

Labor Exploitation: America's Major Product, Korea's Next Problem Lesson Plan

Introduction

As much as I wanted to create a lesson on buddhism or music, recent events have only really pushed the need to discuss the issue of black exploitation in America as well as the role that Korean culture may play. I reflected extensively on the topic looking into Dr. Jung Kim's articles, but also other articles on labor and the movement to come up with a sequence of days that deeply explore the issue. The lesson sequence below is intended to support the Black Students Matter initiative at LAUSD.

Lesson Sequence

Grade	Content Areas Being Integrated
9th - 12th	Music, Injustice, Labor, Exploitation

	Social Justice Framework Disciplines
Key Content Standards	<p>Teaching Tolerance, Justice Anchor Standards:</p> <p><i>Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.</i></p> <p><i>Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).</i></p> <p><i>Students will analyze the harmful impact of bias and injustice on the world, historically and today.</i></p> <p><i>Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.</i></p> <p><i>Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.</i></p>

Learning Objective	<i>Students will be able to analyze and discuss the impact KPop on the Black Lives Matter Movement as well as discuss the implications that we as fans can have on the movement towards justice.</i>
Prior Knowledge	None
Differentiation	<i>Graphic Organizer, Closed Captioning in Videos, Amended Requirements with Readings, Sentence Frames for Community Circle / Twitter Chat, Guided Practice and Slow Release towards Independent Practice</i>
Concepts	<i>Exploitation, Music, Labor, Rights, Justice, Social Media</i>

Materials / Resources		
Day (1 of 3)	Day (2 of 3)	Day (3 of 3)
(Video) What is Kpop? (Article) K-pop stars take part in Black Lives Matter movement (Article) J. Cole Walks Back His (Possible) Noname Tone Shame – But Still Wants Her to Teach Him	(Article) How K-pop gets away with cultural appropriation – of R&B, hip hop and bubblegum pop (Article) ‘They use our culture’: the Black creatives and fans holding K-pop accountable (Video) It's Hard Being A Black Kpop Fan (Article) The Other Side of K-pop and Korean Music: Labor Abuse (Article) How K-Pop’s Record Labels Exploit Its “Idols” (Article) Rethinking the K-pop industry’s silence during the Black Lives Matter movement (Article) Who’s really to blame for exploitation in the music industry?	(Podcast / Article) The New Sounds of Protests and Hope (Article) The history of American protest music, from “Yankee Doodle” to Kendrick Lamar (Song) Pharrell Williams - Entrepreneur

Lesson (1 of 3): BTS and BLM Community Circle

Lesson / Activity Description		
Prior Knowledge	Teacher has norms and culture for participation and class structure.	Students have prior knowledge of community circle and social justice issues.
Sequence	Teacher does:	Students do:
Circle Norms	Teacher reviews norms for Community Circle: <ul style="list-style-type: none"> • Talking Piece: We’re going to pass the talking piece to our left because what you have to say is important and we want to make sure that you can be both listened to and heard • Respect: Respect each other by not having side conversations, being fully present, and saying just enough • Participation: Everyone participates • Community: Bring your best self and assume the best in others. Avoid judging each other. Use “I” statements (speak your own truth) • Privacy: What’s said here stays here, what’s learned here leaves here. 	Students read norms at front of room as teacher reviews their meaning and discusses their implications.

Opening Questions	<p>Teacher introduces the topic of the day which will be Kpop and plays a quick introduction video (What is Kpop?). Prior knowledge is elicited, but the introductory video helps bring students up to speed.</p> <ol style="list-style-type: none"> 1. What are your musical interests? How are they similar / different to Kpop? 2. What do you know about Kpop? 3. How can music affect social movement? What songs do you know of that have done so 	Students elicit any prior knowledge to Kpop
Deeper Dive Question	<p>Teacher breaks circle into two halves that each take charge in reading one of two articles (K-pop stars take part in Black Lives Matter movement and J. Cole Walks Back His (Possible) Noname Tone Shame – But Still Wants Her to Teach Him)</p> <ol style="list-style-type: none"> 1. Why might some musical artists be active in social movements as opposed to others? 2. What can be said about the silence that American artists / recording industry have had compared to Kpop artists like BTS? 	Students participate in one of two readings based on their preferred reading level. Students will bring ideas towards answering the Deeper Dive questions displayed on the screen / front of the classroom/
Closing Question	<ol style="list-style-type: none"> 1. As fans and listeners, what role do we play in the identity and products of musicians? 	Students share final thoughts to the closing question.

Lesson (2 of 3): Appropriation and Exploitation

Understanding Exploitation (Flipped Assignment / Graphic Organizer)

Lesson / Activity Description		
Prior Knowledge	Teacher has set norms and culture for participation and class structure.	Students have prior knowledge of Kpop, music, and their role in the ongoing BLM movement.
Sequence	Teacher does:	Students do:
Intro and Instructions	Teacher introduces the goal of today's lesson, which is to build upon the circle by understanding the origins of appropriation and exploitation. The ideas researched will be key to the culminating project which is participating in social media to convey feelings about Kpop.	
Graphic	Teacher organizes students into stations / breakout rooms as well as reviews the graphic organizer. Teacher facilitates learning by moving to different break out rooms to prompt student thinking.	Students each take a graphic organizer and go to different stations / different breakout rooms. In each break out room, students will have about 15 minutes to read the resource and annotate using the following guide:

Organizer and Research		! Important Point for Later ? Question for Later * Other Students nominate a reporter to share the article that resonated most with the group as well as why.
Class Discussion	Teacher brings class together for a discussion on ideas shared in articles - to get students to realize that labor exploitation has existed for quite some time, but that global collaboration might be the key to its solution	Student reporters share findings with the class and willow for other groups to take ideas.

Lesson (3 of 3): The New Sounds of Protest and Hope Twitter Talk using Hashtag (Asynchronous)

Lesson / Activity Description		
Sequence	Teacher does:	Students do:
Opening	Teacher provides excerpts of NPR Podcast, The New Sounds of Protests and Hope, as well as shares what has happened in the last few months with artists supporting the progressive movement in our country	
Twitter Talk	Given what has been discussed over the last few days - both the appropriation of Black culture, the exploitation of labor in the Korean music industry, the power of Korean fandom in the 21st century, and the conflicting relationships that artists have with their industry - we're going to engage in a twitter chat to spread our awareness and feelings on the issues	Students will be tasked with creating several posts around the #kpop hashtag that portray their feelings and thoughts towards recent events and the growth of the industry. Frames will be provided below: <i>What I appreciate about #kpop is:</i> <i>What I want from the #kpop industry is:</i> <i>Something I learned by my research on #kpop was:</i> <i>What I want in the next #kpop song:</i> <i>Something we can learn from #kpop is:</i>