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Lesson Plan

<b>Innovation in Early Modern Korea</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 Students (10-12) <b>Estimated Time to Complete Lesson:</b> 2 45-minute classes
<b>FOCUSED QUESTION</b>
What are the important cultural contributions of Early Modern Korea to History?
<b>STANDARDS (STATE/C3)</b>
<b>Iowa Standards:</b> SS-WH.9-12.21. Investigate cultural advancements within societies with attention to belief systems, ideologies, the arts, science and technology SS-WH.9-12.24. Examine and explain how the perspectives of individuals and societies impact world history. <b>C3 Framework:</b> D2.His.2.9-12. Analyze change and continuity in historical eras. D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.
<b>STUDENT &amp; TARGET OUTCOMES</b>
<b>Student Learning Targets:</b> I can investigate the cultural advancements of Early Modern Korea. I can examine how King Sejong and Admiral Yi influenced Korean History.
<b>LESSON OVERVIEW</b>

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Much of East Asian History focuses on China and Japan. Korea is often an afterthought, or taught as a tributary state under the influence of China. Also, much of Korean History is taught with a modern lens, where Korea is a victim of China and Japan. This lesson will introduce students to the cultural achievements of Korea during its Early Modern Era, showing that Korea has important cultural achievements of its own and is not always influenced by other cultures, but has its own history. It will focus on Moveable Type Printing, King Sejong and Hangul, Admiral Yi and Turtle Ships, and citizen governance under the Joseon. These topics tie into the Iowa Standards about cultural advancement as well as those about individuals impacting history. They also tie into change over time and causation standards in the C3 Framework.

**PROCEDURES**

Anticipatory Set: Think-Pair-Share

- The teacher will utilize the [Google Slides Presentation on Early Modern Korea](#) in order to prime the students for their learning. Guided Questions for discussion are on Slide 2, and are:
  - Why would a ruler want his people to be literate?
  - What are the advantages and disadvantages to having a literate population?
  - What must happen for a population to become literate?
  - Why do some totalitarian leaders dislike education and literate people?
  - Why would an absolute ruler want to provide the commoners with a voice?
  - What are the advantages and disadvantages of participatory government?
- Eliciting discussion about how education and political participation go together is an important component of the last two questions. That point will tie the four innovations together. Teachers will not make these points until the debrief, but priming the students for understanding that printing and having a robust print culture is an integral part of learning to read, and that Hangul is integral to communication. It is also tied to the idea that political and social stability (winning the war against Japan - Admiral Yi) is important to the stability of the Joseon Dynasty and to leadership accepting criticism and allowing for participatory government.

Main Lesson: Learning about Four Aspects of Early Modern Korean Culture

- Teacher can place students into groups, allow them to choose, or randomly assign the groups. Teacher can also choose to allow students to work alone.
- Teachers will either print out, or students will digitally “make a copy of” the Google Doc, [Innovation in Early Modern Korea Handout](#) and put their name at the top.
- Students will then watch videos and read articles in each “Part” on their own, answering questions and summarizing articles and information.
  - At the end of each “part” students will answer a “thinking” question. They may do this as a group so that students who do not understand the question or are not sure how to answer can utilize their peers for help. In order to move on to the next part, they must answer that question, and the teacher should not let

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the group move on until an answer is analytical enough. The “thinking questions” are checkpoints to make sure students are really understanding the information and are thinking about it as they complete the activities.

- Part 1: Printing Culture with Jikji
- Part 2: King Sejong and Hangul
- Part 3: Admiral Yi and Turtle Ships
- Part 4: Participatory Government in Joseon Korea

Close: Students

- After all students have completed the activity and have filled in their sheet to the best of their ability, the class will debrief. The teacher can utilize the slides to remind students of the parts of the investigation by continuing to advance the Google Slides Presentation forward.
- Teacher will focus on the innovations and the chronology, and how important one innovation is to the next. Why is it important that Admiral Yi win the battles, and that war? Why was it significant that King Sejong wanted a robust print culture with many subjects that knew how to read? Encourage students to focus both on cultural innovations as well as two historical figures who had a great impact on Korean History.
- Teacher should also show the modern “ear” in Seoul. This is an example of how the government still elicits feedback from its citizens, in much the same way as with the gong or the written complaints. Koreans can stand at the ear, and have 30 seconds to discuss grievances or praises for the government. This is a unique example of how their ancient culture still plays out in their modern democracy.
- After the debrief, students should fill out the Exit Slip on the bottom of their handout before they leave class. Teachers can utilize that feedback to see where students are, and appropriately help students who do not understand the cultural innovations of Korea.

**FORMATIVE ASSESSMENT**

Exit Slip Questions:

How did Korea prosper during its Early Modern period?

What was Korea’s most important innovation during this era, and why?

**RESOURCE LIST**

Resources for the Lesson

- Headphones (for video clips)
- Student Handout (Online or Printed): [Innovation in Early Modern Korea Handout](#)
- Google Slides Presentation: [Innovation in Early Modern Korea](#)
- Video Clip: [From World’s First Moveable Metal Type to Modern Day Printing: Korea’s Printing Technology](#)

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- Article: [Biography of King Sejong the Great of Korea, Scholar and Leader](#)
- Video Clip: [How Korea Created a Better Alphabet \(History of Writing Systems #11\)](#)
- Article: [Yi Sun Shin – Korea’s Greatest Admiral](#)
- Video Clip: [Korea’s Turtle Ships](#)

Teacher Resources

- Article: [The Oldest Book Printed with Movable Type is Not The Gutenberg Bible: \*Jikji\*, a Collection of Korean Buddhist Teachings, Predated It By 78 Years and It’s Now Digitized Online](#)
- Video Clip: [World’s Easiest Writing System: Origin of Hangul](#)
- Website: [Korean 101: Learn Hangul](#)

**MODIFICATIONS & EXTENSIONS (OPTIONAL)**

**MODIFICATIONS**

The articles seem to be at an appropriate reading level for high school students, so articles may need to be modified for any students with IEPs or Accommodations.  
Consider IEPs and 504s when creating or implementing groups/individual work.

**EXTENSIONS**

If student groups get done early, here are some options:

- Google Expeditions has a Virtual Reality Tour of a Korean Metal Moveable Type Workshop. This could be fun for students if they finish early and the technology is available at your school.
- If a student is interested in Hangul, perhaps they could extend their learning by attempting to learn some Hangul themselves! Korean 101 has free resources such as free worksheets and videos.