

## **Korean Lesson Plan**

### Learning Objectives:

- To have students understand multiple aspects of identity and their impact on literature, life.
- To examine notions of nationalism in Korea and have a deeper understanding of what patriotism, nationalism mean.
- To discuss the impact that nationalism has on those “without a country” and to contrast these thoughts with the thoughts of country seen in 1984.
- To evaluate student understanding of identity through microcultures so they may better understand literature from varying backgrounds.

### CSOs Addressed:

RLA.O.9.1.1



examine the social, historical, cultural and biographical influences on literary and informational texts.

RLA.O.9.1.4



use various pre-reading skills and comprehension strategies for activating prior knowledge or generating questions during reading and post reading, literary experience, information and/or performing a task.

RLA.O.9.3.2



formulate and deliver grammatically correct messages, taking into consideration the purpose of the message and the speaker’s and the listener’s culture, knowledge, beliefs, feelings, and life experiences.

21C.O.9-  
12.2.LS.1

Student engages in a critical thinking process that supports synthesis and conducts evaluation using complex criteria.

### Duration

Unit should last 4 to 5 days.

### **Day One**

Students will discuss James Bank’s microcultures and their presence in their lives. Students will examine and prioritize their microcultures. Students will then work in groups to see the differences in identity between a relatively homogenous group (same general age, hometown, etc).

### **Day Two**

Introduce article on Korean national identity during colonization. Students discuss the meaning of country, nationalism in varying lands. What priorities do we place on nationalism and discuss whether we have a “group identity” as people of the U.S.

Students will be placed in teacher selected pairs to read story selections from Yi Kwang-su's and other modern Korean writers to analyze colonialized identity.

### **Days Three and Four**

Students will work according to rubric to sum up aspects of the stories they were given and to present the microcultures seen and the ways that identity and nationalism are tied together.

### **Day Five**

Students will complete the lesson by writing up their thoughts in journal or poetry form. They must express their feelings on nationalism and how they would react in a similarly hostile situation. These will be analyzed and discussed. This lesson will flow into George Orwell's novel 1984 as we explore notions of identity seen in this text.

### Materials Used or Referenced

James Bank's Microcultures

Grant Lee's Life and thought of Yi Kwang-su

Loess Valley and other Korean Short Stories by Kim Tong-Ni.