

## Lesson Plan: Korea

**Topic:** The Mongol invasion of Korea

**Grade Level:** 7

**Standard:** Ohio Social Studies 7: The Mongols conquered and united most of present day China and Korea for approximately 80 years during the 13th and 14th centuries. (Content Statement 4)

### Resources

- At least one text resource that covers the Mongol invasion of Korea- this could be a textbook reading, a primary source, or a website (such as [http://medieval2.heavengames.com/m2tw/history/events/mongol\\_invasions\\_korea/index.shtml](http://medieval2.heavengames.com/m2tw/history/events/mongol_invasions_korea/index.shtml)) – all students should have access to the reading. The more sources provided, the better.
- Newspaper templates (see below): 2 per student/group (one for rough draft, one for final draft).
- Newspapers and/or magazines to use as examples.

### Set-up (time required: 10-15 minutes):

1. Make copies of text resource or arrange for each student to otherwise have some way to access the selected class reading. Ideally, students will have a copy of the text that can be highlighted and/or written on.
2. Make copies of the newspaper template so that each student (or small group, if working in groups) has one. Additional pages can be copied as needed

### Procedure (time required: three 45-minute class periods):

1. If students will be working in small groups, arrange students in to groups.
2. Pass out one newspaper section to each students or student group. Ask students to flip through their newspaper section and make mental notes of what they see. Give students 5-10 minutes to explore the newspaper.
3. Call on volunteers to describe key aspects of the newspaper. As students give ideas, write ideas on chalkboard/SmartBoard. Teacher should guide students to identify pieces such as: **section title, author, photographs, captions, page number, quotations from sources, edition number, and name of newspaper.** Students might also identify **advertisements.**
4. Distribute newspaper templates: one per student or group, if working in groups; this will be used as the rough draft.
5. Tell students they will be responsible for creating their own newspaper about the Mongol invasion of Korea.
  - a. If students are working in small groups, each group could be assigned a section for the newspaper: battles, cultural influence, human interest, technology, cultural diffusion, etc.
6. Explain that students will use various sources to compile information in to readable, easy-to-understand newspaper format. Help students begin to arrange their newspaper:

- a. Suggest students begin by making giving their newspaper a name
  - b. Outlining which topics they want to cover (see example topics in step 5a)
  - c. Deciding on how to incorporate quotations (real or make-believe) from historical figures of the time, or from real-world sources.
7. Provide text resources for students to peruse and study; this could include any combination of:
  - a. A textbook chapter
  - b. Collected primary sources
  - c. Articles
  - d. Websites
  - e. Chromebook or laptops; students can use these to find their own credible websites or teacher-provided ones (such as the one given in the link above).
8. Have students make outlines and/or rough drafts before writing their newspaper. Teacher should circulate and offer feedback, advice, and guidance as students work through the research portion of the lesson. Students should check with teacher before beginning the final draft of the newspaper.
9. Once students have a format and ideas, teacher will give the student/group a new template to create the final draft. Color and detail should be added at this time.
10. When complete, all newspaper can be collected for assessment and displayed for other classes to read (gallery-walk style).

### **Modifications**

- Students can work individually or in small groups as desired.
- Teacher may need to adapt text for low-level readers. A teacher-led reading group could be used as well.
- The number of articles/illustrations can be modified per student or group.
- As an extension activity, or for students who finish early, students can turn their newspaper stories in to a live newscast to be presented in front of the class.



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