

Teacher: Gina Sharpe

Curriculum Project: Analyzing the Development of Korean Culture through Primary Sources

Subject: 10th Grade Advanced Placement World History

Duration: 2-3 days in a block schedule (100 min/each)

Objectives:

- Students will be able to analyze positive and negative effects of outside forces on the development of Korea's culture

Standards to be covered:

From the History–Social Science for California Public Schools Standards:

- **CST 1:** Compare past with present, evaluation the consequences of past events and decisions and determining the lessons that were learned.
- **CST 2:** Analyze how change happens at different rates at different times
- **CST 3:** Use a variety of documents and maps to interpret human movement
- **REP 3:** Evaluate major debates among historians concerning alternative interpretations of the past
- **HI 1:** Show connections between particular historical events and larger social, economic, and political trends and developments

CST: Chronological and Spatial Thinking

REP: Research, Evidence, and POV

HI: Historical Interpretation

From the AP College Board for AP World History:

- AP World History Themes, #1, 2, 4, & 5:
 1. Interaction Between Humans and the Environment
 2. Development and Interaction of Cultures
 3. State-building, Expansion, and Conflict
 5. Development and Transformation of social structures
- AP World History Thinking Skills:
 1. Crafting Historical Arguments from Historical Evidence
 2. Chronological Reasoning
 3. Comparison and Contextualization
 4. Historical Interpretation and Synthesis

Day 1: Background of Korea

1. Reading about Korea, Prehistory –Joseon/Choson Period
This may be assigned as a homework assignment or completed in class. If not assigned as homework, plan on an extra day for the lesson.

- Students will be assigned the following reading assignments, which are taken and adapted (adapted handouts are attached) from <http://people.cohums.ohio-state.edu/bender4/eall131/EAHReadings/module02/m02korean.html#part3>
 - a. ALL students will read the short Introduction, taking annotated notes in the margins, and complete the activity (Mapping Korea – Handout A)
 - b. There are 4 other readings. Assign 1 of the 4 readings to each student. Try to distribute readings as evenly as possible. Students will complete the reading, taking annotated notes in the margin, and complete all accompanying activities on the reading. Even though students are completing only 1 of these 4 readings, they will eventually complete all handouts. Copy and distribute all handouts, A – H to each student.
- 2. Jigsaw Activity
 - a. Students will be grouped to discuss readings (group size is dependent upon number in class)
 - b. In each group, students will discuss the reading – ask clarification questions, reflections, check that activities match, etc.
 - c. After 15 minutes, expert groups will be formed. These will be groups of 4, which will include 1 person from each of the larger groups.
 - d. Each “expert” will summarize the reading. He or she will then guide group members to complete the same activity(s). If you provided each student with handouts from the previous day, each student should have a complete set, Handouts A – H.

Day 2: Gallery Walk of Images of Korea

1. In the same groups as the previous day, students will go on a “gallery walk” around the classroom where they will examine literary primary sources, images of artwork, and photographs. Each image or excerpt will be placed on a large poster board. These images are on the PDF file, Images for Gallery Walk
 - a. Students will be given a marker in different color marker than their group members. These markers will stay with them during the entire activity.
 - b. Each group will spend 5 minutes at each “station.” Once they arrive at each station, they are to write their reflection anywhere on the poster, as long as it is not on the image. Reflections can include any of the following: What does this say about Korean culture? Historical Context – what was going on at this time in Korea to influence this? What bias is being shown? Why or why not is this trustworthy? How is this evidence of cultural interactions? Whose “voice” is missing?
 - It is recommended that the teacher write these guiding questions on the board or project during the activity.
 - c. After 5 minutes are up, the teacher will instruct the students to move on counter-clockwise to the next station. Each student MUST write a new reflection that is

not already stated. In addition, if they agree with any other statements, they can sign their initials after the statement.

- d. After each group is back to their original poster, instruct the students to walk around the room examining the responses. Encourage students to take notes, as these images will appear again on a DBQ (Document Based Question Essay).
Homework: Students are to review their handouts and any notes they took on the images.

Day 3: Formal Assessment - Document Based Question

1. Give students the DBQ packet that includes all 14 images from the gallery walk.
2. They will be given the entire period to answer the following prompt: Using the following documents, discuss the effects (positive and negative) of outside influence in the development of Korea's culture.
3. To assess essay, check that students have fulfilled all of the following in their essays:
 - Has a relevant thesis and supports that thesis with evidence from the documents.
 - Uses at least 10 of the 14 documents.
 - Analyzes the documents by grouping them in as many appropriate ways as possible. Does not simply summarize the documents individually.
 - Takes into account the sources of the documents and analyzes the authors' point of view.
 - Identifies and explains the need for at least two additional types of document.
 - You must refer to relevant historical information not mentioned in the documents.