

## “Will the Real Korea Please Stand up”

### **Purpose:**

To understand Korea as a culture; separating Chinese influences from those aspects uniquely Korean. Students will be focusing on art, language, government, religion, science, and games and leisure activities.

### **Learning Objectives:**

Students will investigate various aspects of Korean culture.

Students will understand that although China has had a profound impact on Korean history and culture, Korea has been able to develop its own identity.

Students will use technology to research Korean culture.

Students will work collaboratively in small groups to produce a presentation and display depicting aspects of Korean culture.

### **Rationale:**

For many Americans, especially school age children, China and Korea may be different places on a map, but might as well be the same place because they have basically the same culture. The objective of this lesson is to show how untrue this belief really is. It is important to demonstrate the relationship and influence China has had on Korea, but Korea has developed a culture all its own despite China's interference. My goal is for the students to discover this vibrant culture so often overshadowed by its powerful neighbor to the north and west. I want the real Korea to stand up and be noticed.

The study of Korean culture is a required benchmark in the Ohio state curriculum. Additionally, the understanding and connection of cultures is a point of emphasis within the Ohio state curriculum. Furthermore, these topics are addressed on the eighth grade Ohio Achievement Test for social studies and the Ohio Graduation Test.

### **Lesson Summary:**

For this unit, the class will be divided up into six groups. Each group will be assigned a topic. (art, language, government, religion, science, games and leisure activities) Each group will be responsible for creating an oral presentation for their topic and visuals in the form of either posters or tangible examples. For further assessment each group will prepare a ten question quiz for the audience to complete upon the completion of the presentation. A typed copy of the presentation and the quiz will be turned into the teacher. Special emphasis should be placed on identifying uniquely Korean aspects for these topics with a brief identification of Chinese influence.

Grade level – 7<sup>th</sup> grade

Time – 3 class periods of 40 minutes each set up over a duration of 8 days

### Day 1 – Research

**Note:** Prior class periods have been devoted to the discussion of Korean history. The students will have some background information regarding Chinese influences on Korea.

To inspire interest and create a “buzz,” show students various pictures of people from the US, Canada, Great Britain, Australia, Africa, etc. Try to select pictures which do not display many obvious national or stereotypical differences. Have the students try to guess where the people are from. Discuss that although there are some striking similarities, these peoples are all unique and have different cultures. Be sure to discuss these differences and similarities. Let this discussion lead you into the introduction of the lesson and the project and divide the class into the appropriate groups.

After the groups have been created, the students will spend one day in the computer lab researching their group’s topic.

### Day 2 – Putting it together

Groups will compile their research, assign tasks, and begin to create their presentations. Art supplies (markers, colored pencils, glue, poster board, etc) should be made readily available to the students. Some of this work will likely need to be completed at home. The timeline for the assignment allows for adequate time to complete the assignment. I will also set aside approximately fifteen minutes during two class periods prior to the presentation so the groups can meet, check on progress and iron out any last minute details. One of these mini periods will take place the day before the presentation is due.

### Day 3 – Presentations

During this class period, the groups will present their topics and show their visuals to the class. Each group must be prepared to field questions from the group regarding its topic. Typed copies of the oral presentation will be turned in at this time as well.

### **Assessment:**

The oral presentation and the posters or other items will be used for assessment. The graded quizzes will also be compiled as part of the assessment. Furthermore, select questions from each presentation quiz will be featured as additional questions on the unit assessment test.