

# Teacher's Guide to CALLIOPE: *When Korea Became One*

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For Further Exploration:

(1) Why do Koreans place their surname (last name) before their first name?

Silla, Buddhism, immortal, Four Noble Truths, Eightfold Path, Confucianism, Confucius, Daoism, taozi, revelations, Tang Dynasty, alliance, enmity, Silk Road, commodities, cultural exchanges, centralized monarchy, lohivisn, Buddhist dharma, "first among equals," pagoda, regents, "bone rank" system, Sondok, chiefdom, sumptuary, hwarang, taekwondo, Chinese parallel prose, macrobiotics, kimchi, konglish, dessert, cash corner, oil bank, calligraphy, dolmen, Scythia, bas-relief, Songdok bell, Shamanism, steppes, celadon, phonetic, han'gui, Turtle Ships

While reading this issue of Calliope, ask small groups of students to investigate and prepare reports about (1) Buddhism, (2) Confucianism, and (3) Daoism. Present these reports during the study of this issue.

## **"Three Become One" (pages 4-7)**

- (1) Use Internet, library, or museum resources (if available) to find out more about the customs, dress, and mythology of the Tang dynasty.
- (2) What did the Silla kingdom do to earn the enmity of the Paekche and Koguryo kingdoms? How did they retaliate, and how did these actions influence early Korean history?

## **"Silla and the Spread of Buddhism" (pages 8-10)**

- (1) Musician Yo Yo Mah recently recorded a "Silk Road" album. If possible, locate a copy to play in class. Why did Mr. Mah feel the "Silk Road" title was appropriate for his music?
- (2) Lead a class discussion about the importance and lasting effects of the "Silk Road" on western civilization.
- (3) What was the Buddhist Dharma? Do similar Dharmas exist in the 21st century? Discuss.

## **"Bones' Make a Queen" (pages 16-18)**

- (1) After reading the article, discuss the 'bone rank' system. Are there any modern equivalents in 21st century society? Discuss.
- (2) Why was Queen Sondok such a successful ruler? What wisdom did she pass on to later rulers?
- (3) Were Queen Sondok's people satisfied with a female monarch? Why – or why not? Use Internet or library resources to find out more.
- (4) The United States has never elected a female president. Ask students to discuss why

they think a female president would – or would not – change the United States.

**“Rank Tells All” (pages 20-23)**

- (1) Read and discuss the evolution of the bone-rank system in Silla. How would these customs restrict the average citizen?
- (2) Consider instituting a ‘bone rank’ system in your classroom for a day without telling students beforehand. Base the system on the color of their clothing or whatever you wish. Conclude the experiment by asking students to write a short paragraph on the experience.
- (3) Did the bone-rank system discriminate? Discuss the parallels and contrasts between the bone-rank system and 21st century racial or religious discrimination.

**“Flowers and Knights” (pages 24-26)**

- (1) Ask individuals or small groups of students to use library or Internet resources to find out more about the origins of taekwondo. Report findings to the class.
- (2) Invite a local taekwondo expert to present a short demonstration to the class, followed (if possible) with a question and answer session.

**“A Center of Diplomacy” (pages 30-32)**

- (1) How and why did Buddhism become the official state religion? Use white board or butcher paper to record notes and maintain a timeline while reading this article.

**“Keeping a Korean Identity” (pages 33-35)**

- (1) What is a dolmen? Use library or Internet resources to find out more about dolmens and other aspects of Korean culture.

**“Tumuli Park” (pages 42-44)**

- (1) What is a shaman? Use library or Internet resources to find out more about shamans. Do shamans exist in other cultures?

**“Fast Forward to the 21st Century” (pages 47-49)**

- (1) How did Wang Kon successfully unite “Koryo?” Why did Koryo collapse, and what happened?
- (2) Use Internet or library resources to find out more about the two Koreas of the 21st century. What keeps them apart?