

SUGGESTIONS FOR TEACHERS

Goals: Students will ...

1. Increase their knowledge of Confucian teachings.
2. Increase their knowledge of Korea, Korean history, and Korea's acceptance of Confucian tenets of governance.
3. Examine a series of Korean laws and their erosion of women's rights.
4. Recognize that the pursuit of "human rights" is an ancient, continual and world-wide process.
5. Construct connections between ancient and modern life, Asia and America.
6. Compare and contrast Confucian law and human rights with those of other countries being studied.
7. Appreciate the human and social aspects of history, and realize that "dry" history once lived and breathed as real people.

Materials

1. Primary source quotations
2. Article by Kang
3. Photos of Korean life
4. Visuals (chart, length of rope)
5. Web site prepared by Center for Korean Studies, U C, Berkeley

Possible Curriculum Areas

1. Comparative religions
2. Women's Studies
3. Cultural Geography
4. Legal Systems: Human Rights

VISUALS

(not in the order of their use)

Rope

A foot or two of heavy rope, the kind twisted of many smaller strands.

Unravel a part of the main strand. Say, "Any country's history is incredibly complicated. We will be looking at just one part of Korean history, just the strand of Confucianism."

Unravel one smaller thread from that one strand. Say, "Confucianism itself is multi-layered and incredibly complicated. We will look at just one small part of Confucian beliefs, the part that took away the rights of women."

Wall Chart - see page 18

Pictures - see page 20

POSSIBLE CLASSROOM ACTIVITIES

Discovery: Developing a need to know

Either as homework prior to class, or as an opening activity in class, students will be given a packet that includes the six quotations. They are to read the quotations and write/discuss any questions and comments that are generated.

Introduction: one possible discussion to engage the students

The laws discussed in this paper affected all upper-class women. Students may relate by discussing times when they have been treated poorly, simply because of their "group."

For example, "As a teenager, have you ever walked into a store and found the clerks watching you, expecting you to steal, etc?"