

Mitchell N. Clark: Toledo Christian Schools
TIP #2: Modern Korea [4-5 Days]
East Asian Teaching Plans for 2005-2006

THE BIG IDEA

Students will observe the interplay between traditional Korean, animist religion, and Buddhism from the culturally dominant Chinese Empire and Western-style Christianity. They will try to understand how the three can peacefully coexist.

RATIONALE

Students will be exposed to alternate views on religion, coming to understand that disparate religious perspectives can learn to live at peace with one another.

LESSON BLOCKS - Activities

1. Explore Korean animism, noting its: unique central themes, attitudes toward Buddhism and Christianity.
2. Outline Chinese Buddhism, emphasizing: attitude to non-Chinese, animism, and Christianity.
3. Highlight the central elements of Christianity relating to non-Christian religions and the special approaches made toward the people and religions of Korea.
4. Seek to understand why Christianity has flourished in South Korea more so than in most of East Asia.

ASSESSMENT:

Homework, quizzing and class discussion will confirm understanding.

GRADE ADAPTATION

Target Grade Level → Ninth Grade

NCSS STANDARDS

Religion: animism, Christianity, Buddhism	[NCSS: IX. A, B, E]
Culture: self-reliance, rabbits	[NCSS: I. A, B, D, F]
Reunification: DMZ, Orientation	[NCSS: X. A, C, D, G]
Politics: China, Japan, the West	[NCSS: IX. B, E, G]

WEBSITES

- <http://www.askasia.org/Korea/r10.html>
- http://www.hawaii.edu/korea/bibliography/religion_philosophy-general.htm
- <http://www.seoulsearching.com/culture/>
- <http://www.pusanweb.com/culture/customs/index.htm?/culture/customs/religionmain.htm>
- <http://www.buddhapia.com/eng/tedesco/cross.html>

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- Jung, W., and Li, X. Korea and Regional Geopolitics. Boston: University Press of America, 1998.
- Kim, Richard E.. Lost Names: Scenes From a Korean Boyhood. California: University of California Press, 1998.
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Teaching East Asian Units to be developed → integrated with NCSS standards

Modern Korea

Religion: animism, Christianity, Buddhism

[NCSS: IX. A, B, E]

IX. Global Connections

- A• enable learners to explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding;
- B• help learners to explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations;
- E• guide learner analysis of the relationships and tensions between national sovereignty and global interests in such matters as territorial disputes, economic development, nuclear and other weapons deployment, use of natural resources, and human rights concerns;

Culture: self-reliance, rabbits

[NCSS: I. A, C, D, E]

I. Culture

- A• enable learners to explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding;
- C• provide opportunities for learners to analyze and evaluate the effects of changing technologies on the global community;
- D• encourage learners to compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change;
- E• enable learners to give examples and describe the importance of cultural unity and diversity within and across groups;

Politics: China, Japan, the West

[NCSS: IX. B, E, G]

IX. Global Connections

- B• help learners to explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations;
- E• guide learner analysis of the relationships and tensions between national sovereignty and global interests in such matters as territorial disputes, economic development, nuclear and other weapons deployment, use of natural resources, and human rights concerns;
- G• help learners to describe and evaluate the role of international and multinational organizations in the global arena;

Reunification: DMZ, orientation,

[NCSS: X. A, C, D, G]

X. Civic Ideals and Practices

- A• assist learners to understand the origins and interpret the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law;
- C• facilitate learner efforts to locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues—identifying, describing, and evaluating multiple points of view;
- D• provide opportunities for learners to practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic;
- G• guide learners as they evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making;