

*East Asian Studies
University of Toledo
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Introduction and explanation of TIP*

Personal Background

I am a high school history teacher. I teach at Springfield High School. Springfield is located in Holland, Ohio and is a suburb of Toledo. I have successfully completed my eleventh year of teaching. I have taught Geography, World History, Early American Studies, American Studies, and Advanced Placement American History. Presently, I teach World History to sophomores, and Advanced Placement American History to juniors. I decided to pursue a college degree at age 38. I graduated from the University of Toledo in 1993. I substitute taught for a year and was hired in 1994 by Springfield. I completed my master's degree in 2001 at the University of Toledo. My master's degree is in Administration with an emphasis in Curriculum and Professional Development. I am in the Administrative licensure process, and have recently passed the Praxis test for licensure. I find all aspects of history interesting, and the East Asian Studies class furthered my understanding of the Asian world.

Overview of Springfield High School

Springfield has a student population of approximately 1,250. Two hundred and fifty of these students attend Penta County Vocational School. The student body is diverse. There are approximately 20% African American, 10% Hispanic, 5% Asian, and the remaining students are by and large Caucasian. Presently, our state grade card rating is excellent. Springfield High School adopted the 4x4 block - scheduling format six years ago. We have four ninety-minute periods daily, and two semesters a year. Each semester students take four classes, which allows for them to earn eight credits per year. Time is a crucial factor in completing the course of study. Within our student population we have approximately 10% of our students identified with disabilities. It is up to individual teachers to keep abreast of new findings in Special Education and modify student assignments to best meet the needs of their IEP's.

Teacher Implementation Plan

1. During the school year I have many opportunities to teach about East Asia. The World History text and teacher materials that I use provide many activities and resources about East Asia. China and Japan are covered in greater detail than Korea. The World History Course of Study covers the 18th century Enlightenment through the 20th century, with an ending chapter including an overview of what is happening in the world today.

The following is a list of the key events to be studied that deal with Asia:

- *European imperialism in Africa, India, and Asia
- *China's response to western pressures to open trade, etc.
- *Japan modernizes

- *Japanese imperialism
- *Effects of World War I on Asia
- *Revolutions and the growth of national movements
- *Collapse of Chinese Imperial Rule
- *Rise of Indian nationalist movements
- *Totalitarian regimes
- *World War II
- *Rebuilding of Europe and Japan
- *Cold War
- *Communism in China
- *Korean War & Vietnam War
- *Independence in India & Southeast Asia, and Africa
- *Conflict in the Middle East
- *Struggles to form Democratic governments
- *Globalization of World Economies

During the school year there will be many opportunities to share information about the seminar with colleagues, administrators, and the community. Once a month Springfield has Prime Time. On the first Wednesday of each month we meet from 7:30 am to 9:15 am without students. Prime Time is when we address important issues, and share new ideas. In January Springfield holds a “Showcase”. The “Showcase” highlights all that Springfield Schools have to offer. This is open to the community and is an opportunity for teachers to show what their students are doing. Springfield also has a public relations person who has a great connection with area news broadcasters.

2. The materials I received from the seminar have already become a valuable part of my lesson planning. I have shared the materials with colleagues in my department as well as the English Department.

3. I believe that all students have their own way of learning. On a daily basis I provide a variety of lessons and activities that allow for students to learn in a way that best matches their individual styles and levels of understanding. I will reflect this in my lessons that will follow. I am providing different examples of how I “mix it up” to facilitate a better understanding of history, and promote a link between the past and present. My goal is to help students make connections, which (hopefully) gives them a better understanding of our world.

East Asian Studies
Anne O’Leary
Understanding Korea

The following lesson will cover a three/four-day period. Later in the course the following aspects of Korean history will be covered: Japanese aggression and the annexation of Korea, the Korean War/Conflict, and the two Koreas today.

Title of Lesson: The Early Development of Korea

Guiding Questions:

1. In what ways did Korea’s physical geography contribute to its centuries of isolation, and consequently being called the “hermit kingdom”?
2. In what ways did Chinese cultural influences affect Korea?
3. What achievements and contributions were made under the various dynasties in Korea?

Procedures:

First Day

1. 30 minutes - students will be given an outline map of Korea. They will use maps in their text books to label the following countries, cities and bodies of water, and answer questions about the map: China, Japan, Soviet Union, North Korea, South Korea, Mokpo, Taejon, Pusan, Taegu, Pohang, Seoul, Inchon, Panmunjam, Pyongyang, Wonsan, Hungnam, Unsan, Chosan, Yellow Sea, Sea of Japan, Yalu River, and Changpai Mountains.

Map Questions:

- a. What physical features contributed to Korea’s centuries of isolation?
The Changpai Mountains to the north would have kept invaders out, and the Sea of Japan to the west, and the Yellow Sea to the east would have kept Korea isolated
- b. What are the latitudinal and longitudinal coordinates for Korea?
34 to 42 north latitude; 124 to 130 east longitude
- c. Based upon Korea’s location in the world, describe what type of weather they may have, and the impact this would have on Korea’s development?
Korea’s temperatures are hot in the summer and cold in the winter. Their climate is humid continental, which would make their climate similar to Toledo’s.
- d. Using the scale on your map, approximately how far in miles and kilometer’s is Japan from Korea?
Japan is approximately 300 kilometer’s, and 160 miles
- e. What countries had the most influence on Korea’s development? Why?
China – because China occupies the northern border of Korea
Japan – because as navigation improved Japan’s proximity allowed for Japan to be able to invade Korea

2. 30 minutes - students will be given a study guide to complete while they read pages 310 – 311 in their texts. *see attached
3. 15 minutes - Students will take guided, fill-in the blank overhead notes about the reading. All underlined terms will be filled in by students and each will be discussed for meaning* see attached
4. Students will be broken into five groups of four- six students (depending on class size).

Each group will research one of the following in the Media Center on the second day:

*see attached description of research assignment

- a. Korean legends about origin & the influence of the Han Dynasty
- b. Silla Kingdom
- c. Koryu Dynasty
- d. Mongol occupation
- e. Choson Dynasty

Day two

1. Students will work in the Media Center researching and completing their group activity.

Day three

1. Students will do their group presentations.
2. Class review of facts and questions on the next day's test.

Day four

1. Test

Student Study Guide – worth 15 points
Early Development of Korea

Name _____

Read pg. 310 & 311 in your text. While you read define/identify the following people and terms, and answer the questions.

Write a sentence definition of identification of the following:

Tan'gun:

Han Empire:

Silla:

Koryu Dynasty:

Wang Kon:

Mongols:

Chosen (Yi) Dynasty:

Answer the following questions in complete sentences:

1. What were the two legendary aspects of the development of Korean culture:

The Korean State was founded by the hero Tan'gun. It is believed that his mother was a bear and father a God.

Korea was founded by a royal descendent of the Shang Dynasty of China.

These two aspects explain how Korea has developed its own distinct culture, but has adapted to Chinese influences.

2. In what ways did the geography of Korea contribute to its development?

(Reinforcement of map exercise through text reading)

Korea experiences hot summers and cold winters allow for limited growing period. This contributes to Koreans being very resourceful people. The mountainous land also limits the amount of arable land. The mountains to the north and the seas to the east and west kept Korea isolated for centuries.

3. Make a population pyramid showing divisions in Koryu society. Write sentences connecting its structure to other cultures that we have studied.

Nobles at the top followed by members of the military, next came the commoners, and last the slaves.

Answers may vary to the questions. Possibilities include India, China, Japan, Monarchs in Europe, Americas, etc.

Student Study Guide continued:

4. How did the rigid restrictions in Koryu society lead to rebellions and ultimate downfall of the Koryu Dynasty?

Only wealthy nobles served in the best positions in government. Positions became hereditary and nobles established large landholdings that left most Koreans with little or nothing to survive. Peasant rebellions weakened the government which allowed for Mongol's to invade.

5. List the achievements of the Koryu Dynasty.

Celadon pottery, poetry, and the written history of Korea through Buddhist scripture known as Tripitaka.

Early Development of Korea

Guided Notes

- *Early Korea, different clans or tribes controlled different areas of the country
- *In 108 BC, Han Empire(Chinese) conquered much of Korea. The Han established a military government
- *From the Chinese, Koreans learned about centralized government, Confucianism, Buddhism, and writing
- *Korean tribes formed federations that developed into three rival kingdoms
- *600's the Silla defeated others and drove out the Han
- *Silla controlled whole peninsula
- *Three centuries Silla enjoyed peace and prosperity
- *Korean arts, religion, commerce and education developed
- *Buddhist monasteries were built, and beautiful bronze and stone sculptures were produced
- *Highly prized hanji was produced on which to write and draw
- *Kyongju was the fourth largest city in the world during the 9th century
- *Developed phonetic writing system using Chinese characters
- *By 10th century Silla rule weakened
- *Rebel officer Wangkon became King
- *New dynasty the Koryu after one of the three kingdoms – Koguryo
- *The name Korea comes from Koguryo
- *This dynasty lasted from 935 to 1392 – How many years?
- *Adopted a centralized government from China
- * Confucian idea of civil service examination, and the building of a university to train male scholars
- *Rule by a minority of hereditary nobles lead to peasant rebellions
- *In 1231 Mongols occupied Korea
- *Mongols demanded tribute from rulers
- *Mongol occupation lasted from 1231 through 1350. How many years?
- *Oppression and heavy taxes led to revolts
- *Military leaders overthrew the Koryu Dynasty and established the Choson (Yi) Dynasty
- *Choson ruled for 518 years.

Thinking ahead: Which country do you think will be the next invader of Korea? *Japan, Russia, or the USA?*

Early Development of Korea
Group research activity – Media Center

Each group must research and complete one of the following activities to present to the class. Every group member must participate, and participation must be evident. Working in the Media Center is worth 15 points. The research project is worth 50 points.

1. Create a game about your assignment.
2. Make a role play about your assignment.
3. Create an information poster board with travel brochure about your assignment.
4. Create a power point and class outline about your assignment.
5. Make up a “Meet the Press” with press and Korean historians – question/answer discussion format

*Each group member must make up a test question that covers a key fact within the area assigned.

Class presentations will begin tomorrow. You have 90 minutes to prepare.