

## FREE UNITS ON KOREAN HISTORY AND CULTURE

### Bringing Korean History and Culture to High School Classrooms

Korean history and culture now play a significant role in the new California History-Social Science Framework. **Since many teachers know little about Korea, we believe that the *Teaching East Asia: Korea* e-book will be helpful for educators of all grade levels and disciplines to teach Korea-related units that are factually accurate, of interest to students, and relevant to the world in which we live with a minimal investment of time and energy.** *Teaching East Asia: Korea* has received positive reviews from *Education About Asia*, the leading journal for educators who teach Asia, UCLA Center for Korean Studies, the USC-China Institute, Columbia University, University of Washington, the Korea Society and the Silicon Valley Korean School (reviews appear on the first page of the e-book and on the final pages).

By examining our website (<http://koreanseminar.org>), high school teachers will be able to download *Teaching East Asia: Korea* lessons and Power Point lectures for art, history, language, literature, music and science classes. The e-book includes a chapter on Korean American history and a resource chapter that contains book reviews, an extensive list of websites, and information for administrators and teachers to better understand Korean students and their families. If you have questions related to the e-book or the Power Point lectures, email [MaryConnor@sbcglobal.net](mailto:MaryConnor@sbcglobal.net).

We have very limited hardcopies of *Teaching East Asia: Korea*, but hope in the coming year that more copies will be available. **Our annual free five-day seminar on Korean History and Culture will be held at the Korean Cultural Center Los Angeles from June 24-28, 2019.** A schedule is posted on our website. Fellowships will be available for teachers who live outside the Los Angeles area. More information will be posted on our website in January.

**Sung Soon Kim** is the director and co-founder of National Korean Studies (a non-profit organization) and co-founder of the International Korean Educators Network (IKEN). She taught Korean Dual Language programs for 22 years in the Los Angeles Unified School District. Sung Kim received the Distinguished Teacher award in 2011 and 2016 from the Ministry of Education of South Korea and the Global Educator Award from Michigan State University in 2017. Her email: [Sungkim271@gmail.com](mailto:Sungkim271@gmail.com)

**Mary Connor** taught United States History, Asian Studies, and Advanced Placement Art History for 35 years. She is a co-founder and adviser of the National Korean Studies Seminar and the author of two library reference books (*The Koreas: A Global Studies Handbook* and *Asia in Focus: The Koreas*) and a resource book for educators (*Teaching East Asia: Korea*). She has been honored by the Prime Minister of South Korea, the Korean Consulate General Los Angeles, the Organization of American Historians and the Peace Corps Association. Her email: [MaryConnor3838@gmail.com](mailto:MaryConnor3838@gmail.com)

If districts or schools would like their faculty to receive this information via an e-mail attachment, please e-mail [MaryConnor3838@gmail.com](mailto:MaryConnor3838@gmail.com)

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## Bringing Korea into High School Classrooms

### A Possible Introduction before lessons and Power Point lectures are introduced:

Since Korean Pop music is very popular with high school students, a teacher might surprise the class by playing K-Pop as they enter the classroom. We have a short Power Point lecture on K-Pop music on our website that a teacher might view before class for background information. Here is a link to BTS, one of the most popular K-Pop groups:

<http://www.youtube.com/watch?v=jELVFvva720&feature=youtu.be>

### An Outstanding Journal for Educators and Lessons for Social Science Classes:

*Education About Asia* is the leading journal for high school and university faculty. See past issues on the website: [www.asianstudies.org/EAA](http://www.asianstudies.org/EAA). This is an outstanding resource for teachers of 10<sup>th</sup> grade World History.

### World History:

**Chronological Table of East Asia** and other nations (p. 26) and **Time Line Korean History** (p.28)

*Korea in Global Perspective: The Mongols and Korea* (pp. 54-55)

*Admiral Yi Sun-Shin, The Turtle Ships, and Modern Korean History* (pp.56-61)

*Bringing Korea into the Curriculum for United States, World and European History* (Imperialism/Colonization) **A Document-Based Essay question on Western rivalry and Japanese Expansion** (pp. 63-66).Advanced Placement. Standard 10.4 (2) and Standard 10.4 (3)

*Japanese Occupation of Korea and Its Legacy*(pp.67-79).Standard 10.4 (2) and 10.4 (3).The e-book includes the stages of Japanese occupation from 1910-1945 and a Document-Based Essay Question for AP World History.The Power Point lecture on Japanese occupation provides essential information and period photographs. A student could be asked to read the lesson on Yu Kwan-Sun, a teenage girl who sacrificed her life by challenging Japanese occupation (p.49).

*Nuclear Nightmare: Understanding North Korea* is on the Internet. The lesson on page 80 provides background and questions. The video provides background information to understand the unresolved nuclear crisis. The Framework for Grade 12 mentions authoritarianism/North Korea.Standard 12.9

*State of Mind* is a film that dramatically conveys how North Korea's authoritarian regime has shaped the minds of people. It should be available on Netflix. If not, You Tube has 10 minute segments of this documentary (pp. 80-81).Standard12.9. It is very expensive to purchase.

*History Today Talk Shows: East Asia Today* lesson explains how World History and United States History students can create their own talk shows and become more informed and interested in major current issues throughout the world (pp. 101-103).

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## United States History Classes:

*Teaching East Asia: Korea* includes a chapter on Korean American history (pp. 249-256)

**A documentary on Korean American history is available on the following link:**

<http://www.youtube.com/watch?v=jELVFvva720&feature=youtu.be>

**Document-Based Essay on the Korea War** was created for AP United States History students, but also to provide an opportunity for regular United States history students to be introduced to Document-Based Essays (pp. 76-79). Students who are not in AP seem to appreciate the opportunity to try this lesson. There is a Power Point lecture on the Korean War. Standard 11.9

## Lessons/Article for Economics and Government Classes:

*The Teaching East Asia: Korea e-book* lesson (**Economic Development and Democratization of South Korea**) starts on page 89. The lesson will demonstrate Korea's significant work ethic, the great value that Koreans place on education and their devotion to their country. If necessary, a teacher could summarize some of the sections to work within class time. Consider showing the Power Point lecture, *Economics Matters: The Koreas*. Standard 12.9 (8)

**The Korea Economy Past, Present, and Future** (Marcus Noland) pp. 84-88) includes questions.

**Economic Development and Democratization of South Korea: A Successful Story of South Korea** This lesson includes questions and ideas for class discussions (pp. 89-94). Standard 12.9 (8)

**A Document-Based Question: Korea's Economic Development** (pp. 95-100) Advanced Placement

## Power Point Lectures for Social Science Classes:

The Power Point lecture, **What Koreans want Americans to Know about Korea**, will be of interest to teachers and students who want to know more about Korea's past and the present. It explains how the United States paved the way for Japan to colonize Korea from 1910-1945, the impact of colonization, its legacy, and compares South Korea and North Korea.

The first eight slides in the Power Point lecture, **Pre-Modern Korea: California Version**, provide current information about the Koreas from a California perspective. The lecture also includes information on early Korea that is included in the California History-Social Science Framework. An additional Power Point, **Inside North Korea**, asks students to draw conclusions about life in North Korea by viewing many images from photographs taken by author Mary Connor during her tour of North Korea. Standard 7.3

All Korean students know the song, **Arirang**. It is beautiful and touches the hearts of all Koreans throughout the world. The music chapter (pp. 204-206) in *Teaching East Asia: Korea* gives background on the song and provides a link to the New York Philharmonic's extraordinary and moving performance of *Arirang* in Pyongyang, North Korea. The Power Point lecture (**Pre-Modern Korea: California Version**) provides current information on the Koreas and how they differ.

To stress the importance of education in Korea, the **Values Lesson: Four Famous Koreans** might be introduced. U.S. currency has images of American heroes – politicians and military people. In South Korea, the currency reflects the value placed on education. Three famous Koreans are introduced – two men and one woman. They are all scholars. The lesson begins on page 51 and ends on page 53.

A teacher might ask three or four members of the class to read the first person accounts of four famous Koreans. The lesson begins on page 45. The new California history textbooks approved by the Department of Education include Queen Sejong, King Sejong, and Admiral Yi Sun-Shin. Yu Kwan-Sun is a 20<sup>th</sup> century teenage girl who sacrificed her life to protest Japanese occupation. Her story is historically accurate and poignant (page 49).

### **Language Arts:**

***A Bully in the Classroom: Teaching Our Twisted Hero: A Modern Korean Classic*** by Yi Munyul. *Our Twisted Hero* is a short novel that tells the personal story of an individual child struggling with the all too common dynamics of bullying and conformism that will immediately engage high school students. Copies available on Amazon for under \$3.00.

***Lost Names*** (Japanese occupation of Korea) by Richard Kim (pp. 158-160) is historically accurate, beautifully written, and very touching. It is a powerful story of courage and endurance.

***Tears of Blood: A Korean Prisoner of War's Fight for Freedom, Family, and Justice (North Korea)*** pp. 82-83. The book was translated by Paul Kim, a young Korean American whose grandmother insisted that he grow up fluent in the Korean language. Inspired by the author's story, Kim subsequently translated the book when he was a junior in high school.

***Reading and Writing the Sijo (a Korean poetic form)*** Information is provided on pages 165-170 that explains how to teach *sijo* and includes good examples of student work. More details are available on the Internet ([www.sejongculturalsociety.org](http://www.sejongculturalsociety.org)). The Sejong Cultural Society offers annual *sijo* poetry contests with generous monetary awards.

### **Applied Art and Advanced Placement Art History Classes:**

***A Study of Korean Art and Architecture*** (pp. 173-178) provides opportunities for short research projects for individuals or a class research project.

***A Comparative Study of East Asian and American Landscape Painting*** (pp. 179-183). For Applied Art and Advanced Placement Art History.

***Korean Folk Art*** (pp. 184-190) Also view the Power Point Lecture on Korean Folk Art (Minhwa).

There are also two additional lessons (pp. 191-193) titled **Art and Technology and Installation Art**, the latter inspired a school-wide project.

### **Science Classes:**

Science and Technology: The Past (pp. 237-240) and Science and Technology: The Present (pp. 241-242).

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