

Teaching Korea - The Jikji

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. In what year was the Jikji produced?
 - a) 1277
 - b) 1377
 - c) 1477
2. Who wrote the Jikji?
 - a) A Buddhist monk named Baegun
 - b) A German named Johann Gutenberg
 - c) King U of Goryeo
3. The Jikji is so valuable that it is said to be worth how much?
 - a) As much as \$100 million
 - b) As much as \$500 million
 - c) As much as \$900 million

SIGNIFICANT SURVIVING BOOKS

There are many very old significant books in existence in the world today. Ask pupils to research other old, surviving significant books. Perhaps set a target of 3 other books, or 5, or 10. This could be an individual or group project.

Create fact files for the books:

- When was it published?
- Who wrote it – and why?
- What is the title/topic?
- Why is it such a significant book?
- Where was it published?
- How was it created? (is it printed using wooden block or moveable metal type, for example? Or is it simply written in ink on parchment?)
- What is the history of the book?
- Where is it kept today? How is it displayed?

- Add a picture or photograph.

Some good examples of old books that are still in existence today are:

- The oldest surviving Shakespeare book, known as The First Folio, was published in 1623, seven years after the death of William Shakespeare. It's a collection of 36 of Shakespeare's works.
- The Gutenberg Bible, completed by Johannes Gutenberg in about 1455
- The Birmingham Qur'an manuscript is one of the earliest surviving fragments of the Qur'an, dated to between 568 and 645 CE

THE JIKJI IN NUMBERS

Watch the video produced by Airang TV in a series about 100 Icons of Korean Culture. It's Episode Ep 68 – Jikji.

The video highlights several important numbers in the story of the Jikji (for example 1377 – the year the Jikji was published).

Make a note of each number and explain why the number is important in the Jikji's story.

[100 Icons of Korean Culture – Ep68 Jikji](#)

HOW DID THE JIKJI WORK? A PICTURE AND CAPTIONS SORT

It's a good idea to really get your students to see the printing process itself.

To help them to understand this you could provide them with the 11 images and then create 11 captions from the Story of the Object section.

Give individuals or pairs the 11 images and try and get them to sort them out into chronological order showing the printing process.

Once they have puzzled with this for a while, hand out the captions.

The pupils need to match the captions to the images, then they need to organise them into the correct order.

You can guide them here and, if needs be, show them the correct order.

You may need to talk through the process and explain how it works, just to re-enforce the learning.

WHAT WAS GOING ON IN THE WORLD?

The Jikji was first used in South Korea in 1377. To help place this object into context it's a good idea to ask your pupils to find out what else was going on in the world around that time.

They could work individually or in groups and investigate three, five or even seven different key events from the mid to late 14th Century.

Pupils could focus on what happened and the significance of the event.

Some of the things that you could get them to focus on are:

- The Black Death spread across Europe in 1347
- In 1377 Richard II was crowned King aged 10
- The Ming Dynasty was established in China in 1368
- 1381 saw the Peasants Revolt in England
- In 1385 Portugal gained independence from Spain

SHOULD THE JIKJI BE RETURNED TO SOUTH KOREA?

Why not create a class discussion focusing on the question: Should the Jikji be returned by the French to South Korea?

You could put your students into two groups: those arguing that the Jikji should be returned to South Korea and those arguing that it should stay in France.

Use the information in the Story of the Object section and any other research and get each group to come up with reasons and persuasive arguments that they could use in the debate.



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