

October 23, 2003

## Integrating Southeast Asia in the Sixth-Grade Curriculum

### Summary of the Project:

My objective for this follow-up project was to fully integrate Southeast Asia into the sixth-grade curriculum. I did not want the content and materials derived from my experiences to be an “add-on”. I wanted them to be important components that seamlessly fit into the program. In designing curriculum it is imperative that there be clear goals, common themes, articulation among colleagues, group decision making, and a sincere commitment from all interested participants. Thanks to the team of enthusiastic and willing sixth grade teachers I have accomplished this by doing the following:

- All sixth grade teachers met before school began and articulated their goals and themes for the sixth grade. After each individual looked at their standards and curriculum, common threads were articulated that would weave the curriculum. Decisions were made and upon which everyone agreed.
- We, then, created a master calendar and designated timelines for each unit of study. The **Sixth Grade Integrated Curriculum (Section 2)** was a result of our two working sessions. Subsequent momentum has been maintained with brief, periodic “check-ins” with one another.
- My partner, John Davenport, and I took the sixth-grade goals and themes and created **Integrating Technology Into the Social Studies and Language Arts Curriculum (Section 3)** again keeping in mind the creation of a seamless curriculum. All of the Japanese curriculum materials and Thailand/Laos materials from both of my Fulbright experiences were used throughout the program. I have indicated with arrows Fulbright-Hays Thailand/Laos areas of interest.
- Additions were then incorporated into the **Sixth Grade Reading List and Corte Madera Sixth Grade Curriculum (Section 4)** which gets published within the Portola Valley School District.
- March 18, 2004 was designated as the date for **The Ramayana/Ramakian India and Southeast Asia Shadow Puppet/Dance Performance**. We have done this for the past two years and it has been highly successful. Parents have been completely supportive and one parent built a shadow puppet stage for us. Directions how to build one are on my ORIAS website, **The Ramayana’s Journey Throughout Southeast Asia**. The site is mentioned in the Buddhism unit (**Section 1**) <http://ias.berkeley.edu/orias/SEARama/RamaOverview.htm>.
- This year a dance scene will be added to the performance featuring Khon masks/headdresses and costumes. All the parents in each of the four six grades contributed money for the materials and some have volunteered to sew the costumes. Volunteer students will work in pairs to create four Khon masks. That evening the students will display their artwork from the integrated units, play musical instruments, and sing (Sokatu, Kekelitan Cak – cak cak). Following the performance there will be a catered Indian and Thai food dinner for all of the families. This was extremely successful last year.
- My partner and I have added *Rice Without Rain* to the summer reading list this coming summer. (**Section 4**) Time will be devoted during the Southeast Asia units to do a literary analysis of the book. By assigning it for a summer read we avoid having to purchase the books. All students are required to purchase the three summer reads.

- I have printed my 40 pages of notes taken during my five-week seminar and will distribute them to my colleagues for their reference.
- Following the reading, literary analysis, dialectical journal, and essays on *The Ramayana* students will be given particular chapters from *The Ramakian* to compare and contrast with scenes from *The Ramayana*. These will be taken from a translation found in the **Bibliography (Section 1)**.
- On October 7, 2003 I presented to the staff and SITE Council my PowerPoint presentation entitled, **Fulbright-Hays Thailand/Laos Seminar (Section 7)**. I included my notes in the printed copy. This PowerPoint along with other PowerPoint presentations (schools in Thailand and Laos, homestay villages, Northern Hill Tribes, Parong Village within the Royal Project, the importance of rice to the economy and how it is cultivated and harvested, the process of preserving tea leaves which was the main income at Ban Mae Kampong Village, cultural dances/traditions, and spirit houses/animism in Thailand) will be presented throughout the school year. All of my 700 pictures have been resized on Adobe Photo Deluxe and will be put into presentations as you have seen in the follow-up. **Section 5** contains the notes from my school visits in Thailand and Laos.
- **Section 8** contains my annotated PowerPoint presentation on Buddhism. This is to be used with the Buddhism unit in **Section 1** and notes in **Section 6**.
- Not included in this follow-up are the pages of notes taken at lectures given by all the university professors. Their candor, knowledge, willingness to share their materials and expertise was an invaluable component of this seminar. I received an historical, geographical, and cultural background on Thailand and Laos that has and will continue to enrich the sixth grade program as well as my own life experiences.
- Pictures of *The Ramakian* murals I took at Wat Phra Kaeo in Bangkok will be a highlight of the India/Southeast Asia *Ramayana* unit. I painstakingly walked the cloistered area and took 6 pictures of each mural and did this for at least 20 murals. The pictures have been resized but Adobe Photo Shop does not allow me to overlap the 6 pictures to create one clear mural. I have an appointment with Michele Delattre at UC Berkeley on November 10, 2003 to do this using Photoshop. Some will then be placed on my website, ***The Ramayana's Journey throughout Southeast Asia*** [http://ias.berkeley.edu/orias/SEARama/Rama Overview.htm](http://ias.berkeley.edu/orias/SEARama/Rama%20Overview.htm).

I cannot conclude this report without stating my sincere gratitude to the U.S. Department of Education, Fulbright-Hays Foundation for the opportunity to spend five weeks in Thailand and Laos. It was a gift and a privilege. The Fulbright-Hays Thailand directors, Dr. Pimon Ruetrakul, Dr. Prakin Suchaxaya, and Dr. Chawalert Lertchalolarn, made every effort to make my journey a success. Their expertise, patience, and enthusiasm was outstanding. They enriched us each day with invaluable stories found within the culture of Thailand and Laos. My students' education will be richly enhanced from my materials and the stories I can tell.

Thank you,

Donna Kasprowicz  
300 Murchison Drive #301  
Millbrae, CA 94030 USA  
October 23, 2003

### **Buddhism Unit**

**This unit specifies sixth grade level, and contains essential key questions, standards, objectives, materials, strategies, and assessments.**

**Objective: Students will write thoughtful, detailed essays on Buddhism within the units of India, and Japan. Writing prompts will be:**

1. Describe the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, China, Southeast Asia, Japan.
2. Write an expository essay comparing and contrasting Buddhism, Confucianism, and Taoism.
3. Apply Joseph Campbell's monomyth cycle to the life of Siddhartha Gautama.
4. Trace the development of the distinctive forms of Japanese Buddhism.

All essays must include specific vocabulary introduced each day and will be assessed using rubrics. Most of the assessments in all the units are written essays which enable the students to clarify their thinking.

#### **Sixth Grade California History Standards:**

**6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India and Japan.**

6.5.5 Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia.

6.5.6 Describe the growth of the Maurya empire and the political and moral achievements of the emperor Ashoka.

7.5.4 Trace the development of distinctive forms of Japanese Buddhism.

**\*\*Note: Portola Valley School District has rearranged the sixth and seventh grade curriculum and divided it into Middle East, Asia, South Asia, and Southeast civilizations; and Western civilizations, respectively.**

**Lectures, Simulations, Videos, CDs, field trip to Asian Art Museum, library and web searches will address the following topics:**

- **This first item is done at the beginning of the year and establishes the students understanding of the "Hero's Journey".** Following lessons on Joseph Campbell's monomyth cycle, students apply their knowledge and understanding to the video "Star Wars" (the first one which is really number four in the series) by completing the graphic as they watch the movie. For each of the heroic myths read in each of the Eastern civilizations, except for China, the students write an essay describing the hero's epic journey. This activity is duplicated for Siddhartha Gautama heroic journey.

This is clearly outlined on the UC Berkeley's Office of Resources for International and Area Studies (ORIAS) website:

<http://www.ias.berkeley.edu/orias/hero/overview.htm>

- This second item requires a large chart in the room whereby students complete the information as they progress through the comparative religion/philosophy curriculum which covers: Polytheism/Monotheism, Judaism, Brahmanism, Hinduism, Buddhism, Shinto, Confucianism, Taoism, and Animism. Subtopics will be “founded versus not founded”, “time period”, “basic tenets”, “important vocabulary”, “traditions/rituals”, “main emphasis” “religious/philosophical texts”, and art.
- Video on Buddhism (part of a series on World Religions)
- **Focus lesson: We learn history through stories, through art, it is a function of the imagination. Eventually civilizations began to embrace art for religious purposes.** Compare the art of the different religions/philosophies using slides from Asian Art Museum Teacher Seminar packets (which contain scholarly content and slides, personal CDs from my Japanese Fulbright Memorial Seminar (2000) and Fulbright-Hays Thailand/Laos Seminar (2003) experiences, and The Art of Buddhism, A Teacher’s Guide; published by the Smithsonian Institution – Freer Gallery of Art and Arthur M. Sackler Gallery, 2001.

**Focus questions: How do works of art translate stories already within the religion? What does religion try to convey through art? What does the art convey about the religion in spite of what the religion wants?**

- Tell the story of Buddha’s life orally. **Oral traditions are an important part of ancient civilizations and this format preceded the written word. Explain how the stories were passed down from one generation to the next. Explain how key phrases were memorized and then richly embellished as the story was sung.** Get the students accustomed to listening to oral stories. Use the *Jataka Tales* as an opportunity to “tell stories” about the previous lives of Buddha. The book, *Singer of Tales* is an excellent resource.
- **What makes a ruler legitimate?** Based on the teacher’s guide: Emperor Ashoka of India: What Makes a Ruler Legitimate? by Jean Johnson and Donald Johnson; published by National Center for History in the Schools, University of California, Los Angeles and The Asia Society.
- Use the website <http://ias.berkeley.edu/orias/SEARama/RamaOverview.htm> to learn how *The Ramayana Journeyed Throughout Southeast Asia..* The effects of the different religious beliefs within these countries and how they influenced the interpretation and translation of *The Ramayana* will be added.
- Use pictures from *Buddhist Stupas in Asia*, and my pictures from my Fulbright Memorial and Fulbright-Hays Thailand/Laos Seminars to show the architectural differences and significances.
- **Use pictures to show the differences in architecture and building materials of South Asia, Asia, and Southeast Asia Buddhist temples;** i.e. royal umbrellas on roof line of Laotian temples; naga motif; Garuda bird; multi-layered roof; use of colored cut glass; lotus designs; *Ramayana/Ramakian* wood and stone sculptures, carvings, window panels in gold filigree; murals depicting previous lives of Buddha, and murals depicting “how to behave” etc.
- Ensure there is enough information for students to answer the four essay questions on the “**Integrating Technology into the Social Studies and Language Arts Curriculum**” project:

Write a 3-paragraph essay in which you explain why Buddhism split off from Hinduism. Do not forget to discuss the role of Siddhartha Gautama in

this development. Include, as well, how Buddhism spread in India, Ceylon, Central and Southeast Asia.

Draw a diagram that compares and contrasts Buddhism and Hinduism. Include a paragraph explaining your work.

Draw a map, with chronology lines, showing how Buddhism spread through and out of India into Asia and Southeast Asia. Explain how it spread in a paragraph attached to your map.

Write a 3-paragraph essay explaining how Buddhism spread northward to Southeast Asia, China, Korea, and Japan.

## Bibliography

Armstrong, Karen. Buddha. New York, NY: Penguin Group, 2001.

Meeker, Clare Hodgson. A Tale of Two Rice Birds. Adaptation, Seattle, WA: Sasquatch Books, 1994.

The Ramakian (Ramayana) Mural Paintings Along the Galleries of the Temple of the Emerald Buddha The Government Lottery Office of Thailand, 1983

Cummings, Joe. Buddhist Stupas in Asia. Australia: Lonely Planet Publications, 2001.

Smithsonian Freer Gallery of Art and Arthur M. Sackler Gallery. The Art of Buddhism, A Teacher's Guide. Smithsonian Institution, 2001.

Jumsai, M.L. Manich. Popular History of Thailand. Bangkok, Thailand: Chalermnit, 2000.

Jumsai, M.L. Manich. History of Thai Literature. Bangkok, Thailand: Chalermnit, 2000.

Jumsai, M.L. Manich. Thai Folktales. Bangkok, Thailand: Chalermnit, 2000.

The Rice Birds, Folktales from Thailand. Trans. Christian Velder and Katrin A. Velder. Bangkok, Thailand: White Lotus Co. 2003.

Thai Ramayana. Retelling of Ramayana by King Rama I of Siam .Bangkok, Thailand: Chalermnit, 2002.

Eliot, Joshua; Bickersteth, Jane; Gilmore, Zee. Footprint Laos Handbook. Travel Guides.Publishers Group West, 2002.

Thailand. Australia: Lonely Planet Publications, 2001.

Eyewitness Travel Guides Thailand. London: Dorling Kindersley travel guides, 2002.

Ho, Minfong. Rice Without Rain. New York, NY: Lothrop, Lee & Shepard Books, 1990.

The Historical and Cultural Importance of Rice, A Study of Six Countries. A Curriculum unit by Stanford Program on International and Cross-cultural Education (SPICE). Stanford, CA.

Bangkok and the Scope of Water Pollution. A Curriculum unit by Stanford Program on International and Cross-cultural Education (SPICE). Stanford, CA.

Bridhyakorn, H. H. Prince Dhanivat Dromamun Bidyalabh and Yupho, Dhanit. The Khon. Bangkok, Thailand: Office of the Secretariat, Fine Arts Department, 2001.

## Sixth Grade Integrated Curriculum 03-04

### September

Language Arts:	Short Story Unit from 6 <sup>th</sup> grade literature book Short Stories, nonfiction, poetry <i>Holes</i> by Louis Sachar, <i>Boy of the Painted Cave</i> by Justin Denzel Grammar and Writing units (see plan)
History:	<b>Laying foundation for Integrating Technology into the Social Studies and Language Arts Curriculum</b> Geography, History, Carbon Dating, Archaeology, evolution, early man unit Begin giant map of Middle East, South Asia, and SEAsia
Art:	Vincent Van Gogh still life
Music:	Dance and ancient peoples, body percussion
Science:	Earth history
Language:	Spanish
Physical Education:	

### October

Language Arts:	Short Story Unit from 6 <sup>th</sup> grade literature book, poetry <i>Bridge to Terabithia</i> by Katherine Paterson Grammar and Writing Units (see plan)
History:	<b>Integrating Technology into the Social Studies and Language Arts Curriculum</b> Early Man Unit, Cave Paintings of Lascaux Neolithic villages: Catal Hoyuk, Yangshao, Lungshan
Religion:	Polytheism
Art:	Natural paints, Lascaux-style painting of animals
Music:	African drumming, body percussion
Science:	Measurement and heat
Language:	Spanish
Physical Education:	

### November

Language Arts:	<i>Gilgamesh</i> , Creation and flood myths, heroic myth (Joseph Campbell) short stories, poetry, <i>Tales of Ancient Egypt</i> , <i>Genesis</i> Grammar and Writing Units (see plan)
History:	<b>Integrating Technology into the Social Studies and Language Arts Curriculum</b> Mesopotamia, Egypt, Ancient Israelites
Religion:	Polytheism/Monotheism (Judeo-Christian)
Art:	Cuneiform, clay tablet, Egyptian narrative (painting or plaster)
Music:	Drumming
Science:	Shaping earth's surface
Language:	Spanish
Physical Education:	

**December**

Language Arts:	<i>Gilgamesh</i> , Creation and Flood myths, heroic myth, <i>Tales of Ancient Egypt</i> , <i>Genesis</i> , poetry
History:	<b>Integrating Technology into the Social Studies and Language Arts Curriculum</b> Mesopotamia, Egypt, Ancient Israelites (Marc Chagall's art exhibit)
Religion:	Polytheism, Monotheism (Judeo-Christian)
Art:	Complete Egyptian narrative
Music:	Drumming
Science:	Shaping earth's surface
Language:	Spanish
Physical Education:	

**January**

Language Arts:	<i>Ramayana</i> , <i>Ramakian</i> (parts), poetry Grammar and Writing Units (see plan)
History:	<b>Integrating Technology into the Social Studies and Language Arts Curriculum</b> Indus River Valley, India, and SEAsia, Ban Chiang (Thailand)
Religion:	Polytheism, Hinduism, Buddhism
Art:	Clay carts from Harrappa and Mohenjo Daro Story cloth (fabric), shadow puppets, Khon masks/headdresses, costumes for <i>Ramakian</i> dance scene during <i>Ramayana</i> shadow puppet performance
Music:	Caribbean and Central American drumming
Science:	Plate Tectonics
Language:	Spanish
Physical Education:	

**February**

Language Arts:	<i>Ramayana</i> , <i>Ramakian</i> (parts), <i>Homeless Bird</i> , creation myths, poetry; <i>Her</i> , <i>An Indonesian Short Story</i> Grammar and Writing Units (see plan)
History:	<b>Integrating Technology into the Social Studies and Language Arts Curriculum</b> Indus River Valley, India, SEAsia
Religion:	Polytheism, Hinduism, Buddhism
Art:	Clay carts from Harrappa and Mohenjo Daro, story cloth, shadow puppets, Khon masks/headdresses, costumes for <i>Ramakian</i> dance scene during <i>Ramayana</i> shadow puppet performance
Music:	Gamelan, Solkatu, Kekelitan Cak (cak cak)
Science:	Plate Tectonics
Language:	Spanish
Physical Education:	

<b>March</b>	<b>March 18, 2003 India/SEAsia shadow puppet/dance evening performance of <i>Ramayana</i> and <i>Ramakian</i>, Music, and Art</b>
Language Arts:	<i>Ramayana</i> , <i>Ramakian</i> (parts), <i>Homeless Bird</i> , <i>Rice Without Rain</i> , creation myths, poetry
History:	Grammar and Writing Units (see plan) <b>Integrating Technology into the Social Studies and Language Arts Curriculum</b>
Religion:	India, SEAsia
Art:	Polytheism, Hinduism, Buddhism
Music:	Paper making and Chinese Zodiac paper cut, Chinese calligraphy, scrolls
Science:	Gamelan, Solkatu, Kekelitan Cak (cak cak)
Language:	Complete plate tectonics, resources
Physical Education:	Spanish
<b>April/May</b>	
Language Arts:	<i>Monkey King</i> , <i>A Journey to the West</i> ; Creation myths, poetry, <i>The Giver</i> , <i>The Sign of the Chrysanthemum</i>
History:	Grammar and Writing Units (see plan) <b>Integrating Technology into the Social Studies and Language Arts Curriculum</b>
Religion:	China, Japan, Tea Ceremony/Meditation Activity with an orange (Buddhist monk)
Art:	Buddhism, Taoism, Confucianism, Shinto
Music:	Aboriginal art
Science:	Recap and review
Language:	Review
Physical Education:	Spanish

***Integrating Technology Into the Social Studies and Language Arts Curriculum***

**Authors:** Dr. John Davenport and Donna Kasprowicz, Social Studies and Language Arts Core Teachers

Corte Madera School Portola Valley, CA

**VITAL INFORMATION**

**Subject(s):**

Language Arts (English), Social Studies

**Topic or Unit of Study:**

World History  
 Early Humans  
 Mesopotamia/Egypt/Early Hebrews and Israelites  
 Classical India/Southeast Asia  
 Ancient China/Ancient and Medieval Japan  
 Society and Culture

**Grade/Level:** 6

**Objective:**

The students will be able to integrate technology into a cross-curricular project that brings the language arts and the social studies together. The students will learn how to conduct research into topics outlined in the California State Standards and report their findings both in writing and via Power Point presentation tools. It is the goal of this project to introduce the students to the concept of technology-based study and presentation, wherein they collect, collate, and analyze data preparatory to the public submission of their conclusions. The project will familiarize the students with the multimedia, Internet, and electronic tools available to them as they seek to disseminate their work to the broadest possible audience of their teachers and peers.

**Summary:**

The yearlong project detailed in this standards-based instructional plan will incorporate technology into the existing social studies/language arts curriculum for the sixth grade at Corte Madera School, thus making a significant contribution to the institution's overall educational environment. The project is envisaged as providing students with an opportunity to experience the curriculum as a coherent whole. This will translate into enhanced meaning and better retention of learned material. Perhaps more importantly, the project will allow for differentiated instruction, implemented in carefully planned stages, while concomitantly building solid analysis and comprehension skills. Students will subsequently apply those skills individually and in small groups.

Technology will serve as the fulcrum of the overall project, with all aspects of the effort dependent upon its effective employment by the students themselves. Age-appropriate software tools, ranging from MS Word to Power Point, will be combined with presentation hardware such as student-created compact disks, digital cameras, integrated sound equipment, and computer projectors to give the students a complete

learning experience. Communications technology, namely the Internet, will anchor the students' work, functioning as the primary research medium.

Assessment, similarly, will take into account the students' proficiency in multiple areas. Electronic and traditional research, writing, analysis, critical thinking, and technology management will be evaluated using broad-based, task-specific rubrics. These rubrics will be developed specifically for the proposed project.

In sum, the project Dr. Davenport and Mrs. Kasproicz have designed will open a crucial door to the Corte Madera sixth grade. Passing through it, students will enter into a learning environment of unparalleled integration, indisputable value, and long-lasting, tangible reward.

## **IMPLEMENTATION**

### **Learning Context:**

The project will connect all units covered in social studies and selected language arts units to the skills-based aspects of technology instruction. It will be set fully and comprehensively into the curriculum, as it has been set by the Portola Valley School District and the State of California.

### **Procedure:**

Step One: At the beginning of each unit, the students will receive introductory lectures, view videos and Power Point presentations, and engage in large-group discussions preparatory to the research and writing of the papers that will serve as the basis for the small-group Power Point presentations. Required instruction in research, composition, and software application will also be given at this time. Instructional time with technology specialists and the librarian will be designated for the entire year. The school computer lab will be reserved for the same period.

Step Two: The students will be given standards-based differentiated questions to answer in essay form, and a specific due date for the essay's submission. It is anticipated that the students will select a question and provide a response at a level commensurate with their academic capabilities. In order to ensure even differentiation, students will be encouraged to vary the selection questions. The essays will vary in complexity and in the intellectual/cognitive demands placed on the individual student. In short, differentiation in the purest sense of the word is integral to the project detailed herein. None of the essays will exceed five paragraphs in total length.

Step Three: Once the questions have been assigned, the students will be grouped accordingly and instructed on the most effective manner to approach their work. Each group will be taught how to create a list of information and sources, compose timelines, and design illustrations for use with the chosen technology tools. The students will then be given access to resources in the school library and online. The Corte Madera computer lab will be used extensively during this phase, as will the classroom computers located in both Dr. Davenport's and Mrs. Kasproicz's rooms.

Step Four: Students will perform the research necessary to answer their questions, and then they will draft, edit, and produce their essays.

Step Five: The students will submit their essays for evaluation no later than the designated due date. Assessment will be performed according to the essay grading and multimedia rubrics attached to this project outline.

Step Six: Following the return of all graded work, the students will be instructed on how to pool their work and combine their answers into a single, expository piece suitable for presentation to their teachers and peers. Guidelines and sample rubrics, to which the students may refer in order to tailor their work to the standards and their teachers' expectations, will be distributed and a master due date applicable to all of the groups will be set.

Step Seven: The students will next be divided into five groups of approximately six students. Each of the assigned questions will be represented by one member of the given group. In small-group discussion, the students will devise a plan for the merging of their work into a one, comprehensive Power Point presentation that represents the combined efforts and findings of the students involved. Every group member's work must be reflected in the final presentation for a passing mark to be given.

Step Eight: The student groups will produce and offer to the entire sixth grade a Power Point presentation that demonstrates solid research, teamwork, accuracy, creativity, and confidence in the use of technology. The presentations will be assessed using the attached visual projects rubric.

**Sample Student Products:**

Student sample products will be available for evaluation after the end of the first academic quarter; the same will apply for each of the five units.

**Collaboration:**

Students will work collaboratively & individually. Students will work in groups of 5.

**Time Allotment:**

30 class periods. 45 Min. per class.

**Author's Comments & Reflections:**

It should be noted that the Portola Valley School District includes ancient and medieval Japan in the sixth-grade curriculum, while excluding ancient Greece and Rome. The later societies and cultures are studied in the seventh grade at Corte Madera. For this reason, one will find an examination of feudal Japan embedded in the curricular areas covered by this project. Southeast Asia will be studied via teacher-generated curricular materials.

## **MATERIALS AND RESOURCES**

**Instructional Materials:**

Students will be given guidelines and sample rubrics to refer to during the research and production phases of the project.

**Personnel resources:**

The teachers will work closely with the Corte Madera library staff during the research portion, and the technology department during the research and production stages. The number of computers required is 1 per 5 students.

**Technology resources:**

Digital Cameras, Hyper Studio, Photoshop, PowerPoint, Word

The students will use the Internet and online databases extensively during the research phase of the project. Computer time will be offered equally to each student.

**Students Familiarity with Software Tool:**

The students are familiar with the tools being employed. Instruction in any area where this is not the case will be given at the appropriate stage in the project's development.

**Assessment**

The students will be assessed using the attached essay and multimedia grading rubrics.

## **Standards and Assessment**

### **CA-CCTC: Technology Proficiencies**

- **Proficiency 1:** Hardware/Software
- **Proficiency 2:** Computer-related hardware
- **Proficiency 3:** Legal and ethical issues
- **Proficiency 4:** Privacy, security, and safety

### **CA-California Sixth Grade Academic Content Standards**

#### **Subject: English Language Arts/Writing**

Writing applications (Genres and their Characteristics). Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

#### **Subject: Reading Comprehension (Focus on Informational Materials)**

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.

#### **Subject: World History and Geography: Ancient Eastern Civilizations**

Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major non-Western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

(Note: Differentiated questions for each unit and associated rubrics are attached.)

## Big Idea

Geography, politics, economics, religion, social structures, and individual choices influence early peoples and the formation of a civilization.

### Early Humankind

Write a 3-5-paragraph essay in which you take a stand in the ongoing ‘tree’– ‘bush’ debate concerning human origins. Make sure to use specific examples from what you have learned in class to prove your case.

Write a 3-5-paragraph essay in which you describe the gatherer-hunter societies. Be sure to include what kind of impact they had on the environment, their social distinctions, code of behavior, specialization of jobs, customs/rituals, tools, and their use of fire.

Write a 3-5-paragraph essay in which you explain why each of the hominid/human species studied in class became extinct. Be sure to include a discussion of whether or not evolution and extinction are linear processes.

Write a 3-paragraph essay in which you consider some of the advantages of fully articulated human speech, and how those advantages contributed to the fact that *H. sapiens* is the only surviving hominid species.

Write a 3-paragraph essay in which you describe the contributing factors that caused a shift from food gatherer to food producer. Be sure to include the domestication of plants and animals.

Write a 3-paragraph essay in which you compare and contrast *H. neandertalensis* and *H. sapiens*. Include at least one table illustrating your selections.

From a book or the Internet, select and analyze at least 3 examples of early human cave art. Your analysis should identify the location of each example, and explain why and how the works were created. Be sure to include a picture of each art piece with your responses.

Draw a timeline of human evolution that reflects what you learned about the relationships between the various hominid/human species. Include a paragraph in which you explain your chronology.

Vocabulary: Include at least three (3) of the terms below in your answer/response. Highlight the words in your text as you use them.

evolution  
extinction  
species  
speech

self-awareness  
identity  
culture  
society

linear  
Neolithic  
Paleolithic

vocalization  
art

### **Big Idea**

Geography, politics, economics, religion, social structures, and individual choices influence early peoples and the formation of a civilization.

#### Near East

Write a 3-5-paragraph essay, in which you describe what trends, existing today, can be traced directly back to ancient Mesopotamia.

Write a 3-5-paragraph essay in which you describe the relationship between religion and the social and political order in Mesopotamia and Egypt. Include the significance of the sun, the Nile, and scarab beetles in the Egyptian concept of the afterlife, and Egypt's burial practices; and the ziggurat and burial practices of Mesopotamia.

Write a 3-5-paragraph essay that explains how archeology and the Bible differ in their accounts of the early Hebrews/Israelites.

Write a 3-5-paragraph essay describing the origins and significance of Judaism as the first monotheistic religion. Include the significance of the characters of Abraham, Moses, and David in the development of the Jewish religion.

Write a 3-paragraph essay in which you explain why Israel collapsed under the weight of the Assyrian onslaught but Judah did not. Include both the archaeological and biblical viewpoints.

Write a 3-5-paragraph essay in which you trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.

Write a 3-5-paragraph essay describing how the ideas of Hebrew traditions are reflected in the moral and ethical traditions of Western civilizations.

Write a 3-5-paragraph essay in which you explain in detail the development of gatherer-hunter to Neolithic societies such as Çatal Hüyük which led to the rise of city-states in Mesopotamia.

Write a 3-5-paragraph essay describing how the ideas of Hebrew traditions are reflected in the moral and ethical traditions of Western civilizations.

Draw a chart, graph, table, or diagram that illustrates the legacy of Hammurabi's Code in modern law. Do not forget to discuss how the Code reflected the society and culture that produced it.

Create a cartoon strip that shows the entire process of Egyptian mummification from death to entombment. Make sure that each panel contains a paragraph explaining what is being depicted.

Draw a map of ancient Israel and Judah, and use it to compare and contrast the societies, cultures, and politics of the two kingdoms. Include a paragraph summarizing what is shown on the map.

Vocabulary: Include at least three (3) of the terms below in your answer/response. Highlight the words in your text as you use them.

afterlife  
ziggurat  
papyrus  
delta  
city-state

mummification  
pharaoh  
rebirth  
cataract  
cuneiform

monolatry  
monotheism  
polytheism  
Torah  
exodus

exile  
revelation  
scripture  
trends

### Big Idea

Geography, politics, economics, religion, social structures, and individual choices influence early peoples and the formation of a civilization.

#### India/Southeast Asia

Write a 3-5-paragraph essay in which you explain how geography and climate influenced the character and history of Indus River Valley civilization.

Write a 3-5-paragraph essay in which you take a stand in the debate over the Aryan migration into the Indus River Valley. Be sure to cite examples from what you learned in class to support your case.

Write a 3-paragraph essay in which you explain why Buddhism split off from Hinduism. Do not forget to discuss the role of Siddhartha Gautama in this development. Include, as well, how Buddhism spread in India, Ceylon, Central and Southeast Asia.

Write a 3-5-paragraph essay how *The Ramayana* and the *Bhagavad Gita* evolved in India. Include the journey of *The Ramayana* throughout Southeast Asia.

Write a 3-paragraph essay describing the advances in medicine, metallurgy, and mathematics.

Write a 3-paragraph essay in which you describe the significance of the Aryan migration. Be sure to include the relationship between politics and religion in your response.

Draw a diagram that compares and contrasts Buddhism and Hinduism. Include a paragraph explaining your work.

Draw a map, with chronology lines, showing how Buddhism spread through and out of India into Asia. Explain how it spread in a paragraph attached to your map.

Draw a map which illustrates the major river system and physical characteristics that supported the rise of this civilization.

Vocabulary: Include at least three (3) of the terms below in your answer/response. Highlight the words in your text as you use them.

Aryan	migration
Hinduism	invasion
karma	rebirth
epic	dharma
Buddhism	caste

## Big Idea

Geography, politics, economics, religion, social structures, and individual choices influence early peoples and the formation of a  
China and Japan

Write a 3-5-paragraph essay in which you explain Japanese feudalism and how the samurai warrior code continues to influence modern Japan.

Write a 3-5-paragraph essay explaining the modern legacy of China's history of alternating periods of dynastic rule and civil disorder. Do not forget to consider the impact of repeated invasions from the West in your paper.

Write a 3-5-paragraph essay describing cultural diffusion on the Silk Road. Include a map which shows the Silk Roads and the waterways from China to the Roman Empire.

Write a 3-5-paragraph essay in which you compare and contrast Confucianism and Taoism. Be sure to include information on the life of Confucius and Lao-tzu.

Write a 3-5-paragraph essay in which you describe the agricultural, technological, and commercial developments during the Tang and Sung periods.

Write a 3-5-paragraph essay tracing the historical influence of such discoveries as tea, the manufacture of paper, wood-block printing, the compass, and gunpowder.

Write a 3-5-paragraph essay in which you explain the development of the imperial state and the scholar-official class.

Write a 3-5-paragraph essay in which you explain how China and Korea had an intellectual, linguistic, religious, and philosophical influence on Japan.

Write a 3-paragraph essay in which you show the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.

Write a 3-paragraph essay explaining how Buddhism spread northward to Southeast Asia, China, Korea, and Japan.

Write a 3-paragraph essay describing the origins and beliefs of Shinto, the indigenous religion of Japan.

Draw a cartoon strip that explains how Japanese feudalism operated. Make sure that each panel has a paragraph explaining what is being shown.

Draw a map, with arrows representing direction and chronology, showing how China influenced Japan. Explain how the exchange of ideas and practices between the two lands occurred in a paragraph attached to your map.

Draw a map illustrating the geographic features of China. Include one paragraph which describes how these features made governance and the spread of ideas and goods difficult and isolated the country from the rest of the world.

Vocabulary: Include at least three (3) of the terms below in your answer/response. Highlight the words in your text as you use them.

daimyo  
shogun  
feudalism  
isolation

samurai  
Shinto  
emperor  
chaos

bureaucracy  
dialect  
province  
dynasty

ensorship  
oracle  
nobility

**Sixth Grade Reading List:****CORE list:**

*Dar and the Spear-Thrower* by Marjorie Cowley  
*Gilgamesh* translated by Irving Finkel  
*Gilgamesh* translated by Maureen Gallery Kovacs  
*The Ramayana* translated by Rancor Prime  
*Thai Ramayana (Ramakian)* (abridged) by King Rama I of Siam  
*Tales of Ancient Egypt* retold by Roger Lancelyn Green  
*Monkey – A Journey to the West* translated by David Kherdian  
*Tales from China* retold by Cyril Birch  
*Kojiki* (parts)  
*Genesis* (parts)

**Extended Reading List:**

*Bridge to Terabithia* by Katherine Paterson  
*The Giver* by Lois Lowry  
*The Cat Who Went to Heaven* by Elizabeth Coatsworth  
*Old Yeller* by Fred Gipson  
*Julie of the Wolves* by Jean Craighead George  
*A Bone from a Dry Sea* by Peter Dickinson  
*My Side of the Mountain* by Jean Craighead George  
*Rice Without Rain* by Minfong Ho

**Possible choices for summer reading and/or differentiated instruction:**

*The Samurai's Tale* by Erik Christian Haugaard  
*The Sign of the Chrysanthemum* by Katherine Paterson  
*Holes* by Louis Sachar  
*A Single Shard* by Linda Sue Park  
*Homeless Bird* by Gloria Whelan  
*The Remarkable Journey of Prince Jen* by Lloyd Alexander  
*The Iron Ring* by Lloyd Alexander  
*Rice Without Rain* by Minfong Ho

**Sixth grade anthology:** *Literature and Integrated Studies* published by Scott  
**Foresman**  
**Poetry unit**

## Corte Madera Sixth Grade Curriculum

### English/Language Arts

Students have the opportunity to analyze and evaluate literature and to develop writing skills. Short stories and poetry are taken from the adopted anthology, *Literature and Integrated Studies*, and auxiliary materials. Novels include: *Boy of the Painted Cave*, *Bridge to Terabithia*, *The Giver*, *The Tales of Ancient Egypt*, *Gilgamesh*, *The Ramayana*, *Ramakian* (parts) *The Cat Who Went to Heaven*, *Kojiki* (parts), and *Journey to the West* (*Monkey King*). Summer reading consists of *Holes*, *The Sign of the Chrysanthemum*, and *Homeless Bird*, *Rice Without Rain*.

Students learn to write to literature by responding to study questions, literary analyses, character sketches, reader response journals, and specific quotations from the individual literary works. Review of paragraph structure, transitions, and sentence variation precedes students' introduction to the expository. Students will also respond to the various writing domains using specific criteria. Grammar will be an important part of the course and diagramming is used as a tool to master sentence structure. Study skills, organization, grammar, comprehension, and vocabulary are reinforced in the sixth grade. The goal is to improve comprehension and develop critical readers and writers.

### History/Social Science

The Social Studies curriculum is based on the California History/Social Science Framework, the Houghton-Mifflin textbook, *A Message of Ancient Days*, plus many supplementary materials including a comparative religion program. Students learn outlining, research and note taking, and writing skills while learning the appropriate curriculum set by the state framework. The topics for grade six focus on the non-European areas of the world (seventh grade focuses on Europe, starting with the early Greeks).

- Early human kind and the development of human societies;
- The beginning of civilization in the near East and Africa: Mesopotamia, Egypt and Kush;
- The ancient Hebrews;
- Indus River Valley, India, Southeast Asia, China, and Japan.

Classes include whole group lecture/discussion, small group projects/discussion and individual work. Students are guided to think and write critically using evidence, reasoning, and judgment as they analyze historical, political, and socio-economic data. In addition to using multi-media resources, students read historical fiction, biographies, and autobiographies. The Social Studies curriculum provides students with background in history, geography, ethics, and civic social responsibility.

Field trips include the Rosecrucian Museum, and the Asian Art Museum.

## **Schools in Thailand and Laos Wednesday, July 9, 2003**

### **Visit public Demonstration School of Chulalongkorn University/Bangkok, Thailand**

180 days / year

Grade 1-3

8:00 – 8:15 – National Anthem and Prayer

8:15 – 8:30 – Home room

8:30 - 9:30 first period

9:30 – 9:40 snack

Lunch and then they have school until 2:40.

Grades 4 – 6

8:00 – 3:50

Special subjects taught: Thai Language, Math, work oriented experience, art, music, science, English (starts in first grade) dance, ethics/respect, social studies, computer.

They have a teacher from NY here.

SS includes culture, Thai country, history

From 1 – 3 grades – one teacher per classroom

From 4 – 6 - 2 teachers per classroom

Much emphasis is on paying respect to the teachers.

There is a Mother's Day celebration each year.

30-36 students per/class.

There are 7 classes/grades.

Extra curriculum: astronomy, botany, boy/girl scouts, (outstanding art, dance, music), co-op store project, remedial teaching project, they have two week camps, Special education is one classroom. There are 10 students in the special class and each has an individual curriculum.

This school is for the general public.

Homework – they don't have much homework due to the traffic problems getting home.

They do it at school. They get 4000 applicants and they accept 1500. No school bus.

Discipline problem is minimal. Parents are told when a child is misbehaving and they spend time during traffic commute!!! remediating behavior! Much talk!!!

### **Visit private school**

#### **Dara Academy – Church of Christ – missionary school/ Thailand**

Girls wear red skirts white blouse, boys- dark pants and white shirt

K-12 school with 7488 students. Oldest Thai school for girls

Dara was the consort to Rama V

332 teachers 271 female

30.8 acres 24 buildings

They have 3 registered nurses

3 swimming pools

3 basketball courts

5 computer labs

3 ICT centers

movable library

Counseling Center

Teacher – aide center

Most of families are Buddhists . no conversion to Christianity (98% Buddhists)

Extra curriculum

Global awareness (soil, temp, water)

Activities on using energy wisely

Botanical garden

Kindergartners learn how to grow rice

Consumer awareness club. Checking on ingredients of food sold to school.

They receive some funding from government.

Most comes from school fees which are \$100 - \$200.

Church of Christ is Presbyterian not Church of Christ like in America

After National anthem from 8 to 8:30 there is Bible study from Tues to Friday.

60% of students here are girls

180 school days into two semesters

Kids go here because their parents want them to have a more rigorous education.

Discipline: “They talk to the students a lot” “They are taught respect”

Although they are seeing changes in children’s behavior and not for the better!

They deal with heart more than discipline rules.

English is taught from Kindergarten to 12.

Grade 10 and up – French, German and some Chinese

They have great freedom to talk a lot about all religions. No preaching.

30 students in Kindergarten with 1 teacher

55 primary students per class with 1 teacher.

45-55 secondary with one teacher

They have 20 special students who are immersed in classrooms.

Each student is given 20 marks/and one is taken away for each discipline infraction .

Once they lose 20 they are asked to leave the school.

### **Visit elementary school/Laos**

#### **Visit to private primary – Saeng Thip school name means “Blessing rays”**

The private schools are run by Chinese Society, Vietnam Society and Laos Society. We visited one that is Laotian. We saw summer session from June to August. Kinder 8:00 – 3:00. Twelve teachers all female. Salary range is 150,000 kip to 400,000 and higher than public. Public teachers receive half. There are 10,000 kip to \$1.00.

Good teachers who work hard (evaluation can receive another 50,000 kip. Good teachers never miss a day. Only one teacher gets the bonus. Three hours per week they are taught English. Tuition fee is 150,000 kip per semester. One semester is three months. Tuition for elementary 120,000 per semester. 90,000 kip for older students. There are more students in kindergarten and it is harder for teachers in the room.

The ministry in Vientiane decides the curriculum

Forty students per class

Laos language, English, Math World Around Us (SS) Laos

There are three years of middle school and two years of teacher college . People can teach with three years of middle plus three years high school plus one year teacher’s college. You get a higher teaching certificate. There is one university in Laos with a few branches, National University of Laos.

Students have to compete to get entrance to University. It cost 40,000 kip for whole year. Many Lao students go to Thailand and France. Laotian students get scholarships paid for by Laotian government, Australian government, France and Fulbright. Laos is a Socialist government.

At Saeng Thip school the walls are bare and they have two charts and a black board. Everything is done orally. They loved to see their pictures in my digital camera. Lots of giggles and oohs.

**Progress School/Vientiane – elementary and secondary school.**

I took two pictures of many children in a classroom and Francisco and Rene were in the front.

The principal and owner of the school, Mr. Boonwai Luanglath, and his daughter spoke. His wife was also on campus. Next semester there will be high school students. 1645 students in regular school year. 645 in the summer. He cannot hire foreign teachers. It costs 50,000 kip per month for tuition. 500,000 kip per month is salary to the teacher. It can go to 600,000 kip per month. Lower secondary the cost is 60,000 kip per month for students tuition. His daughter is 14 years old and attends Vientiane Secondary school which is more like a high school. They have almost all foreign students. In high school they will learn math, chemistry, physics, history, science, Lao Literature, biology, and English. There are 6,000 students in the Vientiane secondary school.

In this school there are 50 students per classroom. High school graduates must go to five years of University to become a teacher. This school is very different from the schools in the country. The children are not as happy and are hungry. The schools are not constructed like this one!. This is the first time Americans come to this school.

**Nong Khai – Udorn Thani - Thailand**

**Visit secondary School in Nong Khai**

**Pathumthep Witthayakarn School (Coed high school in Nhong Khai)**

“It is most important that we visit each other, especially expert teachers like you.” We are very proud to have you.” “You are the first foreign group to visit our school. It will make the school richer.” All the leaders who run the school were introduced. He “Principal” spoke through an interpreter.

2730 students, 118 teachers

Every year they enroll 400 new students ages 13 – 19 years old. Some classes have 50-60 students. Some grades use old curriculum and some new curriculum.

There are three programs to choose from:

Math/science

Thai language, Eng, and Japanese

Thai language and Social Studies

“We encourage students to enter math competitions and two years ago our students won first, second, and third prize. We divide teachers into departments and they must be accredited in their field. And teachers teach on more than one level. There is a homeroom for students each morning. They also assign teachers to be student advisors and the students may choose their own advisor. Their job is to encourage and support the students. If there is a problem with a student they make every effort to help him/her solve it. But with all of this we still have problems. We do not have enough classrooms and there is much shifting during the day. Students need to hurry when bell rings. We need teachers in physical education, physics and Thai languages. Our teachers still need to improve themselves in methods of teaching. So today we want to learn from the experts!” 70% of students go to University. One teacher advisor has 25 students. There is also access to guidance counselor and any teacher. They basically have three people to go to. Tuition is free but the students must buy their own books. Ninth grade is the highest compulsory but next year it will be 12<sup>th</sup> grade.

Some schools offer other languages – French, German, and Chinese. “We have clubs on Thursday for students. They compete with other schools in basketball, soccer, and volleyball. Tennis is too expensive. Every year students are divided into five colors and they compete against each other. Teachers, make up their own tests. Mid term and final but there are National examinations they must take. They are using “authentic assessment”. The teachers in the individual departments talk together as they make up the tests. From 2:40 – 3:50 every Thursday, every student must go to a club or one club which represents all of the arts/music/dance.

Teachers have no prep time. Eight to four is the schedule for a teacher.

This school can only deal with physically disabled. The emotional/intellectual disabled must go to another school.

Typical school day:

8:05 National anthem, school song and chant. Then announcements. At 8:30 they go to class. They are in class at all times. The teachers move by subjects. Then 8:30 to lunch are all classes. Then after one hour lunch they have school until 4:30. If a student misbehaves they must decide what they need to do. If a student doesn't show up for morning ritual then they must clean a classroom

Every Monday teachers must wear uniforms, but students must wear uniforms daily except for PE. The teacher decides whether to give homework and mostly they give it. Grading system is 1 – 4. Four is outstanding. Zero is failure. Parents are notified with report twice a year. And if there is a problem the parents are notified. But twice a year parents are mandated to show up so everyone can work together to solve issues. “We have some students who are not eager to be a student and this is difficult. We try very hard with these students.”

“Every year they choose a student president and vice president. The student council organizes a day “Respect for the teacher”. Students must take flowers and candles to their teachers. Students choose one of the three programs at the beginning and must stick with the program. For example each program has all subjects but there is an emphasis on for example, math/science in the math/science program.

Parents can complain but it is not a problem because the parents must come to the school at the beginning and they must listen to what is offered. Today it is easier to complain due to the “cell phone”. There are vocational schools and technical colleges. And after these schools they can still attend University if they pass the exams.

**Udon Thani then Bangkok**  
**Visit elementary School in Udon Thani/ Thailand**

The mayor welcomed us. The Director of Ed of Udon Thani was also present  
 Make sure I stress to my students. The handwriting, the art work that was done by  
 students. All is exquisitely done. Magazine in library was “Student Weekly”  
 Major was a graduate of University of Michigan and two years high school in Chicago.  
 7400 students K – 12

Students speak Thai, local language, Foreign Language. They speak a different dialect.  
 Their language is close to Lao. Half language is computer language.

They were sister city with Reno, Nevada 18 years ago. Art is emphasized in K – 6 and a  
 separate subject in High School. Foreign language starts in first grade.

Four stages of school:

1 –3 let them play with computer

4<sup>th</sup> – 6<sup>th</sup> more in depth experience with computer

7<sup>th</sup> – 9<sup>th</sup> learn programs

10<sup>th</sup> – 12<sup>th</sup> experts at the computer.

This is a low income school. Very few have computers at home.

Major’s son goes to school in New Zealand

They have special schools in the city for the blind.

There are 160,000 people in this city.

Next year this school will accept students with disabilities. The municipality of Udon  
 Thani provides funds, if they want to build a building it comes from Bangkok, salary for  
 teachers is from Bangkok. Half of the money comes from taxes in Udon Thani and Half  
 from Bangkok. They have property taxes here. But central government, Bangkok,  
 controls the funds. (municipality) They get 500 baht per person each year from  
 Bangkok. At the fiscal year they must report how many people reside in this city.  
 Students pay no fees to attend this school.

School meets parents twice a year but individual teacher also meets the family and student  
 separately. They do this on the weekend since parents work during the week. Last year  
 was first 12<sup>th</sup> grade. The class contained 29 students and all went to higher education.  
 This year they have two classes of 12<sup>th</sup> and they are hoping for 100%.

In Thailand he feels they push too much for knowledge. He feels the stress is too much.  
 His experiences in Chicago (last two years of High School) he felt that he didn’t have a  
 stressful life and he didn’t learn much. Most students’ aim for government colleges but  
 there is a rigorous exam process. The government is encouraging private business to start  
 more colleges. The mayor emphasized that he would like to see more pen pals between  
 Thais and American students.

They have Rotary, exchange students. Please teach more students about Thailand and  
 SEAsia. He passed all the science and math in Chicago when he got there but he failed  
 English. So he concentrated on English. He was well prepared from Thailand in Math  
 and Science.

They have a drug problem in high schools. Drug users are sent to “soldier schools”.  
 Amphetamines is the drug. Alcohol is not a problem. Can drink at 18. But law is weak.  
 Government is changing that now. No advertisement prior to 10:00 pm. They have police  
 come once per month to talk about drugs. During Buddhist lent students are taken to  
 temple to meditate. He own the hotel, Chaeronsi Royal Hotel, and 7/11 franchise. His  
 wife runs the hotel. He also owns the other large hotel.

The sponsorship or building of a stupa is one of the most meritorious acts a layperson can perform.

When Buddha image is in kingly style it is a reference to the historical Buddha's royal birth.

## Thailand

Thailand arguably contains the greatest variety of stupa styles of any country in Asia. As an important commercial and transport relay point between India and Cambodia to the west and east, and between China in the north and the Malay-Indonesian archipelago to the south, the area now occupied by the Thai nation was crisscrossed with religious and cultural influences from many differing sources.

Wat Arun p. 80-81 in Bangkok was constructed during the first half of the 19<sup>th</sup> century.

The unique design elongates the typical Khmer prang into a distinctly Thai shape. The plaster covering of the brick core is embedded with a mosaic of broken, multihued Chinese porcelain, a common temple ornamentation in the early Ratanakosin period when Chinese ships calling at Bangkok used loads of old porcelain as ballast.

During the Angkor period in the far north of Thailand, Thai tribes gathered together in ever-stronger city-states called *meuang*. The decline of Angkor in the mid-13<sup>th</sup> century allowed these principalities to unite to create Sukhothai (Rising of Happiness) in the lower north. Later the Thais took Hariphunchai from the Mon, and in 1296 joined with other rulers in other Thai states, including Luang Prabang and Vientiane, to form Lan Na Thai (literally "million Thai rice fields"), today often referred to simply as Lanna.

p.82-83

Northwest of Chiang Mai, on 1676m Doi Suthep, stands Wat Phra That Doi Suthep, established in 1383 under King Keu Naone and one of northern Thailand's most sacred temples. Inside the cloister, this octagonal, Lanna-style, copper-plated chedi is topped by a five-tiered gold umbrella.

At Wat Suan Dok in Chiang Mai they are whitewashed 14<sup>th</sup> century stupas.

During the Sukhothai and Lanna periods the Thais built a great many stupas in northern Thailand. The earliest, erected at Chiang Mai, Chiang Rai, Chiang Saen, Lamphun and Lampang, featured large octagonal bases topped with slender superstructures probably influenced by Shan stupa architecture.

Wat Phra That Lampang Luang in Thailand. Wrapping cloth the color of Buddhist monastic robes around the monument is a way of paying homage to the stupa.

Wat Phra Si Sanphet (14<sup>th</sup> century) the largest temple complex of the Ayuthaya era, served several Ayuthaya kings. The neat row of large stupas represents the quintessential Ayuthaya style, in which the finial occupies nearly half the height of each monument. This form has come to be identified with Thai stupa architecture more than any other single style.

Prasat – enclosed shrine p.88

Thailand moved from an absolute monarchy to a constitutional monarchy in 1932.

Rising to 127m, Nakhon Pathom's Phra Pathom Chedi is the tallest Buddhist monument in the world. The original stupa, buried within the massive glazed dome, was erected in the early 6<sup>th</sup> century, but in the early 11<sup>th</sup> century a Khmer king conquered the city and built a Brahman prang over it. The Burmese of Bagan sacked the city in 1057 and the prang lay in ruins until Thailand's King Mongkut had it encased in a new, larger stupa in 1860.

At Pathom's Phra Pathom Chedi people make offerings at several adjacent shrines. The statues are gilded, one at a time, by stupa visitors.

## Laos

Pha That Phuan in the old capital of Xieng Khuang (today known as Muang Khun) is thought to date to the 16<sup>th</sup> century. Virtually every Buddhist monastery, shrine, and stupa in Xieng Khuang was destroyed or seriously damaged during the Indochina War (1962-73).

Although not as highly venerated as the renowned Pha That Luang, perhaps the most unique stupa in Laos is the 34.5m Pha That Pathum (Lotus Stupa), on the grounds of Wat Wisunalat in Luang Prabang. Locally called That Makmo (Watermelon stupa) because of its smooth, hemispherical shape, it was constructed in 1503 during the reign of King Wisunarat, and reconstructed in 1895 and 1932.

The most important stupa in today's Laos, Pha That Luang (Great Sacred Reliquary), symbolizes both the Buddhist religion and Lao nationalism, and an image of the stupa appears on the national seal of the Lao People's Democratic Republic. Every year thousands of Lao Buddhists flock to Pha That Luang, for the annual festival honoring the stupa.

The square mandala represents expansion to the four corners of the earth. On the stupa's second level 30 small stupas symbolize the 30 Buddhist perfections, beginning with alms-giving and ending with equanimity. The lotus-buds shaped spire is said to symbolize the growth of the lotus from the seed in a muddy lake bottom to a bloom over the lake's surface, a metaphor for human advancement from ignorance to enlightenment.

Sometimes you see broken Buddha images and pottery around the stupa's base in the belief that the spirits of the stupa will "heal" the bad luck created by these items.

Bodhi tree – the fig tree under which the Buddha was sitting when he attained enlightenment.

Bodhisattva – one who has almost reached nirvana, but who renounces it in order to help others attain it; literally "one whose essence is perfected wisdom"

Dalai Lama – one of 14 (so far) manifestations of Avalokiteshvara who, as spiritual heads of the Gelugpa order, ruled over Tibet from 1642 until 1959. The present 14<sup>th</sup> Dalai Lama resides in India.

Dharma – Buddhist moral code of behavior; natural law.

Dukkha – suffering; pain; distress discontent

Kali Yuga – the present age, a dark age that has been in existence for approximately 5000 years.

Mahayana – “Great Vehicle”; a type of Buddhism which holds that the combined belief of its followers will eventually be great enough to encompass all of humanity and bear it to salvation; prevalent through East Asia, Tibet and Nepal.

Mandala – “circle” in Sanskrit; geometrical symbol in Hindu and Buddhist art symbolizing the universe, used as a meditation device; often the basis for the plan of a stupa.

Mantra – sacred word or syllable used by Buddhists and Hindus to aid meditation or invoke certain deities.

Mara – the personification of evil and temptation

Mt. Meru – mythical mountain at the center of the universe in Hindu-Buddhist cosmology, also known as Sumeru; it is this mountain that stupas are said to represent.

Mudras – symbolic hand gestures adopted by the Buddha.

Nagas – serpent gods

Nirvana – the ultimate aim of Buddhist practice; final release from the cycle of existence

Puja – religious ritual with a specific purpose

Samsara – the continuous cycle of death and rebirth

Shiva – the Hindu god of destruction and renewal

Taoism – ancient Chinese philosophy that emphasizes harmony with nature.

Thâat – Thai or Lao word for stupa

Tripitaka – Theravada Buddhist scriptures, divided into three categories, hence the name “Three Baskets”