

The Remarkable Space Between the Wars

"The real voyage of discovery consists, not in seeking new landscapes, but in having new eyes."

Marcel Proust

AUTHOR INFORMATION

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GENERAL INFORMATION

Lesson Grade Span: High School 9-12

Targeted Grade Level/Course: Social Studies

Estimated Time to Complete Lesson: 3/4- 45 minute classes

FOCUSED QUESTIONS

- Why is the history of Korea framed as one of continued conflicts and not one of peace and stability?
- How have historians challenged the traditional narrative of Korean History?
- In what tangible ways can the United States learn from the Korean Democratic Model?

STANDARDS (STATE/C3)

By the end of 12th grade:

- D2.Civ.8.9-12. Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.
- D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

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- D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
- D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time

STUDENT & TARGET OUTCOMES

The students will discover the complexity of the history of Korea.

The students will understand what factors influenced the western narrative of Korea.

The students will be able to compare western perspectives on the history of Korea with a more complete story that addresses a global perspective.

LESSON OVERVIEW

Overview:

The role that Korea has played in international politics and economics is often overshadowed by negative preconceptions and outright misconceptions by students.

As the United States is currently embroiled in a climate of political, social and economic turmoil, students must understand the complexity of international relations. The ability to explore Korea's role in the 21st Century will initiate critical discussion on the issues surrounding the current political, economic, and military crisis's many nations are facing. Geopolitical decisions are global in scope and require systematic study of an interdependent world perspective. Students further need to develop a clearer understanding that technology plays a significant role in this decision-making. This lesson emphasizes a challenge to all learners to apply their prior knowledge to societal conditions as they analyze issues of past and present as well as working to clarify their own values, and refine their decision making capabilities.

Big Idea:

Political, economic, and military decisions are global in scope and require systematic study of history through an interdependent global framework.

PROCEDURES

Step 1: Opening activity:

Procedure: Hook

Display Image:



Ask Students:

- What do you see in this picture?
- Do you see the young lady facing away?
- Or do you see the old lady looking down?
- Share the Video Solution....

<https://www.youtube.com/watch?v=G9gPFVreivk>

Class discussion: What is real?

They both are, of course. Both the young lady and the old lady exist in this picture. It's an optical illusion.

Some people will see a young lady looking away in the picture while other people will see an old lady looking down. Depending on how you look at it, part of the picture might be the young woman's nose and eyelashes, or it might be a wart on the old woman's nose. What is the young woman's ear might be the old woman's eye. What is the young woman's necklace might be the old woman's mouth.

The picture itself hasn't changed. Your mind just emphasizes different parts of it to make it real

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for you. If we perceive something to be real, does that make it real? History is full of historians expressing their perceptions of events.

Step 2: Preconceptions

Procedure: ABC Brainstorm

What Is an ABC Brainstorm?

Before having students talk about a major topic, it's essential to activate their background knowledge about it. One way to do this is the ABC Brainstorm. The idea is meant to be fairly simple. Students try to think of a word or phrase associated with the topic, matched to each letter of the alphabet.

How Does It Work?

Have students list all the letters of the alphabet down a sheet of paper (or use the printable ABC Brainstorm sheet), leaving room beside each letter to write out the rest of a word or phrase. Let them work individually at first, thinking of, as many words as they can that could be associated with the topic you identify. Then, in no particular order, let them begin filling in the blanks beside each letter of the alphabet.

It seems to work well if you give students enough time to think of a lot of ideas, but then let them pair up or work in small groups to fill in the blanks for letters they had not yet completed. In this way, you can let the brainstorming function like a Think-Pair-Share. This would be the "Pair" phase. Then, go around the room or get students to report out ("Share") possible terms for the different letters of the alphabet. Be open to a wide range of possibilities! Make sure students know that you're not looking for exact answers, just justifiable and relevant ones.

Procedure:

Hand out ABC Brainstorm sheets

Have students list everything they know about Korea using the 26-letter alphabet: They can have more than one for each letter, tell them they can also be creative, for example, using the x or q as the second or third letter.

After students are done have them review their lists directing students to cross out anything that is negative.

Step 3: Misconceptions

Procedure:

- Ask students to categorize the positives on note cards into a sort giving their own titles to their list.
- Ask students to travel around the room examining other students lists.
- Ask students to formulate one question and one generalization about the lists

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- We will then review as a whole class.
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Extension/Assessment

Level of participation

Technology:

LCD projector

Materials:

Note cards

White boards to categorize whole class answers and generate a class sort.

Step 4: Lesson: Reality

Procedure:

- Ask students to view the Video Clip of Professor Mark Peterson, and the hand out of the transcript of the clip.
- Clip: <https://youtu.be/vDKiutPmKRc>
- Ask students to Journal the main thesis and supporting ideas that are presented in the clip.
- Using reliable sites, have students further explore the remarkable space between the wars, including the elements that frame Korean History as one of Peace, not conflict.

Extension/Assessment

Level of participation

Technology:

White board

LCD projector

Materials:

Youtube clip

Computers for research

FORMATIVE ASSESSMENT

STEP 5: Culminating Activity

Textbook Remix: *Modified from Kevin Roughton.*

Task:

The reality is that in the United States the traditional textbook presentation of topics are from a decidedly western perspective. This lack of complexity and balance clouds our understanding of historical realities. To begin to remedy this you will create a section of a textbook that explains

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a more complete understanding of Korean History. It must include all aspects of a typical history textbook like headings, graphics, maps, vocabulary, and review questions.

Instructions:

1. Create a four-page section of a textbook based on a topic from history. I want it to look like a textbook! I suggest you select one day of notes and use that as your starting point for your topic.
2. Before you start writing thinking about how you will arrange your section. Think about section headings, where you might include pictures and the order of the material.
3. On the top of the first page include the title of the section in large lettering then begin step 4.
4. Each page must be a full sheet of white paper (one side only) and contain at least:
 - two paragraphs of written information in your own words. Do not copy from the notes or book.
 - two graphics (maps, drawings, charts, timelines, etc. – you may look at your book for examples.)
5. Across the four pages you must also include at least:
 - three vocabulary words with definitions. These should stand out in some way (your textbook bolds and highlights them for example.)
 - one quote from another source with an MLA citation.
6. On the bottom half of the last page write five good review questions (the answers should require more than one word!) about the section you just wrote.

RESOURCE LIST

ALL HANDOUTS:

<https://drive.google.com/drive/folders/1knpJdiMOiH5NAIIRepZdaSnTP1LgOFIG?usp=sharing>

CITATIONS:

“Assignments (CYOA).” Teaching with Magic, www.mrroughton.com/lessons/assignments-cyoa.

Barnes, Gina Lee. “The Emergence and Expansion of Silla from an Archaeological Perspective.” *Korean Studies*, vol. 28, no. 1, 2004, pp. 14–48., doi:10.1353/ks.2005.0018.

Churches, Andrew. "Bloom's and the Tree Story Intellect." Educational Origami. N.p., 2011.

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Web. 3 Sep 2011.

<<http://edorigami.wikispaces.com/Bloom%27s+and+the+Three+Storey+Intellect>>.

Jones, Raymond. "Strategies for Reading Comprehension ABC Brainstorm." Reading Quest. N.p., 19 July 2006. Web. 3 Sep 2011. <<http://www.readingquest.org/strat/abc.html>>.

Korean History and Political Geography. (n.d.). Retrieved from <https://asiasociety.org/education/korean-history-and-political-geography>

Oh, S. (2019). Resolving the Misunderstood Historical Order: A Korean Perspective on the Historical Tributary Order in East Asia, *Journal of the History of International Law / Revue d'histoire du droit international*, , 1-37. doi: <https://doi.org/10.1163/15718050-12340115>

Proust, Marcel, and Pierre-Edmond Robert. *La Prisonnière*. Gallimard, 2016.

Ruby, K. (2010). A meaningful existence. Retrieved from <http://www.ameaningfulexistence.com/2010/05/05/perception-as-reality>

“What Is Global Competence?” Asia Society, asiasociety.org/education/what-global-competence.

MODIFICATIONS for struggling learners

Students will work in teacher created groups to support struggling learners.

EXTENSIONS for higher level learners

In an effort to embrace the Four Domains of Global Competence, students will create a presentation to the school board on their findings in an effort to create a more complete understanding of the western history taught in our schools. It is my goal to explore ways that our curriculum can become more complete and more authentic.

The idea of global competence articulates the knowledge and skills students need in the 21st century. Globally competent students have the knowledge and skills to:

- Investigate the World- Globally competent students are aware, curious, and interested in learning about the world and how it works.
- Recognize Perspectives- Globally competent students recognize that they have a particular perspective, and that others may or may not share it.
- Communicate Ideas- Globally competent students can effectively communicate, verbally and non-verbally, with diverse audiences.

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- Take Action- Globally competent students have the skills and knowledge to not just learn about the world, but also to make a difference in the world.