

Melinda Jirus
Grizzell Middle School
Dublin, OH
Jirus_melinda@mail.dublin.k12.oh.us

Lesson Plan #1-Korean Culture

Class Description and Time

Sixth Grade social studies: "World Geography"
One week (Research and preparing "page")

Materials

Poster Board
Markers, scissors, glue, etc.
Online resources: lifeinkorea.com, culturegrams.com, lonelyplanet.com
Book Resources: Encyclopedia, Atlas, etc.

Rationale

Sixth grade students study world geography. One of our focus continents is Asia. With this lesson, we are meeting the following state of Ohio grade level indicator for sixth grade:

1. Compare the cultural practices & products of the societies studied including
 - a. beliefs
 - b. customs & traditions
2. Complete a research project that includes a bibliography.
3. Analyze information from primary and secondary sources in order to summarize, make generalizations and draw conclusions.

This is leading to the benchmark that the students should be able to meet at the end of eighth grade:

Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language, and forms of government.

Objectives for this lesson

Students will present information about Korean culture by creating pages for a "big book." We will share with the fifth graders so they can see what they'll be doing in sixth grade. It will also give students an opportunity to write for a real audience.

Activities

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- 1) At the beginning of class, students will make a list of culture traits that are "American". Ask students, "If someone saw a picture of people or items, what would make them say, 'Oh that was taken in the U.S.?'"
- 2) Share responses.
- 3) Explain that these are culture traits, things that make the U.S. unique.
- 4) Explain that students will discover and share some culture traits of Korea.
- 5) Students will go to the site, www.lifeinkorea.com and explore the Cultural Spotlights. (The index gives a short description of each, and then you can go into that section to explore further.)
- 6) Each student will choose one aspect of the culture to explore further. (Make sure all are covered.)
- 7) After all parts are assigned, students are responsible for making a page of the book in which they will share information about their aspect of the culture.
- 8) Pages of the big book will be made out of posterboard. Each student will need one sheet of posterboard.
- 9) On the page, students will need the following:
 - A. Title of page (What aspect of the culture?)
 - B. Page cut in a shape to match the topic (example-a birthday cake when describing Tol, the Child's First Birthday.)
 - C. A complete description of the culture trait written for a 4th-5th grade level.
 - D. Pictures of the culture spotlight.
 - E. A paragraph comparing this to a similar topic in the U.S. and one other country that we've studied.
 - F. The sources used for the research.
 - G. An explanation of why this is important to the Korean culture.
- 10) Provide research sites, books, and pictures for the students as they research the topics.
- 11) Bind all pages together into a book.

Assessment

- 1) Pages will show correct information.
- 2) Sources will be listed on each page.
- 3) Students should be able to define "Culture trait" and list uniquely Korean culture traits.

Adjustments

Older students could research the history and evolution of the culture traits. Where did they come from? How have they changed? Are these influenced by the geography at all? Do Korean-Americans practice them the same way? Why or why not?

Younger students could create picture books after hearing the information read aloud. They could draw the traits for Korea on one side and draw a comparison to the U.S. on the other side.