Lesson Title: How Kino Strays from Buddha’s Middle Way: Analyzing *The Pearl* by John Steinbeck with Buddha’s Eight-fold path

Subject Area(s): Visual Art and English Language Arts

Grade Level: 8

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County: Montgomery County, MD

<table>
<thead>
<tr>
<th>Fine Arts Content Standard-Visual Art: 3.0</th>
<th>English/Language Arts Content Standard: 3.0</th>
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<tr>
<td>Creative Expression and Production: Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.</td>
<td>Comprehension and analysis of Literary Text</td>
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<th>Fine Arts Indicator: 3.2</th>
<th>English Language Arts Indicator: 3.1</th>
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<td>Demonstrate ways the elements of art and principles of design are manipulated to communicate ideas.</td>
<td>Refine comprehension skills by reading and analyzing a variety of literary texts including print and non-print.</td>
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<th>Fine Art Objective: 3.2.a</th>
<th>English Language Arts Objective:</th>
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<td>Communicate ideas and concepts by manipulating elements of art and principles of design to achieve visual effects.</td>
<td>After reading related texts, students will participate in a Socratic seminar exploring open-ended questions about important issues raised by the texts. They will use the texts to support and extend their insights.</td>
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Objective-Connecting the content areas:

Students will visually illustrate and provide textual examples on the spokes of a Dharma wheel how the main character strays from Buddha’s “middle way.”
**Description of Lesson/Activities**

*Note: These activities would be part of the first major unit. The seminar and defending of the dharma wheel final product is the lesson seed—See item# 6.*

**Procedures:**

1. Have students study the images of Buddha and the Dharma wheel in groups, using the See, Think, Wonder model.
2. Review the Promethean flip chart that introduces students to Buddha and the Eightfold path. Use an exit card to ensure understanding of basic tenets.
3. Read *The Pearl* with students and focus on the actions and consequences of the main character, Kino in class discussions and writing assignments.
4. Provide students an assessment guide for the Socratic seminar.
5. Share open-ended question that will lead seminar discussion: How does Kino stray from the Eightfold path? Where in the story might Buddha’s teachings guide him?
6. Facilitate the students’ Socratic seminar discussion. Students should be referring to both texts and their dharma wheels to defend their views in the open-ended discussion.
7. Have students display dharma wheels for a final gallery walk.

**Materials for Teacher:**

- Photo: www.gelegtsering.org/2008/12/19/tibetan-buddhism
- Promethean flipchart (accessible on the MCPS online curriculum archive)

**Materials for Student:**

- Examples of Dharma wheels (see attached images for inspiration only)
- *The Eightfold Path* by Siddartha Buddha
- *The Pearl* by John Steinbeck
- Socratic seminar rubric for assessment

**Assessment Strategies:**

*Informal:* Students will view and comment on Dharma wheels in a gallery walk after the seminar

*Formal:* Socratic seminar rubric
The Socratic method of teaching is based on Socrates' theory that it is more important to enable students to think for themselves than to merely fill their heads with "right" answers. Therefore, he regularly engaged his pupils in dialogues by responding to their questions with questions, instead of answers. This process encourages divergent thinking rather than convergent.

Students are given opportunities to "examine" a common piece of text, whether it is in the form of a novel, poem, art print, or piece of music. After "reading" the common text "like a love letter", open-ended questions are posed.

Open-ended questions allow students to think critically, analyze multiple meanings in text, and express ideas with clarity and confidence. After all, a certain degree of emotional safety is felt by participants when they understand that this format is based on dialogue and not discussion/debate.

Dialogue is exploratory and involves the suspension of biases and prejudices. Discussion/debate is a transfer of information designed to win an argument and bring closure. Americans are great at discussion/debate. We do not dialogue well. However, once teachers and students learn to dialogue, they find that the ability to ask meaningful questions that stimulate thoughtful interchanges of ideas is more important than "the answer."

Participants in a Socratic Seminar respond to one another with respect by carefully listening instead of interrupting. Students are encouraged to "paraphrase" essential elements of another's ideas before responding, either in support of or in disagreement. Members of the dialogue look each other in the "eyes" and use each other names. This simple act of socialization reinforces appropriate behaviors and promotes team building.

**WORLD CONNECTION QUESTION:**
Write a question connecting the text to the real world.
Example: If you were given only 24 hours to pack your most precious belongings in a backpack and to get ready to leave your home town, what might you pack? (After reading the first 30 pages of NIGHT).

CLOSE-ENDED QUESTION:
Write a question about the text that will help everyone in the class come to an agreement about events or characters in the text. This question usually has a "correct" answer.

Example: What happened to Hester Pyrnne's husband that she was left alone in Boston without family? (after the first 4 chapters of THE SCARLET LETTER).

OPEN-ENDED QUESTION:
Write an insightful question about the text that will require proof and group discussion and "construction of logic" to discover or explore the answer to the question.