

World History Digital Education

Lesson Plan

What can objects tell us about Korean History?

AUTHOR INFORMATION

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GENERAL INFORMATION

Lesson Grade Span: Grades 6-8, could extend beyond that

Targeted Grade Level: 6

I teach 6th grade with gifted students, so this lesson could extend to higher grade levels and may need to be modified for a traditional middle school setting.

Targeted Course: World History

Estimated Time to Complete Lesson: Two 55-minute classes

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

Research Fellowship: After visiting the National Museum of Korea, I was inspired to create a lesson about how objects tell stories. I was curious to learn more about the museum and its major works, so I plan to teach students more about material culture and art analysis through the lens of Korean history.

FOCUS QUESTION

What can objects tell us about Korean history?

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

Pennsylvania Standards:

8.4.6.A. Explain the social, political, cultural, and economic contributions of individuals and groups to world history.

8.4.6.B. Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.

8.4.6.C. Explain how continuity and change have impacted world history (Belief systems and religions; Commerce and industry; Technology; Politics and government; Physical and human geography; Social organizations).

8.4.6.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.

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LEARNING TARGETS/OBJECTIVES

- Learn techniques for observation and practice drawing conclusions.
- Ask productive questions and research to find answers.
- Analyze historically significant works of art and make connections to Korean History.

LESSON SUMMARY (brief paragraph)

In this lesson, students engage in a close-looking exercise, collaborating in groups to analyze different objects from The National Museum of Korea. They utilize printed, laminated images to foster an immersive, distraction-free experience, guiding their observations through a series of structured questions from UC Berkeley's ORIAS program. After discussing their insights, students research their assigned object using SmartHistory.org to deepen their understanding. They then compile their findings to complete a set of research questions, which serve as their exit ticket. Finally, students present their discoveries, highlighting key aspects of each artwork, and deepening their appreciation for the rich cultural heritage and historical significance of Korean art.

LESSON PROCEDURES (step by step teacher instructions)

- I. Part I: Close-Looking Exercise
 - A. Split the class into 7 groups and assign each group a different object to study from the [Objects Handout for Analysis](#).
 1. There are online versions of these documents from The National Museum of Korea if you prefer to have students zoom in, but I didn't want my students to have the ability to "spoil the surprise" and start researching. I print and laminate them so we have a low-tech close-looking experience where students can have the space to truly consider the object and wonder about it.
 - B. Each group will study a different piece step by step. Guide the class through the [20 Questions to Ask an Object slides](#) from UC Berkeley's ORIAS program.
 1. You could alter or shorten the questions to fit your needs.
 - C. After each set of questions, give students time to study their object and discuss their observations with their group.
- II. Part II: Research
 - A. Students will search [the collection from The National Museum of Korea](#) on SmartHistory.org to find an essay on their object to learn more.
 1. I considered linking each work of art, but this extra step exposes them to more pieces and requires them to look closely to find their object. I recommend providing the links if you are short on time.

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- B. Then, students will work with their group to complete the [Research Questions](#) and prepare to share their findings. This is what students will submit as their “exit ticket” for the lesson.
- III. Part III: Share Out!
- A. Students will share major findings as we review each work of art in [Google Slides](#).
- B. I included brief notes in the slides of my personal recollections from our trip to the National Museum of History to help add to the conversation.

Although I haven’t run the lesson yet, I estimate that this would take two 55-minute class periods with my students, likely cutting off during the research portion.

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

- [Lesson Slides](#)
- [Objects Handout for Analysis](#)
- [20 Questions to Ask an Object Slides](#) (ORIAS)
- [Research Questions Graphic Organizer](#) (ORIAS)

References

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