

Buddhist Art and Symbolism in Korea

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Grade: 9th Grade English Language Learners

Topic: Global History and Geography and Art History

Time Required: This is a mini-project that will take FIVE 45 minute class periods.

Background:

This lesson is about the art and symbols that are associated with the core beliefs of Buddhism in Korea. This mini-project should be taught after the students have completed their study of Buddhism. The students will already have studied the story of Buddha's Enlightenment and the core beliefs of Buddhism, such as the Four Noble Truths and the Eightfold Path.

Curriculum Connection:

A major component of New York State's Global History and Geography curriculum in 9th Grade is the unit on World Religions. Buddhism is embedded in this unit and it usually takes 2 to 3 days to teach Buddhism. This mini-project is designed as a case study of Buddhism in Korea. Therefore, students will be able to experience Buddhism in Korea and apply their prior knowledge of the virtues and values to the analysis of art presented at the Bulguksa and Haeinsa temples in Geongju, Korea.

This project will enhance my students experience and study of Buddhism because it will give them the ability to analyze colorful and detailed art that is eye-catching while analyzing its complete meaning and relevance to Buddhism. Through their study, they will become "experts" by sharing out the information that they have collected during their analysis to the class. Finally, students will get the opportunity to create their own artistic representation of Buddhist values and core beliefs in an art medium of their choice.

Connection to Students' Lives

It is important that the students engage in this mini-project because it will serve as a reference point when learning about the spread of Buddhism to the other parts of Asia. Students can draw from their visual analysis to identify Buddhist art and symbols used in China, Japan, Vietnam, Laos, Cambodia, Thailand, Singapore, Malaysia, Indonesia, Philippines as well as Afghanistan, India and Sri Lanka. The art and symbols are also present in the United States due to cultural diffusion. Students will be put into groups and possibly students who come from countries where there are Buddhists, they may feel a personal connection to the information being presented. Based on the way this mini-project is designed, students will also be able to develop and strengthen their literacy skills. They will read, discuss and listen to one another in their expert groups. They will speak and present their findings, ideas and opinions to the class. These literacy skills are an integral part of the learning experience and will help them be successful well into the future.

Objectives & Standards:

Common Core Standards:

SL 1 Initiate and participate effectively in a range of collaborative discussion

SL 4 Present information, findings, and supporting evidence clearly, concisely, and logically

RH 2 Determine the central ideas or information of a primary or secondary source

Day One – Visual Analysis and Collection of Ideas

Students will be able to:

1. Identify Buddhist art and symbols constructed and displayed on and around the Bulguksa and Haeinsa temples.

NCSS Standard: Theme I: Culture

Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture.

NY Standard 2.1: World History

The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space, and the ways different people view the same event or issue from a variety of perspectives.

2. Make connections between the art and symbols and the core values and beliefs of Buddhism (concrete > abstract).

NCSS Standard: Theme IX: Global Connections

Social studies programs should include experiences that provide for the study of global connections and independence, so that the learner can explore ways that language, art, music, belief systems, and other cultural elements may facilitate global understanding.

NY Standard 2.3: World History

Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.

3. Develop a clear plan of organization for their presentation of their findings.

Day Two - Presentation of Each Group to Class

Students will be able to:

1. Create a timeline for their presentations.

2. Strengthen their literacy skills by engaging in reading, writing, speaking and listening.

Day Three and Four – Personal Art Application

Students will be able:

1. Research, using the internet, additional information about Buddhist art and symbols in Korea and other countries around the world.

NCSS Standard: Theme I: Culture

Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can give examples and describe the importance of cultural unity and diversity within and across group.

NY Standard 2.4: World History

The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.

2. Apply the Buddhist beliefs and values by developing a plan for their personal art.

3. Create Buddhist art in the medium they choose – music, painting, sculpture and or poetry (differentiated instruction).

Day Five – Presentation of Each Member to Group

Students will be able:

1. Produce art or symbols developed using the knowledge they gained from the presentations.
2. Present their work to their group.
3. Strengthen their literacy skills.
4. Build confidence by having “power” over the type of art they choose to create.

Materials Required

- Textbooks used by students:
McDougal Littell: *World History: Patterns of Interaction*.
Pearson/Prentice Hall: *A Brief Review for New York: Global History and Geography*
- To better understand the relevance of the Haeinsa and Bulguksa Temple sites as part of UNESCO:
<http://whc.unesco.org/>
- Attached worksheets

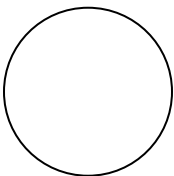
Introduction and Exploration

This mini-project shows how Korean Buddhists used art and symbols to reveal their religious beliefs and values. Students will first be introduced to simple shapes in order to raise their awareness of the connection between symbolism and meaning.

Procedure

Day One

1. Motivation - Put up a simple circle shape and the word reincarnation. Ask students to define reincarnation from their past notes on Buddhism. Ask students to explain how a circle could be used to symbolize reincarnation.



Reincarnation
Why would a Buddhist artist use a circle to symbolize reincarnation?

Put a set of four steps on the board and the term Four Noble Truths. Ask students to explain the Four Noble Truths using their past notes on Buddhism. Ask students to explain how steps could be used to describe the Four Noble Truths.



Four Noble Truths
Why would a Buddhist artist use four steps to symbolize the Four Noble Truths?

2. Students will be put into heterogeneous groups based on their Native language and English language proficiency level (Beginner ELL with Advanced ELL and varied Native languages).

3. Each group will receive a worksheet with images from the Haeinsa and Bulguksa temples and corresponding critical thinking questions. The group will also receive a large Post-It note poster paper to record answers and additional information on. Laptops will be provided also for students to access any videos or music pertaining to their work or for further clarification. Students will also receive a presentation to look over for homework.

Day Two

4. As a class, students will review the presentation rubric and decide a speaking order for the presentation. Each group will present their analysis of the Buddhist art and symbols found at the Haeinsa and Bulguksa temples to the class. As part of the mini-project grade, each student will be given their class participation credit by asking a valuable question pertaining to the information being presented.

5. At the end of the presentations, students will receive the personal art assignment to review for homework. Ask students to begin thinking about their personal art and bring in any supplies they may need from home.

Day Three and Day Four

6. The class will review and discuss the assignment. Students will then plan and construct their personal art in class on Day Three and Four. Some art supplies will be available in class such as paints, colored pencils and paper. If students decide to use supplies that are not available then they must bring it to class the next day.

Day Five

7. Students will present their personal Buddhist art to their groups. The students that chose music must perform when the teacher is with their group (so the teacher must meet with the students to create a schedule). After students have presented to their groups, the teacher will ask if there any students who would volunteer to present. All art assignments will be collected at the end of the class period.

Assessment

1. As part of the assignment, all students must write a reflection paragraph explaining the relevance and connection of their art to Buddhism and the symbolism used at the Haeinsa and Bulguksa temples.

2. Students will also be formally assessed through NYS Regents questions on Buddhism.

Resources

“Buddhism.” Religion in Schools. J. Cordeaux. 2001. Association of Teachers’ Website. Web. August 19, 2011. <<http://www.world-faiths.com/Buddhism/buddhism.htm>>

“Buddhism in Korea.” Buddhist Studies: Buddha Dharma Education Association & Buddhnet. 2008. BDEA Inc. & BuddhaNet. Web. August 19, 2011. <<http://www.buddhanet.net/e-learning/buddhistworld/korea-txt.htm>>

Exploring Korea History Through World Heritage. Gyeonggi Do: The Academy of Korean Studies, 2010.

Lee, O-Young. *Korea Style: 64 Objects of Seeing Korea*. Seoul:DesignHouse, 2009.

Nigosian, S.A. *World Religions: A Historical Approach*. Boston:Bedford/St.Martin’s, 2000

World Heritage Convention. UNESCO World Heritage Center. 1992-2011. Web. August 19 2011 <<http://whc.unesco.org/>>

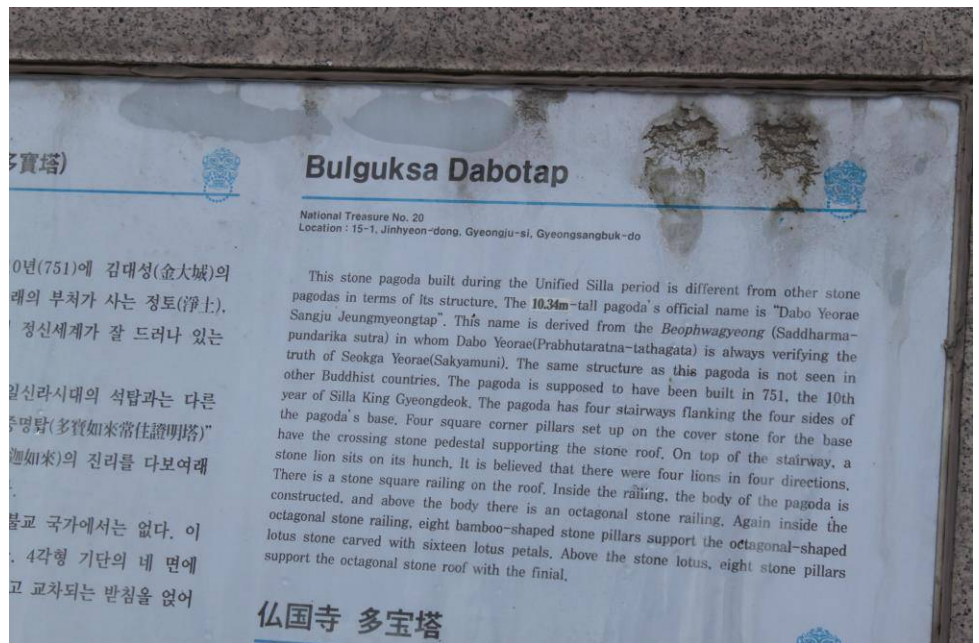
Buddhist Art and Symbolism in Korea

Group One

Exploration Task: Imagine you and your group members are Art Historians studying Buddhist art in Kyŏngju, Korea. As you enter the province, you are all told by the local Korean people that the best place to view Buddhist art is at the historic Haeinsa and Pulguksa temples. With your camera, you begin looking around. Below are the pictures you took of the Buddhist art and symbols that you found.

Using the questions provided, your group must create a presentation that explains how the art and symbols reflect the core beliefs and values of Buddhism (i.e. Buddha's Enlightenment, Reincarnation, Four Noble Truths and the Eightfold Path).

Images from Pulguksa Temple



Critical Thinking Questions

Answer the following questions on your large Post-It note poster.

1. What is a pagoda? Where are pagodas mostly found in the world?
2. Why is this pagoda unique?
3. Throughout the pagoda structure are geometric shapes. These shapes are four sided or eight sided (octagonal). Why are these numbers important in Buddhism?
4. What other religions do you know of use number sets and geometric patterns in their art?

5. In Buddhism, how is the lotus flower used? What does the lotus flower represent?

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Group Two

Exploration Task: Imagine you and your group members are Art Historians studying Buddhist art in Kyōngju, Korea. As you enter the province, you are all told by the local Korean people that the best place to view Buddhist art is at the historic Haeinsa and Pulguksa temples. With your camera, you begin looking around. Below are the pictures you took of the Buddhist art and symbols that you found.

Using the questions provided, your group must create a presentation that explains how the art and symbols reflect the core beliefs and values of Buddhism (i.e. Buddha's Enlightenment, Reincarnation, Four Noble Truths and the Eightfold Path).

Images from the Bulguksa Temple



“To become a Buddhist a person must be committed to three central beliefs. These are known as the three jewels as they are felt to be so precious. They consist of a belief in Buddha, in his teaching (this is known as Dharma which word also covers the practice of what Buddha taught) and in the Buddhist community (called Sangha). This is made up of ordinary people as well as the monks and nuns. The purpose is to help others and by doing so to end selfishness and to move on the way towards enlightenment. In many cases this will center on the local monastery which as well as its religious function will often operate as a community center where people go to meet, as a hotel where visitors stay and as a bank where valuable belongings can be stored.”

The Three Jewels

“1. I take refuge in the Buddha
2. I take refuge in the Dharma (teachings of Buddha)
3. I take refuge in the Sangha (the community of the Buddha).”

Taken from: <http://www.world-faiths.com/Buddhism/buddhism.htm>

Critical Thinking Questions

Answer the following questions on your large Post-It note poster.

1. What are the “three jewels” in Buddhism?

2. Where do you see three shapes?

3. Why do you think the artist chose these shapes?

4. Analyze Image #2. How many points do you see in the symbol. What core belief of Buddhism do you think that this is associated with?

5. What other religions use number sets and geometric patterns in their art?

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Group Three

Exploration Task: Imagine you and your group members are Art Historians studying Buddhist art in Kyōngju, Korea. As you enter the province, you are all told by the local Korean people that the best place to view Buddhist art is at the historic Haeinsa and Pulguksa temples. With your camera, you begin looking around. Below are the pictures you took of the Buddhist art and symbols that you found.

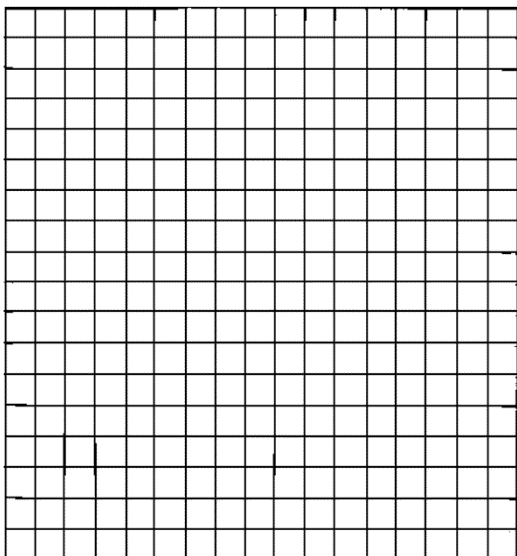
Using the questions provided, your group must create a presentation that explains how the art and symbols reflect the core beliefs and values of Buddhism (i.e. Buddha's Enlightenment, Reincarnation, Four Noble Truths and the Eightfold Path).

Critical Thinking Questions

Answer the following questions on your large Post-It note poster

1. Define meditation.
2. Based on our past discussion, why did Buddha meditate?
3. What is a maze?
4. How could a maze help someone meditate?
5. Using the graph below, draw the maze pictured.

Image from the Haeinsa Temple



6. Do you see number combinations that could reflect the Four Noble Truths or the Eightfold Path?

If so mark them on your drawing.

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Group Four

Exploration Task: Imagine you and your group members are Art Historians studying Buddhist art in Kyōngju, Korea. As you enter the province, you are all told by the local Korean people that the best place to view Buddhist art is at the historic Haeinsa and Pulguksa temples. With your camera, you begin looking around. Below are the pictures you took of the Buddhist art and symbols that you found.

Using the questions provided, your group must create a presentation that explains how the art and symbols reflect the core beliefs and values of Buddhism (i.e. Buddha's Enlightenment, Reincarnation, Four Noble Truths and the Eightfold Path).

Image from Haeinsa Temple



Critical Thinking Questions

Answer the following questions on your large Post-It note poster.

- 1. Who is the figure sitting?**
- 2. How do you know?**
- 3. Define the word disciple.**
- 4. Why would an artist put this painting on the outside temple walls?**
- 5. Are there any other religions that you know of that put paintings of their founders and leaders on the walls?**

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Group Five

Exploration Task: Imagine you and your group members are Art Historians studying Buddhist art in Kyōngju, Korea. As you enter the province, you are all told by the local Korean people that the best place to view Buddhist art is at the historic Haeinsa and Pulguksa temples. With your camera, you begin looking around. Below are the pictures you took of the Buddhist art and symbols that you found.

Using the questions provided, your group must create a presentation that explains how the art and symbols reflect the core beliefs and values of Buddhism (i.e. Buddha's Enlightenment, Reincarnation, Four Noble Truths and the Eightfold Path).

Image and Video from Haeinsa Temple



Instructions to View Video

Use the laptops provided.

1. Log onto your School intranet account.
2. Go to Teacher page.
3. Click on today's date.
4. Open the link marked "Buddhist Drumming at the Haeinsa Temple"
5. Listen to the drumming.

*You can also see additional video by searching for "Buddhist Drum Ritual in Korea" in YouTube.

Temple life "usually commences at 3 a.m. when the monks awaken to the sound of the Moktak, wooden hand drum, shaped like a fish. The legend tells of a naughty monk, who, after he died, was reborn as a fish. Out of his back grew a tree which caused him much pain. One day, his former teacher saw him swimming in a river and recognized him. He begged his teacher to remove the tree and carve a fish shaped instrument from it. The master did so and the sound of the Moktak has inspired the people whenever it is played in the temple. The monks arise and prepare themselves for morning chanting and meditation."

Taken from: <http://www.buddhanet.net/e-learning/buddhistworld/korea-txt.htm>



Critical Thinking Questions

Answer the following questions on your large Post-It note poster.

1. What is a legend?

3. Why has the drum become an important part of a Buddhist monk's life?

2. According to the legend, how did drumming begin in Buddhism?

4. What other religions do you know of that use music in their religious practices and worship?

Group Presentation Rubric

Please hand to the teacher before presentation.

Group # _____

Group Names: _____

5

3

1

<p style="text-align: center;"><u>Content</u> <u>Knowledge</u></p>	<ul style="list-style-type: none"> - Have a strong comprehension of the core beliefs of Buddhism. - Completed all critical thinking questions. - Analysis of art revealed connections to core beliefs and values of Buddhism. 	<ul style="list-style-type: none"> - Have a moderate understanding of the core beliefs of Buddhism. - Completed some of the critical thinking questions. - Analysis showed some connections to core beliefs and values of Buddhism. 	<ul style="list-style-type: none"> - Have a limited understanding of the core beliefs of Buddhism. - Completed one or two critical thinking questions. - Analysis showed little or no connection to core beliefs and values of Buddhism. 	<p style="text-align: center;"><u>X 5 =</u></p>
<p style="text-align: center;"><u>Group</u> <u>Dynamic</u></p>	<ul style="list-style-type: none"> - Were working together to answer critical thinking questions. - Tasks were successfully delegated out. - Were generally content with the outcome of their presentation. 	<ul style="list-style-type: none"> - Were sometimes working together to answer critical thinking questions. - Some tasks were delegated out. - Were satisfied with the outcome of their presentation. 	<ul style="list-style-type: none"> - Were often separated and uncooperative when answer critical thinking questions. - Tasks were not delegated out. - Were not content with the outcome of the presentation. 	<p style="text-align: center;"><u>X 3 =</u></p>
<p style="text-align: center;"><u>Engagement</u> <u>of Audience</u></p>	<ul style="list-style-type: none"> - Classmates were engaged and listening attentively. - _____(##) students asked questions. - Were able to answer questions of their peers with clarity and confidence. 	<ul style="list-style-type: none"> - Classmates were somewhat engaged and attentive. - _____(##) students asked questions. - Were able to answer questions of their peers with some clarity and confidence. 	<ul style="list-style-type: none"> - Classmates were not engaged and attentive. - _____(##) students asked questions. - Were unable to answer questions of their peers with clarity and confidence. 	<p style="text-align: center;"><u>X 2 =</u></p>
<p><u>COMMENTS</u></p>				<p style="text-align: center;"><u>Total = /50</u></p>

Name: _____

Personal Buddhist Art Assignment

Please hand to the teacher with art project.

Theme

Buddhist Art Inspired by the Haeinsa and Pulguksa Temples in Kyōngju, Korea

Task

Create unique art piece or symbol that reflects the core beliefs and values of Buddhism. While planning and developing you art, think back to the images that you saw on your journey through the Haeinsa and/or Pulguksa temples in Korea. You can use any art medium of your choice. Some art supplies are in the classroom for your use (Paint, Colored Pencils, Charcoal, Ink and Paper). Anything that is not available, you must bring to class to use.

After the completion of your art piece, you must complete a paragraph reflection explain how your art displays the core values and beliefs of Buddhism.

Rubric	5	3	1	
<u>Creativity and Originality</u>	- includes many unique ideas specific to the student.	- includes few unique ideas.	- is not unique.	X 3 = _____
<u>Overall Effort</u>	- attention to detail is clear. - colorful and/or engaging.	- attention to detail is somewhat clear. - somewhat engaging.	- little or no attention to detail. - little or no engagement.	X 3 = _____
<u>Connection to Theme</u>	- there is a clear connection seen in the art and explained in the reflective paragraph.	- there is a weak connection seen in the art and explained in the reflective paragraph.	- there is little or no connection seen in the art and explained in the reflective paragraph.	X 4 = _____
<u>COMMENTS</u>				TOTAL = _____