

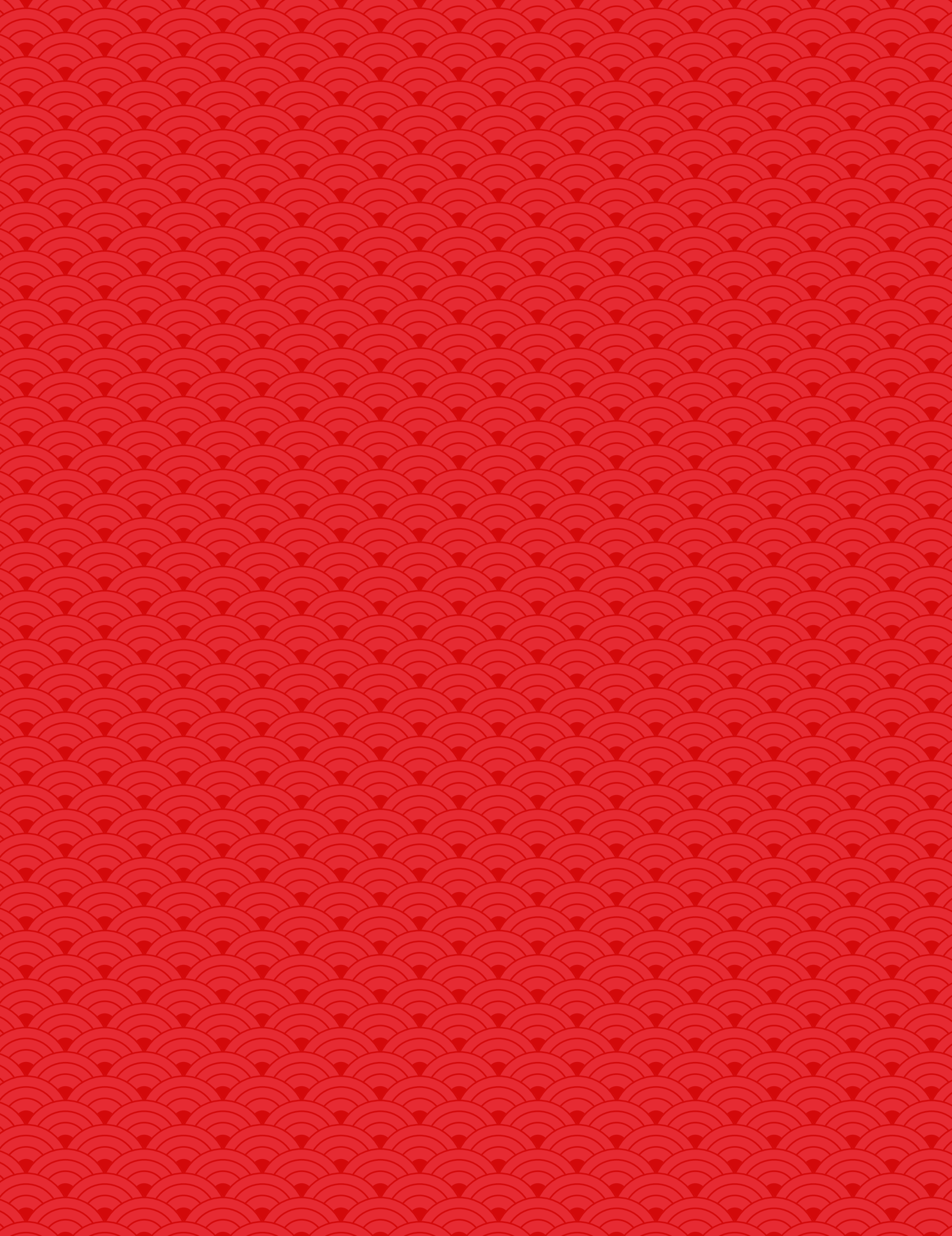
# HISTORY MODULE

Western scholars have long misconstrued Korea as a “hermit kingdom” that spent much of its history in isolation from the rest of the world. In fact, nothing could be further from the truth. Korea’s history was one of ongoing cultural syncretism and engagement with foreign peoples.

This module enables students to understand some of Korea’s earliest interactions with other cultures by looking at the history of the Silla Kingdom (57 BCE - 935 CE) and its relation to the Silk Road. Traditionally defined as a network of trade routes that connected China to Europe and other parts of Asia, the Silk Road played a critical role in facilitating economic and cultural exchange between a diverse array of pre-modern states for many centuries. Although Silla has sometimes been left off the most commonly used maps of the Silk Road, a closer examination makes it clear that other societies along the major trading routes had a profound influence on the kingdom’s artistic and cultural development. Buddhism, in particular, reached Silla through India and China via the Silk Road and had a transformative impact on its religion and politics. Moreover, Silla played an important role in the transmission of goods and technologies to neighboring Japan and thereby extended the Silk Road’s global reach.

The module presents an excellent collection of maps, images, and primary source texts that make it easy to understand Silla’s connection to the Silk Road. It enables students to appreciate Silla’s artistic and technical achievements and learn how the kingdom localized and adapted the global cultures of its era. The key lessons presented in this module are doubly important for the current generation of high school students. With the emergence of China as a major global power and the creation of the so called “New Silk Road,” students will benefit from a greater understanding of how China’s neighbors have negotiated its influence in the past. And with the globalization and localization of cultures continuing to shape our world, students have much to gain from exploring an early example of this phenomenon.







# HISTORY MODULE

DAY 1:  
DID THE SILK ROAD  
REALLY "END" IN CHINA?

# 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**

### DAY 1

#### Did The Silk Road Really “End” in China?

##### 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.

### DAY 2

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

##### 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.

### DAY 3

#### Assessment

##### **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, Belur 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 1

BASED ON A 60-MINUTE CLASS

## Did the Silk Road really “end” in China?

### HISTORICAL REASONING SKILLS

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

### OVERVIEW

This lesson will introduce students to the Silk Road trading routes and can be used to help students grasp the wide extent of the diffusion of religions and culture through trade networks. Students will begin by exploring the location of the routes of the Silk Road and determining the regions connected by these trade routes. They will also examine the cultural, religious, and technological exchanges that took place along the Silk Road and the impacts of these cross-cultural exchanges. Next, students will learn background information about the geography and history of Korea and the emergence of the Silla Kingdom. Through a review of maps and other source documents, students will examine Korea’s role as a part of the Silk Road that acted as a “cultural bridge.” Tracing the spread of Buddhism and various trade items into Korea, students will debate the validity of the traditional termination point of the Silk Road in Chang’an (Xi’an), China and attempt to determine if there is a different “end” location for this trade route in East Asia. Finally, students will determine the extent to which they believe the Silk Road trade played a role in the Golden Age of the Silla Kingdom. At the end of the first day, students will be assigned a reading that prepares them for the Day 2 lesson, which focuses on reactions to Buddhism’s arrival in the Korean peninsula.

### MATERIALS NEEDED:

#### HOMEWORK

- ▶ Video: “The Silk Road: Connecting the Ancient World through Trade” (5:19 in length)
- ▶ Handout: Day 1 Preparation Homework Activity. These will need to be distributed to students to complete as homework prior to the Day 1 Lesson Plan (1 per student, p. 16)
- ▶ Video (optional): “The Silk Road and Ancient Trade: Crash Course World History #9” (10:30 in length)
- ▶ Activity 1 Handout: How Did THAT Get There?! (1 per student, p. 20)
- ▶ Activity 2 Handout: Research on the Silla Kingdom (668 - 935 CE) (1 per student, p. 21)
- ▶ Activity 2 Expert Group Handouts: Geography; History; Politics; and Culture (1 per team, pp. 22-27)
- ▶ Activity 3 Handout: Was the Korean Silla Kingdom Part of the Silk Road? Source 1; Source 2; Source 3; and Source 4 (1 per team, pp. 29-31)

#### IN-CLASS ACTIVITIES

- ▶ Activity 1 Cards: How Did THAT Get There?!? (Goods/Technology/Religion; Origin; and Destination) (1 sheet per class; must cut out individual squares, pp. 18-19)
- ▶ Activity 3 Handout: Was the Korean Silla Kingdom Included on the Silk Road? Notes and Observations on Sources 1-4 (1 per student, pp. 32-33)

- ▶ Activity 4 Exit Ticket: Was the Korean Silla Kingdom Included on the Silk Road? (1 per student, p. 34)
  - ▶ Activity 2 Handout: Research on the Silla Kingdom (668–935 CE) (p. 38)
  - ▶ Activity 3 Handout: Was the Korean Silla Kingdom Included on the Silk Road? Notes and Observations on Sources 1–4, and Activity 4 Exit Ticket: Was the Korean Silla Kingdom Included on the Silk Road? (p. 40)
- TEACHER ANSWER KEYS**
- ▶ Homework Handout: Day 1 Preparation Homework Activity (p. 35)
  - ▶ Activity 1 Handout: How did THAT Get There?! (p. 37)

## SEQUENCE OF INSTRUCTION

### HOMEWORK OVERVIEW: BACKGROUND INFORMATION ON THE SILK ROAD

HOMEWORK/CLASS PREPARATION (20-30 MINUTES)

#### VIDEO ANALYSIS

To ensure that students have a basic knowledge and understanding of the Silk Road and to provide background knowledge, students will watch a TED-Ed video discussing the Silk Road. This video is a brief overview of the Silk Road and its impact on the wider world.

#### ACTIVITY PROCEDURE

- ▶ Prior to watching the video, students will write down three facts that they know about the Silk Road in the left column on the Day 1 Preparation Homework Activity sheet.
- ▶ Students will watch the video “The Silk Road: Connecting the Ancient World through Trade” (5:19 in length). Students will then add at least five new facts they learned in the right column of the Preparation Homework Activity sheet.
- ▶ Students will next examine the map on the back of the Preparation Homework Activity sheet that shows the traditional Silk Road routes. Students will answer three questions related to the regions of the world that the Silk Road connected and some of the exchanges that took place on this trade route.

#### TEACHER NOTES

While the video provides a great overview of the Silk Road, at times it moves quickly and it is often hard for students to catch all of the important concepts discussed. It is beneficial to slow down the playback on the video by clicking the settings tab and selecting a playback speed of .75 or .5, and to turn on the closed captioning feature when watching the video. Encouraging students to pause the video as they are working through the handout can also be helpful.

An alternative to assigning the video as homework is to have students watch the TED-Ed video in class, where you can pause the video and insert your own questions to focus student understanding.



#### TEACHING TIP

Some students will benefit from hearing the same information presented in different formats. If you would like to provide your students some additional background information on the Silk Road, a John Green Crash Course video, “The Silk Road and Ancient Trade” at <https://www.youtube.com/watch?v=vfe-eNq-Qyg>, is also excellent in providing an overview. While slightly longer in length (10:30 minutes), students often enjoy the John Green Crash Course videos due to his humor.

## CLASS ACTIVITY: OPTIONAL HOMEWORK DEBRIEF

(5 MINUTES)

### CLASS DISCUSSION

Teachers may want to debrief the homework activity to ensure that students have a solid understanding of the Silk Road.

### ACTIVITY PROCEDURE

- ▶ In teams of four, each team will share with the class something new that they learned from watching the TED-Ed video as noted in the second column of the Day 1 Preparation Homework Activity sheet.
  - ▷ Tell students that a team member will be selected to share their findings, so all team members need to be prepared to share the team's conclusions.
  - ▷ Set a timer for three minutes to complete their group discussion.
  - ▷ For students who may struggle with language or confidence speaking in front of peers, you can provide the following sentence stems to help with structure:
    - One thing that I thought was interesting about the Silk Road was...
    - One thing that I learned about the Silk Road was...
    - What do you still not understand about the Silk Road?
- ▶ Call on randomly selected students to share their responses (2 minutes).

For suggested answers, see the Teacher Key to the Day 1 Preparation Homework Activity (p. 35).

## CLASS ACTIVITY 1 OF 4: THE SPREAD OF GOODS, TECHNOLOGIES, AND RELIGIONS ON THE SILK ROAD

WARM UP/INTRODUCTION (10 MINUTES)

### INTERACTIVE CARD SORT

Students will examine how cultural, technological, and religious ideas are spread by connecting their learning from the homework activity to this lesson on Korea and its place on the Silk Road. Students will learn that many goods, technologies, and religions traveled along the Silk Road and that these ideas and items went to a variety of different locales.

### ACTIVITY PROCEDURE

- ▶ Start the activity by distributing the How Did THAT Get There?! Cards (pp. 18-19) and the How Did THAT Get There?! Handout (p. 20). Each student should receive only one card.
  - ▷ The card sheets have a total of 11 different triad matches, so this activity will work with class sizes up to 33 students. If you have a smaller class size, reduce the number of triad matches to fit the size of the class.
- ▶ Explain that students will need to get up and move around the room to create a group of three that shows the Origin and Destination for each Good/Technology/Religion. (5 minutes)
  - ▷ Provide the students with the following hints:

- Here is an example using a Samsung Smartphone: Good/Technology/Religion: Samsung Smartphone; Origin: South Korea; Destination: United States.
- “There is only ONE match for each Good/Technology/Religion. It might be useful to try and identify the Good/Technology/Religion and Origin first, before trying to find the Destination. You have five minutes to complete this activity.”
  - ▷ When trios believe they have accurately matched the cards, students will check their answers with the teacher. If the trio of students has accurately matched the cards, instruct them to add this information to their “How Did THAT Get There?!?” Handout and then attempt to help their other classmates in finding their matches.
- ▶ After five minutes, lead a debrief of group matches and correct the answers.
- ▶ Conclude this activity by explaining that you will now look at a specific location that was impacted by Silk Road trading: the Silla Kingdom in Korea.

Provide support as needed using the Teacher Key for the “How Did THAT Get There?!?” Handout (p. 37).

## TEACHER NOTES

Some students will likely complain that Silk Road items went to “all” of the locations listed in this activity. While mostly accurate, this is a great opportunity for teachers to clarify that while many of these goods, technologies, and religions went to locations all across the Silk Road, there were some locations where goods were more valued or religions gained more adherents. You can also explain that some of the technologies took great lengths of time to travel across the Silk Road, thus arriving at some locations much later than others.



### TEACHING TIP

Consider using a timer or a stopwatch so that each activity does not run too long. Offer time cues to keep students focused and working to complete the task.

## CLASS ACTIVITY 2 OF 4: BACKGROUND ON THE KOREAN KINGDOM OF SILLA

CLASS ACTIVITY (25-30 MINUTES)

### EXPERT GROUP SOURCE ANALYSIS

Students will learn about the Korean kingdom of Silla by researching its geography, history, politics, or culture. After becoming an “expert” in one of those aspects, students will share their findings with their fellow teammates to ensure that each student has a strong understanding of all of these topics.

### ACTIVITY PROCEDURE

- ▶ Begin this activity by dividing your class into teams of four students. Assign each team to the same Expert Group. Provide each Expert Group with the Research Packet for its topic (see Research Packets: Geography; History; Politics; and Culture, pp. 22-27) and the Research on the Silla Kingdom (668–935 CE) Handout (p. 21). Working together, each Research Team should review the provided materials and complete its portion of the Research on the Silla Kingdom (668–935 CE) Handout. (10 minutes)

- ▶ After each Expert Group has completed the Research on the Silla Kingdom (668–935 CE) Handout, create new groups of four (Jigsaw Groups), with one Expert from each category. Have students share their findings so that each member of the team will have a completed chart. (15 minutes)
- ▶ Wrap up the activity by calling on students from different groups, asking them to summarize what the group learned about one of the research topics (Geography, History, Politics, or Culture). (5 minutes)

For suggested answers, see the Teacher Key to the Research on the Silla Kingdom Handout (p. 38).

### TEACHER NOTES

To keep students on task and encourage them to discuss the information instead of simply copying from one another's sheets when sharing their "expert" information, tell students they may only share information verbally. Having students verbalize what they have learned will help them to internalize the information and have stronger retention of the content they researched. Walk around the room "checking in" on student teams to ensure that no copying is taking place.



#### TEACHING TIP

One strategy for greater student engagement is having students stand up and move around the classroom during activities. This movement keeps students active and more alert, as they do not become too comfortable in any one location.

To make students more accountable for learning the information researched by other group members, you can call upon students to share information they have about a topic that they did not personally research.

## CLASS ACTIVITY 3 OF 4: WAS THE KOREAN SILLA KINGDOM PART OF THE SILK ROAD?

CLASS ACTIVITY (10-15 MINUTES)

### GROUP SOURCE ANALYSIS

Students will examine whether or not the Silla Kingdom should be included as part of the Silk Road by working as a team to analyze source materials.

#### ACTIVITY PROCEDURE

- ▶ Students will continue to work in the same four person teams as in the previous activity.
- ▶ Teams should work together to analyze all four sources (Source 1; Source 2; Source 3; and Source 4, pp. 29–31), recording their notes for each source on the Handout "Was the Korean Silla Kingdom Included on the Silk Road? Notes and Observations on Sources 1–4" (p. 32). A section has been provided to help students determine if the source supports the inclusion of Korea on the Silk Road. Teams can work on all of the sources together or divide up the sources among teammates. (10 minutes)
- ▶ After giving the students 10 minutes to review and analyze the sources, have teams work on building an argument to the question by completing the "Brainstorming Space" chart on their Exit Ticket, "Was the Korean Silla Kingdom Included on the Silk Road?" (p. 34), combining the information they learned from all four of the sources. While teams can work together to create ideas, stress that individual team members can, and should, make arguments that are distinct from those of their other team members. (5 minutes)

For suggested answers, see the Teacher Key to the Handout “Was the Korean Silla Kingdom Part of the Silk Road?” (p. 40).

### TEACHER NOTES

While students will likely want to “divide” the four sources up and have one student review each one individually, teams will have more success if they work through the sources together, helping each other to analyze and understand what they are reading/studying.

The four source documents are purposely designed to provide conflicting information to require students to make a judgment in answering the question based on which sources seem to provide the most compelling arguments. For example, while one map shows the Silk Road ending in Xi’an, the other has the Silk Road extending through Korea to Japan.

## CLASS ACTIVITY 4 OF 4: CHECK FOR UNDERSTANDING

CLASS ACTIVITY (5 MINUTES)

### EXIT TICKET

Citing specific information from the sources that each group reviewed as part of Class Activity 3, students will be asked to argue either for or against the inclusion of the Silla Kingdom of Korea in what is termed the Silk Road.

### ACTIVITY PROCEDURE

- ▶ Using the information that the groups gathered from the sources in the previous activity, have students individually answer the following question:
  - ▷ Should the Korean Peninsula be included as part of the Silk Road? Why or why not? Support your answer using information from the sources your team studied in the previous activity.
- ▶ Students can write their answers in the “Conclusion” space provided on the Exit Ticket, “Was the Korean Silla Kingdom Included on the Silk Road?” (p. 34) or on a separate sheet of paper. Collect the student responses as students leave the class.
- ▶ If students do not complete the Check for Understanding during class, they can finish it as homework.

For suggested answers, see the Teacher Key to the Exit Ticket “Was the Korean Silla Kingdom Part of the Silk Road?” (p. 40).

### TEACHER NOTES

The Check for Understanding Activity can be finished as homework if students need more time to analyze the documents and come to a conclusion. Ensure that all students have access to the two maps, the article, and the definition of the Silk Road (the resources they used for Class Activity 3, “Was the Korean Silla Kingdom Part of the Silk Road?”).

# HANDOUT: DAY 1 PREPARATION HOMEWORK ACTIVITY

Name: \_\_\_\_\_ Period: \_\_\_\_\_

## TED-ED: THE SILK ROAD—CONNECTING THE ANCIENT WORLD THROUGH TRADE

Watch the short TED-Ed video on the Silk Road. Before watching the video, write down at least three facts you know about the Silk Road. After watching the video, add at least five additional facts that you learned and correct any misconceptions you made in your “What I knew before the video!” section.

<https://www.youtube.com/watch?v=vn3e37VWc0k>

What I knew before the video	New facts that I learned about the Silk Road by watching the TED-Ed video
1	1
	2
2	3
	4
3	5
Additional Notes/Info:	Additional Notes/Info:

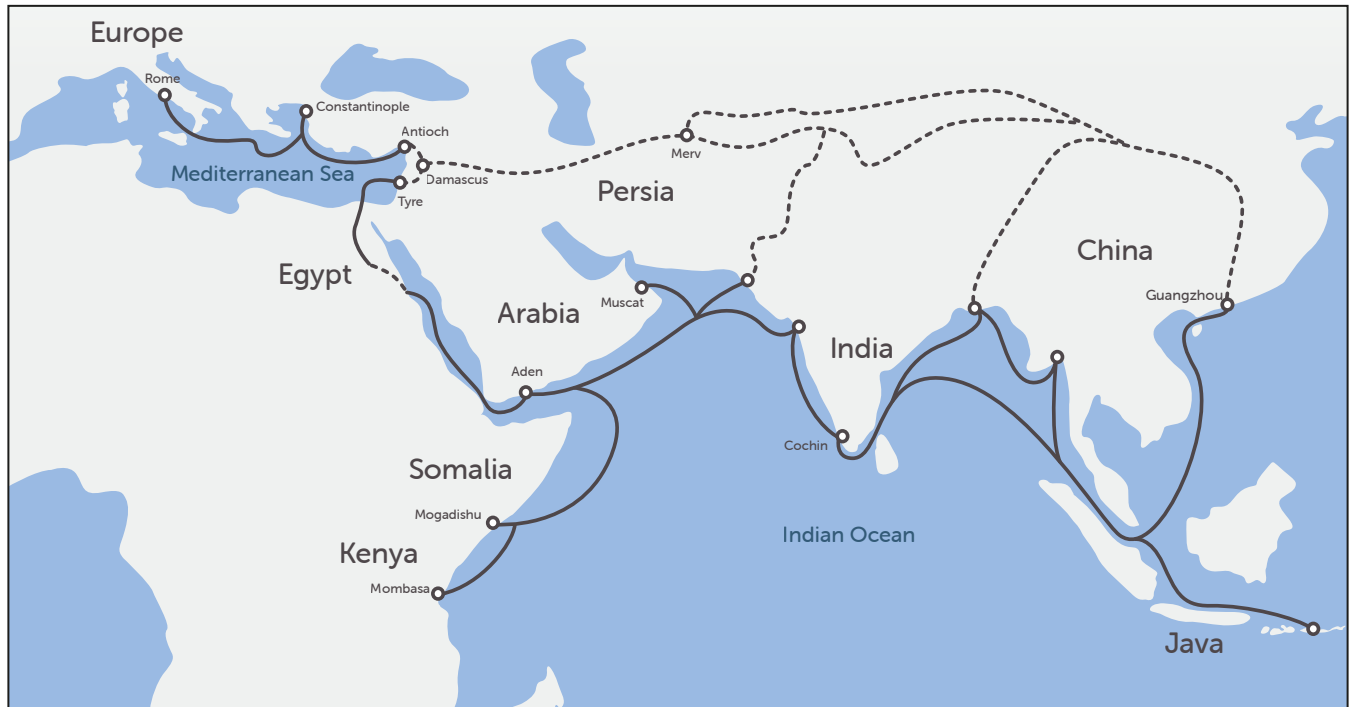
## THE LOCATION OF THE SILK ROAD IN THE POST-CLASSICAL ERA

Study the map below that shows the major Silk Road routes and answer the questions that follow. On the map, the dotted lines signify the overland portions of the Silk Road and the solid lines signify the maritime portions of the Silk Road.

### MAP

#### Routes of the Silk Road

Source: Wikimedia Commons. [https://en.wikibooks.org/wiki/Saylor.org%27s\\_Ancient\\_Civilizations\\_of\\_the\\_World/Buddhism\\_in\\_China#/media/File:Silk\\_Road.svg](https://en.wikibooks.org/wiki/Saylor.org%27s_Ancient_Civilizations_of_the_World/Buddhism_in_China#/media/File:Silk_Road.svg)



Based on the map above, what areas/regions of the Eastern Hemisphere are connected? Be specific.

What areas are not connected by the main routes of the Silk Road? Why might these regions be left out of this trade route? Explain with examples.

Using the map and the information from the video, list ONE example of each of the following that spread along the Silk Road:

- Religion: \_\_\_\_\_
- Trade Items: \_\_\_\_\_
- Technological Advances: \_\_\_\_\_

HOW DID THAT GET THERE?!

CARDS FOR GOODS/TECHNOLOGY/RELIGION

Silk	Gold	Buddhism
Compass	Horses	Cotton
Islam	Ivory	Furs
Silver	Gunpowder	

## ORIGIN CARDS

<b>China</b> (Origin)	<b>West Africa</b> (Origin)	<b>India</b> (Origin)
<b>China</b> (Origin)	<b>Kazakhstan/ Central Asia</b> (Origin)	<b>India</b> (Origin)
<b>Arabian Peninsula/ Middle East</b> (Origin)	<b>East Africa</b> (Origin)	<b>Northern Europe</b> (Origin)
<b>Persia</b> (Origin)	<b>China</b> (Origin)	

## DESTINATION CARDS

<b>China</b> (Destination)	<b>China</b> (Destination)	<b>Korea</b> (Destination)
<b>Islamic World/ Middle East</b> (Destination)	<b>Mediterranean</b> (Destination)	<b>Eastern Europe</b> (Destination)
<b>Central Asia</b> (Destination)	<b>Mediterranean</b> (Destination)	<b>China</b> (Destination)
<b>China</b> (Destination)	<b>Islamic World/ Middle East</b> (Destination)	

# HANDOUT: HOW DID THAT GET THERE?!

Name: \_\_\_\_\_ Period: \_\_\_\_\_

## HOW DID THAT GET THERE?!

Working with your classmates, complete the chart below by matching up the Good/Technology/Religion with its place of Origin and one of the key places it moved to along the Silk Road (Destination).

Good/Technology/Religion	Origin	Destination
Silk		
Gold		
Buddhism		
Compass		
Horses		
Cotton		
Islam		
Ivory		
Furs		
Silver		
Gunpowder		

# HANDOUT: RESEARCH ON THE SILLA KINGDOM (668–935 CE)

Working with your teammates and using the information provided in your “Research Packet,” determine the *key* pieces of information that you found about your topic. You may want to include answers to the questions in the packet as part of the “Important Information” below.

Expert Group	Important Information
Geography	
History	
Politics	
Culture	

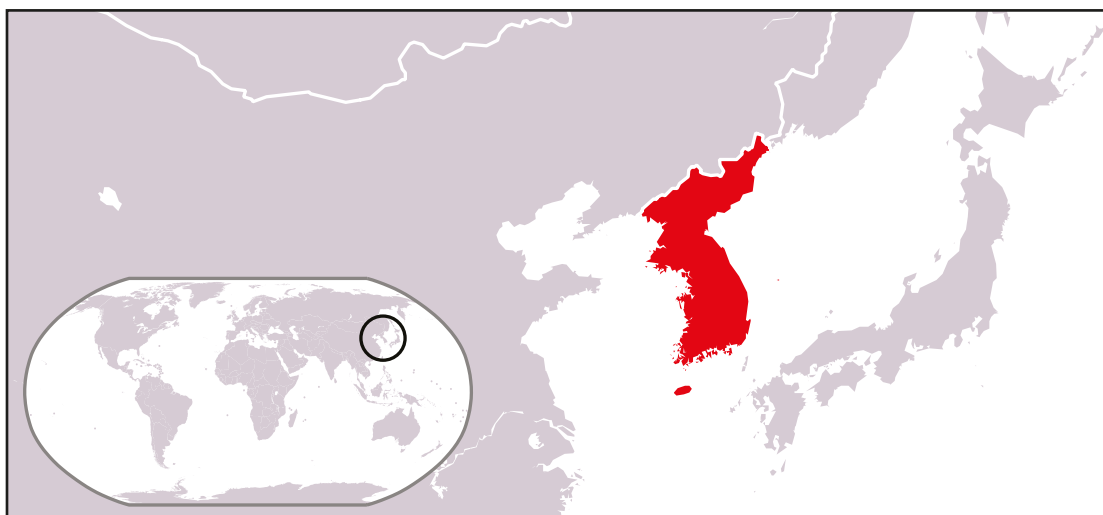
## EXPERT GROUP: GEOGRAPHY RESEARCH PACKET

The Silla Kingdom can be found on the Korean Peninsula. Examine the following maps and note important geographic features that would impact the ability to unify and control this region.

### MAP

#### Map of East Asia Showing the Korean Peninsula

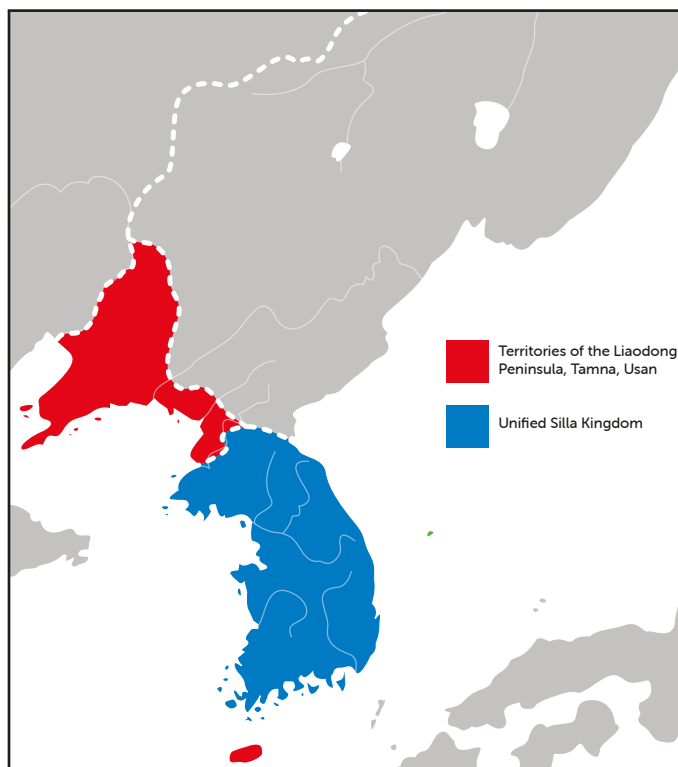
Source: Wikimedia Commons. <https://commons.wikimedia.org/w/index.php?curid=7271626>



### MAP

#### The Unified Silla Kingdom and the Territories of the Liaodong Peninsula, Tamna, Usan

Source: Wikipedia. [https://en.wikipedia.org/wiki/Later\\_Silla#/media/File:Unified\\_Silla.svg](https://en.wikipedia.org/wiki/Later_Silla#/media/File:Unified_Silla.svg)



## MAP

### The Korean Peninsula

Source: Wikimedia Commons. <https://commons.wikimedia.org/w/index.php?curid=5196542>



#### QUESTIONS TO CONSIDER WHEN STUDYING THE MAPS:

- ▶ What features would make it easy to travel through and control the Korean Peninsula?
- ▶ What features would make it difficult to travel through and control the Korean Peninsula?
- ▶ What other large empires are located near the Korean Peninsula? What role might the Silla Kingdom play in connecting these empires?
- ▶ Hypothesize: How does the geography of the Silla Kingdom relate to or impact the Silk Road?

## EXPERT GROUP: HISTORY RESEARCH PACKET

The Silla Kingdom was one of the Three Kingdoms that ruled the Korean Peninsula from the 1st century BCE to the 7th century CE. By 668 CE, the Silla had conquered the other two powerful kingdoms (the Goguryeo and the Baekje) to take complete control of the Korean Peninsula. With a strong hold over the entire region, the kingdom took the new title of Unified Silla and ruled until its fall in 935 CE. The Unified Silla were able to triumph over the larger and more powerful Goguryeo and Baekje kingdoms by allying themselves with the powerful Tang Dynasty that ruled China from 618 to 907 CE.

### MAP

#### The Three Korean Kingdoms

A map showing the three kingdoms (Goguryeo, Silla, and Baekje) and the Gaya confederation, which ruled Korea between the 1st and 7th centuries CE.

SOURCE: Ashraf Kamel, Creative Commons, 2016. <https://www.ancient.eu/image/5790/three-kingdoms-of-korea-map/>



Through joint efforts, the Silla were able to win control of the Korean peninsula, but the Tang Chinese quickly broke the alliance in an attempt to take Korea for themselves. In a series of battles, the Unified Silla were able to push the Chinese invasion back and take sole control by 676 CE.

After establishing their control, the Unified Silla Kingdom (668 - 935 CE) flourished and ushered in a period often described as a Golden Age for Korea. During this time, the largely agricultural kingdom became very prosperous with the development of gold and iron mines, as well as the creation of a sophisticated industry of hand-made crafts that was run by the royal government. The Silla Kingdom's capital, Gyeongju, grew to have a population that was likely over one million, rivaling the size of the Tang Dynasty capital of Chang'an and dwarfing London, which had a population of only between 10,000 and 12,000 at that time.

Despite the Silla's conflict with the Chinese, there was significant cultural, economic, and political contact between the two powerful neighbors. The Silla was part of the Tang Empire's tributary system, "under which neighboring states complied and participated in the 'tribute system' to secure guarantees of peace, investiture, and trading opportunities." This led not only to increased economic benefits for the Silla, but also a great deal of cultural exchange.

#### PAINTING

### Tributary envoys from Baekje, Goguryeo, and Silla

Painting produced in the 7th century CE by Yan Liben (c. 600–673).

Source: Wikimedia Commons. [https://en.wikipedia.org/wiki/Three\\_Kingdoms\\_of\\_Korea#/media/File:7th\\_century\\_painting\\_of\\_Koreans.png](https://en.wikipedia.org/wiki/Three_Kingdoms_of_Korea#/media/File:7th_century_painting_of_Koreans.png)



Ultimately, the Unified Silla Kingdom began to decline as powerful aristocratic families challenged the king for power, resulting in many civil wars within the kingdom. This weakness was later exploited and the Silla were conquered by the Goryeo dynasty.

SOURCE: Adapted from Sarah M. Nelson's *The Archaeology of Korea* 1993 (Cambridge: Cambridge University Press, 1993) and Ji-Young Lee's *China's Hegemony: Four Hundred Years of East Asian Domination* (New York: Columbia University Press, 2017).

### QUESTIONS TO CONSIDER ABOUT THE SILLA KINGDOM'S HISTORY

- What allowed the smaller Silla Kingdom to defeat its rivals and take control of the Korean peninsula?
- Why did the Tang Dynasty choose to align itself with the Silla Kingdom? What may it have been hoping to gain?
- Hypothesize: How does the history of the Silla Kingdom relate to or impact the Silk Road?

## EXPERT GROUP: POLITICS RESEARCH PACKET

Although the ruler of the Silla Kingdom of Korea was an absolute monarch, some of his or her powers could be regulated by a strong aristocracy. The “Hwabaek” was a royal council designed to aid the ruler in making important decisions. One of the most important decisions this council made was to advise the king to adopt Buddhism as the state religion in the sixth century. In the Silla Kingdom of Korea, Buddhist monks often served as spiritual mentors to leaders and the people viewed Buddhism as a religion that supported these rulers while the rules, likewise, supported Buddhism. One of the important features of Korean Buddhism was the public and social emphasis of the religion because it was used to maintain state power and protect the state.

After the Unified Silla Kingdom expanded and took control of the entire Korean peninsula in 668, the power of the monarchy was also increased by actions taken to limit the strength of the nobility. With increasing power and wealth gained from controlling the entire Korean peninsula, the monarch crushed any aristocrats seen as too powerful or as threats. The Unified Silla Kingdom also began to follow Chinese bureaucratic structures more closely to help in maintaining control over its large empire.

The government also controlled much of the economy for the Silla Kingdom. There were 14 state-controlled departments, each making different products including such items as cotton, leather, silk, ceramics and tiles, metal weapons, and more.

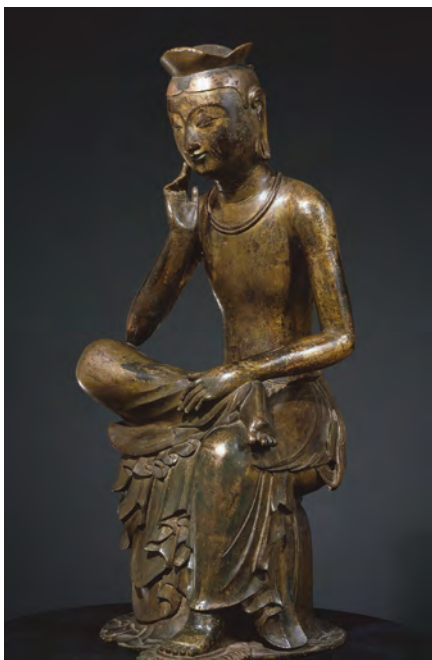
Source: Adapted from S. M. Nelson’s *The Archaeology of Korea*, *op. cit.*, and Richard D. McBride’s “Silla Buddhism and the Hwarang,” *Korean Studies* vol. 34 (2010): 54-89.

### PHOTO

#### Gilt Bronze Statue of a Seated Maitreya

This example of bronze-work created in a Silla state-controlled department is a gilt-bronze statue of a seated Maitreya (the future Buddha). Silla, early 7th century CE.

Source: National Museum of Korea. Wikimedia Commons. [https://en.wikipedia.org/wiki/Gilt-bronze\\_Maitreya\\_in\\_Meditation\\_\(National\\_Treasure\\_No.\\_83\)#/media/File:Pensive\\_Bodhisattva\\_02.jpg](https://en.wikipedia.org/wiki/Gilt-bronze_Maitreya_in_Meditation_(National_Treasure_No._83)#/media/File:Pensive_Bodhisattva_02.jpg)



### QUESTIONS TO CONSIDER ABOUT THE SILLA KINGDOM'S POLITICS

- ▶ Why do you think that later Silla rulers chose to borrow many of the bureaucratic systems that the Tang Dynasty in China used?
- ▶ Why would a government choose to control many aspects of the economy, as was the case in the Unified Silla Kingdom? What could be possible benefits and drawbacks to this system?
- ▶ Hypothesize: How did the politics of the Silla Kingdom relate to or impact the Silk Road?

## EXPERT GROUP: CULTURE RESEARCH PACKET

The Unified Silla Kingdom (668-935 CE) played a key role in facilitating trade between China, Korea, and Japan by connecting these regional powers through overseas trade. Silla Koreans even created merchant communities where they lived in China to help manage trade between the three locations. These connections between East Asian regions helped in spreading not only trade goods, but also religious and cultural ideas. The Silla also ushered in a "Golden Age" for Korea and the Silla were renowned for their famous, intricately designed crowns and their large bronze-cast bells. Bells played an important role in the Buddhist religion to announce a call to services, so these were important not only to the Silla Koreans, but also to other regions where Buddhism was practiced.

Through Silk Road trade routes passing from India through China, the religion of Buddhism made its way to Korea. By the end of the 6th century CE, Buddhism had been declared the official religion of the Silla Kingdom. Several Korean Buddhist monks even traveled to China and India to study and learn more about the religion. Due to the Silla Kingdom's close ties with the Tang Dynasty in China, Confucianism also played a role in Korean society. Aristocrats hoping to gain roles as administrators in the government had to pass exams based on Confucianism, much like in China.

Another major contribution of the Silla Kingdom was the improvement of movable type woodblock printing. Although woodblock printing is believed to have been created in China, the Silla Kingdom was able to perfect this process and is credited with creating the oldest surviving woodblock printing, dating back to 751 CE. To create copies of important Buddhist and Confucian works, the Silla used this technology to produce thousands of woodblock prints. The entire Buddhist scriptures were even carved into wooden printing blocks, currently stored in South Korea. Further, the first known iron moveable type was not created by Johannes Gutenberg, as is commonly believed, but was created in Korea in 1377. The Jikji, a collection of Buddhist teachings by Seon master Baegun, was printed using iron movable type by his students Seok-chan and Daijam.

SOURCE: Adapted from S. M. Nelson's *The Archaeology of Korea*, *op. cit.*, Ji-Young Lee's *China's Hegemony: Four Hundred Years of East Asian Domination*, *op. cit.*, and J. Jones' "The Oldest Book Printed with Moveable Type is Not the Gutenberg Bible," *Open Culture*, July 11, 2019.

### PHOTO

#### Crown of the Silla Kingdom

This golden crown used by Silla rulers is one of the crowns of Silla. Found on Seobongchong, it is designated National Treasure No. 339 and is housed at the Gyeongju National Museum.

SOURCE: National Museum of Korea, Wikimedia Commons. <https://commons.wikimedia.org/w/index.php?curid=36514540>



PHOTO

## The Tripitaka Koreana

The Tripitaka Koreana, the whole of the Buddhist Scriptures carved onto 81,258 wooden printing blocks, are stored at the Haeinsa Temple (Temple of Reflection on a Smooth Sea), which is one of the foremost Chogye Buddhist temples in South Korea. The temple has been the home of the Tripitaka Koreana since 1398.

Source: Wikimedia Commons. <https://commons.wikimedia.org/w/index.php?curid=4575334>



### QUESTIONS TO CONSIDER ABOUT THE SILLA KINGDOM'S CULTURE

- ▶ What religious beliefs did the Silla Koreans practice? Where did these religions originate? How did they make their way into the Korean peninsula?
- ▶ Why were the Silla improvements in woodblock printing so important?
- ▶ Hypothesize: How did the culture of the Silla Kingdom relate to or impact the Silk Road?

# HANDOUT: WAS THE KOREAN SILLA KINGDOM PART OF THE SILK ROAD?

## SOURCE 1 The Silk Road (c. First Century)

Source: Wikimedia Commons. <https://commons.wikimedia.org/w/index.php?curid=71237789>



## SOURCE 2 Main Routes and Caravan Routes of the Silk Road

Wikipedia, By Kelvin Case. [https://en.wikipedia.org/wiki/Silk\\_Road#/media/File:SeidenstrasseGMT.JPG](https://en.wikipedia.org/wiki/Silk_Road#/media/File:SeidenstrasseGMT.JPG)



### SOURCE 3

## Gyeongju Certified as a Key Silk Road City

Universities' Network Recognizes Korean City as Part of the Ancient Route

By Chon Shi-yong, *Korean Herald*, September 27, 2019

ALMATY, Kazakhstan. The heads of a group of universities located on the Silk Road have certified that the Korean city of Gyeongju, which was the capital of the Silla Kingdom, was part of the ancient trade routes that connected the East and West....

The certificate noted that there are ample historical documents, diverse archaeological findings and cultural heritages that showed the Silla Kingdom (57 BC - AD 935), which flourished in Gyeongsangbuk-do, maintained economic, diplomatic and cultural relationships with countries like China and Japan in the East and other Silk Road countries such as India and Persia.

"Hence, we are hereby glad to recognize that Gyeongju City, which was the capital of the Silla Kingdom, and Gyeongsangbuk-do [should] be called "an important Silk Road city" and "an important "Silk Road province," respectively, having significant relevance to the history of the Silk Road," the certificate said.

The Silk Roads University Network (SUN), created five years ago to promote universities' role in reviving the spirit of the ancient Silk Road and contribute to peace and trans-border interactions and prosperity along the routes, also included the designation of Gyeongju and two more Korean cities as Silk Road sites in the "Almaty Manifesto," which the general assembly participants approved unanimously.

"Even as a trade route, the roads making up the Silk Road stretch far west from Rome, to the cities and towns of Portugal, England and even the Scandinavian Peninsula," the manifesto said.

"To the east, it runs through China and Mongolia to many large and small cities and towns on the Korean Peninsula, including Seoul, Pyongyang and Gyeongju, and those in Japan," it said. The trade route also embraced countries in West Asia like Turkey, Iran, and Afghanistan and those in Central Asia, such as Kazakhstan, Uzbekistan and Kyrgyzstan, all of which played the role of cultural and economic bridges between eastern and western parts of the Silk Road....

The SUN certificate and manifesto are based on historical facts and findings. Scholars maintained that the Gyeongju area had numerous traces of exchanges along the land and maritime Silk Road routes.

Archaeological materials excavated in Gyeongju include the Roman-style glassware, some of which is believed to have been produced in the Mediterranean coast in the 4th-5th century. Also found in Korea are Persian-style metallic objects and carpets and jewels made in Tashkent and Samarkand, and flavors, herbs and spices that originated from the Arabian Peninsula and the Western world....

#### SOURCE 4

### The Silk Road Trading Route

Source: World History Digital Education, July 2020.

The Silk Routes, also known as the Silk Road, were ancient trading routes that connected China and Western Europe. These routes carried goods, ideas, and technologies between the classical civilizations of the Roman Empire and the Han Dynasty in China. These routes lasted for over 1,000 years, spanning the rise and fall of many different powerful civilizations. Silk and jade traveled west from China, while gold, silver, wool, and glassware headed east from the Mediterranean. Religions such as Buddhism (from India), Islam (from Arabia), and Christianity (from the Mediterranean) also traveled along the Silk Road.

The 4,000 mile (6,400 kilometer) Silk Road originated in Xi'an (known as Chang'an at the time), an important city in China. It was part of a caravan system that traveled along the Great Wall of China heading to the northwest. It then bypassed the Taklamakan Desert and continued on through central Asia crossing Afghanistan to the Eastern Mediterranean Sea. From there, goods were then shipped across the Mediterranean into Europe and North Africa. Merchants rarely crossed the entire Silk Road; goods were instead traded in segments passing from one merchant to the next across this long distance.

As the Roman Empire declined and Europe faced increasing conflict with new powerful Islamic states in the Eastern Mediterranean and Central Asia during the period from about 900 to 1200 CE, the Silk Road became less safe and declined in importance. However, the route was revived under the control of the Mongols in the period between about 1200 and 1400 CE. The famous Venetian traveler, Marco Polo, traveled during this time from Italy to China along the Silk Road. This route is also believed to have been the main carrier for diseases spreading from Asia to Europe and Africa, including the Bubonic Plague (or Black Death) that killed large populations in China, Central Asia, India, the Middle East, and Europe.

HANDOUT: WAS THE KOREAN SILLA KINGDOM INCLUDED ON THE SILK ROAD?

NOTES AND OBSERVATIONS ON SOURCES 1-4

As you examine the sources, identify evidence that answers this question:

Was Korea included on the Silk Road?

SOURCE 1: PROVIDE AS MANY DETAILS, EXAMPLES, AND EVIDENCE AS POSSIBLE.

Korea WAS included on the Silk Road because:	Korea was NOT included on the Silk Road because:

SOURCE 2: PROVIDE AS MANY DETAILS, EXAMPLES, AND EVIDENCE AS POSSIBLE.

Korea WAS included on the Silk Road because:	Korea was NOT included on the Silk Road because:

**SOURCE 3: PROVIDE AS MANY DETAILS, EXAMPLES, AND EVIDENCE AS POSSIBLE.**

**Korea WAS included on the Silk Road  
because:**

**Korea was NOT included on the Silk Road  
because:**

**SOURCE 4: PROVIDE AS MANY DETAILS, EXAMPLES, AND EVIDENCE AS POSSIBLE.**

**Korea WAS included on the Silk Road  
because:**

**Korea was NOT included on the Silk Road  
because:**

EXIT TICKET: WAS THE KOREAN SILLA KINGDOM INCLUDED ON THE SILK ROAD?

BRAINSTORMING SPACE (USE YOUR PREVIOUS NOTES/OBSERVATIONS TO HELP YOU!)

Korea SHOULD be included on the Silk Road because:	Korea should NOT included on the Silk Road because:
Conclusion	

Should the Korean Peninsula be included as part of the Silk Road? Why or why not? Support your answer using information from the sources your team studied and your notes above.

MY ARGUMENT:

## TEACHER KEY: DAY 1 PREPARATION HOMEWORK ACTIVITY

### TED-ED: THE SILK ROAD—CONNECTING THE ANCIENT WORLD THROUGH TRADE

Some examples of the important facts that students learned about the Silk Road from the video are:

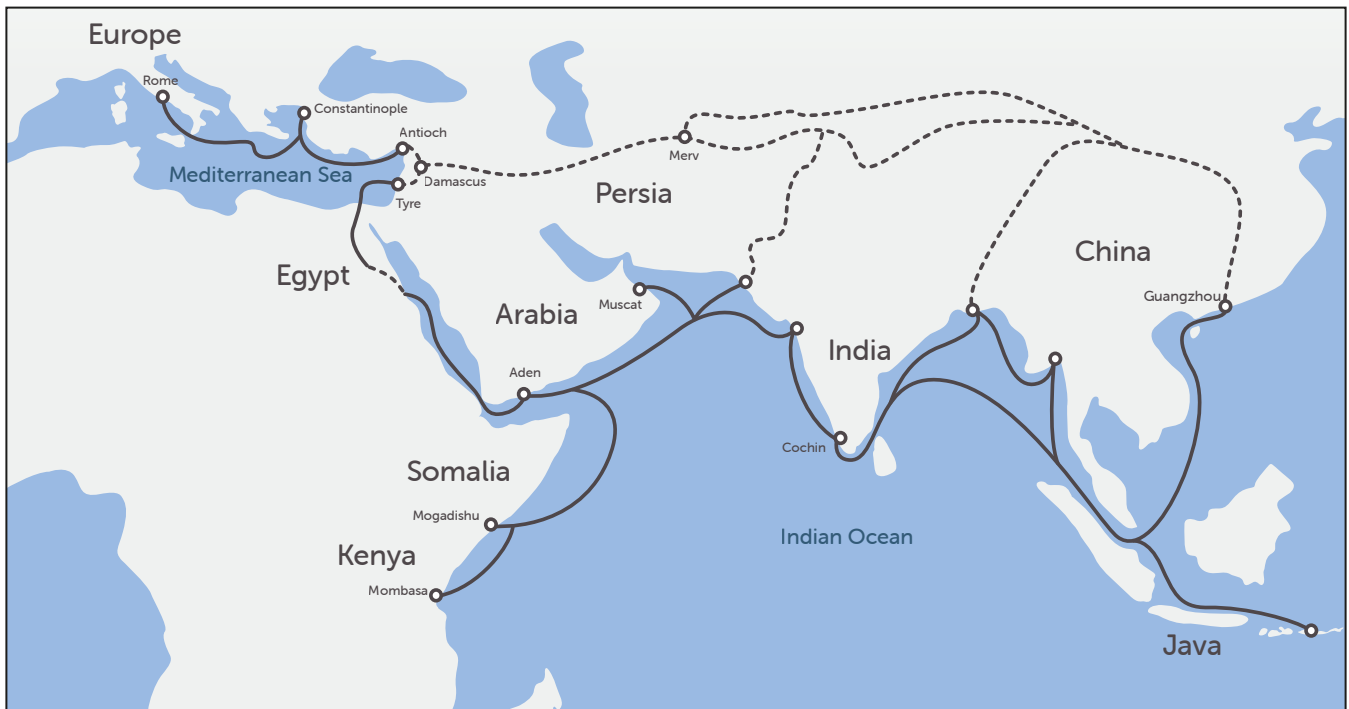
- ▶ The Silk Road was not a single road, but a network of routes that grew over centuries.
- ▶ As early civilizations grew, they began to interact more with nomadic peoples.
- ▶ Although some interactions were violent between the nomadic peoples and the civilizations, they still spread goods, ideas, and technologies between civilizations that had no direct contact with each other.
- ▶ The Persian Royal Road laid the groundwork for the early Silk Road and this was expanded even farther with Alexander the Great's expansion into Central Asia.
  - ▷ Greek, Egyptian, Persian, and Indian culture and trade now extended farther east than ever before, creating a connection between China and the west.
  - ▷ News of sophisticated civilizations, prosperous trade, and exotic goods reached Chinese emperors through connections with nomads to China's west.
  - ▷ Chinese emperors sent merchants toward India and Persia to trade silk and jade for horses and cotton and these merchants were protected by armies to ensure safe travel.
- ▶ Eastern and Western routes gradually grew interconnected with exchanges spanning Eurasia and allowing for greater and more extensive commercial and cultural connections than ever before.
  - ▷ The export of Chinese goods to Rome led to mass amounts of gold flowing out of Rome and caused a ban on silk in the Roman empire.
  - ▷ Roman glassware was highly prized in China.
- ▶ Demand for these highly desired goods that were being traded allowed the Silk Road to continue even after the fall of Rome and the rise and fall of many Chinese dynasties.
- ▶ Mongol rulers saw such value in the Silk Routes that they sought to protect them and the merchants who traded along these routes.
- ▶ Traditions, innovations, ideologies, and religions also spread along the Silk Road.
  - ▷ Buddhism from India into China, Korea, and Japan.
  - ▷ Islam from Arabia into South Asia.
  - ▷ Gunpowder from China into the Middle East, allowing for the creation of the Safavid, Mughal, and Ottoman Empires.
  - ▷ The compass, which was invented in China, ultimately allowed Europeans to avoid land routes and begin to make the Silk Road obsolete, leading to an Age of Exploration for Europe.

#### TEACHER NOTE

Although the video states this as a fact, most historians do not believe that Roman and Chinese soldiers ever came into direct contact, because the powerful Parthians and, later, Sassanids who held power in the central Asian steppes prevented direct contact between Roman and Chinese soldiers. You may want to correct this inaccuracy in the video for your students.

## THE LOCATION OF THE SILK ROAD IN THE POST-CLASSICAL ERA

Study the map below that shows the major Silk Road routes, and answer the questions that follow. On the map, the dotted lines signify the overland portions of the Silk Road and the solid lines signify the maritime portions of the Silk Road.



Source: Wikimedia Commons

- ▶ Based on the map above, what areas/regions of the Eastern Hemisphere are connected? Be specific.
  - ▷ **Mediterranean, Egypt, East Africa (Somalia, Kenya), Arabian Peninsula, Persia, Central Asia, India, Southeast Asia, East Asia (China)**
- ▶ What areas are not connected by the main routes of the Silk Road? Why might these regions be left out of this trade route? Explain with examples.
  - ▷ **Western Europe, West Africa, Northern Asia, Korea, Japan**
- ▶ Using the map and the information from the video, list ONE example of each of the following that spread along the Silk Road:
  - a. **Religion: Buddhism, Islam**
  - b. **Trade Items: silk, jade, horses, cotton, Roman glassware, gold**
  - c. **Technological Advances: crossbow, gunpowder, compass**

## TEACHER KEY: HOW DID THAT GET THERE?! HANDOUT

<b>Good/Technology/Religion</b>	<b>Origin</b>	<b>Destination</b>
<b>Silk</b>	China	Mediterranean
<b>Gold</b>	West Africa	China
<b>Buddhism</b>	India	Korea
<b>Compass</b>	China	Islamic World (Middle East)
<b>Horses</b>	Kazakhstan (Central Asia)	China
<b>Cotton</b>	India	Eastern Europe
<b>Islam</b>	Arabian Peninsula (Middle East)	Central Asia
<b>Ivory</b>	East Africa	China
<b>Furs</b>	Northern Europe	China
<b>Silver</b>	Persia	Mediterranean
<b>Gunpowder</b>	China	Islamic World (Middle East)

## TEACHER KEY: RESEARCH ON THE SILLA KINGDOM HANDOUT

Working with your teammates and using the information provided in your “Research Packet,” determine the key pieces of information that you found about your topic. You may want to include answers to the questions in the packet as part of the “Important Information” below.

Expert Group	Important Information
<b>Geography</b>	<ul style="list-style-type: none"> <li>▶ What features would make it easy to travel through and control the Korean Peninsula? <ul style="list-style-type: none"> <li>▷ <b>Rivers, harbors, large coastline, flatlands to the west.</b></li> </ul> </li> <li>▶ What features would make it difficult to travel through and control the Korean Peninsula? <ul style="list-style-type: none"> <li>▷ <b>Mountains at the top of the peninsula that run along the entire east coast.</b></li> </ul> </li> <li>▶ What other large empires are located near the Korean Peninsula? What role might the Silla Kingdom play in connecting these empires? <ul style="list-style-type: none"> <li>▷ <b>China, Japan, Russia.</b></li> <li>▷ <b>The Peninsula allowed a land path from China to get much closer to reaching the islands of Japan.</b></li> </ul> </li> <li>▶ Hypothesize: How does the geography of the Silla Kingdom relate to or impact the Silk Road? <ul style="list-style-type: none"> <li>▷ <b>If Korea and Japan wanted Silk Road goods or to be involved in trade on the Silk Road, the merchants could pass into Korea and continue on to Japan with their trade. This trade could also go in the opposite direction (out of Japan and Korea).</b></li> </ul> </li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>▶ What allowed the smaller Silla Kingdom to defeat its rivals and take control of the Korean peninsula? <ul style="list-style-type: none"> <li>▷ <b>By allying themselves with the Tang Dynasty in China, the Silla were able to defeat the larger kingdoms in Korea.</b></li> </ul> </li> <li>▶ Why did the Tang Dynasty choose to align itself with the Silla Kingdom? What may it have been hoping to gain? <ul style="list-style-type: none"> <li>▷ <b>By allying with a smaller kingdom, the Tang Dynasty may have wanted to be able to have some control over the Silla. Also, the Tang may have known that the Silla would need their help and would make a good partner. Finally, the Tang may have looked to use the alliance to help build trading routes from China to Japan, since the Silla were located on the tip of the Korean peninsula.</b></li> </ul> </li> <li>▶ Hypothesize: How does the history of the Silla Kingdom relate to or impact the Silk Road? <ul style="list-style-type: none"> <li>▷ <b>Because the Silla Kingdom had valuable and desired trading goods and the wealth to purchase foreign items, the Silk Road expanded to pass into the Silla Kingdom. Further, the Silla Kingdom provided a route for merchants to continue on the Silk Road and reach all the way to the islands of Japan.</b></li> </ul> </li> </ul>

Continued on page 39

<b>Politics</b>	<ul style="list-style-type: none"> <li>▶ Why do you think that later Silla rulers chose to borrow many of the bureaucratic systems that the Tang Dynasty in China used? <ul style="list-style-type: none"> <li>▷ <b>Because the Tang Dynasty was so successful and powerful, it is likely that the Silla rulers wanted to copy some of its tactics for creating and maintaining control.</b></li> </ul> </li> <li>▶ Why would a government choose to control many aspects of the economy, as was the case in the Unified Silla Kingdom? What could be possible benefits and drawbacks to this system? <ul style="list-style-type: none"> <li>▷ <b>If the government controls the economy, it will have control of all of the wealth and production. This would keep any merchants or entrepreneurs from gaining enough wealth to challenge the rulers and aristocrats in Silla. A possible drawback is that there would not be the same incentive to develop new ideas or better production that someone working in this system would have because the government would not get an immediate benefit from those advancements. This system can impede creativity.</b></li> </ul> </li> <li>▶ Hypothesize: How did the politics of the Silla Kingdom relate to or impact the Silk Road? <ul style="list-style-type: none"> <li>▷ <b>The borrowing of ruling styles from the Chinese would likely lead to increased interaction with the Tang Dynasty by extending and expanding the Silk Road into Korea. Also, the Silla Kingdom's production of valuable goods would have increased trade along the Silk Road into and out of the Korean peninsula.</b></li> </ul> </li> </ul>
<b>Culture</b>	<ul style="list-style-type: none"> <li>▶ What religious beliefs did the Silla Koreans practice? Where did these religions originate? How did they make their way into the Korean peninsula? <ul style="list-style-type: none"> <li>▷ <b>Buddhism originating in India and Confucianism originating in China both made their way to Korea on the Silk Road trading routes. Confucianism may have become important due to Korea's close ties to the Tang Dynasty.</b></li> </ul> </li> <li>▶ Why were the Silla improvements in woodblock printing so important? <ul style="list-style-type: none"> <li>▷ <b>Woodblock printing in Korea improved upon the original version created in China. It allowed for the printing of copies of important Buddhist and Confucian texts.</b></li> </ul> </li> <li>▶ Hypothesize: How did the culture of the Silla Kingdom relate to or impact the Silk Road? <ul style="list-style-type: none"> <li>▷ <b>Koreans were both able to share their own culture and to absorb and adapt some aspects of other cultures who were trading along the Silk Road.</b></li> </ul> </li> </ul>

TEACHER KEY: HANDOUT WITH NOTES AND OBSERVATIONS ON SOURCES 1-4 AND EXIT TICKET: WAS THE KOREAN SILLA KINGDOM PART OF THE SILK ROAD?

Working with your team, analyze the four sources provided to determine if you believe that the Silla Kingdom of Korea should be included as part of the Silk Road. Below is a place to write down notes and observations from each source and to brainstorm your argument.

Source 1 Notes/ Observations	Source 2 Notes/ Observations	Source 3 Notes/ Observations	Source 4 Notes/ Observations
The Silk Road map has connections to areas off the main route showing a much larger “Silk Road” trading network, which has Korea on the routes leading to Japan.	The traditional Silk Road map shows the route starting in the Mediterranean and ending in China.	The Korean city of Gyeongju, which was the Silla Kingdom’s capital, has been certified by several universities as a key Silk Road city. Many artifacts have been discovered showing that it was an important part of Silk Road trade.	The description of the Silk Road does not mention the inclusion of Korea or Japan.

Brainstorming Space

<p>Korea should be included on the Silk Road because:</p> <ul style="list-style-type: none"><li>▶ It played a key role in Silk Road goods, technologies, and ideas traveling through Korea and to Japan.</li><li>▶ It sent Korean goods along the Silk Road to China and the west.</li><li>▶ It has been recognized by top researchers and universities as being located on the Silk Road.</li><li>▶ Artifacts of Silk Road trading goods have been found all over Korea.</li></ul>	<p>Korea should not be Included on the Silk Road because:</p> <ul style="list-style-type: none"><li>▶ Traditionally, it was not considered to be located on the Silk Road.</li><li>▶ The amount of goods that flowed along the Silk Road were not as extensive past Xi’an into Korea and beyond.</li><li>▶ Trade occurring into Korea could simply be considered as a different, additional trade route and not specifically the Silk Road.</li></ul>
---	---

Should the Korean Peninsula be included as part of the Silk Road? Why or why not? Support your answer using information from the sources your team studied and your notes above.

MY ARGUMENT:

- ▶ The Korean Peninsula should be included as part of the Silk Road because it played an important role in transferring Silk Road goods, technologies, and ideas to both China and westward as well as to Japan. Further, modern-day researchers and universities have concluded that the Silk Road did extend into Korea and that the capital of the Silla Kingdom, Gyeongju, was part of the Silk Road. Finally, the discovery of multiple artifacts that traveled along the Silk Road in Korea shows that it was a key part of this trading network.

# HISTORY MODULE

A large, stylized number '2' in a light red color, positioned diagonally across the page. It serves as a background element for the text.

DAY 2:  
WHAT ROLE DID THE  
SILK ROAD PLAY IN  
BRINGING BUDDHISM  
TO SOUTH KOREA?

# 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, Belur 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 2

BASED ON A 60-MINUTE CLASS

## How Did Buddhism Come to South Korea?

### HISTORICAL REASONING SKILLS

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

### OVERVIEW

Students will build off of the knowledge they gained in the History Day 1 activities and begin to analyze changes and continuities that occurred in Korea due to the introduction and rise of Buddhism as a major religion. Students will begin by examining different images of the Buddha and attempting to discern similarities and differences. They will also attempt to identify the region where they would expect to find each of these depictions of the Buddha. To conclude the lesson, students will review a variety of different sources to discern how the adoption of Buddhism in Korea was an example of syncretism.

### MATERIALS NEEDED:

#### IN-CLASS ACTIVITY

- ▶ Day 1, Activity 3 Handout: Was the Korean Silla Kingdom Part of the Silk Road? (1 per student, p. 29; students should have completed this from the Day 1 lesson.)
- ▶ Activity 2 Handout: Video with Background Information on Buddhism (1 per student, p. 51)
- ▶ Activity 2 Video: "Eastern Philosophy: The Buddha" (5:43 in length)
- ▶ Activity 2 Video (optional): "Buddha and Ashoka: Crash Course World History #6" (12:16 in length)
- ▶ Activity 3 Handout: The Spread of Buddhism and Its Division into Theravada and Mahayana Sects (1 per student, p. 52)
- ▶ Activity 3 Map of the Expansion of Buddhism (1 per team of 4 students, p. 53)
- ▶ Activity 3 Handout: Images of Buddhist Statues, Source 1; Source 2; Source 3; and Source 4 (1 of each per team of 4 students, pp. 54-55)

- ▶ Activity 3 Handout: Comparisons of the Buddhist Statues (1 per student, p. 56)
- ▶ Activity 3 Handout: Where Did Buddhism Spread? (1 per student, pp. 57-58)
- ▶ Activity 4 Reading: Syncretism and the Spread of Buddhism (1 per student, p. 59)
- ▶ Activity 4 Handout: Focus on Korea—Syncretism and Buddhism (1 per student, pp. 61-62)

#### TEACHER ANSWER KEYS

- ▶ Day 1, Activity 3 Handout: Was the Korean Silla Kingdom Part of the Silk Road? (From the Day 1 lesson, p. 40)
- ▶ Activity 2 Handout: Video with Background Information on Buddhism (p. 63)
- ▶ Activity 3 Handout: Comparisons of the Buddhist Statues (p. 65)
- ▶ Activity 3 Handout: Where Did Buddhism Spread? (p. 66)
- ▶ Activity 4 Handout: Focus on Korea—Syncretism and Buddhism (p. 67)
- ▶ Activity 4 Reading: Syncretism and the Spread of Buddhism (p. 69)

## SEQUENCE OF INSTRUCTION

### CLASS ACTIVITY 1 OF 5: SHOULD KOREA BE INCLUDED AS PART OF THE SILK ROAD?

WARM UP/INTRODUCTION (5 MINUTES)

#### CLASSROOM DEBATE

Building off the Check for Understanding activity from History Day 1 (pg. 15), students will be asked to argue either for or against the inclusion of the Silla Kingdom of Korea in what is termed the Silk Road. Students should use the information they gathered in their groups during the previous class as evidence to support their arguments.

#### ACTIVITY PROCEDURE

- ▶ Ensure that students have their completed copy of the Handout from the Day 1 lesson (Was the Korean Silla Kingdom Part of the Silk Road?) 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.
- ▶ Begin by having students close their eyes and put their heads down on their desk. Tell the students you are taking a poll as to whether students argued that the Korean Silla Kingdom was part of the Silk Road or if they thought it was not part of the Silk Road. Count the two sets of responses and put the tally on the board.
- ▶ Next, call on students to share specific evidence they used to support their position. Be sure to be balanced in calling on students who supported both arguments. Allow a few students to share evidence they provided for their arguments.
- ▶ Conclude the activity by conducting another poll to see if students have changed their minds on whether the Silla Kingdom was part of the Silk Road. Ask students to consider the arguments and evidence that their peers presented and see if this has changed their original beliefs. Tally this vote and compare it to the original numbers.
  - ▷ If there was a change in the numbers, ask students to explain what caused them to change their position. If no one changed their position, ask students why the evidence that was provided was not strong enough to cause them to reconsider their beliefs.

For suggested answers, see the Teacher Key to the Handout “Was the Korean Silla Kingdom Part of the Silk Road?” (p. 40).

#### TEACHER NOTES

Most scholars today recognize that the Silla Kingdom was a part of the Silk Road network and played a vital role in transferring goods, technologies, and culture throughout East Asia. Depending on what your students argued, you may want to share this information so that students understand that the Korean Silla Kingdom was a part of the Silk Road.



#### TEACHING TIP

When polling your students during this activity, instead of having students close their eyes and raise hands you could use technology like Poll Everywhere or Socrative to accomplish the same goal.

## CLASS ACTIVITY 2 OF 5: BACKGROUND INFORMATION ON BUDDHISM AND THE SPREAD OF BUDDHISM

CLASS ACTIVITY (10-15 MINUTES)

### VIDEO, GROUP COLLABORATION, DISCUSSION

Students will watch a School of Life video discussing the foundations and origins of Buddhism. This activity is designed to give students more information and background on Buddhism and will prepare them for the subsequent activities.

#### ACTIVITY PROCEDURE

- ▶ Arrange students into teams of five for the remaining class activities.
- ▶ Prior to watching the video, students will individually write down three facts that they know about Buddhism in the left column on the Handout about the Background Information on Buddhism Video. Encourage students to make guesses about the religion if they do not have any concrete knowledge. (2 minutes)
- ▶ Next, as a class, watch the School of Life video which can be found at <https://youtu.be/tiIBs32zN7I>. Students should add at least five new facts they learned in the right column while they are watching the video. (6 minutes)
- ▶ Working in their teams of five, have students discuss the information they added to their Handout with Background Information on the Buddhism Video. Encourage students to add the additional information that they learned from their teammates to their own handout. (4 minutes)
  - ▷ Communicate that the teacher will select a team member to share their findings, so all team members need to be prepared to share the team's conclusions.
  - ▷ Set a timer for four minutes to complete their group discussion.
  - ▷ For students who may struggle with language or confidence speaking in front of peers, you can provide the following sentence stems to help with structure:
    - One thing that I thought was interesting about Buddhism was...
    - One thing that I learned about Buddhism was...
- ▶ Conclude the activity by having each team share with the class one of the "new things" they learned from watching the School of Life video. (3 minutes)

For suggested answers, see the Teacher Key to the Handout with Background Information on the Buddhism Video (p. 63).

#### TEACHER NOTES

While sharing, some groups will realize that they have similar ideas; however, students should be challenged to articulate their ideas by expanding on the original example.



### TEACHING TIP

While the School of Life video provides a great overview of the origins and spread of Buddhism, at times it moves quickly and it is often hard for students to catch all of the important concepts discussed. It is beneficial to slow down the playback on the video and turn on the closed captioning feature when watching the video. Most YouTube videos have closed captioning which can help English Language Learners. You can also choose to pause the video as students are working through the handout.

Some students will benefit from hearing the same information presented in different formats. If you would like to provide your students some additional background on Buddhism and its spread, a John Green Crash Course video is also excellent in providing an overview (<https://www.youtube.com/watch?v=8Nn5uqE3C9w>). While this video is slightly longer, students often enjoy these Crash Course videos because of John Green's humor. The Handout about the Background Information on Buddhism Video can easily be adapted to fit the Crash Course video by changing the video names in the initial instructions.

## CLASS ACTIVITY 3 OF 5: COMPARISONS OF BUDDHIST STATUES

CLASS ACTIVITY (30 MINUTES)

### SOURCE ANALYSIS

Students will examine five different images of Buddhist statues to identify similarities and differences in these depictions. Working collaboratively, student teams will hypothesize why each of these renderings of the Buddha contains different features. Teams will complete the activity by presenting their hypothesis to their classmates.

### ACTIVITY PROCEDURE

- ▶ In teams of four, begin the activity by providing each student with a copy of the Handout on The Spread of Buddhism and Division into Theravada and Mahayana Sects (p. 52). Each group will also need at least one copy of the Map of the Expansion of Buddhism (p. 53) to share (or you can provide one for each student).
- ▶ Have students individually read the information about the development of the Theravada and Mahayana sects of Buddhism. Once they have finished the reading, have them work with their teams to examine the map tracing the spread of Buddhism. Explain to students that both of these handouts will be useful in completing the next part of this activity. (5 minutes)
- ▶ Teams will be examining four different images of the Buddha to discern similarities and differences. They will be recording their findings on the Comparisons of the Buddhist Statues Handout (p. 56).
- ▶ Provide each team with the Images of Buddhist Statues Handout: Sources 1, 2, 3 and 4 (pp. 54-55). Assign one of the images to each student in the group and have them write down notes and observations from examining their assigned image in the space provided on the handout. (4 minutes)
  - ▷ Explain to students that it is important to examine the images carefully and to be thorough in their notes and observations. The handout provides students with suggestions on what to look for when making their observations (such as clothing styles, facial features, and the Buddha's position).
- ▶ Next, have each student share their images and observations with their fellow teammates. As teams are introduced to all four images, have them identify similarities and differences in the images. They should write these down on the chart in their Comparisons of the Buddhist Statues Handout on page 56. (5 minutes)

- ▷ It is important to make it clear to students that all of the images are depictions of the Buddha. While students should note the more obvious similarities and differences, encourage them to look deeper to find more subtle nuances in the depictions that may account for similarities or differences.
- ▶ After teams have identified and discussed similarities and differences among the four images of the Buddhist statues, instruct them to brainstorm reasons as to why differences exist in images of the same Buddha. Instruct teams to include a justification of their hypothesis with specific references from the images. While the team will create a hypothesis together, have students individually write these down in the space provided on the Comparisons of the Buddhist Statues Handout. (8 minutes)
- ▶ Next, instruct the teams to identify where on the map they believe each of these images of the Buddha would be found in South Asia, Southeast Asia, and East Asia. Have them add the corresponding number of the image to the location where they believe it would be found on the map in the Where Did Buddhism Spread? Handout (p. 53). For each choice, teams should explain the reasons for choosing that location in the space provided on the second page. (5 minutes)
- ▶ Call on different teams to share their hypotheses and location choices with their classmates. Encourage other teams to ask questions or challenge the different hypotheses and locations being presented. (3 minutes)

For suggested answers, see the Teacher Key to the Comparisons of Buddhist Statues Handout (p. 65) and the Teacher Key to the Where Did Buddhism Spread? Handout (p. 66).

### TEACHER NOTES

Some students will complete their analysis of their assigned image very quickly by only providing cursory details. During this part of the activity, walk around the classroom and prompt students who only have a few details in their image analysis chart to add additional observations. Direct them to look at clothing styles, facial features, and the Buddha's position if they need guidance. You can use sentence stems to help struggling students ("This image of the Buddha's hairstyle looks..." "This image of the Buddha's clothing looks...").

Some students may begin to touch on the idea of syncretism taking place in the spread of Buddhism to new locations. This is a topic that will be discussed in the next class activity, so any insights students provide can be referenced later in the lesson.

While this distinction is not necessary for students to complete the lesson, it is likely that some of the statues are actually bodhisattvas and not the historical Buddha. As students have read in the Handout on the Spread of Buddhism and Its Division into Theravada and Mahayana Sects, Mahayana Buddhism has bodhisattvas, or those who could attain enlightenment like the historical Buddha, but chose to stay in the cycle of rebirth (*samsara*) to help others to achieve enlightenment. Historically, most East Asian cultures have had their own national bodhisattvas as they moved further from Indianized Buddhism toward indigenous beliefs and practices. While some students may make this connection when comparing the Buddhist statues, it does not impact the goal of this activity. The key point to emphasize is that art in general and Buddhist statues in particular often reveal syncretism as they allow the people of different cultures to have their own "Buddha." Incorporating bodhisattvas is a commonality in Mahayana Buddhism and the particular depiction of the bodhisattva reveals aspects unique to each culture, or evidence of syncretism.

**TEACHING TIP**

Requiring teams to justify the reasoning behind their hypotheses will encourage them to think through their arguments and ensure that they can provide supporting evidence. Since this is a key element promoting the use of higher level thinking skills, practicing this skill often will lead to greater success.

**CLASS ACTIVITY 4 OF 5: SYNCRETISM AND THE SPREAD OF BUDDHISM**

CLASS ACTIVITY (5-10 MINUTES)

**DEFINING, SOURCE ANALYSIS, TEAM DISCUSSION**

Students will learn the definition of syncretism and develop an understanding of this concept by studying some well-known examples of syncretism. Students will also discover how Buddhism first came to Korea, how it blended with traditional Korean cultural beliefs, and why it was adopted as the state religion.

**ACTIVITY PROCEDURE**

- ▶ In the previous activity, students likely provided a wide range of reasons for the differences in the Buddha's appearance in the four images. While a variety of different answers and responses are correct, it is essential for students to understand that syncretism plays a big role in the reasons behind both the similarities and differences that are seen.
- ▶ Distribute the Reading on Syncretism and the Spread of Buddhism (p. 59). Have students read the short article and answer the questions about the reading. (4 minutes)
- ▶ Allow teams to compare their answers to the three questions from the reading. (1 minute)
- ▶ Read this example of syncretism that is provided for students in the Focus on Korea—Syncretism and Buddhism Handout (p. 61):
  - ▷ One famous Western European example of syncretism was the inclusion of the Germanic tradition of decorating homes with fir trees (and later decorating the trees themselves) to celebrate the Winter Solstice. When Christianity spread into Germanic regions, this tradition was incorporated into the Christian celebration of Christmas and ultimately led to the now common practice of decorating a Christmas tree as a celebration of Jesus' birth.
- ▶ Have students make a guess as to what the word "syncretism" means, based on the example provided and write it on their Focus on Korea—Syncretism and Buddhism Handout. (2 minutes)
- ▶ After students have made their own attempts at defining syncretism, read the following definition to students and have them record the definition on their Focus on Korea—Syncretism and Buddhism Handout:
  - ▷ "Syncretism is the combining of different beliefs and cultures. It often involves the merging of cultural traditions with a new religious belief, but can also be applied to art and architecture. For religions, this asserts an underlying unity and allows for an inclusive approach to other faiths."
  - ▷ To make it easier to process, you can add this shorter explanation:
    - "Syncretism is the process of blending different cultural features to form something new."
- ▶ Then students should brainstorm with their teammates other examples of syncretism, adding them to their Focus on Korea—Syncretism and Buddhism Handout. (1-2 minutes)

- Share some of these examples identified by students with the larger class. (1-2 minutes)

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

### TEACHER NOTES

Some students may struggle in coming up with other examples of syncretism for this activity. You can provide assistance by encouraging students to think of any examples where two cultures have come together and created something new. An easily understood example you can share is the idea of Tex-Mex food—a blending of Texas and Mexican cuisines.

## CLASS ACTIVITY 5 OF 5: CHECK FOR UNDERSTANDING

CLASS ACTIVITY (5 MINUTES)

### EXIT TICKET

As an exit ticket to this lesson, students will revisit some of the images they examined in Class Activity 3. Using their new understanding and knowledge of the concept of syncretism, students will attempt to point out specific evidence showing how syncretism can be seen in these images.

### ACTIVITY PROCEDURE

- Have students look at the two images on the second page of the Focus on Korea—Syncretism and Buddhism Handout. These are images that students already examined during Activity 3, but with their new knowledge about syncretism and the spread of Buddhism to Korea, students will re-examine these images.
- After students look at the images again, have them complete the chart, identifying similarities and differences and providing evidence of syncretism as seen in the two statues. Collect the student responses as an exit ticket as students leave the class.
- If you do not have enough time to complete this during class, students can complete this Check for Understanding Activity as homework.

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

# HANDOUT: BACKGROUND INFORMATION ON THE BUDDHISM VIDEO

Name: \_\_\_\_\_ Period: \_\_\_\_\_

## SCHOOL OF LIFE: EASTERN PHILOSOPHY—THE BUDDHA

Watch the short School of Life video on Buddhism. Before watching the video, write down at least three things you know about Buddhism. After watching the video, add at least five additional things that you learned and correct any misconceptions you made in your “What I knew before the video!” section.

<https://www.youtube.com/watch?v=tiIBs32zN7I>

What I knew before the video	New facts that I learned about Buddhism by watching video
1	1
	2
2	3
	4
3	5
Additional Notes/Info:	Additional Notes/Info:

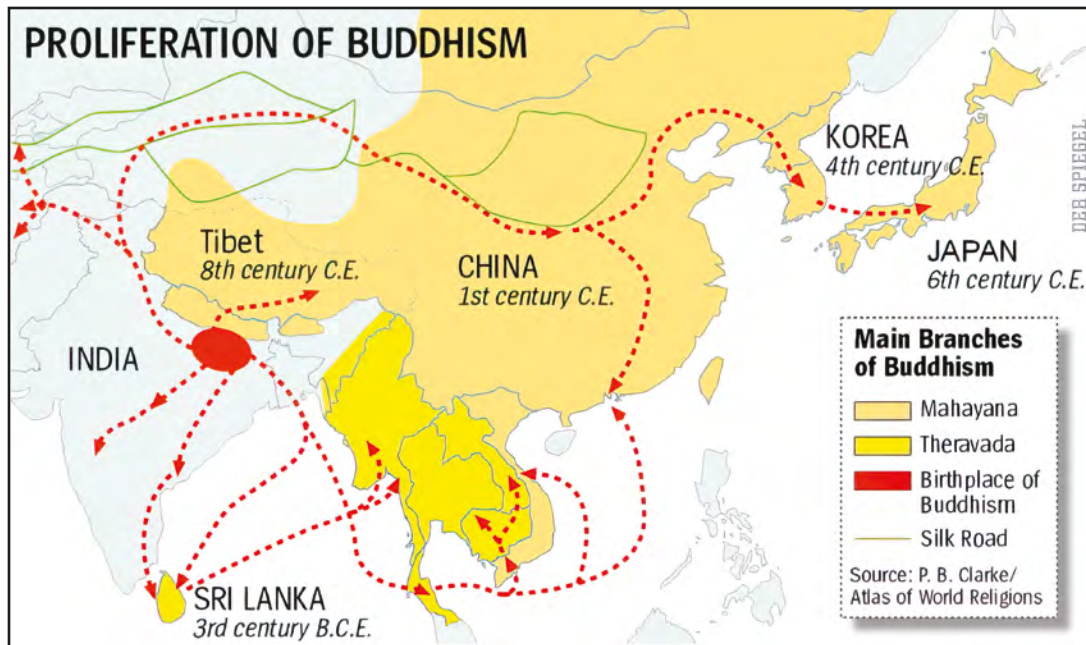
# HANDOUT: THE SPREAD OF BUDDHISM AND DIVISION INTO THERAVADA AND MAYAHANA SECTS

Name: \_\_\_\_\_ Period: \_\_\_\_\_

## MAP

### The Spread of Buddhism and Division into Theravada and Mayahana Sects

Source: Der Spiegel Atlas of World Religions: Asian Religions, 2007



As Buddhism spread across Asia and diffused into new regions, the religion broke into two main branches: Theravada Buddhism and Mahayana Buddhism. Each of these branches had slightly different understandings of Buddhism and spread to distinctly different areas.

#### **Theravada Buddhism**

Theravada Buddhism is the older of these two branches and adherents attempt to follow the teachings of the Buddha exactly, often becoming monks or nuns. The Theravada Buddhist goal is to become an *arhat*, someone who follows the Eightfold Path to extinguish greed, hatred, and ignorance and become enlightened. In Buddhism, enlightenment leads to *nirvana*, a state in which greed, hatred, and ignorance are extinguished, and there is freedom from the cycle of rebirth known as *samsara*. Theravada Buddhism first spread from India to Sri Lanka, and then took a strong hold in Southeast Asia in the states of Thailand, Laos, Cambodia, and Burma.

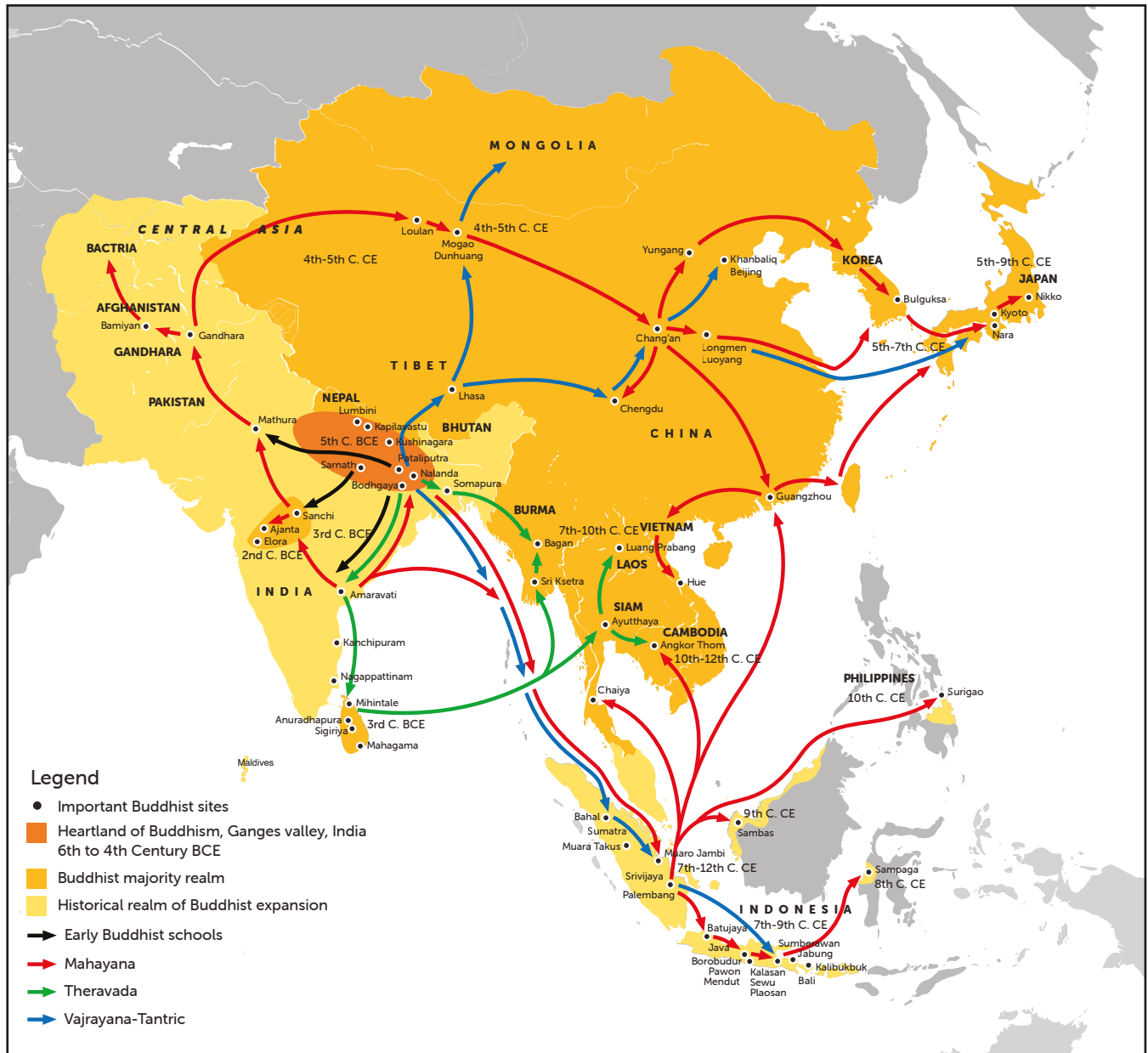
#### **Mahayana Buddhism**

Mahayana Buddhists also believe that they can reach enlightenment by following the teachings of the Buddha. However, the goal of a Mahayana Buddhist is to become a *bodhisattva*. A bodhisattva has achieved enlightenment, but often will choose to stay in the cycle of rebirth (*samsara*) to help others to achieve enlightenment as they have already done. Mahayana Buddhism spread initially north into Tibet, then entered China and spread to Korea, Japan, and Vietnam.

## MAP

### Map of the Expansion of Buddhism

Source: Wikimedia Commons. <https://commons.wikimedia.org/w/index.php?curid=30905152>



The map shows the Buddhist expansion from the Buddhist heartland in northern India starting in the 5th century BCE to areas with a Buddhist majority (orange). It also shows the historical extent of Buddhist influences (yellow). Theravada Buddhism and Mahayana Buddhism are described in the text on the previous page. Vajrayana-Tantric Buddhism was a smaller offshoot of Mahayana Buddhism that developed first in India but became most popular in Tibet. Its followers sought to recapture the enlightenment experience of the Buddha.

# HANDOUT: IMAGES OF BUDDHIST STATUES

Examine the images of the Buddhist statues. Note the details (such as clothing styles, facial features, and the Buddha's position) that you observe in the space below.

**SOURCE 1**  
Statue of Buddha, Belum Caves, India

Source: Wikimedia Commons. [https://commons.wikimedia.org/wiki/File:Buddha%27s\\_statue\\_near\\_Belum\\_Caves\\_Andhra\\_Pradesh\\_India.jpg](https://commons.wikimedia.org/wiki/File:Buddha%27s_statue_near_Belum_Caves_Andhra_Pradesh_India.jpg)



**Source 1: Notes and Observations**

**SOURCE 2**  
Carving of Buddha, Feilai Feng, China

Source: Wikimedia Commons. [https://commons.wikimedia.org/wiki/File:Maitreya\\_and\\_disciples\\_carving\\_in\\_Feilai\\_Feng\\_Caves.jpg](https://commons.wikimedia.org/wiki/File:Maitreya_and_disciples_carving_in_Feilai_Feng_Caves.jpg)



**Source 2: Notes and Observations**

---

---

### SOURCE 3

## Bronze Statue of Buddha, Sinheungsa, South Korea

Source: Wikimedia Commons. [https://commons.wikimedia.org/wiki/File:Korea-Sinheungsa-Bronze\\_Buddha-02.jpg](https://commons.wikimedia.org/wiki/File:Korea-Sinheungsa-Bronze_Buddha-02.jpg)



### Source 3: Notes and Observations

### SOURCE 4

## Golden Gilded Reclining Statue of Buddha, Kratié, Cambodia

Source: Wikimedia Commons. <https://commons.wikimedia.org/w/index.php?curid=60924655>







### Source 4: Notes and Observations

# HANDOUT: COMPARISONS OF THE BUDDHIST STATUES

Name: \_\_\_\_\_ Period: \_\_\_\_\_

## COMPARING BUDDHIST STATUES

Notes and Observations on Buddhist Statues			
Source 1	Source 2	Source 3	Source 4
			

Similarities and Differences in the Images	
Similarities	Differences

Team Hypothesis
Why would the Buddha be depicted differently in the images?

## HANDOUT: WHERE DID BUDDHISM SPREAD?

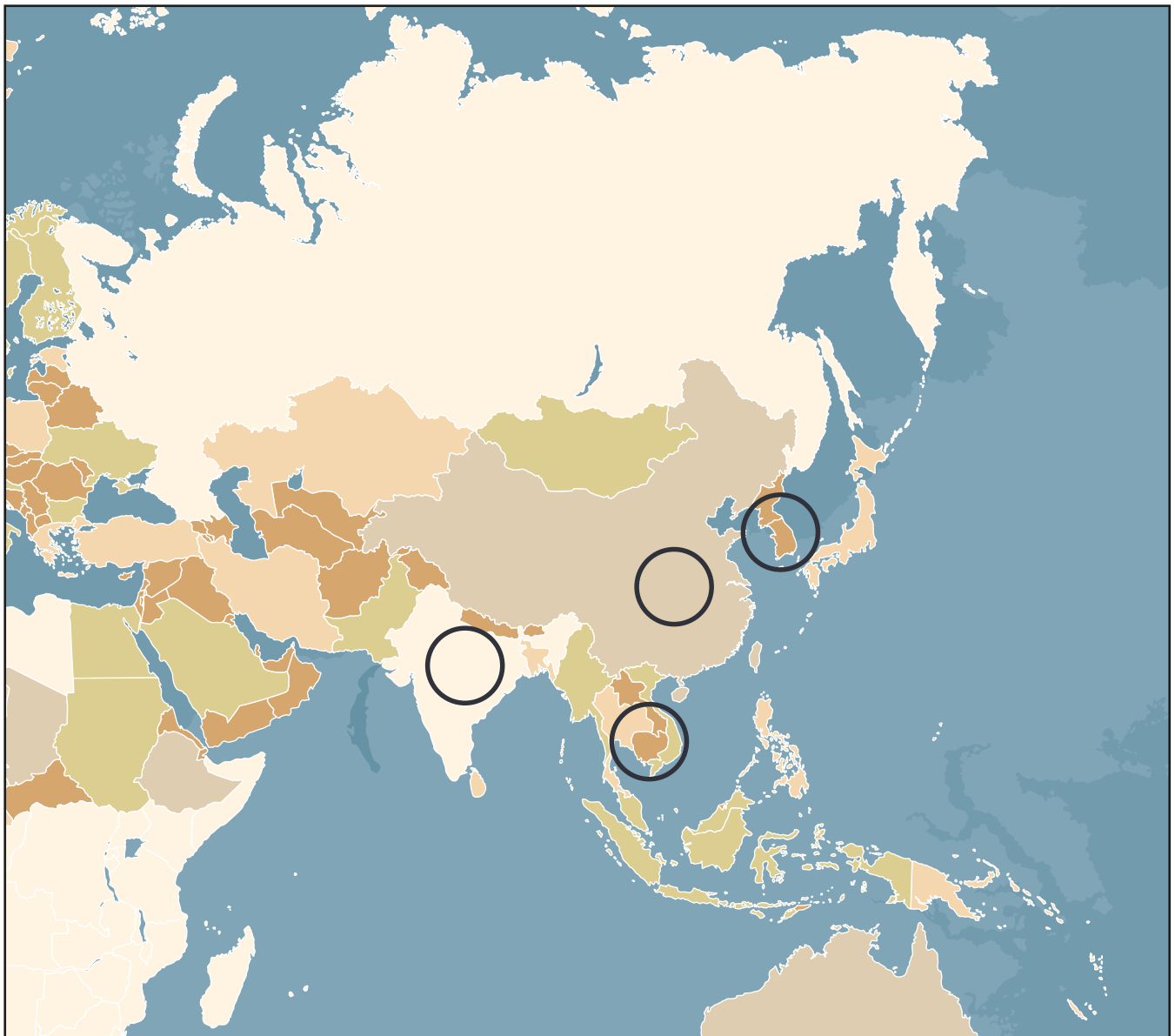
### WHERE DID BUDDHISM SPREAD?

Each source from the Images of Buddhist statues (Sources 1-4) is in one of the locations below. Write the number of the source in the correct location on the map below. Explain your reasoning for choosing each location in the space below the map.

#### MAP

#### Blank Map of East Asia

Source: Wikimedia Commons, 2006



WHERE DID BUDDHISM SPREAD?

Reasons for choosing the location for each Buddha statue on the map	
Source 1	
Source 2	
Source 3	
Source 4	

Why did Buddhism spread to these locations?

---

# READING: FOCUS ON KOREA: SYNCRETISM AND BUDDHISM

## ARTICLE

### Buddhism's Introduction to Korea

Source: World History Digital Education, July 2020

#### BUDDHISM'S INTRODUCTION TO KOREA

Buddhism's arrival in Korea led to major changes in Korean society and ushered in an era that has been described as a Golden Age for Korean civilization. Korea's location near the end of the Silk Road allowed it to benefit from goods, technologies, and cultural beliefs that had traveled across Eurasia. Buddhist monks traveling into Korea increased this interaction.

Kings and queens in the kingdoms of Korea saw the benefits of supporting Buddhism to help them centralize their political power by promoting beliefs that positioned them as either the Buddha himself or as rulers who were given their ruling power through Buddhism. The state utilized Buddhism as an important part of protecting the state and maintaining power, which were distinctive and important features of Mahayana Buddhism in Korea.

Yet, Buddhism did not completely replace Korea's local religions. Instead, Buddhism in Korea incorporated many of the local and tribal gods into Buddhist beliefs as protectors and supporters of the Buddha. Some traditional beliefs simply incorporated the Buddha into their own beliefs as another powerful god to worship. This blending, or syncretism, of religious beliefs allowed for the rapid spread and acceptance of Buddhism in the Korean peninsula.

Buddhism was also popular among the peoples of Korea as it offered a larger and more complex understanding of the world around them. Buddhism provided a reward for living a good life with reincarnation to a paradise of bliss. In this world, Buddhism had strong connections linking much of East Asia and enabled monks to travel to China and even India to study the religion. This interconnection increased the exchange of both ideas and goods among the people of Korea and the rest of East Asia.

When the Silla Kingdom conquered the entire peninsula of Korea, it led to an even faster spread of Buddhism. Wealthy monasteries appeared throughout Korea and provided new opportunities for craftsmen to create gifts for these monasteries. Korean artists began to learn and master the art of sculpture only after the arrival of Buddhism, as artisans began to make representations of the Buddha. Printing was another significant impact of Buddhism on Korea. Because Buddhists are required to help spread the Buddha's teachings, it pushed Koreans to improve printing technologies to meet the demand for Buddhist texts. Koreans responded by creating the most efficient and highest quality movable-type woodblock printing.

# READING QUESTIONS

## FOCUS ON KOREA: SYNCRETISM AND BUDDHISM

Use the article you just read on Buddhism’s Introduction to Korea to help you answer the following questions:

**What are some examples of syncretism in Korean Buddhism that the article discusses?**

---

---

---

**What are some reasons why Koreans would adopt Buddhism?**

---

---

---

**How did syncretism help Buddhism to become more popular in Korea?**

---

---

---

# HANDOUT: FOCUS ON KOREA—SYNCRETISM AND BUDDHISM

## EXAMPLES OF SYNCRETISM

One famous Western European example of syncretism was the inclusion of the Germanic tradition of decorating homes with fir trees (and later decorating the trees themselves) to celebrate the Winter Solstice. When Christianity spread into Germanic regions, this tradition was incorporated into the Christian celebration of Christmas and ultimately led to the now common practice of decorating a Christmas tree as a celebration of Jesus' birth.

## WHAT IS SYNCRETISM?

Using the example above, make a guess of what the word "Syncretism" means. Write your guess below:

---

---

## DEFINITION OF SYNCRETISM

Write the definition of Syncretism that your teacher provides you below:

---

---

Can you think of any other examples of syncretism? (Remember, syncretism does *not* only have to be religious—it can be the blending of any two cultures.) Write your responses below:

---

---

**FOCUS ON KOREA: REVISITING TWO STATUES OF THE BUDDHA**

Analyze two of the statues we studied earlier. Note the similarities and differences using specific details. What evidence do you see of syncretism in these two statues?



Buddhist statue in India



Buddhist statue in South Korea

Similarities between the two statues:	Differences between the two statues:
Evidence of syncretism:	

# TEACHER KEY: HANDOUT WITH BACKGROUND INFORMATION ON THE BUDDHISM VIDEO

## SCHOOL OF LIFE: EASTERN PHILOSOPHY—THE BUDDHA

Some examples of the important things that students learned about Buddhism from the video are:

- ▶ The story of the Buddha is a story about confronting suffering.
- ▶ The Buddha was born sometime between the 6th and 4th century BCE as the son of a wealthy king in the foothills of Nepal and was named Siddhartha Gautama.
- ▶ It was prophesied that he would either become the emperor of India or a very holy man.
- ▶ His father wanted him to become the emperor of India, so he kept Siddhartha isolated in a palace. He had jewels, servants, and a very lavish life in which he was protected from any and all misfortunes of normal life.
- ▶ At 29, however, he left the palace and met a sick man, an aging man, and a dying man.
  - ▷ He was shocked to learn that these people represented the lives of “normal” Indians and that one day he too would have to deal with these conditions.
  - ▷ On another trip outside of the palace he met a holy man who sought spiritual life in the vastness of human suffering.
- ▶ Inspired by the holy man, Siddhartha left the palace and began trying to learn from other holy men.
  - ▷ He almost starved to death by avoiding all physical comforts and pleasures, but realized that this did not bring him an escape from suffering.
  - ▷ He then thought of his boyhood and how compassion brought him peace.
  - ▷ Using this idea, he ate, meditated, and reached the highest state of being—nirvana, which refers to the “blowing out” of the flames of desire and liberation from the cycle of rebirth.
- ▶ Knowing this made Siddhartha the “Buddha” or awakened one.
  - ▷ He achieved this by identifying that all creation is unified by one thing—suffering.
  - ▷ He then devised a way to best confront suffering.
    - Don’t live in luxury.
    - Don’t live without food or any comforts.
    - Instead, live in moderation—“The Middle Way.”
      - » *This allows for maximum focus on compassion and seeking enlightenment.*
  - ▷ Next he devised a path to transcend suffering—“The Four Noble Truths.”
    - 1st: There is suffering and constant dissatisfaction in the world.
    - 2nd: Suffering is caused by desires.
    - 3rd: We can transcend suffering by removing or controlling desires.
      - » *We must change our outlook instead of our circumstances.*

- » *With correct behavior and a mindful attitude, we can become better people by inverting negative emotions.*
- 4th: We can move beyond suffering by following "The Noble Eightfold Path."
  - » This involves a series of actions in behaving "right" and "wisely"
    - » *Right View*
    - » *Right Intention*
    - » *Right Speech*
    - » *Right Action*
    - » *Right Livelihood*
    - » *Right Effort*
    - » *Right Mindfulness*
    - » *Right Concentration*
  - » These are all habits that must be practiced and must be trained. The moment of understanding is only one part of becoming a better person.
- After the Buddha's death, his followers collected his "sutras" or sayings and developed texts to help guide people in meditation, ethics, and mindful living.
- Monasteries grew in China and East Asia.
  - ▷ Buddhism even became uncommon in India for a time despite being founded there until the emperor Ashoka converted to Buddhism and spread the religion by sending monks to spread the tradition.
  - ▷ Buddhism spread throughout Asia, and eventually the entire world.
- Buddhism split into two major schools:
  - ▷ Theravada in Southeast Asia.
  - ▷ Mahayana in China and Northeast Asia.
- Today there are more than 500 million Buddhists in the world.

# TEACHER KEY: HANDOUT ON COMPARISONS OF THE BUDDHIST STATUES

## COMPARING BUDDHIST STATUES

### Notes and Observations on Buddhist Statues

**Source 1**



The seated Buddha has elongated ears. His face is more typical of South Asian than East Asian statues. A circle is located in the middle of the Buddha's forehead; he is holding fingers in what looks like an "okay" symbol and wearing what looks like a toga. He is not smiling; his hair is shaped in a topknot made of small snail shells on top of his head.

**Source 2**



The Buddha is lying on his side; his ears are not as elongated as other Buddhas; and he is much heavier than other Buddhas. He has a big smile on his face and is wearing what looks like a robe. This statue looks more East Asian (Chinese). The Buddha's hands are in a normal position; he is bald; it looks like others are bringing him gifts.

**Source 3**



The Buddha is seated and has elongated ears. This statue looks more East Asian (Korean). The Buddha is wearing what looks like a toga, is not smiling, and his fingers are not in a special position but are resting in his lap. There is an ornate, oval looking disc behind the Buddha's head. His hair has many different small spheres. He has a dot on his forehead.

**Source 4**



The Buddha is lying down on what appears to be a bed with pillow; the statue is made of gold. He is wearing what appears to be a full-length toga or robe. His ears are not easily visible and his hands are at his side and cannot be seen. His hair is black. This statue looks more Southeast Asian.

### Similarities and Differences in the Images

#### Similarities

- ▷ Sources 1 and 3 have elongated ears.
- ▷ Sources 1 and 3 have dots on the forehead.
- ▷ Sources 1, 3, and 4 are not smiling.
- ▷ Sources 1 and 3 are seated.

#### Differences

- ▷ The 2nd and 4th Buddhas are lying down.
- ▷ The clothing on some differs from others.
- ▷ Source 2 has people bringing him gifts.
- ▷ Source 2 is smiling.
- ▷ Hairstyles are different.
- ▷ Source 3 has an oval-shaped disc behind his head.

### Team Hypothesis

Why would the Buddha be depicted differently in the images?

- ▷ While the Buddha kept his general appearance as the religion spread, the Buddha's facial features, hairstyle, and clothing were adapted to fit those of the cultures that Buddhism encountered. People are more likely to adopt something that looks familiar to them, which is a reason why the appearance of the Buddha would be changed to look and dress like the people in the areas to which Buddhism spread.

## TEACHER KEY: HANDOUT ON WHERE DID BUDDHISM SPREAD?

### WHERE DID BUDDHISM SPREAD?

Each source from the Images of Buddhist statues (Sources 1-4) is in one of the locations below. Write the number of the source in the correct location on the map below. Explain your reasoning for choosing each location in the space below the map.



The statues are in the following countries: 1, India; 2, China; 3, South Korea; 4, Cambodia.

# TEACHER KEY: HANDOUT ON FOCUS ON KOREA—SYNCRETISM AND BUDDHISM

## DEFINITION OF SYNCRETISM

Write the definition of Syncretism that your teacher provides you below:

- 
- ▷ Syncretism is the combining of different beliefs and cultures. It often involves the merging of cultural traditions with a new religious belief, but it can also be applied to art and architecture. When religions spread, this asserts an underlying unity and allows for an inclusive approach to other faiths.
  - ▷ Syncretism is the process of blending different cultural features to form something new.
- 

## OTHER EXAMPLES OF SYNCRETISM

Can you think of any other examples of syncretism? (Remember, syncretism does *not* only have to be religious—it can be the blending of any two cultures.) Write your responses below:

---

**There are various answers, which can include:**

- ▷ **Foods:** Tex-Mex; pizza (Italian and American).
  - ▷ **Religion:** Easter's blend of Christianity (the resurrection of Jesus) and paganism (bunnies and eggs are symbols of fertility and life).
  - ▷ **Music:** Jazz is a combination of German parade music, Brazilian beats, and elements of the blues, which developed from mixed African and European traditions.
-

## FOCUS ON KOREA: REVISITING TWO STATUES OF THE BUDDHA

Analyze two of the statues we studied earlier. Note the similarities and differences using specific details. What evidence do you see of syncretism in these two statues?



Buddhist statue in India



Buddhist statue in South Korea

### Similarities between the two statues:

- ▷ Both are seated.
- ▷ Both have similar elongated ears.
- ▷ Both have a dot on the forehead.
- ▷ Both are wearing a toga/robe.

### Differences between the two statues:

- ▷ The hand positions are different.
- ▷ The hairstyles are different.
- ▷ The togas/robes look to be made of different material.
- ▷ The Korean Buddha has an oval-shaped object behind his head.

### Evidence of syncretism:

- ▷ While both Buddha statues have many similarities, including the dot on the forehead, seated position, and elongated ears, there are differences that exist. Syncretism can be seen in the Korean Buddha statue as it has more East Asian facial features. Further, the Korean Buddha appears to be dressed in silk, a material that was more commonly found in Korea than India.

## TEACHER KEY: READING ON SYNCRETISM AND THE SPREAD OF BUDDHISM

Use the reading to help you answer the following questions:

- ▶ What are some examples of syncretism in Korean Buddhism that the article discusses?
  - ▷ **Buddhism in Korea incorporated many of the local and tribal gods into Buddhist beliefs as protectors and supporters of the Buddha.**
  - ▷ **The Buddha was incorporated into traditional Korean beliefs as just another powerful god to worship.**
- ▶ What are some reasons why Koreans would adopt Buddhism?
  - ▷ **Buddhism offered a larger and more complex understanding of the world around them.**
  - ▷ **Buddhism provided a reward for living a good life with reincarnation to a paradise of bliss.**
  - ▷ **Buddhism offered strong connections to other parts of Asia; for example, monks could travel to China and even India to study the religion.**
- ▶ How did syncretism help Buddhism to become more popular in Korea?
  - ▷ **By incorporating the Buddha into their own beliefs, either as another traditional god or as the primary god who was protected and supported by their traditional gods, Koreans saw the Buddha as part of a system that they had already established and that made sense to them.**



# **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**

### DAY 1

#### Did The Silk Road Really “End” in China?

##### 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.

### DAY 2

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

##### 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.

### DAY 3

#### Assessment

##### **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, Belur 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> 
<p>Observations on this Buddhist Temple:</p>	<p>Observations on this Buddhist Temple:</p>	<p>Observations on this Buddhist Temple:</p>
<p>Similarities between the three temples:</p>	<p>Differences between the three temples:</p>	<p>Evidence of Syncretism:</p>

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

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

Continued on page 89

<b>Similarities between the three temples:</b>	<b>Differences between the three temples:</b>	<b>Evidence of Syncretism:</b>
<ul style="list-style-type: none"> <li>▷ Worship space for Buddhists.</li> <li>▷ Similar geometric patterns are used in both.</li> <li>▷ The Korean and Japanese temples appear to have many more similarities in style and structure.</li> </ul>	<ul style="list-style-type: none"> <li>▷ The Korean and Japanese temples appear to be designed with traditional East Asian architectural elements.</li> <li>▷ Only the Korean and Japanese temples have a curved roof made of tiles.</li> <li>▷ The Korean and Japanese buildings appear to be made of wood, while the Indian temple appears to be made of stone.</li> <li>▷ Intricate carvings are in the eaves of the building (the area directly beneath the roof line) on the Korean temple.</li> <li>▷ The Korean temple appears to have many "sliding" doors that are decorated in bright colors.</li> <li>▷ The Korean temple has other "statues" in front of the temple.</li> </ul>	<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		
<p>Image 1 Korea</p> 		<p>Image 2 Japan</p> 
<p><b>Observations on this Buddhist Sculpture:</b></p> <ul style="list-style-type: none"> <li>▷ The figure is wearing a crown and some covering of the chest and legs.</li> <li>▷ The fingers of the right hand of the figure touch the cheek.</li> <li>▷ The figure has the right leg crossed over the left leg.</li> <li>▷ The figure has bare feet.</li> <li>▷ The figure appears to be deep in thought.</li> <li>▷ The figure seems to be sitting on a stool or wooden block.</li> <li>▷ The figure is made of bronze.</li> </ul>		<p><b>Observations on this Buddhist Sculpture:</b></p> <ul style="list-style-type: none"> <li>▷ The figure is wearing a tunic or robe but it only covers the bottom half of the body.</li> <li>▷ The figure has no clothing on the chest.</li> <li>▷ The figure has hair tied up into a double topknot.</li> <li>▷ The fingers of the right hand of the figure touch the cheek.</li> <li>▷ The figure has the right leg crossed over the left leg.</li> <li>▷ The figure has bare feet.</li> <li>▷ The figure appears to be deep in thought.</li> <li>▷ The figure seems to be sitting surrounded by a bed of lotus flowers in a circular shape at the base.</li> <li>▷ The figure is made of wood.</li> </ul>
<p><b>Similarities between the two sculptures:</b></p> <ul style="list-style-type: none"> <li>▷ Both are seated with the right leg crossed over the left.</li> <li>▷ Both have the fingers of the right hand touching the cheek.</li> <li>▷ Both have bare feet.</li> <li>▷ Both appear to be deep in thought.</li> </ul>	<p><b>Differences between the two sculptures:</b></p> <ul style="list-style-type: none"> <li>▷ Only the lower half of the Japanese sculpture is clothed, while the Korean sculpture is fully clothed.</li> <li>▷ The Korean sculpture has an ornamental crown and headpiece while the Japanese does not.</li> <li>▷ The Japanese sculpture has a circular base of lotus flowers.</li> <li>▷ The Korean sculpture is bronze, while the Japanese sculpture is made of wood.</li> </ul>	<p><b>Evidence of Syncretism:</b></p> <p>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.</p>

## 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.**

Continued on page 92

- ▶ 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.