

AP World History Postclassical Korea Document Study

Group Tasks and Directions

- Document 1 – Carefully read the introduction (which gives some **context** and background information on the document) and the sourcing information, then read and HIPPO the document in your notebooks. (5 minutes)
- Document 2 – Read the introduction and source info for doc. 2. As a group, analyze and discuss each injunction (an injunction is a command, ruling, or instruction.) As you **interpret** each injunction, create a simplified version in our modern vernacular – like a tweet. You don't have to record this in your notebook – write your tweet of each injunction on the paper provided. Choose a representative from the group to share one or two tweets with the class. (15 minutes)
- Document 3 – Carefully read the introduction (which gives some **context** and background information on the document) and the sourcing information, then read and HIPPO the document in your notebooks. (8 minutes)
- Document 4 – Carefully read the introduction (which gives some **context** and background information on the document) and the sourcing information, then read the doc and discuss HIPPO as a group. You don't need to record this one in your notebooks, just discuss to save time. (4 minutes)

Individual Practice

- SAQ – Individually answer the following SAQ on the exit ticket paper provided. (14 minutes)
 1. Using the documents and your knowledge of world history, answer the following:
 - A. Identify and explain ONE way Korea was influenced by China in the postclassical era. Use evidence from the docs in your answer.
 - B. Identify and explain ANOTHER way Korea was influenced by China in the postclassical era. Use evidence from the docs in your answer.
 - C. Identify and explain ONE difference between Korea and China in the postclassical era. Use evidence from the docs in your answer.

WRITE YOUR SAQ RESPONSE HERE

A. Both Korea and China were highly influenced by Neofunctionalism, most notably regarding women's rights. Document four shows that women were expected to not remarry after being widowed, and existing remarriages are invalidated. The concept of widow chastity was very prevalent in both China and Korea.

B. Both Chinese and Korean officials used Buddhism to help them consolidate power. In document two, King Taejo warns that straying from the teachings of the Buddha will bring about the collapse of the dynasty. In China, rulers used Buddhist monasteries as political and economic centers as well as a basis for social unity.

C. As outlined in document one, Korea had a rigid Bureaucratic system, where people had little to no social mobility. In fact as stated in document three, slaves and their children could not move up at all. This contrasts with China's meritocracy system. People that study hard and manage to pass the Confucian exam can become government officials, regardless of previous social status.

✓ Good!

What should I know about the Short Answer Question (SAQ) portion of the exam?

1. There are 4 SAQs following the MC section.
2. You will 50 minutes to complete your SAQ responses.
3. SAQs have multiple questions, typically 2-3 sub questions.
4. SAQ prompts are typically paired with a stimulus—e.g. an image, chart, map, document passage, etc.
5. Each sub-question is worth 1 point.

How do I answer an SAQ?

1. Always in complete sentences, and labeled with the question number and sub-question letter.
2. Identify the verb in the question.
3. Identify the HTS in the prompt.
4. Answer all parts of the prompt directly, and with specific historical evidence (SHE).
5. Explain your answer's relevance to the prompt/HTS.

Stick with the following format!

AMMCAR

WRITE YOUR SAQ RESPONSE HERE

A One way Korea was influenced by China in the postclassical era was that the rights of women quickly deteriorated. Document 4 shows us that Neo-Confucianists in Korea wished to make Korea's system more patriarchal. They took actions such as forbidding women to remarry, and making family history trace only through the father, instead of both the father and the mother as it was in Korea before. Neo-Confucianists also made the wife have more importance than concubines, as this wasn't the case before.

B Another way we see China's influence in Korea was the adoption of Buddhism in Korea as a political tool. The only reason Buddhism spread into China was because elites promoted it as a means to assert their power. Document 2 shows us that the same happened in Korea. We see King T'aejo advising his successors to promote Buddhism as a means to unify the state.

C. One difference between China and Korea was that Korea had a much more rigid social structure than China. China had a meritocracy, and commoners could take Confucian exams to move up in government. Korea had a "hankook" system, similar to the caste system. Document 1 shows us that even some government officials hated the system, and moved to China in favor of a meritocracy.

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A. Because of China's influence, Korea in the postclassical era began using Buddhism to create a common identity. This was especially important because in the three hundred years preceding the start of the postclassical era, Korea was divided under three separate kingdoms. Using Document 2, we see that four of the six injunctions are centered around Buddhism. Injunction 6, for example, claims that Buddhist festivals should be used as a way to unite the people in celebration and prayer. Because of this, we see that Buddhism, which spread to Korea because of China, was used in the same way as in China, namely to pave a path toward nationalism.

B. China also lent to Korea their concept of widow chastity. Document 4 highlights that Koreans frowned upon a woman who remarried, going so far as to remove the status of a twice-married students and all of her subsequent descendants. This idea is almost identical to China's, with the belief that a woman must uphold her faithfulness by refusing to remarrying.

C. However, Korea refused to adopt all of China's beliefs and customs. Document 1 suggests that Korea had not preserved a "bone rank" system, discouraging social movement. However, this is a stark contrast to China's meritocracy, where they encouraged the use of examinations in selecting government officials.

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