic, and racial groups and explain how these groups' experiences have related to national identities.

Cycles of conflict and cooperation have shaped relations among people, places, and environments.

- HS.H2.1 Explain multiple causes of conflict.

- HS.H2.2 Analyze approaches to conflict management and resolution.

- HS.H2.3 Evaluate the short- and long- term impacts of conflicts and their resolutions.

Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.

- HS.H3.2 Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time.

Overview

Today's students should have knowledge about religions of the world and how religions have spread around the world.

Purpose

In this lesson students will gain a better understanding of patterns of cultural diffusion, while also reinforcing their knowledge of where religions began and where they spread to.

Materials

- Map of Asia
<https://geoalliance.asu.edu/sites/default/files/maps/ASIA.PDF>
- STUDENT HANDOUT Religion Symbols
- STUDENT HANDOUT Spread of Religion Information Recording Sheet
- World Map
<https://geoalliance.asu.edu/sites/default/files/maps/World-at.pdf>
- Scissors
- Computers or handheld devices
- Glue
- Textbook or other reference material
- Names of religions/philosophy in Ziploc bag

Objectives

The student will be able to:

1. recall previously learned information about world religions and the philosophy of Confucianism.
2. identify spatial patterns resulting from the spread of some of the world's major religions.

Procedures

Prerequisite Skills: Students should have learned about the major world religions and the philosophy of Confucianism. Students know the countries of Asia or are allowed to use an atlas.

SESSION ONE

1. Introduce the lesson with the objectives of the day: recalling the religions of the world they have previously studied and learning how those belief systems spread from their place of origin to other regions of the world.
2. Distribute Map of Asia
<https://geoalliance.asu.edu/sites/default/files/maps/ASIA.PDF>, glue, scissors, and STUDENT HANDOUT Religion Symbols to each student. Orally review which religion each symbol represents.

3. Instruct students to cut out and glue on the map of Asia the appropriate symbol indicating where the religion (philosophy) began. **Answer Key:** Hinduism, Sikhism, and Buddhism began in India. Confucianism began in China. Judaism and Christianity began in Israel. Islam began in Saudi Arabia.
4. After students finish correctly gluing symbols, divide students into 7 groups.
5. Distribute the World map
<https://geoalliance.asu.edu/sites/default/files/maps/World-at.pdf> and STUDENT HANDOUT Spread of Religion Information Recording Sheet.
6. Pull the names of the religions/philosophy out of a Ziploc bag to give each group its topic.
7. Read directions aloud to students while they read to themselves: "Each group has been assigned a religion or a philosophy. Members of the group will trace the spread of the religion/philosophy from its point of origin up to the date of 1500 C.E. You will explain how, when, and where this religion spread—or why it didn't spread. You will have no more than 30 minutes to complete this. Use your textbook, your handheld electronic device or the classroom computers to find the locations. Glue your extra symbols for your religion/philosophy on the World map to show the spread."
8. At the conclusion of 30 minutes, students will share information with the rest of the class. As the groups are sharing the spread (cultural diffusion) of the religion/philosophy, the other groups should be gluing their extra symbols for that religion/philosophy on their World map. They should also be taking notes on the other religions/philosophy that they did not research.
9. Once the World maps and notes are completed, have students focus on finding any similarities of how and where the religions spread.

Possible Discussion Points:

- Hinduism existed throughout most of India and some of Cambodia by 1500 CE through trade.
- Confucianism spread from China into Korea, Vietnam, and Japan, by trade and colonization.
- Judaism spread through the Middle East and into Europe through the migration of the people.
- Buddhism spread into Afghanistan, Sri Lanka, Thailand, Malaysia, Bangladesh, China, Korea, Vietnam and Japan through missionaries and trade.
- Christianity spread throughout the Mediterranean region during the Roman Empire. It continued to be spread by trade,

missionaries, and conquest throughout Europe and into the Caribbean.

- Islam spread throughout the Middle East, into Pakistan, India, Indonesia, Northern and Eastern
- Africa, and Spain by the methods of conquest and trade.
- Sikhism is only founded at the end of the 1400s so it was a very new religion by the cut-off date of 1500 C.E. However, today it is the 5th largest religion in the world and has large numbers of followers in Canada, U.S. and U.K. Map:

https://en.wikipedia.org/wiki/Sikhism_by_country#/media/File:World_Sikh_Pop._Map_2004-02.png

10. After students share their findings and have included the similarities in their discussion, students will write a clear and coherent essay in their History Notebook (or on paper) describing the a) similarities and differences of the diffusion patterns, b) how and who was spreading the religion/philosophy and c) when was the spread occurring.

Assessment

Essays will be graded in the following manner:

- ✓ Clearly identifies similarities and differences of the diffusion patterns. (10 pts)

- ✓ Clearly identifies how and who was spreading the religion/philosophy. (10 pts)
- ✓ Clearly identifies when this spread was occurring. (10 pts)
- ✓ Follows correct writing conventions. (10 pts)

Mastery will be considered 32 points or higher.

Groups will receive participation points for turning in completed World map (10 pts) and STUDENT HANDOUT Spread of Religion Information Recording Sheet (10 pts).

Extensions

- ✓ Students could create a timeline of where faiths began and were disseminated.
- ✓ Students could identify examples of these patterns happening in the world today, (i.e. missionaries).
- ✓ Students could research the impact of this religion/philosophy on the areas where it is found.

Sources

Maps of Asia and World map

www.religionfacts.com

Textbook *World History; Patterns of Interaction* by McDougall Littell Copyright 2001, ISBN 0-618-10825-4