

WHDE Lesson

SEON BUDDHISM IN KOREA
AUTHOR INFORMATION
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GENERAL INFORMATION
Lesson Grade Span: Secondary (9-12) Targeted Grade Level/Course: World Religions; World history Estimated Time to Complete Lesson: 2, 50 min lessons
FOCUSED QUESTION
In what ways is Seon Buddhism practiced in Korea?
STANDARDS (STATE/C3)
Standard - 8.4.W.C (World History) Evaluate how continuity and change have impacted the world today. <ul style="list-style-type: none">• Belief systems and religions
STUDENT & TARGET OUTCOMES
Students will be able to explain the origin of Seon Buddhism. Students will be able to describe ways in which Seon is practiced in Korea.

LESSON OVERVIEW

This lesson will explain the spread of Buddhism, its connection and importance to Korea, as well as the way in which it is expressed through Seon Buddhism in Korea today.

Note: This lesson assumes an introduction to early Buddhism, its founding, and basic beliefs

PROCEDURES

POWERPOINT/ GOOGLE SLIDES: https://drive.google.com/open?id=1rr84LbF7-E_NEt6hwbXwoSCwgNuC7P4i

1. At the opening of the lesson, using the attached powerpoint, students will be shown the first image on slide #2 of the Jeondeungsa Buddhist Temple on Kanghwa Island in South Korea. This is a Seon (Zen) Buddhist Temple and will be specifically used as an example throughout this presentation of Seon Buddhism in Korea today.

It can be explained that:

The Jeondeungsa Buddhist Temple is one temple used by Cultural Corps of Korean Buddhism for their Templestay program, set up in 2002, to allow travelers to immerse themselves in Korean Buddhism (Butler). It was initially set up because the World Cup was to be played in South Korea that year and it was an opportunity to open up the previously private temples to the public. While there are at least 130 temples participating in the Templestay program, twenty-six operate in English and allow foreign tourists to participate (Butler).

2. Using Slide #3, students will be shown a map depicting the spread of Buddhism. Give them one minute to observe and analyze the map (Spread).
3. Students should be given 4 min to discuss the directions in which Buddhism spread and to which countries it spread and when.
4. The teacher will scaffold questions to the whole class in order to get students to make inferences about how Buddhism may be similar or different in these countries. For example: Ask students to specifically look at China, Korea, and Japan. Next, ask them, what might they predict about Buddhism in these three countries?
Answers may include: Buddhism may be share similarities because they all came through China, then Korea, before going to Japan. It also may have changed as it travelled to Japan and could have taken on various cultural characteristics.
5. Slide # 4 provides the regional names of the same school of Mahayana Buddhism that found their way through China (Cha'an), Korea (Seon), and Japan (Zen).

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6. Using slide #5, students will be asked to brainstorm two things:
 - a) what they observe in the image and
 - b) how they predict that the space and objects might be used/for what purpose, based on their knowledge of Buddhism.

Answers may include: Buddhist statues, mats, lights, space for focus/meditation
Some students may extend to different postures of meditation
7. Slide #6 reviews some historical points about Seon Buddhism in Korea and how it shifted to focus on meditation.
8. Using the quote on Slide #7 about Seon Buddhism, ask students to use “think-pair-share” to apply close reading analysis of the quote and analyze its meaning.
Suggestions:
Seon Buddhism’s meaning is too big to hide and yet cannot be discovered, explained, or reasoned; but it must be discovered through experience and intuition.
9. Slides 9-21 are meditative activities that are done at the Templestay. Below are descriptions of each. Tell students that they will be asked which of these seven activities they would most like to participate in and why:
 - a. **Cham-Seon (Meditation)**- Juaseon, or sitting meditation, is the most common type of meditation in Seon Buddhism and is practiced widely across the monasteries and temples in Korea, China, and Japan (Korean Buddhism). The head monk teaches visitors to sit quietly in meditation and focus their breath for a few minutes at a time, then visitors meditate together for about a half hour to forty five minutes in quiet.
 - b. **Yebool (Paying respects to the Shakyamuni Buddha)**- visitors are taught by the head monk how to do two types of prostrations, half and full, which are employed when meditating towards the Shakyamuni Buddha. In a half prostration the person bends only at the waist; in a full prostration the person bends first at the waist, then bends knees and lowers oneself all the way to the floor and touches one’s forehead to the floor before coming up again without using hands to aid oneself. Both are used in yebool. The Buddha is not worshiped as a god, but rather used as a focal point and reminder of the Buddhahood one wishes to achieve.
 - c. **Meditative Walk**- Visitors are encouraged to walk outdoors in quiet solitude, to take part in nature and focus thoughts on Buddhist concepts such as impermanence, suffering, and the eightfold path.
 - d. **108 Prostrations**- waking up at 3am with the monks, visitors are invited to join them in completing 108 full prostrations (in a full prostration the person bends

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first at the waist, then bends knees and lowers oneself all the way to the floor and touches one's forehead to the floor before coming up again without using hands to aid oneself). Each prostration is done with a separate prayer (i.e. "I prostrate for patience to tend to all living beings... I prostrate for my carelessness in contributing to the pollution of the earth"). This is a mentally and physically exhausting exercise.

- e. **Bracelet Making**- Each visitor is given beads and an elastic string. With the beads on the ground, the visitor begins from a standing position and does a full prostration (in a full prostration the person bends first at the waist, then bends knees and lowers oneself all the way to the floor and touches one's forehead to the floor before coming up again without using hands to aid oneself). With each full prostration, the visitor adds one bead to the elastic string. This is repeated until the entire bracelet is strung. It is intended as a meditative exercise and the bracelet can be worn as a reminder of the practice and as a physical meditative tool.
- f. **Da-Seon (Tea Ceremony)**- During this tea ceremony, visitors are served tea and cookies, while speaking with the head Seon Buddhist monk, who will answer questions.
- g. **Balwoogongyang (Ritualistic monastic meal)**- this meal is generally done during retreats and is shared with the visitors to understand the way in which the ritualization of eating can be meditative. This meal is collaboratively served by all the monks or, in this case, all the visitors. Everyone joins to carry the food and water and serve each other. Each person must take only what they will eat, as no food is allowed to go to waste. There is a ceremony to unwrapping the bowls and a very specific order to how they are placed in front of each person; everyone does it the exact same way. Also, after eating, the bowls are cleaned up equally as ritualistically. At the very end, a pickled radish is used to wipe the bowls clean and a small amount of hot water is swished in the bowl and drunk by the monk or visitor, before the radish is eaten. In this way, all food should be finished. In the end, all persons' bowls are swished with water and poured into a large container. The head monk inspects the water and, if there is any particle of food in the water, the communal water is equally redistributed to the community for consumption to ensure nothing is wasted.

FORMATIVE ASSESSMENT

RUBRIC:

<https://drive.google.com/file/d/1DOzIP1dUdMPcpxMl6ceny78tADL3Q5jj/view?usp=sharing>

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FORMATIVE (ungraded)

- Discussion of the spread of Buddhism.
- Brainstorm of observations of the meditation room
- Think-pair-share on the Seon Buddhism quote
- Students share which meditative activity they would most like to participate in and why

SUMMATIVE (graded)

Blog post (see attached rubric)

RESOURCE LIST

References

Butler, A. (2018, November 22). Why South Korea is encouraging travellers to stay in Buddhist temples. Retrieved December 28, 2018, from Lonely Planet website:

<https://www.lonelyplanet.com/news/2018/11/22/templestay-south-korea-buddhist/>

Dupke, A. (2018, July 29). [Monastic Meal]. Retrieved from

<https://www.facebook.com/photo.php?fbid=10215194072218900&set=g.1015738328614559&type=1&theater&ifg=1>

15 Virtues of Korean Buddhism. (2016, July 26). Retrieved December 28, 2018, from

Seon Buddhism website: <http://www.buddhism.org/?p=1229>

Introduction of Templestay Activities. (n.d.). Retrieved December 28, 2018, from

Templestay website: <https://eng.templestay.com/page-templestay-program.asp>

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Korean Buddhism Basis of Japanese Buddhism Tracing Its Characteristics and History. (2018, December 29). Retrieved December 28, 2018, from The Seoul Times website:
<http://theseoultimes.com/ST/?url=/ST/db/read.php?idx=580>

for additional details and recommended for further reading

Korean Zen Buddhism. (2002, October 2). Retrieved December 28, 2018, from BBC Religions website:

<http://www.bbc.co.uk/religion/religions/buddhism/subdivisions/koreanzen.shtml>

Lancaster, L. (2016, July 25). The Role and Significance of Korean Seon in the Study of East Asian Buddhism. Retrieved December 29, 2018, from Seon Buddhism website:

<http://www.buddhism.org/?p=864>

[Spread of Buddhism through Asia]. (n.d.). Retrieved from

<https://www2.kenyon.edu/Depts/Religion/Fac/Adler/Reln260/Images260/Buddhism-spread.jpg>

MODIFICATIONS & EXTENSIONS (OPTIONAL)

MODIFICATIONS

1. A template of the Google slides may be provided for students requiring accommodations.
2. Students may type their postcard, if they have accommodations for handwriting.

EXTENSIONS

1. Students could find and share videos representing the meditative exercises described in this lesson.

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2. Students could research similar temple experiences in other East and Southeast Asian countries.
3. Students could research and provide a Korean Buddhist symbol or image for the blog.