

# THE ARTS ACADEMY LESSON PLAN--SOCIAL STUDIES

## Ohio Standards

### Connections:

- Use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, and global settings
- Analyze the influence of different cultural perspectives on the actions of groups

## Lesson Summary: Korea

Scholar: Wilson    Grade: 10

Estimated Duration: 2 weeks

### Students will:

- Learn quotes by Korean philosophers
- Read poetry from Korea
- View news stories and TV broadcasts of Korean current events
- See Korean War events from a Korean American perspective
- View
- Be given an Opinion-Proof Chart. On the chart, the teacher will give students two prompts to write under the Opinion Section:
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- Fill in proof for each opinion, as the evidence from the pictures warrants.
- Based on what they see in the photos, students will fill in their proof for each statement. Students may work with a partner.
- Compare and contrast Korea and the US regarding political opposition by the people
- Consider the following contributing factors In their analysis: economy, foreign involvement, general age of the population, religious/cultural beliefs

### Pre-Assessment:

- What do students know about Korea?
- What do they want to know?

### Scoring Guidelines:

A: 90-100

B: 80-89

C: 70-79

D: 60-69

F: Below 60

## **KOREA, Gr. 10 Lesson Plan**

### Post-Assessment:

- “Ticket Out” daily summary of lesson
- Once students have viewed all the photographs and entered proof for each prompt, students will then discuss which opinion has more proof. They are to use their Opinion-Proof sheets and discussions with one another to answer the following 5 questions. Partners may answer these questions together and turn in one set of answers.
- Students will answer the following questions in a short-answer response (1-2 paragraphs)
  6. Which prompt did you find more evidence for, #1 or #2? Why do you think this was the case?
  7. Do the photos support or refute prior learning on this topic? Explain.
  8. After reading yesterday’s handout, *Exposing the Rape of Nanking*, and viewing these photos, do you believe that the Japanese committed human right’s abuse on the Chinese? Explain.
  9. Why might people deny the Japanese did these atrocities to the Chinese?
  10. What other historical atrocities have been denied by those engaging in them?
- Students will compare and contrast Korean hip hop and dance to American hip hop and dance via viewing the Korean b-boys videos.

## **KOREA, Gr. 10 Lesson Plan**

### **MATERIALS AND RESOURCES:**

#### **BOOKS/FILMS:**

[Korea](#) - Martin Robinson, Ray Bartlett, Rob Whyte - 2007 - 440 pages

[Korea: a historical and cultural dictionary](#) - Keith L. Pratt, Richard Rutt, James Hoare - 1999 - 568 pages

[Korea: a religious history](#) - James Huntley Grayson - 2002 - 288 pages

[The Korean War, 1950-1953](#) - Carter Malkasian - 2001 - 96 pages

[The Bridges at Toko-Ri](#) (movie, 1954)

#### **TECHNOLOGY CONNECTIONS:**

##### **Websites:**

[www.koreaembassyusa.org/](http://www.koreaembassyusa.org/)

[www.korea.net/](http://www.korea.net/)

<https://www.cia.gov/library/publications/the-world.../ks.html>

[www.archives.gov/education/lessons/korean-conflict/](http://www.archives.gov/education/lessons/korean-conflict/)

**The Korean b-boys**

##### **Online newspapers:**

[koeatimes.co.kr](http://koeatimes.co.kr)

[koreaherald.co.kr](http://koreaherald.co.kr)

##### **Online TV:**

[Korean TV](#)

### **RIGOR EXTENSION:**

Find examples in the newspaper, on TV or on the internet about an issue involving the Korea; write a “letter to the editor” expressing how you think the American approach would differ from the Korean approach to finding a solution.

# Simple Yut-nori

Yut-nori has been popular in Korea for thousands of years. Learn to play this simple game and watch the time fly by!



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**Play a game of yut-nori.**

## What You'll Need:

- Tagboard
- 4 craft sticks
- Sticker dots
- Markers
- Game pieces

Korean children traditionally play this game between Lunar New Year and the first full moon. But you can play this simplified yut-nori any time you like.

**Step 1:** To make a board, cut out a square or circle from tagboard. Place the sticker dots in a border around the outside of the square or circle.

**Step 2:** Designate one dot as the starting place by using a different-colored or different-shaped sticker or by coloring around that dot with markers.

**Step 3:** Decorate the four craft sticks on one side only.

## **How to Play:**

Each player takes a turn tossing the sticks in the air. The player then moves a game piece according to how the sticks land.

- If all four sticks land with the decorated side up, the player moves four dots.
- If three sticks land with decorations up, the player moves three dots.
- Two decorated sticks move the player 2 dots.
- One decorated stick means 1 dot.
- But, if all the sticks land blank side up, the player moves 5 dots!

If a player lands on a dot where another player's game piece is resting, the second player must go back to the starting dot. The first player all the way around the board is the winner!

If you enjoy playing simple yut-nori, why not take a trip to the library and look for more information on the game and its place in Korean culture?

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**KOREA, Gr. 10 Lesson Plan**

**DIFFERENTIATION MAP:**

Spatial: charting/illustrating significant events and issues;  
Use SMARTboard to review

Interpersonal:  
small groups:  
current v. past  
events; class debate  
and discussion

Linguistic:  
presenting tutorials,  
audience questions  
for presenter;  
Oral reading

Musical:  
practicing  
recitation

Logical:  
organizing  
events in a  
timeline

Intrapersonal:  
journaling  
activities;  
“Ticket Out”;  
daily class notes

Kinesthetic:  
clapping, keeping beat  
with recitations;