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Lesson Plan: Korea

The Atrocities of War: The Korean Comfort Women

Lesson Summary:

This lesson brings light to the inequities and abuses forced upon the Korean children and women, by the Japanese military prior to WWII and throughout the war. The implementation of this lesson could not have been possible until the repressed women came forward in 1995. Twenty years later; December of 2015 the Japanese government recognized the abuses by offering restitution to survivors, referred to as Comfort Women.

Goal:

This lesson presents a perspective of the abuses of the Japanese government to women and children prior and during World War II.

Objective:

The objective of this lesson is to analyze and synthesize the conditions and status of the enslaved and abuses of Korean women, by the Japanese government prior and during WWII. This lesson will be guided by the standards set forth by the Ohio Department of Education.

Ohio State Standards: Modern World History and Contemporary Issues (Grade 10)

- Historical events provide opportunities to examine alternative courses of action.
- The use of primary and secondary sources of information includes an examination of the credibility of each source.
- Historians develop theses and use evidence to support or refute positions.
- Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations.
- Analyze how beliefs about civil and human rights vary among social and governmental systems

Estimated Duration: Two 45 Minute Periods

Steps for Instruction:

- Teacher will distribute a KWL worksheet to students (What do we know? What would we like to know? What have we learned?) This interactive tool will serve as a pre and post assessment tool for students and teacher. Students will work towards 30 points of information, requiring a minimum 5 facts in columns one and two. Students will work towards 20 facts in column three.
- Teacher will introduce the lesson by asking students the question. When and why did the United States get into WWII? She will also ask students to include different groups of people who were affected by the atrocities of war.
- Teacher will show the picture of Korean Comfort Women and ask students identify the location and group. Picture taken from www.seoulbeats.com. Teacher will explain that it

was not only the Jews of the Holocaust, or Japanese interned in camps across the United States, who were casualties of war? Korean girls as young as 12 years old were given to Japanese military soldiers for sexual gratification prior to WWII and throughout the war.

- Teacher will ask students to place in column two, (What do we want to know) questions beginning with Who What Where, When How, and Why did these atrocities happen.
- Students will share their questions with the class. The teacher then will show clips from the movie *Silence Broken: Documentary of Korean Comfort Women*.
- Students will record in the last column of KWL, What they have learned from the lesson.
- Students will use their KWL worksheet to write a reflective essay of 150 words describing what they have learned and how they may propose a solution to protect the innocent victims of war. 20 Possible Points

Assessments: Reflective Essay, Complete KWL Worksheet

Assessments and Rubrics:

Reflective Essay: Read Write and Think, 20 Points

http://www.readwritethink.org/files/resources/lesson_images/lesson963/Rubric.pdf

KWL Chart: 30 Points

http://www.unitedsd.com/~simonsen/My%20Father's%20Dragon/rubric_for_kwl_chart.htm

Interdisciplinary Connection:

This lesson can be integrated with Language Arts or Science. The method of instruction can be modified by rubric expectations to be exclusive for students with special needs.

Material and Resources:

Teacher:

KWL Handouts, Rubric, and Copy of Movie *Silence Broken: Documentary of Korean Comfort Women*. This can be obtained through Amazon rented or purchased

Students:

KWL Handout, Essay Rubric, Paper and Pencil

Who are the people in the photo?
What impressions do you have of this photo?
Where do you think the photo was taken?
When do you think this photo was taken?
How did you make your predictions?
Why is this photograph important to the lesson?

