

WHDE Lesson Plan

Cultural / Historical Legacy of the Korean Peninsula through Unesco World Heritage Sites
AUTHOR INFORMATION
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GENERAL INFORMATION
Lesson Grade Span: Middle (6-8), Secondary (9-12) Targeted Grade Level/Course: 8th grade geography Estimated Time to Complete Lesson: (e.g. 3-5 50 minute classes)
FOCUSED QUESTION
What cultural and natural legacies do we pass to future generations?
STANDARDS (STATE/C3)
<u>Illinois Standards - grades 6-8</u> SS.G.2.6-8.MdC. Compare and contrast the cultural and environmental characteristics of different places or regions. <u>Illinois Standards - grades 9-12</u> SS.G.9.9-12. Describe and explain the characteristics that constitute a particular culture. <u>C3 Framework for Social Studies State Standards - grades 6-8</u> D2.Geo.1.6-8. Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics. D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. D4.3.6-8. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary). <u>C3 Framework for Social Studies State Standards - grades 9-12</u> D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics. D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the

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classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

STUDENT & TARGET OUTCOMES

Students will identify Unesco World Heritage sites to identify the legacy from the past to explain cultural and natural heritage.

LESSON OVERVIEW

Students will identify the cultural / historical legacy of Unesco World Heritage Sites of the United States and the Korean peninsula. Students will create a web page explaining the cultural / historical legacy of one Unesco World Heritage Site located on the Korean peninsula.

PROCEDURES

Previous instruction: Unit on the history of the Korean peninsula, instruction on the use of Google My Maps and web page development using Google Sites

Step one:

Using the Unesco World Heritage web site, Criteria for Selection page

<https://whc.unesco.org/en/criteria/>

- Students will work in small groups identifying the key factors used to identify how a particular site is selected to be included on the heritage list.
- Students will create a yes / no checklist they can use to evaluate how a site was selected as a Unesco World Heritage site for a particular region/country.

Step two: (working in small groups and whole class)

Using the Unesco World Heritage web page, World Heritage List page

<https://whc.unesco.org/en/list/>

- Students will use their yes / no checklist to identify why each Unesco World Heritage site identified in the United States provides a cultural / historical legacy.
- Students will create a map (using Google My Maps) labeling location of sites, including in the description the cultural / historical legacy of each site
- Teacher will scaffold questions to the whole class in order for students to identify cultural and natural legacies passed on by the selection of Unesco World Heritage sites in the United States

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Step three: (working in small groups)

Using the Unesco World Heritage web page, World Heritage List page

<https://whc.unesco.org/en/list/>

- Students will identify Unesco World Heritage sites on the Korean peninsula and add them to the map labeling location of sites
- Students will use their yes / no checklist to identify why each Unesco World Heritage site identified on the Korea peninsula provides a cultural / historical legacy.

Step four:

Using the Unesco World Heritage web page, World Heritage List page

<https://whc.unesco.org/en/list/>

Each student will select one Unesco World Heritage site located on the Korea peninsula for further research

- Create a web page that will focus on the selected Korean Unesco World Heritage site
- Explain the cultural or historical legacy of the site
- Include:
 - Pictures
 - Map created in previous activity
 - Tour video of site (if available) or create his/her own video

FORMATIVE ASSESSMENT

The web page developed by the student will be evaluated for understanding of the cultural / historical legacy of a Unesco World Heritage Site on the Korean peninsula.

RESOURCE LIST

UNESCO. (n.d.). Retrieved from <https://en.unesco.org/>

MODIFICATIONS & EXTENSIONS (OPTIONAL)

MODIFICATIONS

Students could work in pairs or small groups to share the workload. Informational videos could be created by the students to explain the Unesco World Heritage site in place of a written description of the cultural / historical heritage of the site.

EXTENSIONS

Students can continue to add web pages explaining Unesco World Heritage sites found in other countries. Web site can be published to the world wide web for others to view.