World History Digital Education

Lesson Plan

|  |
| --- |
| Continuous, Innovative, and Diverse: Korean Historical Developments from 1200-1450 |
| **AUTHOR INFORMATION** |
| **Author: Rachelle Strang** |
| **GENERAL INFORMATION** |
| **Lesson Grade Span:** Secondary (9-12)  **Targeted Grade Level/Course:** AP World History: Modern; This lesson can be adapted for any high school history class that incorporates Korean history.  **Estimated Time to Complete Lesson:** 90 minutes |
| **FOCUSED QUESTIONS** |
| 1. How were belief systems utilized to strengthen the legitimacy of Korean rulers? 2. Explain the effects of Chinese cultural traditions on Korea over time. |
| **SOCIAL STUDIES STANDARDS** |
| Topic 1.1 Developments in East Asia from c.1200 to c.1450 (AP World History |
| **STUDENT OUTCOMES & LESSON TARGETS** |
| * Students should have background knowledge of Confucianism, Buddhism, and the Song Dynasty before engaging in this lesson. * Students will be able to analyze primary source documents and explain the key themes of continuity, innovation, and diversity in the period 1200-1450 using Korea as an illustrative example. * Students will be able to explain the effects of Chinese cultural traditions on Korea from 1200-1450. * Students will complete an AP style Short Answer Question. |
| **LESSON OVERVIEW** |
| In Topic 1.1 of the AP World History curriculum, students explain how developments in East Asia reflected continuity, innovation, and diversity from 1200 to 1450. Students will examine these historical developments in Korea and the effects of Chinese cultural traditions over the Korean government and society. |

|  |
| --- |
| **PROCEDURES** |
| **Step 1**: Bellwork Activity: C.I.D. Review of the Song Dynasty (5 minutes)   1. Students will brainstorm their own examples of CID (continuity, innovation, and diversity) for the Song Dynasty. Students should remember SPICE (society, politics, interactions with the environment, culture, and the economy) when brainstorming. 2. Students may list, complete in a graphic organizer of their choice, or compose a paragraph of their examples. 3. Students will enter their responses to the activity on a group collaborative discussion board (examples: Nearpod.com, Canvas, Microsoft TEAMS, Padlet) 4. Students must respond to two other students’ posts giving constructive feedback and/or elaborating on their posts.   **Step 2**: Primary Source Group Activity (40 minutes)   1. Students will be assigned in groups of 4 on the instructor’s preferred LMS. 2. Students will work in their online discussion group to interpret 2 document sets from WHDE. 3. Students will use the guiding questions to take notes on the documents. Then, as a group, students will answer a group summary statement for the document sets and post them to their discussion board online. 4. Groups must respond to at least one other post with feedback and/or elaboration.   **Step 3:** Research Like A Historian & SAQ(45 minutes)   1. As a group, students will use online museum/university databases to find ONE Korean primary source that best fits one or more of the three themes during 1200-1450: continuity, innovation, and diversity. 2. As a group, students will use online museum/university databases to find ONE Korean primary source that displays a way in which the Song Dynasty affected Korean cultural traditions over time.   To assist students, this website features 46 Asian Art Collections to utilize:  <http://afemuseums.easia.columbia.edu/cgi-bin/museums/search.cgi/museums_comprehensive?filter_id=>  Using your sources, answer as a group the following short answer question:   1. Identify ONE way Korea represents continuity, innovation and/or diversity in 1200-1450 CE, as represented in your sources. 2. Explain a different way Korea represents continuity, innovation and/or diversity in 1200-1450 CE. 3. Explain ONE way the Song Dynasty affected Korean cultural traditions over time. 4. Students will post their sources to the discussion board with their SAQ response to the instructor’s preferred LMS. 5. Each group will review and respond to at least ONE other group post and provide feedback and/or elaboration. |
| **FORMATIVE ASSESSMENT** |
| 1. Students will be assessed on their ability to work collaboratively in and provide valuable feedback to their online discussion group. 2. Students will work in groups to examine 2 sets of document sources relating to Korean beliefs and government from 1200-1450. 3. Students will work in groups to research and select 2 appropriate primary sources from reputable museum/university databases. 4. Students will complete the AP-Aligned assignment: An SAQ |

|  |
| --- |
| **RESOURCE LIST** |
| **Primary Sources**:  1. Wang Geon Ten Injunctions 943  2. Anonymous Official history of the Korean Goryeo dynasty 1400  3. Brian Hogarth Goryeo Buddhism 2003  4. Charles Muller “Korean Buddhism: A Short Overview” 1997  5. Yi Seong-gye Founding Edict 1392  6. Anonymous Map of capital city, Hanyang 1822  7. Mark Peterson The Neo-Confucian Foundation of the Joseon Kingdom 2009  8. KWLF Chart: Confucianism and Neo-Confucianism 2018  **Secondary Sources**:  Document Set and Summary Statements Sheet  Museums with Asian Art Collections Online, Asia for Educators, Columbia University:  <http://afemuseums.easia.columbia.edu/cgi-bin/museums/search.cgi/museums_comprehensive?filter_id=> |
| **MODIFICATIONS & EXTENSIONS** |
| **MODIFICATIONS**  **Bellwork**:  For more scaffolding, students can be divided into 3 different groups (continuity, innovation, and diversity) and brainstorm and write a response for their term. Students will read and write a post to two different terms with feedback and/or elaboration.  **Primary Source Activity:**  To save on time, teachers can divide students in groups of 8 instead of 4 and complete Step 2 as a jigsaw activity. Each student will be assigned one document out of the 8 total documents (primary and supplementary). Then, the 8 students will come together to discuss all 8 documents.  To help lower reading levels, teachers can divide students in groups of 8 instead of 4 known as their “home team” on preferred LMS. Students will then complete Step 2 as a jigsaw activity. Each student will be assigned 1 document out of the 8 total documents (primary and supplementary) and work together with their specific document group in a new discussion group. After the students understand their document, they will return to their “home team” and discuss all 8 documents.  **EXTENSIONS**    Segments of this lesson can benefit other humanities courses such as AP Human Geography, Korean language, World Religions, and Art courses. The “Research Like a Historian” section can be extended into a multi-disciplinary research project. The primary sources selected and researched by students can be inspiration for art courses studying Asian art styles, as talking points in Korean language classes, and as in-depth examples of historical causes of cultural diffusion for AP Human Geography. Additionally, topics found in this lesson can be explored in history, Asian history or Korean culture school clubs. |
|  |