

Amanda Ahrens

AP World Experience - History  
Korea Lesson Plan

Lesson Plan #3 – Globalization—“The World is Flat?”

**Abstract:** This is a two –three week lesson plan geared to an AP World class. The major theme of this unit will be to define globalization and highlight the effects, both positive and negative.

**Learning Objectives:** This unit will include the option of using any country studied in the World Experience class, but there will be an emphasis (especially for the IB students) on using an Asian country. The major theme of this lesson will be globalization, specifically focused in Korea. The students will analyze the historical context, causes and effects of globalization in Korea and other areas. The students will choose a country and a topic to complete this investigation.

**Unit Overview:** This is a two –three week lesson plan geared to an AP World class. The major theme of this unit will be to define globalization and highlight the effects, both positive and negative. The major focus of this unit will be Korea as a case study into Globalization. Students will need background information regarding Korean customs and tradition to contrast with the concept of cultural globalization (examples include those found in film, television, and popular culture).

Essential Questions:

**Target Audience:** This lesson is geared to an Advance Placement World History Class.

**Number of days:** 2-3 weeks

**Essential Questions:**

- How can one see globalization in the historical development of a country?
- How can globalization positively or negatively impact of culture?
- How has globalization impacted societies, specifically societies steeped in tradition?

**Assignments:** The culminating project will involve students presenting a visual to represent the topic of globalization as seen in both the culture studied and the novel that the students read. Students will end the unit with an Individual Artist statement that compares the globalization of the country they studied with the globalization of another country presented to the class.

**Lesson:**

1. Day 1: Introduce Globalization and possible book list. Use excerpts from *The World is Flat* by Thomas Friedman to help the students understand the different aspects of Globalization.
2. Day 2: Korean Cultural Powerpoint. This is to introduce the culture of Korea to the students. Have them brainstorm the way that globalization has infiltrated Korean society.
3. Day 3-6: Students choose a book from Korea that shows some aspect of Globalization. The students will have reading check-ins with the English Teacher NOTE: This unit is a joint venture with components included in both the World Experience: Literature and World Experience AP: History class. The culminating project will be shared, but there will be separate lesson plans for both the history and literature classes. The focus is the individual components included in both the history and literature classrooms
4. Day 7-10 Students begin to research their Globalization topic. Use of databases in library is essential. They will need to have four sources (two primary and two secondary) to support their topics.

5. Day 11-14: Presentations.

**Assignments:** Video guides and worksheets for all above materials, a document based question examining the differences between the government's perspective on the Cultural Revolution and the reality. Students will write a four-paragraph essay that examines four primary source documents. (see attached)

**Ohio Academic Content Standards:**

Contemporary Global Issues

19. The global economy creates advantages and disadvantages for different segments of the world's population

Modern World History

26. Emerging economic powers and improvements in technology have created a more-interdependent global economy.

**Resources:**

**PowerPoints:**

- Korean Culture Powerpoint

**Common Book**

- *The World is Flat* by Thomas Friedman

**Potential Books/Articles**

- *Contemporary South Korean Society*, by Hee Yeon-cho, Lawrence Surendra, et. al.
- *New Korean Cinema* by Chi-yun Shin and Julian Stringer
- *Korea's Globalization* by Samuel Kim et. al.



Globalization Project:

Putting it all together

**Globalization:** refers to the increasingly global relationships of [culture](#), people, and economic activity. The term can also refer to the transnational circulation of ideas, languages, and [popular culture](#).

**We have traveled the world this year. From ancient Greece to the modern Middle East, you have studied the literature and history of the world. Now it is time to show what you know.**

### **Last Group Project of the year!!!**

**Project Overview:** Find a group of 3 to 4 people to work with. Choose a novel, and topic on which to present the idea of globalization in Korea. Create a 10 minute presentation that includes the idea of globalization in this country as seen through the novel. The presentation should include a visual element (think “*Persepolis* Project”) and not rely on words. After everyone has completed their presentations, you will create an Individual Artist’s statement that compares the globalization and discusses the process and product of your presentation.

#### **Steps to Success:**

1. Turn in the Presentation Planning sheet before **Monday May 14<sup>th</sup>** (1<sup>st</sup> come, first served)  
*NOTE: Ms. Doersen (in room 109) will be a good resource for this project. She just read all of the books for her 11<sup>th</sup> grade class and, therefore, is someone you can bounce ideas off of.*
2. Get your APPROVED book
3. Begin reading the novel. (Make sure you complete the individual novel check-in work)
4. Begin researching the topic and country.  
(NOTE: 2 primary and 2 secondary sources in addition to the novel)
5. Work as a group to combine resources and create the visual to represent globalization and the topic from the novel.
6. Presentations (**Friday May 25<sup>th</sup> & Tuesday May 29<sup>th</sup>**)
7. Complete the Individual Artist statement that includes reflection over the process of creating your visual, the product itself and a connection and comparison to globalization in Korea.

**\*Upload this document to Ms. Ahrens’ Turnitin.com assignment by midnight on Friday June 1st**

#### **Point Distribution**

- English: Novel connection: 25 points
- History: Topic of globalization as seen in the country: 25 points
- Presentation overall: 50 overall
- Individual Artist Statement: 25 points

Group Member's Names: \_\_\_\_\_

Topic: \_\_\_\_\_ Country: \_\_\_\_\_ Book: \_\_\_\_\_

Brief Description of Visual: \_\_\_\_\_

***Globalization Presentation Rubric***

<b>PRODUCT</b>	<b>20-18</b>	<b>17-15</b>	<b>14-10</b>	<b>9-0</b>
<b>Expression of an Idea</b>	Thesis is clearly apparent and demonstrates argument that is based on sound research and careful thinking about the prompt.	Thesis is clearly apparent and demonstrates argument that is based on research. It is obvious that the student thought about the prompt.	Thesis is somewhat clearly demonstrated and based on research. It is obvious that the student thought about the prompt.	Thesis is NOT clearly demonstrated AND/ OR not based on research.
<b>PRODUCT</b>	<b>10-9</b>	<b>8-7</b>	<b>6-5</b>	<b>4-0</b>
<b>Visual Elements - Relevance</b>	All visual elements are appealing, highly relevant, add support to the idea that is being expressed and clearly make the topic easier to understand.	All visual elements are appealing, highly relevant, add support to the idea that is being expressed and make the topic easier to understand.	All visual elements are highly relevant, add support to the idea that is being expressed and make the topic easier to understand.	Visual elements are appealing, but the connection to the topic is not clear enough to add to a better understanding of the topic.
<b>Visual Elements - Originality &amp; Creativity.</b>	Several of the visual elements used reflect an exceptional degree of student creativity in their creation and/or display.	Some of the visual elements used reflect student creativity in their creation and/or display.	The visual elements are made by the student, but are based on the designs or ideas of others or seem obvious for the topic.	No graphic elements created by the student are included. OR the visual elements are all cliché and uninteresting.

<b>Words</b>	The use of words helps to express the central ideas without overshadowing the visual elements.	The use of words expresses the central ideas; however, the words distract from the visual expression.	The use of words expresses the central ideas; however, the use student uses too many words for the assigned task.	There is no written expression included with the final product.
<b>Novel Connection</b>	Clear connection between incidents and ideas conveyed in the book and your project.	Connection between incidents in the book and the ideas conveyed in the project.	Connection between incidents in the book conveyed through the project, but the connections are not as clear as they need to be.	Connection between the novel and the project is not clear.
<b>Globalization Subject Knowledge and Research</b>	Knowledge of the subject/ topic is evident throughout. All information is clear, appropriate, and correct. Student makes good use of research and relates it to Globalization.	Knowledge of the subject/ topic is evident throughout. Most information is clear, appropriate, and correct. Student makes good use of research and relates it to Globalization	Knowledge of the subject/ topic is evident in the project. Information is clear, appropriate, and correct. Student makes use of research and relates it to Globalization, but the research seems incomplete.	Knowledge of the subject/ topic is evident in the project. But there is a problem with some of the following: Information is not clear, appropriate, and correct. Student did not makes use of research and relate it to Globalization. The research seems incomplete.

**PRODUCT** \_\_\_\_\_ / 70

<b>PRESENTATION</b>	<b>5 points</b>	<b>4 points</b>	<b>3 points</b>	<b>2-0 points</b>
<b>Preparedness</b>	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
<b>Posture, Eye Contact &amp; Volume</b>	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation. Volume is loud enough to be heard by all audience members throughout the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation. Volume is loud enough to be heard by all audience members at least	Sometimes stands up straight and establishes eye contact. Volume is loud enough to be heard by all audience members at least 80% of the time.	Slouches and/or does not look at people during the presentation. Volume often too soft to be heard by all audience members.

		90% of the time.		
<b>Time-Limit</b>	Presentation is 8-10 minutes long.		Presentation is less than 8 minutes OR more than 12 minutes.	
	<b>5 points</b>			
<b>WOW</b>	The WOW factor was achieved. You exceeded every expectation I had for this assignment. You had it all. The tone, the passion, the creativity...wow!			

**Presentation** \_\_\_\_\_ / 20

	<b>10</b>	<b>9-8</b>	<b>7-5</b>	<b>4-0</b>
<b>Bibliography</b> (four sources: 2 primary, 2 secondary)	Correct format is used. Each citation includes the relevant summary of articles. Sources are reputable.	Correct format is used. Each citation includes the relevant summary of articles. Summaries are lacking information, but sources are reputable.	Correct format is used for most of each citation. Each citation includes the relevant summary of articles. Summaries are lacking information, but sources are reputable.	Entries are incorrectly formatted, missing a summary, or not from reputable sources.

**Project TOTAL** \_\_\_\_\_ / 100 points!