Model of Virtual Islands and Its Use in the History-Social Studies in K-16

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Outline

• Introduction
• What is Virtual Island
• History-Social Studies Curriculum Contents and Performance Standards: focus on East Asia in History and Culture (Prepared by National National Center for History in the Schools, UCLA, Dept. of History)
• Lesson Plans and Timeline
• Issues using Virtual Island in the Schools
• Conclusion and Future Plan
What is virtual island?

Virtual Island Project is a research tool/program designed to provide students at K-16 level a virtual learning experiences in History/ Social Science curriculum utilizing ECAI materials through internet.

**Goals of Virtual Island**

1. To provide interdisciplinary learning in history, geography, social studies, archeology, and language arts.

2. To provides students an opportunity to learn to use internet by exploring information and constructing own data base.

3. To have multi-faceted understanding of the history of society under study in relation to politics, economy, international relationships, culture, law, technology, art, architecture, etc.

4. To develop multi-level thinking and problem solving skills (critical, analyzing and synthesizing)

5. To promote the individualized learning as well as teamwork
Broad Missions

• To help students acquire knowledge in World History/Social Studies fields by utilizing ECAI data.
• To provide students an opportunity to develop research skills in utilizing information technology while using the internet materials.
Background of Virtual Island Project

- Initial Pilot project of “Virtual Island” to develop a prototype through the funding support from the Interactive University project (IUP) of UC, Berkeley.

- First modelling attempt is the Korean case.

- Worked with a curriculum development specialist and teachers in San Francisco School District and a High School.

- Presently we have developed a model and seek for further cooperation with the schools and funding sources, hopefully to include China and Japan.
Needs for Virtual Island Project

Trends:
1. Globalization
   Understanding Other Societies and Cultures

2. Emphasis on World History in Educational Reform in the US and other countries


4. The Role of Technology in Education
How to Conduct Historical and Social Studies Researches

Students Level
K6-12

Time
Ancient-present (Three Kingdoms)

Lesson Hours
6 Hours

Space
China-Korea-Japan- Western World (Three Kingdoms in Korea)

Themes
- National Building
- Migration of goods, ideas, and people
- Government and politics
- Global Connection (Trade, War, Cultural Diffusion)
- Economy
- Culture and Life Style
- Religion and Worship
- Arts
- Social Structure

Pre-Model of Virtual Island and Its Potential Use in the History- Social Studies in K-16
1) Developing scenarios for web building based on the contents
2) Technological application and design

Consulting and Advisory Team for Contents and Curriculum

Contents and Curriculum development
1) Content Search
   - curriculum contents and activities;
   - Utilizing scholars in Korean field
2) Curriculum Development
   - Developing lesson plans by refining contents

Technical Support for System Development
1) Developing scenarios for web building based on the contents
2) Technological application and design

Assessment and Feedback for Contents and Technological Output

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Principles Applied in Curriculum Design For Virtual Island

Interdisciplinary Cross-subjects:
- Geography
- Archaeology
- History (Asia-Korea)
- Social Sciences
- Language
- Art

Multi-faceted Learning:
- Multi-aspects of History of the society under study (Economy; Politics; Geography; Culture; Law; Technology; Art; Architecture)

Virtual Island Integrative Learning via Virtual Learning Experience
- Effects:
  - Using internet and management of data
  - Multi-faceted understanding of history/culture of other societies
  - Obtaining knowledge in interrelated disciplinary areas
  - Developing multi-level thinking skills (critical, analytical thinking and synthesizing) and experience problem solving
  - Experience the value of team work and individual contribution

Individualized Learning based on one's interests:
- Developing Independent Research project in connection to one's interest

Active Learning:
- Students take active participatory role:
  - Enhance their motivation to study

Cooperative Learning:
- Students experience the benefits of team

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Virtual Island Program Structure

Lesson Plans
- Goals
- Activities (2-3 students in each group)
  - Instruction Message
  - Student activities
- Related Tasks
- Research Guide
- Expected Performance Outcome and Assessment Standard
- Extension: individually and as group

Database Bank
- Time Line (Chronological Table)
- Text: Cultural, Historical, Social, Political, Geological Materials Related to Chronological Table
- Maps (world map, Regionnal maps in terms of various scale)
- GISdata: Spatial data related to attribute data
- Satellite images in various scales
- Images

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Definition of Standards

Standards in history are of two types:

Historical thinking skills
- Evaluate evidence, develop comparative and causal analyses, interpret the historical record, and construct sound historical arguments and perspectives.

Historical understandings
- what students should know about the history of their nation and of the world. Drawn from the record of human aspirations, accomplishments, and failures in the social, political, scientific/technological, economic, and philosophical/religious/aesthetic. Provide students the historical perspectives required to analyze contemporary issues and problems confronting citizens today.
Themes in Geography in History and Social Studies
By National Council for Geographic Education and Association of American Geographers

- Location: Position on the earth’s surface
- Place: Physical and Human characteristics
- Relationships within Places: Humans and Environment
- Movements: Humans interacting on earth
- Trace of the history of the spread of people, goods, ideas, and even disease
- Regions: How they form and change
Overview of Standards in Historical Thinking

- Chronological Thinking
- Historical Comprehension
- Historical Analysis and Interpretation
- Historical Research Capabilities
- Historical Issues-Analysis and Decision-Making
**Historical understanding**

- History is a broadly integrative field, recounting and analyzing in various spheres of human activity
- Social, political, scientific/technological, economic, and cultural. Inquiring into families, communities, states, nations, and various peoples of the world and all aspects of people’s lives.

**Historical Thinking**

- The study of history is much more than the passive absorption of facts, dates, names, and places.
- To think through cause-and-effect relationships, to reach sound historical interpretations, and to conduct historical inquiries and research leading to the knowledge on which informed decisions in contemporary life can be based.

**Integrating standards in thinking and understandings**
Curriculum Standard (World History)

- Understand the major developments in East Asia and South East Asia in the era of the Tang Dynasty from 600-900CE.
  - Understand how the geography of Japan affected its development and its relations with China and Korea.
  - Understands events that shaped Japanese Culture (I.e., The Influence of Buddhism on Japan via Korea)
Curriculum Contents and Performance Standards

- Middle and junior High (Grade 7-8)
  - Understands China’s Influence on other Cultures
  - Understands how Buddhism was introduced from Tang China to Korea and Japan
  - Understands the Culture and Technologies of Tang China and its influence and spread of the technologies to other regions
Curriculum contents and Performance Standards (cont’d)

• High School (Grade 9-12)
  – Understands social and political characteristics of the reunification of China under Sui and Tang
  – Understands features of cultural life (Growth in Arts in urban centers; poetry and painting in the lives of scholar-officials; Values of Chinese elites; and the attitudes of poets toward the common people)
Grades 9-12 Examples of student achievement:

- Students Should Be Able to:

  • A. Formulate historical questions from encounters with historical documents, eyewitness accounts, letters, diaries, artifacts, photos, historical sites, art, architecture, and other records from the past.

  • B. Obtain historical data from a variety of sources, including: library and museum collections, historic sites, historical photos, journals, diaries, eyewitness accounts, newspapers, and the like; documentary films; and so on.

  • C. Interrogate historical data by uncovering the social, political, and economic context in which it was created; testing the data source for its credibility, authority, authenticity, internal consistency and completeness; and detecting and evaluating bias, distortion, and propaganda by omission, suppression, or invention of facts.

  • D. Identify the gaps in the available records and marshal contextual knowledge and perspectives of the time and place in order to elaborate imaginatively up on the evidence, fill in the gaps deductively, and construct a sound historical interpretation.
STANDARD 1 - CHRONOLOGICAL THINKING (1)

• Chronological thinking is at the heart of historical reasoning. Without a strong sense of chronology -- of when events occurred and in what temporal order -- it is impossible for students to examine relationships among those events or to explain historical causality. Chronology provides the mental scaffolding for organizing historical thought.

• In developing students' chronological thinking, instructional time should be given to the use of well constructed historical narratives: literary narratives including biographies and historical literature, and well written narrative histories that have the quality of "stories well told." Well crafted narratives such as these have the power to grip and hold students' attention. Thus engaged, the reader is able to focus on what the narrator discloses: the temporal structure of events unfolding over time, the actions and intentions of those who were there, the temporal connections between antecedents and their consequences.
STANDARD 1 - CHRONOLOGICAL THINKING (2)

• In the middle and high school years, students should be able to use their mathematical skills to measure time by years, decades, centuries, and millennia; to calculate time from the fixed points of the calendar system (BC or BCE and AD or CE); and to interpret the data presented in time lines.

• Students should be able to analyze patterns of historical duration, demonstrated, for example, by the more than two hundred years the United States Constitution and the government it created has endured.

• Students should also be able to analyze patterns of historical succession illustrated, for example, in the development, over time, of ever larger systems of interaction, beginning with trade among settlements of the Neolithic world; continuing through the growth of the great land empires of Rome, Han China, the Islamic world, and the Mongols; expanding in the early modern era when Europeans crossed the Atlantic and Pacific, and established the first worldwide networks of trade and communication; and culminating with the global systems of trade and communication of the modern world.
Overview of Lessons
-Multi-disciplinary approach-

Phase 1: Geographical Study
   Learning basic concepts of location
   (Longitude and Latitude)
Phase 2: Archeological Study
   Learning basic archeological
   concepts about tomb excavation
Phase 3: Dating Artifacts and generating
   Research Hypotheses
Phase 4: Research and Interpretation of data
Phase 5: Writing History and Museum Display
General Goal:
- To learn to conduct historical & Social studies researches
- To develop a research skill utilizing the information technology

Themes

History of Cultural Diffusion:
- Spread of Goods and Ideas: Rice, Glass, Iron, Ceramic, etc
- International Relationship of three Kingdoms in Korea as well as that of Korea, Japan, and China

Methods

Survey the Regional Aspect:
- Exploring World Geography
- Archeological case study of ancient Korean tombs

Research Procedures:
- Creating Hypotheses
- Corroborating Hypotheses
- Interpretation of Findings
- Understanding How History is made and Written

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Lesson Purposes

- **Archeology and History**
  - To learn proper archeological procedure
  - To develop hypotheses by investigating the artifacts
  - To be aware of different interpretation in historical findings

- **Geography**
  - To learn how to read and interpret the useful information that surface maps and satellite images convey
  - To develop mapping skill (current land use map)
  - To understand cartographic concept (Longitude & latitude, scale, projection, north arrow, and surface symbols)
  - To understanding place and region (the physical and human environment of the region)

- **ART History**
  - To learn to appreciate artifacts of different societies

- **Language Art**
  - To develop own historical story
  - Group discussion and writing
Inquiry Process and Use of Time Line

1. Investigating and hypothesizing
2. Finding Evidences and Corroboration
3. Interpretation and story telling
4. Writing History

Time Line
Database
1. Visual data
2. Texts
Other Resources
Library Materials
Resources for Research

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<Dimensions of Exploration of Social Themes (1)>

1.0 Nation Building
   1.1. Historical background
   1.2. The founder of the nation
       (Three kingdoms and their process of birth)

2.0 History of Migration
   2.1. Ethnic background of the population
   2.2. Geographical characteristics
   2.3. Demographic characteristics
   2.4 Physiological characteristics

3.0 Government and politics
   3.1. Political system
   3.2. Governing practice: policy and reforms
   3.3. Law
Dimensions of Exploration of Themes

4.0 Foreign Relations (global connections)
   4.1. Movements (Trade; cultural influences)
   4.2. Types of Trade with other nations, etc
   4.3. Wars (Notable wars)

4.4 Military
   4.5 Cultural Transmission (Japan)

5.0 Economy
   5.1. Production system
   5.2. International Trade and movement of human labor
   5.3. Finance

6.0 Culture and Life Style
   6.1. Religion and worship and philosophy
   6.2. Arts and Crafts
   6.3. Ancient Tombs
   6.4. Ceremonies (e.g., Wedding; Birth; Funeral)
   6.5. Family; Youth; men/women
Dimensions of Exploration of Social Themes (Continued)

7.0 Social Structure and work
   7.1 Aristocrats
   7.2 Commoners
   7.3 Outcast

8.0 Education and Social Selection
   8.1 Education
   8.2 Language
   8.3 Social Selection

9.0 Technology and Sciences
   9.1 Architecture (Palace, Temple, House, and structures)
   9.2 Technological Inventions
Time Line

Educational use:

1. Inquiry-based learning for history-social studies curriculum
2. Student-learning oriented format
3. Modifiable to teach different grades, K-16 by Curriculum developers and teachers
4. Interdisciplinary and multi-Subjects Approach
Time Line

Scope and Characteristics

Data Sets House is built on the basis of Three Dimensions of datasets

1) Time: Pre-history and Modern
2) Different Cultures: China, Japan, and Korea (Expandable to include other cultures in the future)
3) Kinds of Data Sets: Cultural, social, political, economic and legal data
Dimensions of Database Sets of Time line

- Society and Culture (China, Japan, Korea, etc)
- Historical Periods (Pre-historic era; Three Kingdoms; Unified Silla, etc)
- Cultural Category (Artifacts; Customs; Legal documents)
Database

Inventory:

<table>
<thead>
<tr>
<th>Category of Datasets</th>
<th>Types of Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tomb Artifacts</td>
<td>Jewely, crowns, glass, pottery, ainting, etc</td>
</tr>
<tr>
<td>2. Maps</td>
<td>Maps of Each states, National boundaries, Other geographic features</td>
</tr>
<tr>
<td>3. Architecture</td>
<td>Buildings, Palaces, Houses Tomb Structure</td>
</tr>
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<td>4. Documents</td>
<td>Internaltional relations Other legal/social/political</td>
</tr>
<tr>
<td>5. Ruins</td>
<td>Tomb sites Residential ruins</td>
</tr>
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<td>6. Temples</td>
<td>Buddhist, Cathedral, Confucious Shrines</td>
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Also can includes Biographical,Myths and Legends, Foods, Music and Arts,Clothes, Technology , and ceremonies, etc
Learning through A Comparative Analysis

- A comparative analysis is an easily attainable and powerful learning tool for any students.
  - Comparative analysis in differences in artifacts and human experiences across time and across cultures.
  - And trace the cultural influences among the East Asian regions
- Groups may also share their findings and interpretation of the data in the class by comparison.
**Artifact comparison worksheet**

**Dating Strategy and Steps**

1) move object to the artifact box at the right corner.  
2) Choose time frame.  
3) Choose type of artifacts

---

**<Compare>**  
1) Compare your object with thumbnail images.  
2) Select those closest in appearance to your object.  
3) What do you think the time frame for the similar objects to your object?

---

**<Detailed Comparison>**  
1) Click the artifact image to move it to the "information" window in the right below.  
2) Compare your object with the one you have selected

**Worksheet examples**

1. Time Frame for the similar object: 
2. Chart

**Characteristics >>**

Artifacts
My object
Thumbnail
(Object compared (1))

Thumbnail
(Object compared (2))

Thumbnail
(Object compared (3))

**Object type**

Materials
Shape
Size
Other characteristics

(Theme: color, production method, location found)  
Do the two appear to be similar?  
What? (Your Comment and Summary)  
What date/period do the objects belong to?  

3. Handbook and References: Handbook includes

1) The general historical background of Korea
2) Formation of the Three Kingdoms (Founders, etc.)
3) Myths, and
4) General Information on Korean Arts in relation to the artifacts found in the tombs.

**Return to Home Page**
Extended activities

- Learning through participation:
  - Starts with interesting stories in Myth or Legends or a movie.
  - Murals can be created as backdrops to show geographic features, the routes the migration took place, battle field.
  - Draw cartoon strips base on sequence of the event in a story.
  - Characters and the environments from different stories in different kingdoms can be compared and contrasted and dramatize the story.
- Make own museum
## Database

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The Three Kingdoms

Korea's earliest recorded history is characterized by clan communities which combined to form small town-states. The town-states gradually united into three kingdoms, each with increasingly complex political structures. The states of Goguryeo, Gaya, and Baekje were all involved in conflicts with one another, and with China. By the 3rd century, Goguryeo had expanded to the north of Korea, and its influence reached to the southern part of Manchuria.

The Chinese influence was strong, and the Chinese language and culture were adopted by the states. This led to the development of a unique Korean culture, with a distinct set of values and traditions.

Unified Shilla and Parhae

Shilla's victory over China in 668 was a turning point for Korean history. Shilla succeeded in repelling the Chinese from the peninsula and achieved its first territorial unity. Shilla, with the capital at Silla, expanded its territory to the north of the Korean peninsula, establishing its kingdom of Shilla in 668. This period is referred to as the Northern and Southern Kingdoms.

For two and a half centuries, Shilla enjoyed peace and prosperity. Freed from the worries of domestic conflicts and external invasions, it achieved rapid development in the arts, religion, commerce, education, and at all fields. The Shilla capital, presented Kyongu, had a population of over one million. Its citizens lived in the city and in the countryside.

Buddhism flourished under the patronage of the nobility and court, exerting tremendous influence over Shilla society. A unique artistic and cultural style developed, with rich works of art and architecture.

Shilla reached its peak in the mid-eighth century but gradually declined thereafter. Conflicts with external powers, such as the Tang Dynasty of China, led to the dissolution of the kingdom. The kingdom of Baekje was fragmented, and the new kingdom of Shilla emerged in the southern part of the peninsula.

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Koryo

The founding monarch of Koryo (918-1392) was a general who had served under a rebel prince of Shilla. Choosing his native town, Song-dok, the present-day Kaesong, as the seat of his dynasty, he proclaimed a policy to recover the lost territory of Koguryo in Manchuria. Therefore he named his dynasty Koryo, from which the modern name Korea is derived. But over the five centuries of its existence, Koryo was never able to realize that ambition.

Koryo, however, did make outstanding accomplishments. Korean potters created a mysterious bluish-green glaze for celadon, making a monumental contribution to the world. The exquisite Inlaid Koryo celadon, representing refined taste of the aristocrats of the time, was highly prized throughout East Asia including the Song imperial court in China.

No less significant was the invention of the world's first movable metal type in 1234, which preceded Gutenberg by two centuries. About this time, Korean technicians also completed the herculean task of carving the entire Buddhist canon on large woodblocks. These woodblocks, numbering more than 80,000, were intended to invoke the influence of Buddha for the repulsion of the Mongol invaders. Called Tripitaka Koreana, they are now stored at the historic Haeinsa temple.

From the outset, the royal court of Koryo adopted Buddhism as the state religion. It flourished greatly stimulating temple construction and the carving of Buddha images as well as icon paintings. But it also played a part in the decay of the Koryo court as monks wielded excessive power. During the dynasty's later years, it was severely shaken by conflicts between scholar-officials and warriors, and between Confucians and Buddhists. The Mongol invasions which began in 1223 left Koryo as a mongrel feudal state for nearly a century despite courageous resistance from the Koryo people for over 30 years.

In the 10th century, the Koryo court adopted the Chinese system of civil service examination for the recruitment of officials by academic merit. But whereas in China the civil service system was open to men of any social status, in Korea it was monopolized by the families of higher officials.

Chosun

Confucianism was introduced to Korea at around the beginning of the Christian era, almost at the same time as the earliest written Chinese materials entered the peninsula. Whether Shilla or Koryo recognized its intellectual and moral strength, Confucianism became a powerful instrument for reconciling the state and society and for infusing new discipline into intellectual life in the 14th century with the inception of Chosun Dynasty (1392-1910).

The early rulers of Chosun replaced Buddhism with Confucianism in order to counter the dominant Buddhist influence and nationalize the ideological code for warfare-reforming reforms in the interest of the elites of the new dynasty. Confucian ethics and values came to dominate social structure and behavior through the following centuries.

Chosun ruled government with a sophisticated bureaucratic and educational system. The civil service examinations became the main avenue of recruitment into the government administration and eventually became the main source of intellectual achievement during the period. The success in passing highly valued academic learning while disposing of commerce and manufacturing.

During the reign of King Sejong (1418-1450), Chosun’s 14th monarch, Korea enjoyed an unprecedented flowering of culture and the arts. Under his patronage, scholars at the royal academy invented the Korean alphabet, Hangeul, a highly scientific and simple and effective system of writing. King Sejong's code marked a “golden age” in Korean history: it produced numerous inventions and progressive works in the areas of government administration, economy, the natural sciences, the humanities, music, and medicine.

In the late 15th century,however, Chosun experienced the trauma of a seven-year war with Japan. After the court of Chosun expected a temporary victory, a war led by the Japanese warlord Toyotomi Hideyoshi, developed into the invasion of China. Toyotomi launched a Korean campaign, killed off the pantheon was devastated, and numerous Korean artists and technicians, including pottery artisans, were forced to Japan.

At sea, Admiral Yi Sun-sin (1545-1598) conducted a series of brilliant naval maneuvers, employing Abbakam (turtle ships), believed to be the first multi-decked battleships, against the numerically superior Japanese fleet. On land, under the dedicated, voluntary service of farmers and troops of Buddhist monks, Yi managed to engage the army. The Japanese began to withdraw with the death of Toyotomi and the war ended at the Convention of 1598, leaving a devastating impact upon both Chosun and modern China.

From the early 17th century, a movement advocating practical studies gained considerable momentum among literate-minded scholar-officials in a way to build a modern nation. They strongly recommended agricultural and industrial improvements, and seeking reform in land distribution. The government of conservative aristocrats, however, was not ready to accommodate their ideas.

In the latter half of the Chosun Dynasty, the government's administration and the upper classes came to be marked by increasing bureaucratization. King Kjong (1724-1775) thus adopted a policy of impartiality to control their excesses and strengthening the royal authority also assuming political stability, he also issued the Equalized Tax Law to ease the tax burden on the general public and to address theorrential military expenses problem, and initiated public works projects as well. His successor, King Chongjo (1776-1800) maintained the policy of impartiality, established a Royal Library to store royal warrants, and also carried out various other political and economic reforms.

That period also witnessed the rise of schools on the school of Confucian learning among literate-minded scholar-officials, a number of outstanding scholars won successive positions recommending agrarian and industrial improvements, and seeking reform in land distribution. Unfortunately, most of their ideas went unrecognized, and the government stuck to orthodox ways.

Though the Chosun Dynasty ended in 1910, its policy of impartiality and the development of the nation's economy and culture continued to influence the country's modern development.

The Chosun Dynasty ended in 1910.
Dolmen

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Royal Palace
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Issues related to educational use

- **Hardware**
  - Mismatch between computing power and software requirements.

- **Understanding and Adoption**
  - Readiness of the individual teachers for the use of technology in their teaching
  - Accessibility to hardware, software, data, curriculum materials and training as well as support from the on-site and off-site communities
Issues(2)

- Curriculum Development Specialist
  - Possibility to import new idea is open in the schools
  - Decision depends on individual district and principle of each school
  - History teacher- some degree of autonomy
  - 10th grade –hard to insert especially more than 5 hours
  - Because of state mandated test must reflect the contents of the lesson.
- Time limitation
- (From teachers and a curriculum developer)
Conclusion and Prospect

1. Need to work with closely with curriculum developers and teachers in the local schools
2. Need to expand to include other societies, such as China and Japan in order to develop the work into a comparative materials
3. Plan to develop a Korean version to be used in Korea
4. Potential users
   1. schools in the US
   2. Schools and any other educational institutes that have interests in teaching Asian society and culture
5. Can be modified by the educators and teachers to suit the needs of the grade level and educational needs
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Thank You!