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Lexington, MA
FPRI Korea study tour

CONFUCIANISM/NEO-CONFUCIANISM LESSON PLAN
Two 80-minute classes, college-prep course, 11th and 12th grades

COMMON CORE STANDARDS FOR ELA-HISTORY/SOCIAL STUDIES
CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

MA SOCIAL STUDIES FRAMEWORKS

WHI.23 Summarize the major reasons for the continuity of Chinese civilization through the 19th century

A. the role of kinship and Confucianism in maintaining order and hierarchy

OBJECTIVES:

Students will be able to:

- Analyze primary sources relating to Confucianism and Neo-Confucianism
- Compare and contrast Confucianism and Neo-Confucianism
- Explain how Neo-Confucianism is manifested in Choson Korea

MATERIALS:

- All readings and primary sources:
 - http://afe.easia.columbia.edu/ps/cup/confucius_teacher.pdf
 - http://afe.easia.columbia.edu/ps/cup/confucius_govt.pdf
 - http://afe.easia.columbia.edu/ps/cup/lu_jiuyuan_mind.pdf
 - http://afe.easia.columbia.edu/ps/cup/zhuxi_nature.pdf
 - <http://chosonkorea.org/index.php/confucianism/neo-confucianism-and-choson-kingdom/the-neo-confucian-foundation-of-the-choson>
 - <http://chosonkorea.org/index.php/confucianism/neo-confucianism-and-choson-kingdom/primary-source-king-taejos-founding-edict>
 - http://afe.easia.columbia.edu/ps/korea/hostility_to_buddhism.pdf
 - ABC-CLIO article on Choson Korea (attached)
- Teacher lecture notes on Neo-Confucianism in Song China

DAY 1 (80 minutes)

PROCEDURE:

- DO NOW: Students will review their knowledge of Confucianism from their freshman ancient world history course by writing down what they know about Confucianism. (5 minutes)
- Teacher will scribe on the board as students call out what they remember. Teacher will especially emphasize the five relationships and filial piety. (10 minutes)

- Students will read and analyze primary sources on Confucianism. (20 minutes)
 - http://afe.easia.columbia.edu/ps/cup/confucius_teacher.pdf
 - http://afe.easia.columbia.edu/ps/cup/confucius_govt.pdf
- Teacher will give brief lecture on the historical background to Neo-Confucianism in Song China. (15 minutes)
- Students will read and analyze primary sources on Neo-Confucianism in Song China. (20 minutes)
 - http://afe.easia.columbia.edu/ps/cup/lu_jiuyuan_mind.pdf
 - http://afe.easia.columbia.edu/ps/cup/zhuxi_nature.pdf
- EXIT TICKET: Students will make a Venn diagram comparing Confucianism and Neo-Confucianism. (10 minutes)

DAY 2 (80 minutes)

PROCEDURE:

- DO NOW: Students will read about the development and application of Neo-Confucianism in Choson Korea. (20 minutes)
 - <http://chosonkorea.org/index.php/confucianism/neo-confucianism-and-choson-kingdom/the-neo-confucian-foundation-of-the-choson>
- Teacher will review exit ticket from last class comparing/contrasting Confucianism and Neo-Confucianism and the information on Neo-Confucianism in Choson Korea. (20 minutes)
- Students will read and analyze primary sources on Neo-Confucianism in Choson Korea. (35 minutes)
 - <http://chosonkorea.org/index.php/confucianism/neo-confucianism-and-choson-kingdom/primary-source-king-taejos-founding-edict>
 - Teacher might need to provide further background on King Taejo (see attached article)
 - http://afe.easia.columbia.edu/ps/korea/hostility_to_buddhism.pdf
- EXIT TICKET: Students will explain two ways in which Neo-Confucianism is applied in Choson Korea. (5 minutes)

Yi dynasty

The Yi dynasty, the final as well as the most lengthy (lasting until 1910 CE) Korean dynasty, provided a link between medieval and modern Korea. Named after the clan of the founder, Yi Song Gye, the dynasty was also known as the Choson dynasty.

In 1389, the general Yi took over the Korean throne and installed the puppet king Kongyang. Yi ruled the country and accumulated economic power through a series of land reforms. He went on to force Kongyang to abdicate and took the throne for himself in 1392. That event formally ended the Koryo dynasty and began the Yi dynasty. The Supreme Council, the most important governing body in the Koryo dynasty, recognized Yi, who took the name Taejo, as the new reigning king of Korea.

Taejo replaced Buddhism with Confucianism, which placed a strong emphasis on education. He recruited scholars as advisers, who mainly came from the aristocratic class known as the yangban. Taejo's rule was regarded as a Mandate of Heaven and hereditary. The government itself was based on a class system. Society was also divided into classes: at the top were the yangban, who inherited money and power; the chungin, who were the middle class of officials; the sangmin, who were the largest class, mostly farmers; and finally, the chonmin, who were slaves.

Taejo claimed all land belonged to the state and then redistributed it to the people of Korea. The royal officials could hold land only when they were in office; in that way, he centralized his rule and removed power from the yangban class. Taejo also moved the Korean capital from Kaesong to Hanyang (present-day Seoul). New palaces were built there, including the Kyongbok Palace at the city's center. The Yi dynasty also divided Korea into the eight major provinces that still survive (however, they are now broken up further into North and South Korea).

Korea's most influential king was Sejong, who created a written, phonetic Korean language called Hangeul in 1443. He emphasized the wide distribution of books to promote literacy in the Korean language. During his reign, there were also advances in painting and calligraphy.

After Sejong's reign, there was a period of rivalry between the court and the yangban class. Through their monopoly of public offices, the yangban had been able to secure their land and expand it in areas called nongjang. They put pressure on officials to remove their lands from the property tax list, which significantly decreased the funding that came into the treasury. They also worked to remove yangban individuals from the draft list, which weakened the Korean military. By the time of King Songjong at the end of the 15th century, a more effective government bureaucracy was in place, but the yangban class persisted for four more centuries.

Source:

"Yi dynasty." World History: Ancient and Medieval Eras. ABC-CLIO, 2015. Web. 16 Oct. 2015.

