

World History Digital Education

Lesson Plan

AUTHOR INFORMATION

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GENERAL INFORMATION

Lesson Grade Span: 9-12

Targeted Grade Level: 10

Targeted Course: World History

Estimated Time to Complete Lesson: 1-2 Class Periods (**47 minutes**)

Brief explanation of content connection and/or inspiration of lesson from Discover Korea

Research Fellowship: Imperialism through the lens of Japanese imperialism and the Korean peninsula.

FOCUS QUESTION

What are the similarities and/or differences between Japanese occupation of the Korean peninsula and European imperialism and what was life like for Koreans living under Japanese occupation?

NATIONAL STANDARDS, STATE STANDARDS, AND/OR AP CED EKS

SS.Hist1.a.h - Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended causes from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the event or cause

SS.Hist1.b.h - Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended effects from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the effect.

SS.Hist2.a.h - Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of continuity in the community, the state, the United States, and the world.

SS.Hist2.b.h - Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world.

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SS.Hist2.c.h - Evaluate how the historical context influenced the process or nature of the continuity or change that took place.

LEARNING TARGETS/OBJECTIVES

- Students can identify how the Japanese Imperial Army colonized the Korean peninsula and can evaluate the similarities and/or difference to similar European imperialism.

LESSON SUMMARY (brief paragraph)



In this lesson, students will have the opportunity to evaluate primary and secondary sources related to the Japanese occupation of the Korean peninsula. Students will read a document giving background and context to the Japanese occupation of the Korean peninsula. This will allow students to draw connections between this sphere of influence and others throughout the world that Europeans had created. Students can compare and contrast Japanese occupation to that of European in Africa, for example. The activity breaks the occupation into 6 categories of Korean society and how each was influenced or impacted by the Japanese during occupation. Students will have the opportunity to evaluate patterns that might have emerged within these 6 categories, and can determine if certain areas of Korean society were impacted more than others. Students will get first hand accounts of the occupation and what life was like for Koreans during the time period.

LESSON PROCEDURES (step by step teacher instructions)

1. Intro - Have a group discussion about previous understandings of colonialism and imperialism and how students anticipate it might relate to Korea.
2. Have students read, or read as a group, the handout for background on the topic. Challenge students to try and identify what they key events were and/or why the occupation lasted as long as it did.
3. Introduce the second handout and have students read about Korean experiences during Japanese occupation
4. Students will be divided into small groups, 3-4 in each group, to examine the document and the 6 categories it breaks the occupation into. Students can choose to evaluate all 6 categories, or to focus on 2-3 of them.
5. Once students have had time to review the document, ask students to evaluate what **2** actions by the Japanese might have had the most lasting impact on Koreans.
6. When students have compiled their lists, bring the class back together. Evaluate, as a group, patterns that have emerged from the categories - does one category of Korean society seem to have been impacted more than the others?

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SUPPORTING MATERIALS (links, resources, handouts, etc.)

-  Korean LP - Reflections on the Colonial Period
-  Korea LP Pre-Reading