

Teaching Korea - The Gold Crowns of Silla

Teaching Suggestions

RETRIEVAL PRACTICE

Why not create some short multi-choice quizzes to test what students can recall about the content they have just learned about? Create a quick test of 8, 10, 12 or 20 questions. Here are three examples:

1. The gold crowns were made in which Korean kingdom?
 - a) The Kingdom of Goguryeo
 - b) The Kingdom of Silla
 - c) The Kingdom of Baekje

2. Where were the crowns found?
 - a) In burial mounds in Gyeongju
 - b) In a large lake in Daejeon
 - c) In a temple near Incheon

3. It is believed that all the crowns were made over a period of how many years?
 - a) 500 years
 - b) 250 years
 - c) 100 years

THE DIG

You could create a starter or initial stimulus material activity here. Why not role play an archaeological dig in which the crowns were first found. To do this, get everyone in the room to kneel on the floor. Then read, act out together, or tell them the following:

“You are an archaeologist digging in the South Korean sun. Pick up your trowel and start to dig in the dirt.

“Dig carefully. Wait – something is glinting in the sun. Put down your trowel and pick up the brush.

“You don’t want to damage anything precious from the past. Keep brushing. Wow! I can see it now, this is quite incredible. I have never seen anything like it!”

Perhaps get the pupils to close their eyes whilst you have a picture of a crown projected to them.

Get them to open their eyes to see what they were digging. Then get them to list questions that they want to know the answer to about the crowns.

This works as an engaging start. You could then choose a line of enquiry to investigate this topic further.

WHERE ELSE IN THE WORLD?

There are many well-known sites around the world that contain burial mounds like the ones in Gyeongju.

Ask pupils to research other burial mound sites. Perhaps set a target of three other sites, or five, or 10.

This could be an individual or group project.

- Plot the sites on a map of the world. Even create a timeline showing when each of the burial mounds were created.
- Create fact files for the sites:
- How many mounds were there?
- When were they created?
- When were they discovered, and how?
- Who, and/or what was found?
- How are the burial mounds displayed today?
- Add a picture, photograph, or plan. Some good examples are:
- [Sutton Hoo](#), near Woodbridge, Suffolk, England (add link to official website, or provide a picture, or both??)
- [Bin Tepe](#), on the southern shore of Marmara Lake in Manisa Province, Turkey
- [The Qin](#) tomb, near the city of Xi’an in Shaanxi, China

CROWNS

Begin with a simple explanation of what crowns are and the functions they serve.

Perhaps give students a general definition.

For example: “a crown is a type of headdress worn by an important person, such as a king or queen. Crowns are usually used as a symbol of power and are worn when a monarch is crowned or at important occasions. They are often made from gold and silver and decorated with precious jewels”.

Ask pupils to research other well-known crowns. Perhaps set a target of 3, or 5, or 10. This could be an individual or group project.

Create fact files for each crown:

- Which country?
- When was it created?
- What materials were used?
- Who wears it? Or has worn it?
- Is the crown still used? If so, where is it kept when it is not in use?
- Add pictures.

There are many, many examples, from all over the world. Get pupils to identify similarities and differences.

Examples that are easier to find information on include: the Imperial State Crown of the United Kingdom; the Crown of the Holy Roman Empire (also called Crown Of Charlemagne); the Kiani Crown; the Imperial Crown of Pedro II of Brazil; the Golden Crown of the Sultan of Banten.

BURIALS ACROSS THE WORLD

In Gyeongju, we have seen that the Silla royal family were buried in burial mounds. You could ask your pupils to investigate how people in different cultures across the world were buried.

They could create fact files and plot on a world 5-10 different types of burial across the world. Some examples might include:

- Tibetan sky burials
- Madagascan dancing ceremonies.
- Nordic water burials
- ‘Death beads’ in South Korea

Pupils could show their knowledge by plotting general burials and burials of rulers to show their understanding of similarity and difference.

A TIMELINE

Clearly the Silla Empire was an important era in Korean history. It has a thousand-year history lasting from circa: 57 BCE to 935 CE.

To provide your pupils with some context for this object you could ask them to create a timeline of the main events.

This [Britannia Encyclopaedia link on the Three Kingdoms period](#) gives a good overview.

They could also add some of the main objects from this period by watching this short video [Korean history – Silla Kingdom on YouTube](#).

This was the period in which Buddhism came to Korea.

Key dates:

57 BCE

4 CE

57- 80 CE

356 - 402 CE

530 CE

576 - 650 CE

661 -681 CE

927 - 935 CE



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