

# KOREA WORKSHOP LESSON PLAN IMMIGRATION; THE ANSWER TO LABOR SHORTAGES

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BIG IDEA: Countries' governments often encourage immigration to address labor shortages, especially in the agricultural sector.

STANDARDS: Ohio's New Learning Standards: k-12 Social Studies. Ohio Department of Education October 2013: WORLD HISTORY Content Statement #28. "The rapid increase of global population coupled with an increase in life expectancy and mass migrations have created societal and governmental challenges." AMERICAN HISTORY-Content Statement #28 "Following WWII, the United States experienced a struggle for racial and gender equality and the extension of civil rights." Content Statement #30 "The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun belt, and the increase in immigration resulting from passage of the 1965 Immigration Act have had social and political effects."

OBJECTIVE: Students will compare/contrast the experiences of Latino immigrants in the USA during the Bracero Program period with the experiences of Asian immigrants into Korea during the 21<sup>st</sup> century.

We will do this activity when covering Cesar Chavez and the unionization of the migrant farm workers. Students will have background knowledge of the Bracero Program.

## JIGSAW ACTIVITY:

Give each student a copy of both articles.

Literacy Strategy-have students number the paragraphs for easier reference when answering the questions and for discussion.

Have students get into teacher-assigned groups - Student groups: 3 students per group to total of 8 groups. Students in their groups will read their articles aloud in their groups, discuss, and answer the questions. After all 8 groups are done, on smartboard is the set of questions for both articles. Each of the 4 groups gets to share their answer to one of the questions on their handout with the teacher or student volunteer writing it on the smartboard.

## MATERIALS:

Internet access to the magazine article on migrant labor in Korea (Article A) and questions

Internet access to the article on the Bracero Program (Article B) and questions

### ARTICLE A:

"South Korea: Migrants and Nationalism. By Steven Denney. The Diplomat, June 19, 2015.

<http://thediplomat.com/2015/06/south-korea-migrants-and-nationalism/>

1. What factors created the labor shortage in South Korea?
2. What does the article say about imperialist values that seem to be incorporated into modern day South Korea?
3. Explain the Employment Permit System (EPS).
4. Describe the working conditions that the article cites are unacceptable under this system.
5. Describe the positive outcomes of the EPS.
6. In your opinion, do you think that the EPS is successful to solving the labor shortage?
7. What are 2 ways that this system could be improved?

### ARTICLE B:

"The Bracero Program: Was it a failure?" By Phillip Martin. History News Network, July 7, 2006.

<http://historynewsnetwork.org/article/27336>

1. What factors created the labor shortage in California and the southwest?
2. Explain the "Bracero Program".
3. The Bracero program technically ended in 1947. How did the US government deal with the Mexicans who did not return to Mexico in the 1950's?
4. One argument for the Braceros to come to the USA legally was that it would reduce illegal migration. Describe how this was a wrong assumption.
5. The third response to the end of the Bracero Program was successful unionization. Explain how they were able to form a union.
6. In your opinion, based on Article A on immigrant labor in South Korea, do you think that unionization could be a viable response to their challenges? Why or Why not?

## FINAL ACTIVITY:

Students will write a 2 paragraph essay comparing and contrasting the Bracero Program with the South Korean EPS; citing at least one way they are the same and one way they are different.

EXTENSION ACTIVITY: Students could examine how Germany dealt with their labor shortages after WWII using Turkish immigrants.