

HISTORY MODULE



DAY 3:
ASSESSMENT —
SHORT ESSAY RESPONSE

HISTORY MODULE OVERVIEW

SKILL FOCUS

Change and Continuity Over Time; Making Claims; Analyzing Evidence in Sources

CONTENT

Expansion of Trade Through Silk Road Connections; Spread of Buddhism to the Korean Peninsula

Did The Silk Road Really “End” in China?

DAY 1

CLASS ACTIVITY

Understanding the Connections of the Silk Road and the Korean Kingdom of Silla

Working collaboratively, students will examine what goods, technologies, and cultural beliefs spread along the Silk Road and how they impacted various cultures, with a specific focus on the Korean peninsula. Students will also learn about the Silla Kingdom in Korea and study its connection to the Silk Road. Finally, working in teams, students will analyze a variety of sources to develop an argument about whether or not the Silk Road actually extended beyond the traditional terminus of Chang’an (Xi’an) in China.

CHECK FOR UNDERSTANDING

Exit Ticket: Students will develop an argument and provide supporting evidence to determine if the Silk Road extended beyond the traditional ending point in China.

What Role Did the Silk Road Play in Bringing Buddhism to South Korea?

DAY 2

CLASS ACTIVITY

Tracing the Spread of Buddhism into Korea and the Role of Syncretism in Korea’s Adoption of the Religion

Students will work collaboratively to study the spread of Buddhism out of India and into different areas of East and Southeast Asia by examining how different cultures and regions represented the Buddha. This examination of the way in which regions developed different versions of the Buddha will help students to learn about the concept of syncretism and discover the role it played in the adoption of this religious belief system. Finally, students will compare Buddhism in India with Buddhism in Korea to identify similarities and differences and to identify examples of syncretism.

CHECK FOR UNDERSTANDING

Exit Ticket: Students will compare Buddhist images and temples from India and Korea to determine similarities and differences and to identify examples of syncretism seen in Korean Buddhism.

Assessment

DAY 3

Short Essay Response

Now that students have explored the Silk Road and the spread of Buddhism, students will explain how Korea was a part of the Silk Road that stretched from India to Japan.

HISTORY MODULE SOURCES

DAY 1	Stimulus Type	Description	Page
	Map	Routes of the Silk Road	17
	Research Packet	Expert Group: Geography Research Packet	22
	Map	Map of East Asia Showing the Korean Peninsula	22
	Map	The Unified Silla Kingdom and the Territories of the Liaodong Peninsula, Tamna, Usan	22
	Map	The Korean Peninsula	23
	Research Packet	Expert Group: History Research Packet	24
	Map	The Three Korean Kingdoms	24
	Painting	Tributary envoys from Baekje, Goguryeo, and Silla	25
	Research Packet	Expert Group: Politics Research Packet	26
	Photo	Gilt Bronze Statue of a Seated Maitreya	26
	Research Packet	Expert Group: Culture Research Packet	27
	Photo	Crown of the Silla Kingdom	27
	Photo	The Tripitaka Koreana	28
	Map	The Silk Road (c. First Century)	29
	Map	Main Routes and Caravan Routes of the Silk Road	29
Article	Gyeongju Certified as a Key Silk Road City	30	
Article	The Silk Road Trading Route	31	

DAY 2	Stimulus Type	Description	Page
	Map	The Spread of Buddhism and Division into Theravada and Mahayana Sects	52
	Map	Map of the Expansion of Buddhism	53
	Photo	Statue of Buddha, Belum Caves, India	54
	Photo	Carving of Buddha, Feilai Feng, China	54
	Photo	Bronze Statue of Buddha, Sinheungsa, South Korea	55
	Photo	Golden Gilded Reclining Statue of Buddha, Kratié, Cambodia	55
	Map	Blank Map of East Asia	57
	Article	Buddhism's Introduction to Korea	59

DAY 3	Stimulus Type	Description	Page
	Text Excerpt	Thinking about "Korean Buddhism"	79
	Text Excerpt	Korean Buddhism Has Its Own Unique Characteristics Different From Other Countries	80
	Photo	Maha Bodhi Temple, Bodhgaya, India	83
	Photo	Haeinsa Temple, Gayasan Mountain National Park, South Korea	83
	Photo	Chugu-ji Hondo Buddhist Temple in Ikaruga, Nara, Japan	83
	Photo	Korea's gilt-bronze pensive bodhisattva, National Treasure No. 78 [National Museum of Korea]	84
Photo	Japan's wooden Maitreya in meditation from Chugu-ji Temple [exhibited at the National Museum of Korea]	84	

DAY 3

BASED ON A 60-MINUTE CLASS

How was Korea a part of the Silk Road stretching from India to Japan?

HISTORICAL REASONING SKILLS

Change and Continuity Over Time, Making Claims, and Analyzing Evidence in Sources

OVERVIEW

Students will synthesize the knowledge gained in the previous two lessons on the Silk Road and Buddhism's spread into Korea by completing an assessment. Using skills practiced in each of the previous lessons, students will examine different images and aspects of Buddhism and discern similarities and differences. Using this information and their knowledge from the prior lessons, students will answer the question: Explain how Korea was a part of the Silk Road from India to Japan.

MATERIALS NEEDED:

IN-CLASS ACTIVITIES

- ▶ Handout from Day 2, Activity 4: Focus on Korea—Syncretism and Buddhism (1 per student, p. 61; students should have completed this from the Day Two lesson)
- ▶ Activity 1 Handout: Examining Source Readings, Source A (1 per student, p. 79)
- ▶ Activity 1 Handout: Examining Source Readings, Source B (1 per student, p. 80)
- ▶ Activity 2 Handout: Syncretism and the Spread of Buddhism: Architecture Images (Images 1, 2, and 3, 1 per student, p. 81)
- ▶ Activity 2 Handout: Syncretism and the Spread of Buddhism: Art Images (Images 1 and 2, 1 per student, p. 82)
- ▶ Activity 2 Handout: Syncretism and the Spread of Buddhism: Architecture Sources (Source 1, Source 2, and Source 3, 1 of each source per pair of students, p. 83)
- ▶ Activity 2 Handout: Syncretism and the Spread of Buddhism: Art Sources (Sources 1 and 2, 1 of each source per pair, p. 84)

- ▶ Activity 3 Handout: Assessment (1 per student, p. 85)

TEACHER ANSWER KEYS

- ▶ Day 2, Activity 4 Handout: Focus on Korea—Syncretism and Buddhism (from Day 2, p. 67)
- ▶ Activity 1 Handout: Examining Source Readings, Source A (p. 86)
- ▶ Activity 1 Handout: Examining Source Readings, Source B (p. 87)
- ▶ Activity 2 Handout: Syncretism and the Spread of Buddhism: Architecture Images 1, 2, and 3, p. 88–89)
- ▶ Activity 2 Handout: Syncretism and the Spread of Buddhism: Art Images 1 and 2 (p. 90)
- ▶ Activity 3 Handout: Assessment (p. 91–92)

SEQUENCE OF INSTRUCTION

CLASS ACTIVITY: OPTIONAL HOMEWORK DEBRIEF

OPTIONAL HOMEWORK DEBRIEF (10 MINUTES)

GROUP AND CLASS DISCUSSION

Building off of the Check for Understanding activity from the previous lesson, students will be asked to provide examples of syncretism that were seen in the two Buddha statues. Students should use their Handout: Focus on Korea—Syncretism and Buddhism (p. 61) completed as an Exit Ticket or as homework from the Day 2 lesson to provide evidence to support their arguments.

ACTIVITY PROCEDURE

- ▶ Arrange your classroom so that students will be working in teams of four or five.
- ▶ Ensure that students have their completed copy of the Handout: Focus on Korea—Syncretism and Buddhism from the Day 2 lesson (p. 61). Teachers may have collected this as an Exit Ticket at the end of the previous lesson or allowed students to complete it as a homework assignment.
- ▶ Working in their teams, have students share the similarities and differences they discovered by examining the two different statues of the Buddha that are in the Handout. Students can add any new information they learn from their discussion to the second page of their own Handout. (3 minutes)
- ▶ Next, call on students to share examples of similarities and differences with the entire class. Encourage students to provide specific examples and be detailed in their explanations. (2 minutes)
- ▶ Have students return to their groups to discuss the answers they provided to the Evidence of Syncretism question on the second page of the Handout: Focus on Korea—Syncretism and Buddhism. Students should add any new or additional information they learn from their group members to their own handout. (3 minutes)
- ▶ Conclude the activity by again having teams share their responses. Student teams should provide evidence supporting their answers from the two statues they examined. Encourage other teams to add in additional examples and to challenge evidence that they believe to be inaccurate. (2 minutes)

For suggested answers, see the second page of the Teacher Key to the Handout: Focus on Korea—Syncretism and Buddhism (p. 67).

TEACHER NOTES

This optional activity is designed to mimic the assessment students will be completing during today's lesson. Use this debrief as an opportunity to ensure that students have a strong understanding of syncretism and how to identify this when examining and comparing two images.

CLASS ACTIVITY 1 OF 3: WARMUP/INTRODUCTION

WARM UP/INTRODUCTION (10 MINUTES)

SOURCE ANALYSIS, DISCUSSION, REFLECTION

Students will examine one of two passages about Buddhism in Korea and Japan and, after reflecting on the source, will share their thoughts with a fellow classmate. These pairs will then compare the readings to determine what they believe the sources tell them about Buddhism as it spread from its origins in India through Korea to Japan.

ACTIVITY PROCEDURE

- ▶ Arrange students into pairs for this activity.
- ▶ Give each student a copy of the Handout on Examining Source Readings, Source A (p. 79). Have students read Source A on their own and write down their thoughts and attempt to answer the question in the box provided on the handout. (2-3 minutes)
- ▶ Next, have student pairs discuss their responses with their partners, adding any new ideas they learn from their discussion in the space on the handout. (2 minutes)
- ▶ Call on a few student pairs to share their responses and encourage classmates to add any new ideas to their own handouts.
- ▶ Next, give each student a copy of the Handout on Examining Source Readings, Source B (p. 80). Have students read Source B on their own and write down their thoughts and attempt to answer the question in the box provided on the handout. (2-3 minutes)
- ▶ After writing their own responses, have student pairs discuss them with their partners, adding any new ideas they learn from their discussion in the space on the handout. (2 minutes)
- ▶ Call on a few student pairs to share their responses and encourage classmates to add any new ideas to their own handouts.

For suggested answers, see the Teacher Keys to the Handouts on Examining Source Readings, Source A and Examining Source Readings, Source B (pp. 86, 87).

TEACHER NOTES

This activity is designed to get students thinking about syncretism and how Buddhism was adapted as it spread along the Silk Road into East Asia. The understanding that Buddhism developed and incorporated features of different cultures as it traveled along the Silk Road is an important concept for students to understand to be successful on the remaining activities.

CLASS ACTIVITY 2 OF 3: SYNCRETISM AND THE SPREAD OF BUDDHISM

CLASS ACTIVITY (25-30 MINUTES)

SOURCE ANALYSIS, COMPARISON

Students will analyze a variety of sources to make comparisons between Buddhism as it existed in India and the Buddhism that was found in Korea and Japan. They will examine how Buddhism experienced changes as it adopted aspects of Korean culture (a process known as syncretism) during its spread and how those aspects were transferred to Japan by further diffusion. Students will complete the activity by making conjectures as to why Korean Buddhism retained some

aspects of the Korean culture when Buddhism was established as the state religion and how this impacted the version of Buddhism that eventually made its way to Japan.

ACTIVITY PROCEDURE

- ▶ Have students continue to work in pairs. You may want to keep them in the pairs from the previous activity for familiarity or have them work with a new partner to provide students with a wider range of insights.
- ▶ Distribute to each student a copy of the Handout on Syncretism and the Spread of Buddhism: Architecture Images (Images 1, 2, and 3, 1 per student, p. 81), and the Handout on Syncretism and the Spread of Buddhism: Art Images (Images 1 and 2, 1 per student, p. 82).
- ▶ Next, give each student pairing one copy of each of the Handouts on Syncretism and the Spread of Buddhism: Architecture Sources (Source 1, Source 2, and Source 3, p. 83) and Syncretism and the Spread of Buddhism: Art Sources (Source 1 and Source 2, p. 84). The sources are designed to be viewed in sets, one of which focuses on Architecture (Buddhist temples) and the other on Art (Buddhist statues).
- ▶ Students will examine the sources and try to identify similarities and differences in each source and to review examples of syncretism in Korean and Japanese Buddhism, and evaluate why those aspects of syncretism exist. They will record their thoughts and findings on the Handouts on Syncretism and the Spread of Buddhism: Architecture Images (Images 1, 2, and 3) and Syncretism and the Spread of Buddhism: Art Images (Images 1 and 2). The time needed is 25 minutes.
- ▶ You may choose to provide students with additional help by wrapping up the activity with students sharing their conclusions about each set of sources (Architecture and Art). This will help those students who struggled to add additional information to their own handouts, leaving them better prepared for the final activity. (5 minutes)

For suggested answers, see the Teacher Key to the Handout on Syncretism and the Spread of Buddhism: Architecture Images 1, 2, and 3 (pp. 88–89) and the Teacher Key to the Handout on Syncretism and the Spread of Buddhism: Art Images 1 and 2 (p. 90).

TEACHER NOTES

Some students will struggle with this activity as they are being asked to examine sources, identify differences, and then speculate on the reasons why the Koreans and the Japanese chose to integrate some aspects of their own culture into Buddhism when they encountered Buddhism. If you choose to debrief the activity with students sharing their findings at the end, you may find that many students make statements like “that looks more Asian” or “that looks Chinese.” Consider using this opportunity to direct students to be more specific by highlighting what particular details led them to make those statements.



TEACHING TIP

For this activity, you can also choose to have students work in teams of 3 or 4 to analyze the provided sources. This will provide some support to those students who struggle to identify similarities and differences or evidence of syncretism seen in the sources.

CLASS ACTIVITY 3 OF 3: ASSESSMENT

CLASS ACTIVITY (20 MINUTES)

EXPLAIN HOW KOREA WAS A PART OF THE SILK ROAD FROM INDIA TO JAPAN

As an assessment to conclude the lesson, students will construct an argument explaining the role the Silk Road played in the syncretism evident in Korea. This will also act as a culminating question bringing in elements from all three days of the lesson, tying the Silk Road trade to the spread of Buddhism and the integration of Buddhism into Korean culture.

ACTIVITY PROCEDURE

- ▶ Using the information from the previous activity and the knowledge they developed through the previous two lessons, students will individually answer the following prompt found on the Assessment Handout (p. 85).

EXPLAIN HOW KOREA WAS A PART OF THE SILK ROAD THAT STRETCHED FROM INDIA TO JAPAN.

Students should consider the following questions as they construct their answers:

- ▷ What role did the Silk Road play in fostering syncretism in Korea? How did the Silk Road influence the culture of Korea? How did Korea adapt culture diffused along the Silk Road? How did this specifically apply to Buddhism? Where else did syncretism occur along the Silk Road? How did Japan borrow cultural ideas from Korea?
- ▶ Instruct students that they are to write their answers in complete sentences in a paragraph or multiple paragraphs. Advise students that taking some time to organize their thoughts and answers to each part of the question will be beneficial in producing a well-written and complete answer.
 - ▷ Teachers may want to require students to write their response in the form of an essay, with a thesis, body paragraphs with supporting evidence, and conclusion.
- ▶ Students can write their answers in the space provided on the Assessment Handout (p. 85), or on a separate sheet of paper. Collect the student responses as an assessment to conclude the three day lesson.

For suggested answers, see the Teacher Key to the Assessment Handout (p. 91).

HANDOUT: EXAMINING SOURCE READINGS, SOURCE A

SOURCE A

Thinking about “Korean Buddhism”

Robert E. Buswell, Jr., “Thinking about ‘Korean Buddhism’: A Continental Perspective.” *Journal of Korean Religions* vol.1, nos.1 & 2 (September 2010): 43-55.

When reflecting on the category “Korean Buddhism,” we must always keep in mind that Korea was in no sense isolated from the rest of northeastern Asia. If we ignore the greater East Asian context in which Korean Buddhism developed and treat the tradition in splendid isolation, we stand more chance of distorting the tradition than clarifying it. In fact, there was an almost organic relationship between the Korean, Chinese, and Japanese Buddhist traditions throughout much of the premodern period.

What is the main argument that the author makes in Source A? What does he claim about “Korean Buddhism” and its development? Write your thoughts in the box below.

Write any new ideas or thoughts you discovered after discussing your answer with your partner:

HANDOUT: EXAMINING SOURCE READINGS, SOURCE B

SOURCE B

Korean Buddhism Has Its Own Unique Characteristics Different From Other Countries




Kang Su-mok, "Korean Buddhism Has Its Own Unique Characteristics Different From Other Countries," *The Korea Post*, June 16, 2019.

Korean Buddhism has contributed much to East Asian Buddhism, especially to early Chinese, Japanese, and Tibetan schools of Buddhist thought.... The date of the first mission from Korea to Japan is unclear, but it is reported that a second detachment of scholars was sent to Japan upon invitation by the Japanese rulers in 577.... The strong Korean influence on the development of Buddhism in Japan continued through the Unified Silla period. It was not until the 8th century that independent study by Japanese monks began in significant numbers.

What is the main argument that the author makes in Source B? What does the author claim about Buddhism and the relationship between Korea and Japan? Write your thoughts in the box below.

Write any new ideas or thoughts you discovered after discussing your answer with your partner:

HANDOUT: SYNCRETISM AND THE SPREAD OF BUDDHISM: ARCHITECTURE IMAGES 1, 2, AND 3

Buddhist Architecture		
<p>Image 1 India</p> 	<p>Image 2 Korea</p> 	<p>Image 3 Japan</p> 
Observations on this Buddhist Temple:	Observations on this Buddhist Temple:	Observations on this Buddhist Temple:
Similarities between the three temples:	Differences between the three temples:	Evidence of Syncretism:

HANDOUT: SYNCRETISM AND THE SPREAD OF BUDDHISM: ART IMAGES 1 AND 2

Buddhist Art

Image 1
Korea



Image 2
Japan



Observations on this Buddhist Sculpture:

Observations on this Buddhist Sculpture:

Similarities between the two sculptures:

Differences between the two sculptures:

Evidence of Syncretism:

SYNCRETISM AND THE SPREAD OF BUDDHISM: ARCHITECTURE SOURCES

SOURCE 1

Maha Bodhi Temple, Bodhgaya, India

Source: Wikimedia Commons. <https://commons.wikimedia.org/w/index.php?curid=1762492>



SOURCE 2

Haeinsa Temple, Gayasan Mountain National Park, South Korea

Source: Wikimedia Commons. https://commons.wikimedia.org/wiki/File:%ED%95%B4%EC%9D%B8%EC%82%AC_%EB%8C%80%EC%A0%81%EA%B4%91%EC%A0%84.jpg



SOURCE 3

Chugu-ji Hondo Buddhist Temple in Ikaruga, Nara, Japan

Source: Wikimedia Commons. https://commons.wikimedia.org/wiki/File:Chuguji_Hondo_2008.jpg



SYNCRETISM AND THE SPREAD OF BUDDHISM: ART SOURCES

SOURCE 1

Korea's gilt-bronze pensive bodhisattva, National Treasure No. 78 [National Museum of Korea]

Source: National Museum of Korea, Wikimedia Commons. [https://en.wikipedia.org/wiki/File:Pensive_Bodhisattva_\(National_Treasure_No._78\)_01.jpg](https://en.wikipedia.org/wiki/File:Pensive_Bodhisattva_(National_Treasure_No._78)_01.jpg)



SOURCE 2

Japan's wooden Maitreya in meditation from Chugu-ji Temple [exhibited at the National Museum of Korea]

Source: <https://i.pinimg.com/originals/14/a9/c8/14a9c80d7346d403ed86aa24f2af87ba.jpg>



HANDOUT: ASSESSMENT

WHAT ROLE DID THE SILK ROAD PLAY IN CREATING SYNCRETISM IN KOREA?

Using the knowledge you have gained about the Silk Road, the spread of Buddhism, and syncretism in Korea, answer the following question providing specific examples of art and architecture from India, Korea, and/or Japan to support your argument:

Explain how Korea was a part of the Silk Road that stretched from India to Japan.

To help you brainstorm ideas, think about the following questions:

- ▶ What role did the Silk Road play in fostering syncretism in Korea?
- ▶ How did the Silk Road influence the culture of Korea?
- ▶ How did Korea adapt culture diffused along the Silk Road?
- ▶ How did this specifically apply to Buddhism?
- ▶ Where else did syncretism occur along the Silk Road?
- ▶ How did Japan borrow cultural ideas from Korea?

TEACHER KEY: HANDOUT ON EXAMINING SOURCE READINGS, SOURCE A

SOURCE A

Thinking about "Korean Buddhism"

Robert E. Buswell, Jr., "Thinking about 'Korean Buddhism': A Continental Perspective." *Journal of Korean Religions* vol.1, nos.1 & 2 (September 2010): 43-55.

When reflecting on the category "Korean Buddhism," we must always keep in mind that Korea was in no sense isolated from the rest of northeastern Asia. If we ignore the greater East Asian context in which Korean Buddhism developed and treat the tradition in splendid isolation, we stand more chance of distorting the tradition than clarifying it. In fact, there was an almost organic relationship between the Korean, Chinese, and Japanese Buddhist traditions throughout much of the premodern period.

What is the main argument that the author makes in Source A? What does he claim about "Korean Buddhism" and its development? Write your thoughts in the box below.

Korea was connected to the rest of East Asia, and this had a large impact on the development of "Korean Buddhism." It is important to realize that Korean Buddhism developed with connections to Chinese Buddhism and played a role in shaping Japanese Buddhism as well.

Write any new ideas or thoughts you discovered after discussing your answer with your partner:

TEACHER KEY: HANDOUT ON EXAMINING SOURCE READINGS, SOURCE B

SOURCE B

Korean Buddhism Has Its Own Unique Characteristics Different From Other Countries

Kang Su-mok, "Korean Buddhism Has Its Own Unique Characteristics Different From Other Countries," *The Korea Post*, June 16, 2019.




Korean Buddhism has contributed much to East Asian Buddhism, especially to early Chinese, Japanese, and Tibetan schools of Buddhist thought.... The date of the first mission from Korea to Japan is unclear, but it is reported that a second detachment of scholars was sent to Japan upon invitation by the Japanese rulers in 577.... The strong Korean influence on the development of Buddhism in Japan continued through the Unified Silla period. It was not until the 8th century that independent study by Japanese monks began in significant numbers.

What is the main argument that the author makes in Source B? What does the author claim about Buddhism and the relationship between Korea and Japan? Write your thoughts in the box below.

Korean Buddhism played an important role in the development of Chinese, Japanese, and Tibetan Buddhist thought. Koreans sent Buddhist scholars to Japan and they had a key role in helping Japan to develop and adopt Buddhism. In fact, Japanese did not begin independently studying Buddhism until after the Koreans had brought much knowledge to Japan.

Write any new ideas or thoughts you discovered after discussing your answer with your partner:

TEACHER KEY: HANDOUT ON SYNCRETISM AND THE SPREAD OF BUDDHISM: ARCHITECTURE IMAGES 1, 2, AND 3

Buddhist Architecture		
<p>Image 1 India</p> 	<p>Image 2 Korea</p> 	<p>Image 3 Japan</p> 
Observations on this Buddhist Temple:	Observations on this Buddhist Temple:	Observations on this Buddhist Temple:
<ul style="list-style-type: none"> ▷ Tall stone structure. ▷ Multiple "towers." ▷ Each tower is topped with a smaller, round-shaped, circular tower. ▷ Intricate designs are carved into the stone covering the entire temple. ▷ It appears to have a rectangular entryway made of stone. ▷ The structure appears to somewhat resemble an obelisk. 	<ul style="list-style-type: none"> ▷ Appears to be designed with traditional East Asian architectural elements. ▷ The curved roof is made of tiles. ▷ The building appears to be made of wood. ▷ Intricate carvings are in the eaves of the building (the area directly beneath the roof line). ▷ The building appears to have many "sliding" doors that are decorated in bright colors. ▷ There are small "statues" in front of the temple. 	<ul style="list-style-type: none"> ▷ Appears to be designed with traditional East Asian architectural elements. ▷ The curved roof is made of tiles. ▷ The building appears to be made of wood. ▷ The building rests on several pillars, creating a more open feel. ▷ Entry to the building is through one set of doors into one small room.

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Similarities between the three temples:	Differences between the three temples:	Evidence of Syncretism:
<ul style="list-style-type: none"> ▷ Worship space for Buddhists. ▷ Similar geometric patterns are used in both. ▷ The Korean and Japanese temples appear to have many more similarities in style and structure. 	<ul style="list-style-type: none"> ▷ The Korean and Japanese temples appear to be designed with traditional East Asian architectural elements. ▷ Only the Korean and Japanese temples have a curved roof made of tiles. ▷ The Korean and Japanese buildings appear to be made of wood, while the Indian temple appears to be made of stone. ▷ Intricate carvings are in the eaves of the building (the area directly beneath the roof line) on the Korean temple. ▷ The Korean temple appears to have many "sliding" doors that are decorated in bright colors. ▷ The Korean temple has other "statues" in front of the temple. 	<p>The Koreans appear to have taken very little from the Indian-style temple architecture. Koreans would likely be more familiar with the building styles necessary to construct temples in the Korean fashion as opposed to the Indian temple. The need to create temples was important to the religion of Buddhism, but Koreans were likely unfamiliar with the original Indian temples. Further, the use of wood as opposed to stone is likely due to the resources available to the peoples of Korea for constructing these temples. It appears that much of the Korean temple design was copied by the Japanese. The temples look very similar, but the Japanese temple has colors that are less bright and does not appear to have statues in front of it. Further, the Japanese temple seems to be supported by pillars, a feature that neither the Indian nor the Korean temples have. But, when comparing the three temples, it is clear that the Korean and Japanese temples look very different from the Indian temple.</p>

TEACHER KEY: HANDOUT ON SYNCRETISM AND THE SPREAD OF BUDDHISM: ART IMAGES 1 AND 2

Buddhist Art

Image 1
Korea



Image 2
Japan



Observations on this Buddhist Sculpture:

- ▷ The figure is wearing a crown and some covering of the chest and legs.
- ▷ The fingers of the right hand of the figure touch the cheek.
- ▷ The figure has the right leg crossed over the left leg.
- ▷ The figure has bare feet.
- ▷ The figure appears to be deep in thought.
- ▷ The figure seems to be sitting on a stool or wooden block.
- ▷ The figure is made of bronze.

Observations on this Buddhist Sculpture:

- ▷ The figure is wearing a tunic or robe but it only covers the bottom half of the body.
- ▷ The figure has no clothing on the chest.
- ▷ The figure has hair tied up into a double topknot.
- ▷ The fingers of the right hand of the figure touch the cheek.
- ▷ The figure has the right leg crossed over the left leg.
- ▷ The figure has bare feet.
- ▷ The figure appears to be deep in thought.
- ▷ The figure seems to be sitting surrounded by a bed of lotus flowers in a circular shape at the base.
- ▷ The figure is made of wood.

Similarities between the two sculptures:

- ▷ Both are seated with the right leg crossed over the left.
- ▷ Both have the fingers of the right hand touching the cheek.
- ▷ Both have bare feet.
- ▷ Both appear to be deep in thought.

Differences between the two sculptures:

- ▷ Only the lower half of the Japanese sculpture is clothed, while the Korean sculpture is fully clothed.
- ▷ The Korean sculpture has an ornamental crown and headpiece while the Japanese does not.
- ▷ The Japanese sculpture has a circular base of lotus flowers.
- ▷ The Korean sculpture is bronze, while the Japanese sculpture is made of wood.

Evidence of Syncretism:

The use of a seated Buddha with the right leg crossed over the left shows a style that was borrowed by the Japanese from the Koreans. Further, the right hand touching the cheek and the pensive look are a common feature to both sculptures, showing similarities in the design. However, both of these East Asian sculptures depict the Buddha with distinctly Asian facial features, and the Japanese sculpture has the Buddha wearing a popular Japanese hair-style, the two-way topknot.

TEACHER KEY: ASSESSMENT

WHAT ROLE DID THE SILK ROAD PLAY IN CREATING SYNCRETISM IN KOREA?

Using the knowledge you have gained about the Silk Road, the spread of Buddhism, and syncretism in Korea, answer the following question providing specific examples of art and architecture from India, Korea, and/or Japan to support your argument:

Explain how Korea was a part of the Silk Road that stretched from India to Japan.

To help you brainstorm ideas, think about the following questions:

- ▶ What role did the Silk Road play in fostering syncretism in Korea?
- ▶ How did the Silk Road influence the culture of Korea?
- ▶ How did Korea adapt culture diffused along the Silk Road?
- ▶ How did this specifically apply to Buddhism?
- ▶ Where else did syncretism occur along the Silk Road?
- ▶ How did Japan borrow cultural ideas from Korea?

- ▶ **The Silk Road played a large role in creating syncretism in Korea and Japan as it brought the new religion of Buddhism and other cultural items from India into the region. This new religion and other cultural traits were adopted by Koreans and later the Japanese, but they both transformed aspects of the religion to add in elements of Korean and Japanese traditional beliefs. Syncretism, as a process, allows for people to connect new ideas and religions with their own traditional beliefs, making the adoption of these beliefs easier due to some familiarity.**
- ▶ **Merchants traveling on the Silk Road brought different religions, forms of art, technologies, and architecture to Korea and Japan. The Korean people adopted some of these religions and ideas, while also sharing their own ideas and technologies with other cultures along the Silk Road. After Buddhism gained popularity in Korea, it spread to Japan, where it again blended with some of the traditional Japanese beliefs. As both the Koreans and Japanese took in new ideas**

and religions, they often blended these with their own native culture to give them a distinctly Korean or Japanese feel.

- ▶ **Syncretism helps in spreading religions because it gives people connections to ideas and beliefs that are familiar and merges those with new beliefs. This makes new religions less foreign and makes it easier for people to connect to the new ideas. One example of this would be how the religion of Buddhism was adapted to incorporate Korean culture. Korean images of the Buddha show him with Korean facial features. Furthermore, Buddhist temples in Korea were vastly different in appearance from those found in India. Korean Buddhist temples incorporated East Asian architectural styles into their design. This can also be seen in Japan, where the temples looked more like Korean Buddhist temples and where they sculpted the Buddha wearing a popular Japanese hairstyle—the double topknot.**

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- ▶ Other examples of syncretism in Korea are the borrowing of the Chinese exam system and the printing press. Koreans took these and merged them with their own culture, creating a much improved version of movable-type woodblock printing which was used to print copies of important Buddhist texts. Chinese exams were adapted by the Koreans by only allowing elites to take these exams and excluding people from the lower classes.
- ▶ The role of the Silk Road in spreading religions, technologies, and cultures was vastly important. As Buddhism spread along the Silk Road into Korea and later spread to Japan, it adopted many traditional Korean elements that made the foreign religion more relatable to the Korean people. These adaptations allowed for easier adoption by the Japanese, who also then added elements of their own culture to the religion. This process of syncretism was not only seen in Korea, but all along the Silk Road as new ideas and religions spread.