

USC Rise of East Asia since 1800's Lesson Plan

Lesson Sequence

Grade	Content Areas Being Integrated
12th, Constitutional Law	Comparisons between Democracy in Korea to Democracy in the 1900's

	Astronomy Discipline
Key Content Standards	<p><i>12.9 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.</i></p> <p><i>Identify the successes of relatively new democracies in Africa, Asia, and Latin America and the ideas, leaders, and general societal conditions that have launched and sustained, or failed to sustain, them.</i></p>

Learning Objective	<i>Students will be tasked with learning about and comparing the birth of democracy in Korea as compared to other democracies that have been established in the last century.</i>
Prior Knowledge	<i>Students know the basic principles of American democracy, United States / British involvement in establishing colonies in East Asia, as well as the events that set off and concluded the second World War. These were topics of frequent discussion in classes prior and their context will be revisited prior to and throughout the beginning of the instructional segment.</i>
Differentiation	<i>All vocabulary will be posted to the side for students to refer to throughout the learning segment. Organizers will be differentiated to reduced cognitive demand of online reading and research. Discussion structures will allow students to test and build ideas before sharing them to the whole class.</i>
Concepts	<i>Capitalism, Communism, Democracy, Totalitarianism, Satellite Nation, Imperialism, Domino Theory, Great Society, Cold War, World War 2, United Nations</i>

Materials / Resources
Laptop, Graphic Organizer on <i>Why Korea Split into North Korea and South Korea?</i> , Cue Cards for Different South Korean, North Korean and American Leaders,

Lesson (1 of 3): Democracies around the World, Korea

Lesson / Activity Description		
Prior Knowledge	Teacher has set norms and culture for participation and class structure.	Students have prior knowledge of democracies and the American democratic process. This warm up is an attempt to elicit and re-engage with this content.
Sequence	Teacher does:	Students do:
Intro	<p>Teacher prompts students to take out their notebook and answer, "What are the principles of a democracy? How are democracies established?" Teacher provides the warm up on the front projector screen and gives students a few minutes to have the questions copied and answered.</p> <p>Teacher invites students to share responses in pairs and to share ideas in a structured class discussion.</p>	<p>Students take out their notebooks and answer the warm up question.</p> <p>Students share responses in pairs and then bring ideas to the rest of the class.</p>
Elicit Student Ideas	<p>Teacher informs class that this week's lesson will explore the idea of democracy throughout the world in order to understand America's influence in spreading the democratic process. Teacher recognizes that students have focused on Japan in the past, which will also be another focal point to this instructional segment.</p> <p>Teacher creates discussion space for understanding the platform for this exploration: Korea</p> <p>Questions: What do we know about Korea's history? How did North and South Korea come to be? How might the events of World War 2 affected South Korea's democracy? What conditions led to the creation of North Korea?</p>	<p>Students participate in class discussion to prompt thinking on what we know about Korea as well as the time period based on content discussed previously in the classes and things observed in the news..</p>
Exploration	<p>Teacher gives students a graphic organizer to follow along when a video is played at the front. The video will analyze the differences between North Korea and South Korea as well as what led to their mounting tension.</p>	<p>Students follow along the video through a graphic organizer. Students will be tasked with filling in the blanks of the organizer and answering questions on the back.</p>

	<p>Why Korea Split into North Korea and South Korea? WonderWhy, 2013 https://www.youtube.com/watch?v=IOE9Kel8BtE</p>	
Review	Teacher reviews content of the video and discusses explicit points that should be written on the graphic organizer. Teacher prompts students through cold calls in order go gauge class' understanding.	Students follow along review of organizer and respond to teacher prompts when called at random.
Exit Ticket (Evaluation)		On an Exit Ticket, students will write three things they learned, two connections to former content in the class and one question they still have.

Lesson (2 of 3): Leadership in Democracies

Lesson / Activity Description		
Sequence	Teacher does:	Students do:
Engage	<p>Teacher prompts students to take out their notebook and answer, "What is the role of the president in a democracy?" Teacher provides the warm up on the front projector screen and gives students a few minutes to have the questions copied and answered.</p> <p>Teacher invites students to share responses in pairs and to share ideas in a structured class discussion.</p>	<p>Students take out their notebooks and answer the warm up question.</p> <p>Students share responses in pairs and then bring ideas to the rest of the class.</p>
Elaborate	Teacher introduces Moon Jae-In and Donald Trump, the current presidents of South Korea and the United States respectively. Teacher walks through a brief history of their policies and then introduces Syngman Rhee and George Washington, the first presidents. Teacher allows students to recognize how much the democracies have changed.	Students are prompted in order to reach comparisons between the two countries with policies as well as differences.
Leadership Exploration	Teacher prompts students to consider how leadership can greatly affect a democratic process as well as how leaders were selected - George Washington and Syngman Rhee were selected based on different qualifications. And the leaders today have been selected on even	

	<p>more different terms: Moon Jae-In, Donald Trump and Kim Jong-Un.</p> <p>Teacher provides students with a list of different leaders throughout each country's time. The task will be to draw a comparison between leaders in North and South Korea to leaders in the United States.</p>	<p>Students receive a list leaders and cue cards and are tasked with drawing connections between leaders in North and South Korea to leaders in United States history.</p>
<p>Comparison of Leadership (Evaluation)</p>	<p>Teacher prompts students to select one comparison that they drew and to create a side-by-side poster of the two leaders, comparing each of their policies. This is meant to set students up for a much larger and grandiose posters they'll need to create tomorrow.</p> <p>Teacher collects posters.</p>	<p>Students will need to take one comparison that they drew and adapt it to a poster where the two leaders are depicted (and lightly sketched) and their policies are written. Students need to include at least 4 aspects of their policies.</p>

Lesson 3: Culminating Assessment

Lesson / Activity Description		
Sequence	Teacher does:	Students do:
Engage	<p>Teacher prompts students to take out their notebook and answer, "What myths do we know about North or South Korea?" Teacher provides the warm up on the front projector screen and gives students a few minutes to have the questions copied and answered.</p> <p>Teacher invites students to share responses in pairs and to share ideas in a structured class discussion. Teacher maintains a structured and school-appropriate discussion among the students despite the fact that the discussion may trigger ideas.</p>	<p>Students take out their notebooks and answer the warm up question.</p> <p>Students share responses in pairs and then bring ideas to the rest of the class.</p>
Explore	<p>Who is Kim Jong-Un? CNN, 2014 https://www.youtube.com/watch?v=wc7FuFt7dki</p> <p>Teacher prompts students to recall what they worked on previously by comparing policies among the leaders, but now encourages them to compare the personality cult to the leaders. Teacher encourages students to reflect on the cult of Kim Jong-Un, of Donald Trump, and of</p>	<p>Students begin to recognize external factors that affect the efficacy of a leadership, not only policy by the culture and the culture of personality.</p>

	<p>other leaders that have existed throughout history. Cults have existed with both democratic leaders and non-democratic leaders.</p> <p>Teacher recalls World History content of Mao Ze Dong as a leader who revolutionized China and China's current leader, Xi Jin Ping. And prompts students to consider how culture can affect the efficacy of a democratic period.</p>	
Self Exploration	<p>Teacher provides articles on the the personality cults of different leaders and prompts students to consider their influence. Teacher prepares students to generate 5 questions from the readings to bring into a socratic discussion.</p>	<p>Students prepare for socratic discussion by reading articles on the myths of different leaders in North Korea, South Korea, and the United States.</p> <p>Each student is tasked with preparing five questions to bring into a socratic discussion on policy, leadership, and how each might be detrimental or crucial to democracy.</p>
Conclusion and Continued Exploration	<p>Teacher concludes the instructional segment transitioning to the next topic on how democracies might fail and how democracies need to have a check and balance of power.</p> <p>Teacher offers extended assignment for students to turn their posters into ones that reflect the personality cults of their respective leaders from Day 2.</p>	