

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: Modern World History

Estimated Time to Complete Lesson: 50 minutes

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

Research Fellowship: The lesson explores the impact that the Age of Imperialism had on the Jikji book. Jikji is the oldest book created from metal moveable type printing and is a UNESCO Book of the World. It predates the creation of the Gutenberg Bible by 78 years. However, it is currently located in France. Exploring the Cheongju Early Printing Museum's exhibit on the Jikji left me with a lot of questions: How did an artifact of such immense historical and cultural significance get removed from its homeland, Korea? Should the Jikji be repatriated back to Korea as other artifacts, like the Benin Bronzes, have? Like with many historical questions—there are no easy answers. I created this lesson to help answer some of these questions and to provide students with the opportunity to weigh in on a very timely question: Who owns the world's artifacts?

FOCUS QUESTION

What was the historical context for the Jikji's relocation to France in 1899?

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

NY State **10.4a**—European industrialized states and Japan sought to play a dominant role in the world and to control natural resources for political, economic, and cultural reasons.

AP World Modern **Topic 6.8**—Explain the relative significance of the effects of imperialism from 1750 to 1900.

LEARNING TARGETS/OBJECTIVES

- Analyze the historical significance of the Jikji book.
- Analyze the historical context for the relocation of the Jikji from Korea to France in 1899?

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- Evaluate the fate of the Jikji—should it be repatriated back to Korea?


LESSON SUMMARY (brief paragraph)


The lesson begins with a brief reflection on recent newspaper headlines debating the ownership and location of historical artifacts that were taken from their home of origin to Western Europe during the Age of Imperialism. Students will then explore the significance of the Jikji book in world history. Next students will analyze the circumstances under which the Jikji book was relocated to France using scans of the Jikji cover, a timeline of events, and a secondary source on Franco–Korean relations in the mid to late 19th century. At the conclusion of the lesson students will use their analysis of the historical context to determine whether they think that the Jikji book should be repatriated back to Korea.

LESSON PROCEDURES (step by step teacher instructions)

1. Introduce Warm-Up activity & engage students in a brief reflection.
2. Have students work with a partner or in small groups to complete *Task #1—What is Jikji and why is it historically significant?* This is found in the Lesson Handout packet provided.
3. Provide a mini-lecture on Korea’s resistance and eventual opening to foreign powers in the mid to late 19th century. See Lesson Presentation, slide #
4. Explain to students that they will now determine how and why the Jikji left Korea for France. Hand out *Task #2—What was the historical context for Jikji’s relocation to France in 1899?* This is found in the Lesson Handout packet provided.
5. Engage students in a brief discussion to check their understanding of the lesson question and reflect on the future of the Jikji. Make sure to elicit multiple points of view.
6. Students will create an argument on where the Jikji should reside—France or Korea in the form of a letter to the National Library of France or a social media post.

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

Lesson Presentation:  Jikji in the Age of Imperialism

Lesson Handout:  Jikji & Age of Imperialism Task Packet