

## World History Digital Education

### Lesson Plan

#### AUTHOR INFORMATION

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#### GENERAL INFORMATION

**Lesson Grade Span:** 10-12th

**Targeted Grade Level:** 11th

**Targeted Course:** World History

**Estimated Time to Complete Lesson:** 3 class periods, 75 minutes each

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

**Research Fellowship:** After visiting the DMZ, many emotions came about. I wanted to share my experience while also drawing connections to big ideas such as repression and corruption.

#### Understanding the DMZ and the Korean War; FOCUS QUESTION

How does the legacy of the Korean War shape the relationship between North and South Korea today, and what role does the DMZ play in that dynamic?

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

Content Standard SS.WH.7.18.4 Analyze how the Cold War led to global conflict in Asia, the Middle East, and Latin America

Inquiry Standard SS.9-12.2.2 Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information

#### LEARNING TARGETS/OBJECTIVES

- Students will explain the causes and key events of the Korean War and the significance of the DMZ.
- Students will analyze how historical events influence current geopolitical relationships, specifically relating to the Cold War context.
- Students will work in groups to present their findings and engage in structured discussions.
- Students will create a visual or multimedia project to represent their understanding of the DMZ's role in current North-South relations.

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- Students will gather and evaluate information from credible sources, identifying differing perspectives.

#### LESSON SUMMARY (brief paragraph)

In this two-day lesson, 11th-grade students explore the essential question: *How does the legacy of the Korean War shape the relationship between North and South Korea today?*

Students will engage with multimedia resources and work in small groups to research key aspects of the war and the DMZ and share their findings in presentations. On the second day, they create visual or multimedia projects that illustrate contemporary North-South relations, followed by a gallery walk to showcase their work.

The lesson promotes critical thinking, creativity, and collaboration while aligning with standards for historical analysis and inquiry skills.

#### LESSON PROCEDURES (step by step teacher instructions)

##### Day 1: Introduction and Research (75 minutes)

###### 1. Hook (20 minutes):

- Begin with a [video](#) showing the DMZ and its historical context. Follow with a brief class discussion on initial thoughts about the DMZ and the Korean War.

###### 2. Group Formation (10 minutes):

- Divide the class into small groups of 4-5 students. Assign each group a specific topic related to the Korean War or the DMZ (e.g., causes of the war, major battles, post-war division, current conditions of the DMZ, impact on North-South relations).

###### 3. Research Activity (25 minutes):

- Each group will use available resources (textbooks, internet, primary sources) to gather information about their assigned topic. Students should note different perspectives and identify any inconsistencies in the information they find, linking their research to the Cold War context.
- Encourage students to create a list of at least three key points and one interesting fact to share with the class.

###### 4. Share Findings (20 minutes):

- Each group presents their findings in a quick “lightning round” format (2-3 minutes each). Encourage students to take notes on each group’s presentation for later use.

##### Day 2: Creative Expression and Discussion (75 minutes)

###### 1. Group Project Introduction (15 minutes):

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- Introduce the creative project: each group will create a visual or multimedia presentation illustrating the current relationship between North and South Korea through the lens of the DMZ. Options include a poster, a digital presentation, or a short skit.

#### 2. Project Work (60 minutes):

- Groups will spend the class period working on their projects, incorporating their research findings and visual elements or creative storytelling techniques. Provide materials for poster creation.
- Any work unfinished must be completed prior to the next class day

#### Day 3: Sharing + Creative Discussion:

##### 1. Gallery Walk (35 minutes):

- Once projects are completed, set up a gallery walk where each group displays their work. Students will walk around to view other groups' projects, take notes, and ask questions.

##### 2. Class Discussion (30 minutes):

- Conclude with a class discussion using the essential question. Encourage students to reflect on how the legacy of the Korean War and the DMZ affects current relations and what they learned from each other's projects.

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

- Computers for research
- Whiteboard and markers
- Large poster boards, markers, colored pencils, glue
- Projector for multimedia presentations
- Handouts with primary source documents (e.g., excerpts from speeches, maps)
- Access to documentaries or clips about the Korean War and the DMZ
- Rubric for group presentations

#### Assessment:

- Participation in group work and discussions.
- Quality and creativity of the group project (evaluated using a rubric).
- Individual reflection piece (1-2 paragraphs) on what they learned about the DMZ and its significance today, due the following class.