

## TITLE: THE KOREAN WAY OF TEA

**GRADE:** 7th Grade

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**THEME:** Culture

**TIME REQUIRED:** Three 45 minute class periods

**BACKGROUND:** The tea ceremony arrived in Korea from China via the Silk Road. Tea had been grown and drank in China since 2500BC. Not only was tea consumed by the aristocrats of society, but by the average person as well. Tea was also used as an offering to Buddha. Therefore with the introduction of Buddhism to Korea, the tea ceremony followed. It probably arrived in Korea in the 4<sup>th</sup> century, but was firmly established by the 6<sup>th</sup> and 7<sup>th</sup> centuries. Korean Buddhist priests saw the Chinese tea ceremony first hand when they traveled to China to study.

By the time of the Koryō Dynasty, tea use was at its greatest volume and was the subject of many poems. The royal palace developed an elaborate ritual for drinking tea. Scholars and government officials developed a relaxed leisurely way of drinking tea. Buddhist monks offered tea to Buddha in their own special ceremony too. It is unmistakable though that tea drinking was directly related to Buddhism. And when Buddhism was replaced by Confucianism in the Chosŏn dynasty, tea drinking continued. The following is a history of tea in Korea taken from *The Korean Way of Tea* by Brother Anthony of Taize and Hong Kyōeong-Hee:

“The culture of tea in Korea was originally identified with Buddhism. However, when Buddhism was replaced by Confucianism as the main official religious tradition after Joseon took over from the Koryō Dynasty at the end of the 14<sup>th</sup> century, and most temples were destroyed, the drinking of tea continued. Many monks became hermits and developed their own tea tradition, which came to be known as “hermit tea art.” In the meantime, the founding fathers of the new dynasty adopted tea drinking as a part of their official daily routine. According to the “bureaucratic tea art,” officials met over tea every day to discuss government affairs. Auditors from the Office of the Inspector General had nighttime tea sessions when they investigated corrupt officials. There were special employees who served tea at such meetings, and their titles varied according to the rank of the officials they served. A eunuch was responsible for serving tea to the king.

In the 1590s, the Japanese invaded Korea and forced hundreds of the best Korean potters to go and work in Japan. Many of the finest bowls used in Japanese tea ceremonies were made in Korea or were produced in Japan by potters of Korean descent. In the time prior to and even following the immensely destructive Japanese invasion, that was ultimately thwarted, tea still played a major role in Korean culture at the highest levels. But the taxes payable on tea production became so excessive that many tea fields were destroyed, tea became a rare and highly-priced commodity.....though waning, the tea tradition

managed to survive in a limited way...Tea thus survived as a ritual rather than as an ordinary practice.”

(Cho Ui, a young Buddhist monk helped to preserve the way of tea in the early 1800s.) Yet despite the efforts of Cho Ui, the Way of Tea remained almost unknown in Korea, except among monks. In 1910, after years of gradual encroachment, Japan finally annexed the Korean nation, and exercised close control over every aspect of its life until liberation came with the Japanese surrender at the end of the Pacific War in 1945. Every aspect of traditional Korean life and culture was viewed as suspect and much was actively suppressed; Korean history was replaced with Japanese history, and in later years Korea’s school children were forced to study, and only speak, Japanese as their “national language.” Since Japan was intensely proud of its own tea tradition, there was no room for a rival, or alternative Korea tea tradition and tea-making of the traditional kind became even rarer.

Then, after liberation in 1945, the destruction and poverty caused by the Korean War left people with little room to think about tea-drinking. The restoration of a specially Korea Way of Tea in the course of recent decades was due in large part to the effort of a Buddhist monk...Today there exists a complicated variety of tea associations in Korea...The popularity of tea has been encouraged by regional “tea festivals” in the main production areas, and by the promulgation of a “National Tea Day” in May...Traditional tea rooms have also opened across Korea...Many middle and high schools encourage their students to prepare green tea in the traditional manner, as part of a more general initiation into Korea’s traditional culture.

(You might need to find a way to share the above with your students through discussion, lecture, or Cornell notes.)

**CURRICULUM CONNECTION:** This lesson will be taught in a Korean unit of study, which fits into my East Asian unit of India, China, Korea, and Japan. This lesson could be used for compare/contrast with the tea ceremonies of China and Japan. After this lesson or the Korean unit, students should be able to analyze the Chinese and Japanese tea ceremony and the importance on the development of their respective cultures. Also, it is a great lesson so that students can understand the similarities of the Chinese, Japanese and Korean cultures, but more clearly see the uniqueness of each as well. Those skills can then be taken to other world regions where cultures are compared (for example: Greeks and Romans).

**CONNECTION TO STUDENTS’ LIVES:** In the United States we have no ceremony or tradition that everyone does which helps make us a homogenous society, or really even moves us in that direction. At most we have yearly traditions, such as turkey at Thanksgiving. However, there is no tradition or ceremony which takes place on a daily basis, or even most times a food/beverage are consumed. Korea joins other Asian countries such as China and Japan with having a tea ceremony, that most know about and practice. The tea ceremony gives continuity to tradition and culture that we do not have in the United States. If students can understand why a tradition exists and how it maintains a homogenous culture, they can recognize it in other

cultures, and perhaps prescribe how the United States could build it ourselves. Finally, students need to see that there are reasons for how and why traditions develop in cultures and how that makes a culture unique. Too many students do not see a difference between the Chinese, Japanese and Korean cultures. There are differences, and students need to be trained to see them. Seeing differences in the development of the tea ceremony can help them see other cultural differences and to expect cultural uniqueness.

### **OBJECTIVES AND STANDARDS:**

1. Students will be able to identify the parts of the Korean tea ceremony and how they relate to Buddhism.

**NCSS Standard:** Theme V: INDIVIDUALS, GROUPS, AND INSTITUTIONS

Learners will identify examples of institutions and describe the interactions of people with institutions.

**MO Standard (Process):** Goal 1: Identify, analyze and compare the institutions, traditions and art forms of past and present societies.

2. Students will be able to connect poems to the Korean tea ceremony.

**NCSS Standard:** Theme I: CULTURE

Learners will 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.

**MO Standard (Process):** Goal 2: Present perceptions and ideas regarding works of the arts, humanities and sciences.

3. Students will create a ceremony that helps contribute to American culture and society.

**NCSS Standard:** Theme V: INDIVIDUALS, GROUPS, AND INSTITUTIONS

Learners will give examples of the role of institutions in furthering both continuity and change.

**MO Standard (Content):** SS6: Students will acquire knowledge of relationships of the individual and groups to institutions and cultural traditions.

### **Common Core Standards:**

SL 1 Engage effectively in a range of collaborative discussions with diverse partners of grade 7 topics, texts and issues.

SL 2 Analyze the main ideas and supporting details presented in diverse media and formats

WHST 2 Write informative/ explanatory texts

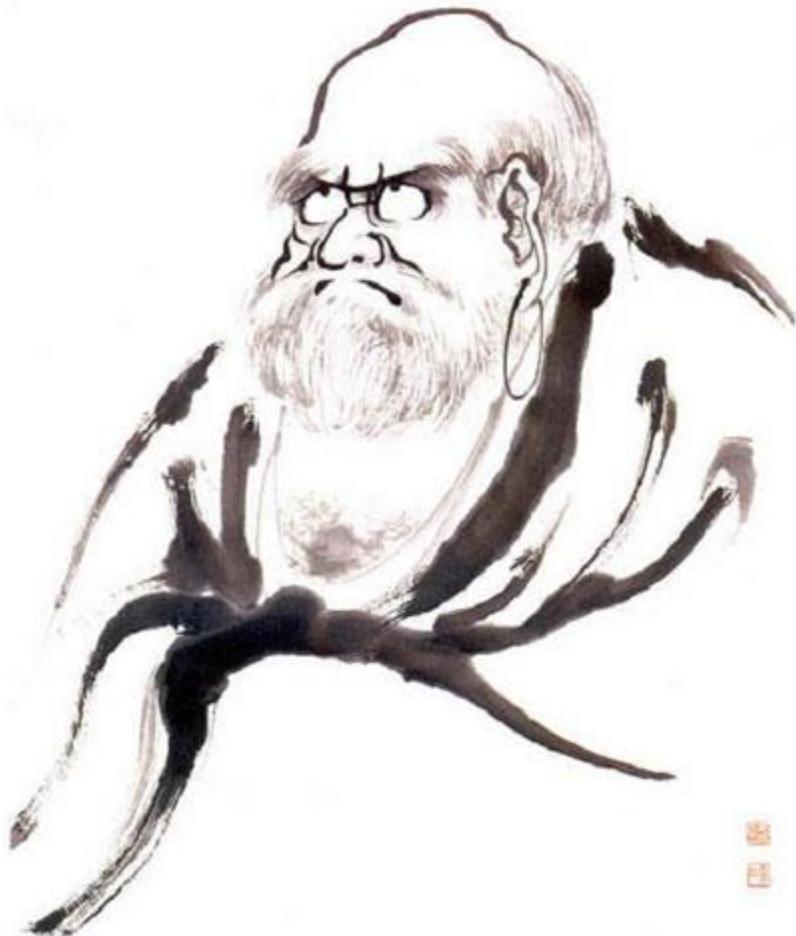
WHST 7 Conduct small research projects to answer a question

RL By the end of the year read and comprehend literature, including stories, dramas and poems.

**MATERIALS REQUIRED:** Computer and LCD projector in order to view the video and to project a picture of the monk, Dalma. It is possible to photocopy the picture for each student also. Worksheets are attached to this lesson plan: Picture analysis worksheet, Tea Ceremony video questions, poems and questions, and the performance event. Extensions to the lesson: could have students bring in or drink tea during the video.

**INTRODUCTION AND EXPLANATION: NOTE:** Students should already have knowledge of Buddhism before this lesson. It is preferable if they have studied the Silk Road in China to know how goods, ideas, and people moved from China to Korea.

To introduce this lesson to students, I will ask them what traditions we have in the United States that everyone does on a regular basis. In case they are having trouble, I will narrow it to a food or beverage. For the most part, students won't come up with much. Next I will show them this picture and ask them do complete a photo analysis (The websites will take you to the Library of Congress's photo analysis sheet and instructions):



[http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing\\_Photos\\_and\\_Prints.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photos_and_Prints.pdf)

[http://www.loc.gov/teachers/usingprimarysources/resources/Primary\\_Source\\_Analysis\\_Tool.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf)

After students have analyzed the above photo, tell them the following story on who it is.

The Dalma or Bodhidharma is an icon to Korean Buddhism because he brought Zen Buddhism to Korea (known as Son), which focuses on meditation. Dalma arrived in China in the 5<sup>th</sup> century and tried to meditate. However, he kept falling asleep. Mad at himself, he cut off his eyelids and threw them on the ground. The eyelids blossomed into a tea plant. Dalma then made tea and drank it, and he stayed awake after that while meditating.

(Story adapted from one told at <http://www.sherwinjones.com/gyeongjublog/2011/02/zen-legends-bodhidharma-%EB%8B%AC%EB%A7%88-came-from-the-west/>.)

Finally I would have students infer the importance of Dalma and tea.

**PROCEDURE:** The next part of the lesson will focus on the actual tea ceremony. Students will watch the tea ceremony and complete a worksheet at the same time. The video is 12 minutes long.



**THE DELIVERY OF THE CONTENT:** Korea Tea Ceremony.wmv (Command Line)

Youtube link: <http://www.youtube.com/watch?v=Gs0FRI6CnEU>

If you cannot bring up this specific link, just go into you tube and put Korea Tea Ceremony into the search bar.

While watching the tea ceremony, students should be filling out a worksheet. Is Handout 1. This section meets the first objective laid out above.

(Possible teacher answers are below.)

1. Utensils: teapot, five cups, plate for each cup, small bowl, large bowl, green tea, scoop, water. Green tea was even known for its health benefits centuries ago. It is also not as bitter as black tea.
2. This goes to show that they are not concerned about quantity of tea, but quality. The tea is meant to be savored and enjoyed. Also the best tea comes when it has been consumed quickly and does not become bitter.
3. It is a ceremony—the more steps, the more importance is given to it. Had it been two steps, who would see it as a traditional ceremony?
4. The cups are small and most of the time you only have steps for two cups. It is more about relaxation and leisure. It puts a person in a quiet almost meditative state so that they do not worry about the world. This meditative state is central to Buddhist belief. It is also nice to show thoughtfulness to friends who join you in drinking the tea.

**THE APPLICATION OF THE CONTENT:** In order to think more deeply about the meaning of tea to the Koreans and its connection to Buddhism, students will read and analyze

poems written regarding tea. In Handout 2 are two tea poems taken from the *The Korean Way of Tea* book and questions that will help students analyze the content. This meets the second objective mentioned above.

**EXTENSION OF LEARNING:** Have students find information on the Chinese and Japanese tea ceremonies and make comparisons. They are very different in their approach and give a uniqueness to each culture. If you are interested in a video of each, I have made personal ones after viewing firsthand. My contact information is [cchrisman@kirksville.k12.mo.us](mailto:cchrisman@kirksville.k12.mo.us)

**ASSESSMENT:** Students will complete a performance event using the content and skills from this lesson. See Handout 3. This will meet the third and final objective. By this point, students understand the history behind tea and the tea ceremony and how it has lasted for centuries in Korea, even though occupation. And now it is trying to be revived by individuals and the government through festivals because they see the importance of maintaining knowledge and understanding about their past (which the Japanese tried to wipe out). Part of their past is linked with Buddhism, even though only 30% of Koreans consider themselves Buddhist. Students can link this knowledge and extend it to helping create a tradition in American culture that is steeped in our history as well.

**RESOURCES:** Anthony, Brother and Hong Kyeong-Hee. *The Korean Way of Tea*. Republic of Korea: Seoul Selection, 2007.

Word Press. *Gyeongjublog.com*. Date accessed: August 2, 2011.

<http://www.sherwinvjones.com/gyeongjublog/2011/02/zen-legends-bodhidharma-%EB%8B%AC%EB%A7%88-came-from-the-west/>.

## HANDOUT 1: KOREAN TEA CEREMONY VIDEO AND QUESTIONS

Directions: While watching the video, take notes on what you observe:

### UTENSILS:

### STEPS TO THE CEREMONY:

Questions: Now get with a partner and use your observations to answer these questions in complete sentences.

1. How many utensils are used? One is green tea. Green tea is the only kind used in the tea ceremony. Why might this be?
2. Why might such a small teapot be used if it is used to fill cups up to three times?
3. Why might there be so many steps (from prepping cups, to making the first cup, to the second cup)?
4. Is the tea ceremony really about quenching thirst (think about the size of the cup) as Americans would drink tea, or is it about something deeper (**revisit this question after reading the Korean Tea poems**)?

## HANDOUT 2: KOREAN TEA POEM ANALYSIS

Read the poem and answer the questions that follow in complete sentences. Make inferences into possible cultural or religious significance. For extra credit, try writing your own poem!

I sit alone, deep in the mountains:  
 Worldly affairs are of no import.  
 Gate closed, I pass the days  
 in learning emptiness.  
 I examine my life.  
 I have no material goods,  
 just a bowl of fresh tea and  
 a book of scriptures.

The Ven. Sonsu (1543-1614)

1. Many Buddhist temples are in the mountains of Korea. What can you infer about the author? Explain.

(Possible answer: a Buddhist monk living in the mountains. Many lived alone as hermits once Confucianism took over)

2. The author says he has no material goods, but lists two. Explain this contradiction.

(Possible answer: tea and Buddhist scripture aren't material goods to a priest. Material goods are seen as wants, but there are necessities to the Buddhist life.)

The new moon is beautiful in the sky in early evening.  
 Clear light shining amiably is boundless.  
 A group of stars circle clearly around the Milky Way.  
 All come together with Jade Dew tea and make a sleepless night.

Cho Ui (1786-1866)

3. Why is the last line scientifically correct that gave the monk his sleepless night? What did he do with his sleepless night?

(Possible answer: tea has caffeine and so the monk was staying awake to gaze at the stars. Could relate to Dalma.)

4. Buddhists are close to nature and do not want to kill any living thing. What natural elements are in this poem?

(Possible answer: moon, stars, Milky Way, tea)

5. What do you learn about Buddhism in Korea from these poems? What questions come to mind or what more information would you like?

### **HANDOUT 3: KOREAN WAY OF TEA PERFORMANCE EVENT**

After completing several lessons on the history of tea in Korea and seeing a visual presentation of it, you will use your knowledge and skills to create a tradition for the United States.

Directions:

- Create a tradition for the United States with a food or beverage
- Prescribe a way to eat the food or drink the beverage
- Include utensils
- Relate it to some piece of American culture from at least 100 years ago and write a paragraph explaining how it relates.
- Your product should be in a report format.

Rubric

	4	3	2	1
Food or beverage chosen for tradition	Picked one that is well known in the US	Picked one that is seen in parts of the US	Picked one from another country	Failed to pick a food or beverage
Explained how the food/beverage was to be consumed	Has at least a 4 step process and is easily understood	Has at least a 3 step process and is easily understood	Has at least a 2 step process and is easily understood	Has only 1 step process and is easily understood
Explanation of utensils to perform the tradition	At least 3 utensils (excluding the food or beverage)	At least 2 utensils (excluding the food or beverage)	At least 1 utensils (excluding the food or beverage)	Only the food or beverage is present with nothing else.
A paragraph explaining how it relates to US history.	Comes from American culture at least 100 years ago.	Comes from American culture at least 75 years ago.	Comes from American culture at least 50 years ago.	Comes from American culture at least 25 years ago.