

**WHDE**  
Lesson Plan

<b>The Hermit Kingdom -Exploring the History Behind the Name</b>
<b>AUTHOR INFORMATION</b>
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<b>GENERAL INFORMATION</b>
<b>Lesson Grade Span:</b> Secondary (9-12) <b>Targeted Grade Level/Course:</b> World History -10th Grade (AP or Regular) <b>Estimated Time to Complete Lesson:</b> 2-3 class periods -50 minutes each
<b>FOCUSED QUESTION</b>
Opening the Hermit Kingdom: How did Korea interact with the West during the Age of Imperialism?
<b>STANDARDS</b>
<b>AP World History:</b> 5.4: Industrialization spreads in the period from 1750-1900 5.6: Industrialization: Government’s role from 1750-1900 6.8: Causation in the Imperial Age -Explain the relative significance of the effects of imperialism from 1750-1900.
<b>STUDENT &amp; TARGET OUTCOMES</b>
Explain how different modes and locations of production have developed and changed over time (Topic 5.4) Explain the causes and effects of economic strategies of different states and empires (Topic 5.6) Explain the relative significance of the effects of imperialism from 1750-1900. (Topic 6.8)
<b>LESSON OVERVIEW</b>
This lesson is intended to connect current events with the past in order to better understand the United States’ relationship with Korea today, both North and South.

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Note: (The lesson is designed to be utilized immediately after the topics of Western intrusion in China and Japan in the Age of Imperialism. Both of which remain key topics in World History curricula, while Korea's interaction with the West continues to be omitted)

The lesson begins with an article from Vice News in August 2019 and proceeds to a quick write activity and Youtube video by historian David Kang of USC. Students then will read an article on the opening of the hermit kingdom and answer accompanying questions, and the lesson ends with the culminating assessment of creating an iconic image that depicts an important event in Korea's interactions with the West in the Age of Imperialism.

**PROCEDURES**

**Step One:**

[Donald Trump is the new face on North Korean stamps](#)

Ask students the following guiding questions about the article and brainstorm together...

Why were these meetings such a big deal?

How did tensions between North Korea and the United States begin?

What is meant by the term, "Hermit Kingdom?"

**Step Two:**

Show students the first 13 minutes of this youtube video by [Professor David Kang](#)

Assign the following Quick Write questions for their notebooks:

1. (Before video) What is something you already know about Korea?
2. (During and after video) What are three things he mentions regarding why Korea is interesting?
3. What is a question you have about Korea after watching this clip?

Conduct a whole group discussion on the video, especially the topic of why Korea is interesting.

(From the video: 1- Korea is Interesting geographically because the interests of the world's major superpowers touch each other. 2- Korea is actually much larger (size and population) than most Americans realize. 3- The South Korean economic miracle -he has a particularly effective graph depicting the rapid economic growth.

End the discussion with this question, "Despite Korea's importance in the world today, why do we still continue to talk far more about Japan and China in World History?"

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**Step Three:**

Assign students the following article by Michael J. Seth of James Madison University

[Korea: From Hermit Kingdom to Colony](#)

This can be done as homework, or in class if time allows. The questions are split here into two documents. While an AP class can easily handle the entire article in one evening or course period, on-level students may need a bit more time and scaffolding. Or, a teacher could choose to assign Part 1 only, because that is the segment with the most discussion of Western intrusion.

[Hermit Kingdom Reading Questions -Part 1](#)

[Hermit Kingdom Reading Questions -Part 2](#)

End this portion of the lesson with a whole class discussion. What did kids learn about Korea? What was the most interesting topic? What would they like to learn more about?

**Step Four:**

Students will be shown these [Slides](#)

Having recently learned about Western intrusion in Japan and China, they will be very familiar with the image of Matthew Perry's Black Ships in Tokyo Bay and the French political cartoon of Western Powers carving up China. So, this should serve as an impactful reminder that no such iconic image exists for Korea, at least in common World History curriculum taught in Western countries. They should be instructed to choose a topic from the Seth reading (Examples: the General Sherman Incident or the French Missionaries controversy), and to conduct further research in order to create an image for future students of World History to analyze. (See attached rubric)

**FORMATIVE ASSESSMENT**

Iconic Image Assignment:

[Rubric](#)

**RESOURCE LIST**

[Donald Trump is the new face on North Korean stamps](#)

[Professor David Kang](#)

David Kang Professor and Director, USC Korean Studies Institute. (USC/KSI) April 26, 2012

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An Overview of Korea -Full by David Kang

(n.d.). Retrieved December 18, 2019, from <https://www.youtube.com/watch?v=ZTpLQrV7LZE>.

Korea: From Hermit Kingdom to Colony -Michael J. Seth

[Korea: From Hermit Kingdom to Colony](#)

Korea: From Hermit Kingdom to Colony. (n.d.). Retrieved from <http://aas2.asian-studies.org/EAA/EAA-Archives/13/2/812.pdf>.

Reading Questions -part 1

[Hermit Kingdom Reading Questions -Part 1](#)

Reading Questions -part 2

[Hermit Kingdom Reading Questions -Part 2](#)

East Asian Images:

[Slides](#)

### **MODIFICATIONS & EXTENSIONS (OPTIONAL)**

#### **MODIFICATIONS**

1. The Seth reading can be broken into two parts, or the second part can be omitted.
2. Students can work on this assignment in groups.
3. Students could choose to respond in written form, rather than drawing.

#### **EXTENSIONS**

1. A student panel could be formed that compares the responses of the East Asian countries to Western imperialism, sharing other world history courses or with the school community.
2. World history students could ask to be invited into U.S. history classrooms in order to teach them about the less discussed, more distant relationship between the U.S. and Korea.
3. This lesson could be offered as a competition, and members of the WHDE/KWLF leadership team could choose a winning student image and publish it to the wider world history teachers' network.