

World History Digital Education

Lesson Plan

AUTHOR INFORMATION

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GENERAL INFORMATION

Lesson Grade Span: High School (9th - 12th)

Targeted Grade Level: High School (9th - 12th)

Targeted Course: AP World History

Estimated Time to Complete Lesson: 1 Block Period (80 minutes each) or 2-3 Traditional Periods (40-45 minutes each)

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

My home state, New Jersey, has a large Korean diaspora, particularly in several communities I have visited such as Palisades Park and Fort Lee. As a member of the Indian diaspora, child of immigrants, and someone who grew up in the largest Indian diasporic community in the world outside India (Edison/Iselin, NJ), it is interesting to understand the push & pull factors responsible for a diaspora. The Discover Korea Research Fellowship allowed me to view the Korean diaspora in my home state differently and make more sense of Korean-American culture.

FOCUS QUESTION

What push & pull factors lead to the creation of ethnic enclaves and diasporic communities?

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

AP World History Content Standards:

KC-6.2.IV.D - 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.

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KC-6.2.III.A.ii - The redrawing of political boundaries in some cases led to conflict as well as population displacement and/or resettlements.

KC-6.2.III.B - The migration of former colonial subjects to imperial metropolises (the former colonizing country), usually in the major cities, maintained cultural and economic ties between the colony and metropolis even after the dissolution of empires.

KC-6.3.I.E - In the late 20th century, revolutions in information and communications technology led to the growth of knowledge economies in some regions, while industrial production and manufacturing were increasingly situated in Asia and Latin America.

KC-6.3.III.i - Rights-based discourses challenged old assumptions about race, class, gender, and religion.

KC-6.3.III.ii - In much of the world, access to education as well as participation in new political and professional roles became more inclusive in terms of race, class, gender and religion.

KC-6.3.IV.i - Political and social changes of the 20th century led to changes in the arts and in the second half of the century, popular and consumer culture became more global.

KC-6.3.IV.ii - Arts, entertainment, and popular culture increasingly reflected the influence of a globalized society.

KC-6.3.IV.iii - Consumer culture became globalized and transcended national borders.

LEARNING TARGETS/OBJECTIVES

- SWBAT understand how political, economic, and social/cultural factors (as push and pull factors) led to the creation of diasporic communities and ethnic enclaves, in particular Koreatowns in New Jersey (can also be other Korean communities relevant to the location of the school)

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LESSON SUMMARY (brief paragraph)

Through analyzing aspects of the Hallyu in American society today, a conversation will be prompted regarding the Korean diaspora in the USA. There will be correlation to broader AP World History themes of migration, push and pull factors, and related contexts of the 19th and 20th centuries (Japanese imperialism, World War 1 and World War 2, Korean War, etc).

LESSON PROCEDURES (step by step teacher instructions)

1. **Do Now:** Ask students what aspects of Korean society / culture they are familiar with. This can be done in a Think/Pair/Share mode. Depending on the student population and their familiarity with Korean culture, a slideshow with various images representing Korean culture can be shown (ex - K-Pop bands like BTS or TWICE; Squid Game; poster for movie Parasite; food like bibimbap or chikin; athletes like Son Heung-min or Lee Kang-in; Kim's Convince trailer) and then can transition to images of nearby Korean neighborhoods or Korean neighborhoods in New York City
[15-20 min]
2. **Review:** Discuss past migrations in world history and their push & pull factors. Examples can include involuntary and voluntary migrations, such as the [Indian Ocean Basin Slave Trade](#), [Trans-Atlantic Slave Trade](#), or labor migrations during the Industrial Revolution / Industrial Age (ex - Indians to Guyana and the Caribbean, Chinese to the Americas, etc). Migrations relevant to the student demographics can be selected to spur more insightful discussion. [15-20 min]
3. **Background:** Have students watch ["The Three Major Waves of Korean Immigration Explained"](#) and/or read ["History of Korean Immigration to America"](#). Have them identify push & pull factors. Teacher can create a Venn Diagram when reviewing these factors to see similarities and differences. The AP World History historical thinking skill of contextualization can also be applied as students can discuss various historical contexts responsible for each wave of immigration. [20-30 min]
If you have time, the migration of Koreans in Central Asia (Koryo-Saram) can be explored. Channel News Asia has done an insightful 3-part series on them regarding their [journey](#), preservation of their [heritage in Central Asia](#), and their [journey back](#) to Korea. [15-20 min]
4. **Closing / Exit Ticket / Homework / Long-Term Assignment:** Conduct a Zoom or Google Meet call with a member of the Korean-American diaspora through a variety of Korean-American community organizations such as the [Council of Korean Americans](#), [Korea Society](#), [the Korean-American Association of NJ \(KAANJ\)](#), or the [Korean](#)

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[Community Center](#). Discuss their personal journey and corresponding push and pull factors. Teacher can provide guiding questions but students are encouraged to create their own.

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

- See above for corresponding lesson materials (inserted as hyperlinks in the lesson above)
- Additional resources:
 - I really liked this exhibit which has many visual sources. [“History of Korea’s Overseas Employment and Migration”](#)
 - For historical context, [“A Brief History of Korean Americans”](#)
 - For a more scholarly text, [“Korean Americans: Past, Present and Future”](#)