

WORLD HISTORY DIGITAL EDUCATION

Focus and Overview



CONNECTING CLASSROOMS
TO THE WORLD

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CURRICULUM PROJECTS

AP World History Modules

KOREA'S PLACE IN TEACHING WORLD HISTORY

WORLD HISTORY
DIGITAL EDUCATION
FOUNDATION



Changes in the AP program by the College Board created an opportunity for a new curriculum and instructional design that is aligned to the AP Curriculum Frameworks. After investing numerous hours with classroom teachers, three modules were published as a book with the National Council for the Social Studies.

After the Korean War (1950-1953), the role of the state in the domestic economy varied, and new institutions of global associations emerged and continued to develop throughout the twentieth century.

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CURRICULUM PROJECTS

AP World History Modules



MODULE 1

Comparison

This module focuses on comparison through an examination of South and North Korea. The two activities lead toward a document-based question (DBQ) that addresses the economic impact of differing ideologies.

MODULE 2

Contextualization

This module focuses on contextualization through an examination of South and North Korea. The two activities lead toward a document-based question (DBQ) that has students evaluate the extent to which the Cold War affected economic and technological development.



MODULE 3

Causation and Continuity/Change

States responded in a variety of ways to the economic challenges of the twentieth century. This module focuses on causation and CCOT (Continuity and Change Over Time) through an examination of the political and economic development of South Korea.



CURRICULUM PROJECTS

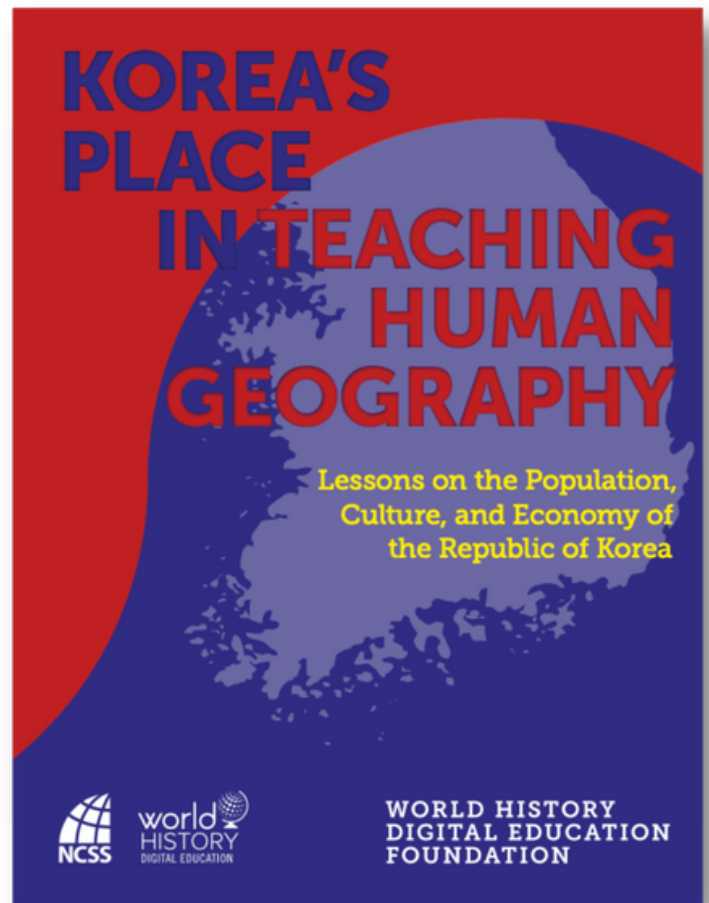
AP Human Geography Modules

The World History Digital Education Foundation published a curriculum book with the National Council for the Social Studies for AP Human Geography. This project was designed with the specific needs and demands of AP Human Geography teachers and students in mind and fills a void in the materials currently available because Korea provides outstanding geographic and geopolitical case-study opportunities.

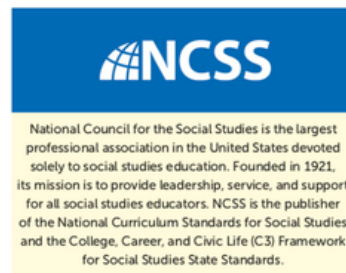
Furthermore, Korea's development and transformation over the past 70–100 years in particular offer rich content to teach and illustrate important concepts and the opportunity to utilize spatial and geopolitical thinking and geographic tools.

Curriculum Overview

The project is centered on three concepts from the new Curriculum Framework in AP Human Geography: Population, Reading a Cultural Landscape, and Economic Development.



FIRST PUBLISHED IN 2020.
This book is a co-publication of National Council for the Social Studies and the World History Digital Education Foundation.



This publication was made possible by the generous support of the Korea Foundation.
The mission of The Korea Foundation is to promote better understanding of Korea within the international community and to increase friendship and goodwill between Korea and the rest of the world through educational, cultural, and artistic exchange programs.

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CURRICULUM PROJECTS

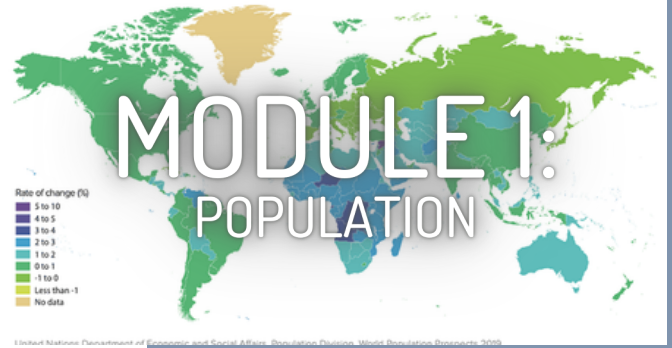
AP Human Geography Modules

MODULE 1

Content Focus: Population

This module is designed around examining demographic data from Korea using population pyramids to analyze trends, problems, and potential solutions. The challenges of demographics and national responses to these trends will be examined and analyzed.

Average Annual Rate of Population Change (%), 2020-2025



MODULE 2

Content Focus: Reading a Cultural Landscape

This module focuses on the skills of reading analysis and observation. After investigating the role of geomancy in understanding Korean culture, the module focuses on evidence from major cities to understand the culture via photographs and investigate the role that cultural diffusion has played in Korean culture across the world.



MODULE 3

Content Focus: Economic Development

This instructional module is designed to provide students the opportunity to analyze the economic sectors of a region. This provides the basis to examine the factors explaining the Economic Miracle in Korea.



CURRICULUM PROJECTS

AP Korean War Modules

KOREA'S PLACE IN TEACHING WORLD HISTORY

KOREAN WAR MODULE



WORLD HISTORY DIGITAL EDUCATION FOUNDATION

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Recent changes in the AP program by the College Board have created an opportunity for new curriculum and instructional design that is aligned to the new Curriculum Frameworks and resources. The new Curriculum Frameworks were released on May 20, 2019, and new assessment resources were released on August 1, 2019.

[AP World History: Modern, Course and Exam Description](#)

The new module capitalizes on a new AP World History Curriculum Framework reference to the Korean War noted below.

AP Topic 8.3 — The Cold War produced new military alliances, including NATO and the Warsaw Pact, and led to nuclear proliferation and proxy wars between and within postcolonial states in Latin America, Africa, and Asia. Illustrative Example: Korean War

CURRICULUM PROJECTS

AP Korean War Modules



DAY 1

Historical Reasoning Skills: Contextualization, Debate Claims, Analyzing Evidence, Causation

Instructional Focus: This instructional day is built on the strategy of a Structured Academic Controversy focusing on how the Korean War and the causes and effects of the conflict were impacted by the Cold War and Decolonization.

DAY 2

Historical Reasoning Skills: Causation, Analyzing Evidence, Writing and Communication

Instructional Focus: This instructional day is constructed around a Document Based Question assessing the extent to which the United States and the Soviet Union influenced Korea around the time of the Korean War.



DAY 3

Historical Reasoning Skills: Sourcing, Analyzing Evidence

Instructional Focus: This instructional day is designed to assess the utility and limitations of primary sources utilizing the collection on the Korean War Legacy website.

DAY 4

Historical Reasoning Skills: Comparison, Causation, Analyzing Evidence

Instructional Focus: This instructional day is largely centered around the analysis of primary sources that assess the extent to which the effects of the Cold War were similar in the Eastern and Western hemispheres.



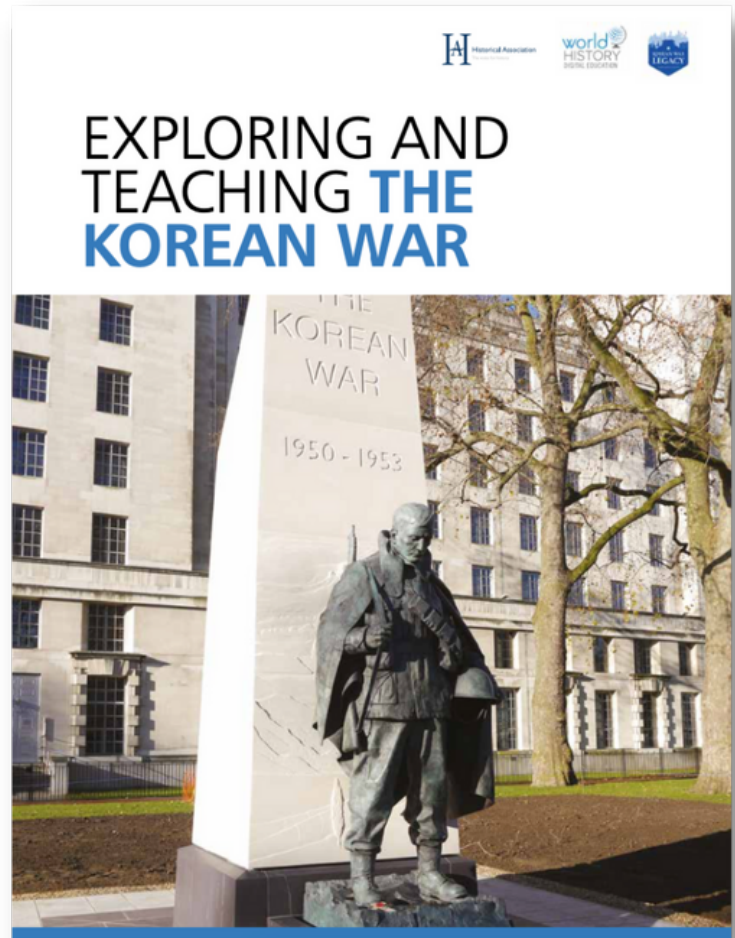
CURRICULUM PROJECTS

UK Korean War Modules

The World History Digital Education published a book in the United Kingdom on the Korean War with the Historical Association UK. It was developed out of a six-month-long Historical Association Teacher Fellowship Program.

The program recruited eight talented British teachers and exposed them to the latest academic research on Korea through a residential conference followed by an intensive online program. They engaged with cutting-edge academic scholarship, and out of this, each teacher fellow created the classroom teaching resources contained in this publication.

The book has been distributed throughout the UK and is also available online.



Created by The Historical Association Korean War Teacher Fellowship Programme.

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CURRICULUM PROJECTS

United Kingdom Korean War Modules



ENQUIRY 1

An Unpopular War?

Why did Britain go to war (again) in 1950?

ENQUIRY 2

A Forgotten War?

Unearthing the voices of British veterans of the Korean War



ENQUIRY 3

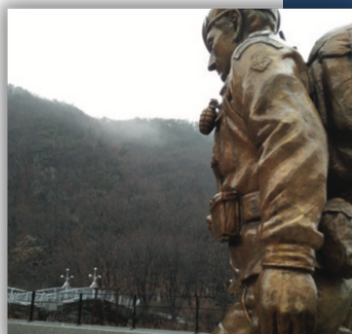
Impact and Memory

How should the Korean War be remembered?

ENQUIRY 4

The UNO Intervention

Why did the UNO join the USA in the Korean War?



ENQUIRY 5

The Glorious Glosters

What happened at the Battle of the Imjin River, April 1951?

ENQUIRY 6

Contested Evidence

Why is the use of biological weapons in the Korean War a controversial subject?



ENQUIRY 7

An Unfinished War

Why was there no peace in Korea?

ENQUIRY 8

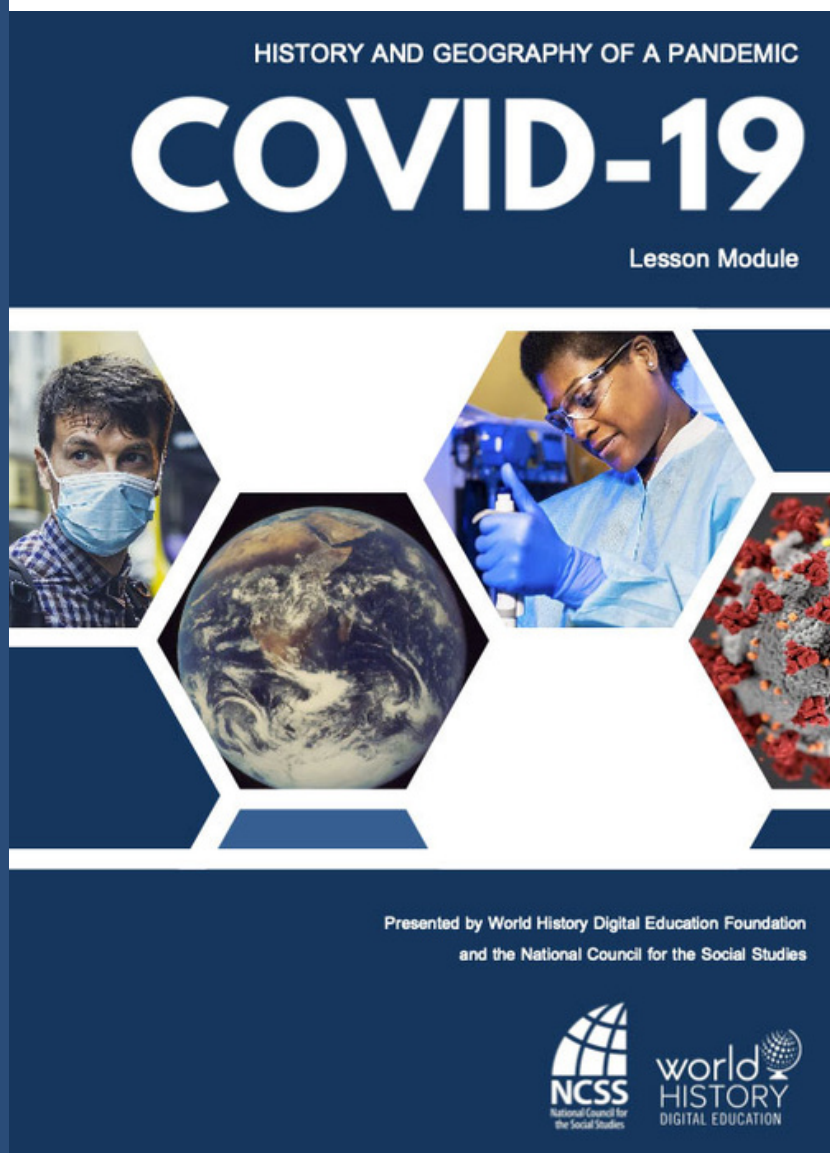
How Did Britain Respond to the Korean War?

An evidential and historiographical approach



CURRICULUM PROJECTS

COVID-19 Module



The World History Digital Education Foundation, in partnership with the National Council for the Social Studies, published a special teaching module focused on COVID-19 for students in grades 9-12. The module was the first curriculum material created on the COVID-19 pandemic.

[COVID-19: History and Geography of a Pandemic](#)

Focusing on history, geographic diffusion, economic globalization and government policy, the lessons are inquiry-based with students analyzing over thirty primary sources to develop claims based on evidence. The lessons begin by linking past to present as students compare COVID-19 to the 1918 Spanish Flu pandemic.

From there, students analyze the geographic diffusion and economic impact of COVID-19 as well as government actions in an effort to understand the larger lessons unfolding in our contemporary world.

CURRICULUM PROJECTS

COVID-19 Module

DAY 1

Comparison with the Influenza Pandemic of 1918

Students will investigate primary and secondary sources on the COVID-19 pandemic of 2020 and the Influenza pandemic of 1918. Students will identify similarities and differences between government responses, geographic diffusion, cultural impact, economic impact, public reaction, and the effects of the diseases themselves.



DAY 2

Content Focus: Geographic Diffusion

Students will investigate sources on the diffusion of COVID-19 and also analyze population pyramids for five countries impacted by COVID-19.



DAY 3

Globalization and Economic Impact

Students will analyze globalization through global economic data on the crisis as well as the growth of COVID-19 cases in Italy, South Korea, and the United States including government responses.



CURRICULUM PROJECTS

50 States Social Studies Modules

The World History Digital Education Foundation developed a new project that will bring Korean history, geography, economics, and civics to US high school students. This project has created Korean teaching materials in the following four categories: History, Geography, Economics, and Civics.

Because of the decentralization of Social Studies Standards across all 50 states, there is no single set of educational standards. However, every state uses the 4 disciplines (History, Geography, Economics, Civics) in Social Studies classes. This project is designed to meet state standards across the United States and provides the opportunity for the Foundation to design curriculum materials for teachers and students centered on Korea as an important case study in social studies classrooms. The curriculum materials will be co-published by the National Council for Social Studies.



CURRICULUM PROJECTS

50 States Social Studies Modules



HISTORY

Lesson Questions:

- Did The Silk Road Really “End” in China?
- What Role Did the Silk Road Play in Bringing Buddhism to South Korea?

GEOGRAPHY

Lesson Questions:

- What Is the Site and Situation of Korea?
- How Can Changing the Scale Change Perceptions of Site and Situation?



ECONOMICS

Lesson Questions:

- Why Do Countries Specialize?
- What Factors of Production Have Influenced the Rapid Growth and Success of South Korea’s Economy?

CIVICS

Lesson Questions:

- How Can Individual Citizens Impact Government in Times of Crisis?
- What Forms of Civic Action Did South Koreans Use to Respond to Crisis?



DISCOVER KOREA RESEARCH TRIP

Korea Fellowship

The careful study of a topic coupled with travel to a historical location has a transformative impact on teachers that can forever change viewpoints on both historical topics and contemporary issues. Teachers who participate in an intensive experience like this will share their experiences both inside and outside of the classroom, helping change knowledge, perceptions and stereotypes about a topic.

The Korea Research Fellowship provides teachers with an intensive study of the rich history, culture, economy, and political development of Korea. The program was developed to achieve the following:

- Teach educators about the history, culture, and simultaneous economic development and democratization of the Republic of Korea so that they can teach students about this information and turnkey information to other teachers through professional development workshops.
- Develop meaningful, pedagogically-sound lesson plans written by participants that can be utilized in K-12 classrooms throughout the United States
- Encourage a collaborative online community of educators who will share best practices in social studies education, particularly focused on the teaching of Korea



DISCOVER KOREA RESEARCH TRIP

Sample Itinerary

JUNE 30 Depart the United States

JULY 1 Arrive and Check-in at Lotte Hotel

JULY 2 Welcoming Ceremony
Scavenger Hunt
Gyeongbokgung Palace and Hanbok Experience
Visit to National Folk Museum
Baseball Game

JULY 3 Blue House Tour
Visit to the War Memorial of Korea Visit to Seoul
National Cemetery Performance of "Jump"

JULY 4 Travel from Seoul to Cheongju to Cheonan
to Gwangju
Jikji Museum
Kookhakwon Tour
Stay in Traditional Korean Housing

JULY 5 Gwangju 5.18 Liberty Park -
Historical Experience Gwangju City Tour
Travel to Kwangyann

JULY 6 Visit to POSCO Kwangyang
Travel to Yeosu Airport to Jeju

JULY 7 Visit to Jeju 4.3 Peace Memorial Hall
Visit to Jeju Jeolmul Natural Recreation
Forest
Visit to Korea Foundation (WHDE
Presentation)

JULY 8 Visit to Cheonjiyeon Falls and Seogwipo
Olle Market
Jeju Haenyeo Museum
Travel from Jeju to Seoul

JULY 9 Tour at DMZ and JSA

JULY 10 Hotel check-out and departure



MAPAE

Grant

The World History Digital Education Foundation is honored to have a cadre of dedicated educators sharing information on Korea and the Korean War to teachers throughout the world. To recognize the outstanding work of these teachers, the Mapae Grant was created.

The Mapae medal is based on the medallion used by officials of the central government during the Joseon Dynasty (1392-1910). The King's hand-picked special officials, called "Eosa" (literally meaning the official dispatched by the King) traveled through regional areas on public duties and primarily prosecuted corrupt officials in the provinces. Eosawith Mapae were allowed to have special access to saddle horses kept at government-run post stations upon presenting their Mapae medal.

Similar to the Joseon officials, teachers who have been awarded the medal will be provided resources based on the number of horses on their medal. The goal of the Mapae Grant is to help educators share knowledge about Korean history, South Korea's simultaneous rapid economic development and democratization, and the Korean War. Foundation staff are available to assist teachers in developing their grants which may include workshops, classroom projects, or school events.



MAPAE

Grants Awarded



Month/Year:	March 2019
Name:	Henry Rehn
State:	Michigan
School District:	Shelby Charter Township
School:	Eisenhower High School
Position:	History Teacher
Project/Event:	2019 Michigan Council for the Social Studies Convention
Number of Participants:	120
Learn more about Mapae Grants	
Back to Grants Awarded	

HENRY REHN

2019 Michigan Council for the Social Studies Convention

Teacher Peace Camp ('18) fellow, Henry Rehn, put on a workshop for Michigan Social Studies teachers attending the annual state conference.

ELIEL HINOJOSA & RACHEL TURNER

Korean War Pre-Service Teacher Conference

Teacher Peace Camp ('18) fellows, Eliel Hinojosa and Rachel Turner, conducted a conference centered on the Korean War for pre-service teachers.



Month/Year:	October 2018
Name:	Eliel Hinojosa and Rachel K. Turner
State:	Texas
School District:	N/A
School:	Texas A&M University
Position:	Graduate Research Assistants
Project/Event:	Korean War Pre-Service Teacher Conference
Number of Participants:	125
Learn more about Mapae Grants	



Month/Year:	July 2019
Name:	Laura LaChappelle
State:	Mississippi
School District:	Rankin County School System
School:	N/A
Position:	Jackson High School (Georgia) Social Studies Department Chair
Project/Event:	Teaching Korean Culture, Conflict, and Change
Number of Participants:	20
Learn more about Mapae Grants	
Back to Grants Awarded	

LAURA LACHAPPELLE

Teaching Korean Culture, Conflict, and Change

Teacher Peace Camp ('18) fellow and Georgia History Teacher of the Year ('18), Laura LaChappell, directed a professional development workshop entitled Teaching Korean Culture, Conflict, and Change for Mississippi teachers in the Rankin County School System.

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TEACHING ABOUT NORTH KOREA

Website and Curriculum

Given the frequent mention of the Korean peninsula in the news, the demand for teaching materials on the conflict is already high and increases with every North Korean missile launch. While some scattered teaching materials on these important issues already exist, very few are written by current classroom educators, making them limited at best and irrelevant at worst. Likewise, there are very few sites that offer ready-made materials for the classroom that are accurate, easy-to-use, and most importantly, interesting for students to learn about.

The signature of teachingaboutnorthkorea.org will be its ease of use, with notes, PowerPoint presentations, essays, homework, and activities all-ready-to-be-used in teachers' classes. The fact that these materials will be easily accessible online will allow educators to embrace and share these lessons with their colleagues, providing a worldwide platform that will better inform the global and national conversation on the complexity of the current situation in North Korea.



The screenshot shows the homepage of the website "TEACHING ABOUT THE CRISIS WITH North Korea". The header includes a logo with a rocket and the text "TEACHING ABOUT THE CRISIS WITH North Korea". Navigation links are provided: ABOUT, GETTING STARTED, CLASSROOM TOOLKIT, BACKGROUND KNOWLEDGE, and ADDITIONAL RESOURCES. The main banner features a collage of faces and the text "Connect Your Classroom to the World". Below the banner is a photograph of the Blue House in Seoul, with a text box explaining the website's purpose: "Created by the Korean War Legacy Foundation in conjunction with the Korea Foundation and 38 North, the goal of this website is to provide engaging, easy-to-use materials for the secondary Social Studies or English classroom on what is arguably the biggest foreign policy question of our time. Recognizing that busy educators have limited time to plan lessons, Teaching about North Korea lesson plan materials are ready for use in class tomorrow. Made by teachers, for teachers, they are vetted by the research staff of 38 North and the Korean War Legacy Foundation, allowing educators to feel comfortable that what they are teaching is accurate and trustworthy." A "Get Started" button is located at the bottom right of the text box.

TEACHING ABOUT NORTH KOREA

Website and Curriculum



DAY 1

Inside the Situation Room of the White House

Students will engage with a nuclear crisis by becoming the national security team in the Situation Room of the White House. A student will serve as President and will then decide a course of action. The teacher will serve as the President's Chief of Staff, facilitating the discussion.

DAY 2

Digging Deeper: Video Tour

Designed as a means of enriching the content base of students through the use of 21st century technology, this one-class VideoTour allows students to dig deeper into North Korean topics.



EXTENSION

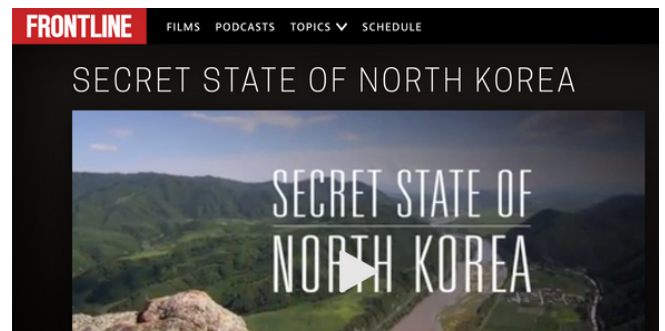
Writing a Foreign Policy Brief on North Korea

Students will hone their rhetorical skills by writing about what they have learned. For teachers of grades 8-12, we recommend having them craft a policy briefing to the President.

ADDITIONAL VIEWING

Secret State: Inside North Korea, PBS Frontline

Frontline goes inside the secret state of North Korea to explore life under its new ruler, and investigate the enigmatic "Morning Star King" as he tries to hold onto power. Using new footage smuggled from inside and never-before-told stories, the film offers a rare glimpse of how some North Koreans are defying authority in a country where just being caught with illegal DVDs could mean immediate imprisonment.



CAPITAL CITY APP

Discover Seoul Korea

The Discover Seoul Korea App was recently completed. The app, which will be available for Android and iPhone, will allow users to learn about the history and geography of Seoul as they tour the city. Users will be able to locate on a live map key historical sites as well as the geomantic principles on which the city was designed.

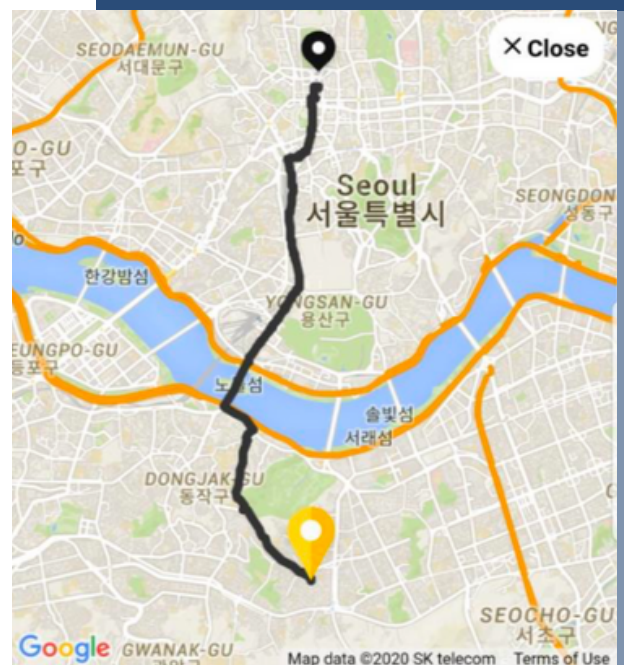
This app will fill a void for any tourist who is visiting Seoul, and it will be an important educational tool for the Discover Korea Teachers Fellowship. The content of the app will also be converted into a website and a series of lesson plans that any teacher in the world will be able to utilize in his or her classroom.



Story 04

Seoul as Capital City

Through the Joseon Dynasty, the Japanese colonial era, and the Korean War, Korea has grown by unprecedented leaps and bounds in the world and has become into one of the most historical cities.



PROFESSIONAL DEVELOPMENT

Conferences

The World History Digital Education Foundation offers several teacher training events each year. Our teacher training prepares educators with rich content knowledge as well as innovative and engaging instructional practices. Our training is both practical and empowers teachers to modify and adapt our resources to their local context and to their students. Resources without training and explanation can in some cases be frustrating or lack utility. We have made the conscious choice to design both our curriculum resources and our teacher training with the same ultimate goal: to empower teachers to make wise instructional choices with content that they may not have had the opportunity to engage with or learn about.

Five thousand teachers each year attend the annual NCSS conference. The centerpiece of our yearly training is the Foundation's Pre-NCSS (National Council for Social Studies) Conference Clinic which is a large day-long preconference clinic for 50-75 teachers. In addition, 8-10 additional NCSS conference sessions are hosted by the Foundation. Thousands of teachers have been trained by the WHDEF since its inception.



KOREA STANDARDS BANK

Collection of Educational Standards

The World History Digital Education Foundation is developing a standards bank for use by US States. Educational standards are the learning goals for what students should know and be able to do at each grade level. Because of the decentralized nature of education in the US, each of the 50 States has its own set of standards. It is common for States to revise their standards every 10-15 years and at any one time there are 5-7 States in the standards revision process.

The Korean Standards bank will provide a bank of possible standards on Korea that States can use during their revision process. Potential standards will be created for world history, US History, economics, geography, and elementary school. These standards will be shared with the teams of educators who are responsible for revising social studies standards.



ABOUT

World History Digital Education

The advent of digital technology challenges conventional ways of educating students and creates unlimited opportunities deliver digital educational materials. In this transition from the analogue era to the digital era, the World History Digital Education Foundation will lead at the K-12 level in the study of global history by:

- Creating innovative digital resources in world history education such as story maps, multi-media curriculums, interactive websites, and virtual reality experiences.
- Developing one-to-one technology capability programs for high needs schools lacking the financial capacity for digital educational technology and equipment.
- Training social studies teachers in the use of technology and engaging them to write new curriculums and lesson plans.
- Developing a collaborative online community of educators who will share best practices in social studies education.
- Educating students on the use of digital resources for research and learning



ABOUT

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Korea Foundation

The Korea Foundation was established in 1991 to promote awareness and understanding of Korea and to enhance goodwill and friendship among the international community through its cultural, academic and intellectual exchange activities and programs. Some of its major works include: providing support for Korean studies overseas, organizing/supporting international forums, assisting research institutions/think tanks around the world in their research, conferences and publications, and establishing Korean galleries in museums abroad. Currently, there are two branch offices in the United States: the Washington D.C. Office and the L.A. Office, which opened in 2005. Both offices serve as liaisons to the main headquarter in Korea and overseas and manages the foundation's projects and programs in North/South America and the Caribbean Islands.



한국국제교류재단



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