

4.2 Lesson Plan for Korea

Purpose: The presence of American muscle in the ongoing civil unrest of the world filters to the American public through a variety of media sources. Unless Americans read broadly (and beyond the mainstream) and listen to the news from other viewpoints of the world, we struggle to construct even a fleeting understanding of cultures through stereotypes and misinformation at the hands of such sources. For example, the only understanding many young people of the 1970's and 1980's gained about Korea and the Korean War evolved not from their world cultures and Asian history classroom experiences but from the stereotypes presented by the film and television show M*A*S*H. While the anti-war message honed by M*A*S*H film producer Robert Altman represented much of the American attitude toward both the earlier Vietnam War and later Korean War eras, the background characterizations and demise of Korea, its people, and its culture played a sad second fiddle to the message of American's angry discomfort as it trod through "yet another man's war." (M*A*S*H: *History through the Lense* Documentary from the Five Star Collect of M*A*S*H)

In this set of lesson plans, students will gain a more accurate understanding of stereotypes and how they present and misrepresent the Korean culture and Korean people. Student's previous knowledge of the micro cultures lexicon will be applied to several episodes of M*A*S*H to build a picture of what exactly was presented and misrepresented through the medium of television. Students will deconstruct these stereotypes with "myth busters" research to discover and share a truer and, perhaps, more intentional picture of Korea, its people, and its culture.

Essential Questions:

1. Who is who? And, when are we real? How do we know the truth in media?
2. What stereotypes do we live comfortably with? And, why?
3. Why should we challenge stereotypes? What is the value of such work?
4. Why is it not better to give than to receive stereotypes?
5. How can an understanding of micro cultures, the stereotypes built around them, and the desire to understand the "real deal" lead us to a clearer picture of this growing global community, as well as our roles in it?

Content Standards

Target grade level is 8th grade inclusion with cooperative groups which support across the ability-range special education and ESL students.

RLA.8.2.11 Identify and use traditional references sources for different types of information.

RLA.8.2.12 Independently resolve information conflicts and validate information through assessing, researching, and comparing data.

RLA.8.3.5 Play a variety of roles in group discussions which includes active listener, discussion leader and/or facilitator.

RLA.8.3.3 Think critically about oral/visual information presented; relate personal experiences and apply information to global situations.

RLA.8.3.4 Listen in order to analyze and critique information received in spoken texts (e.g. guest speaker, informational video, televised interview, radio news program).

RLA.8.1.10 Use resource materials (e.g. dictionary; glossary; thesaurus) to determine the meaning of unknown words of multiple meaning words.

Activities - Day 1 - Students: (a = assessment)

- Watch two or three commercials (or carefully selected infomercials no longer than 5-7 minutes) selected especially for their direct and indirect message qualities;
- Process the commercials (in groups of 4) through questions from Project Look Sharp, Ithaca College: <http://www.ithaca.edu/looksharp>;
 1. Who is “speaking” and what is their purpose?
 2. Who is the target audience, and how is the message tailored to them?
 3. What techniques are used to attract attention?
 4. What values and lifestyles are promoted? What is communicated as good to be, or have, or do? What is not good to be, or have, or do?
 5. What is implied without being specifically stated?
 6. What is left out of this message that might be important to know?
- engage in conversation to share common knowledge about stereotypes with examples shared from daily life, films they've seen, and television.

Activities - Day 2 - Students:

- build a K*W*L chart to document what they know (K) about stereotypes and then list several questions about stereotypes for which they'd want answers (W); (a)
- read excerpts provided by teacher from *Media Stereotyping* (Media Awareness Network) and *Pictorial Stereotypes in Media* (California State University);

Important to note: Age and ability levels should be given priority when selecting information to build background for stereotypes and their applications in society and media. Focus the readings sharply to the study ahead to avoid overwhelming students. Less will contribute more if students are supplied with basic critical thinking processes they can apply, again and again, to the examples. Refer to the *Project Look Smart* questions to provide a constant frame of reference as they learn how to intentionally to process media and their messages (rather than having this “art” flow over them).

Activities - Day 3 - Students:

- Ask and answer questions about “why” we work to recognize and avoid stereotypes; utilize Peter Senge’s 5 Whys as a way to work beyond surface answers as they work to explain and process their points in the discussion;
- Consider situations where stereotypes are helpful / positive to society and culture;
- Move to groups of 4 to develop a list of ways to identify and redirect stereotypes in 17 – 20 minutes, depending in level of on talk and productivity time;
- report from each group at the start of the next day’s class; provide checklist or rubric, as needed to focus responses. (a)

Activities – Day 4 – Students:

- Report results (guided by checklist of rubric) driven by activities from Day 3;
- Return to a review of the nine micro cultures from James Banks to restate what they recall/understand about the terms from previous work in class; (a)
- Use 10 – 15 minutes to develop a Write Break which answers the prompt “What shows on TV do you watch which include stereotypes? How do you know? Provide at least 3 specific examples to support your statements.” (a)

- Share Write Break with class to build a list of media;
- Move from personal media lists to M*A*S*H and previous experiences in viewing, if any; (Teacher offers a brief overview to bring students up to same shared understanding before beginning clips.)

Activities – Day 5 – Students:

- Watch M*A*S*H – The Pilot aired 9/17/72;
- List and discuss Who, What, When, Where, Why based on student views;
- Divide the class into 9 groups (one each for the micro cultures of language, class, race, gender, age, ethnicity, geography, exceptionality, and religion) for research focus on Korean culture.

Activities – Day 6, 7, 8 – Students:

- Use lab time to research Korean micro cultures;
- Follow a rubric which guides the research process (to ensure it dovetails into the film clips from M*A*S*H); **(a)**
- Then, apply the rubric designed to guide presentations to the class; (presentations to the class will be staggered to follow up the clips shown from several seasons of M*A*S*H episodes). **(a)**

Activities – Days 9, 10, 11 – Students:

- Watch selected clips from M*A*S*H to identify micro cultures in plot line; (clips included in bibliography which follows);
- As they watch the clips, reflect on micro cultures and how they are presented through the storyline;
- Identify the direct and indirect messages presented in the clips with reference back to the Project Look Sharp questions from the beginning of the lessons; use these questions with EACH viewing; **(a)**
- Play the role of “myth busters” by countering the stereotypes in the clips with researched presentations on the micro cultures of Korea. **(a)**

Enrichment: Students write a “new and improved” M*A*S*H episode based upon their research which still fits into the storyline and intention of the series.

Background Materials:

Readings on stereotypes from which teacher designs age/ability appropriate introductory materials and activities:

Banks, James A. Race, Culture, and Education. New York: Routledge Publishers. 2006.
ISBN 0415398207.

Children and Media.” PBS Parents: *7 Ways to Fight Stereotypes*. Accessed 4/22/08.
<http://www.pbs.org/parents/childrenandmedia/article-stereotypes.html>

Cortes, C. E. (2000). The children are watching: How the media teach about diversity. New York: Teacher’s College Press.

Gannon, Martin J. Understanding Global cultures: Metaphorical Journey through 28 Nations, Clusters of Nations, and Continents. Thousand Oaks, CA: Sage Productions. 2004. pp. 123 – 130.

“Media Stereotyping.” Media Awareness Network 2008. Accessed 4/22/08.
<http://media-awareness.com/eng/ca>.

Lester, Paul Martin. “Pictorial Stereotypes in the Media.” California State University at Fullerton. 1996.

Project Look Sharp. Ithaca College. Accessed 4/22/08.
<http://www.ithaca.edu/looksharp>.

Media Materials:

Previewing is strongly recommended in order to comply with all policies regarding video for the classroom. Previewing also allows the teacher advanced identification of micro cultures evident and/or emphasized in each of the episodes. Three or more micro cultures, as well as dominant group mentalities, are present in each of the episodes documented below.

M*A*S*H: The Medicine and Martinis Collection. Seasons 1 – 11 with Collector’s Handbook. 2008.

Season 1 – Disc 1. “The Moose.” Written by Laurence Marks. Directed by Hy Averback.
Aired 10/15/72.

“I Hate a Mystery.” Written by Hal Dresner. Directed by Hy Averback. Aired 11/26/72.

“For the Good of the Outfit.” Written by Jerry Meyer. Directed by Jackie Cooper. Aired 10/6/73.

Season 2 – Disc 1. “Kim.” Written by Marc Mandel w/ Larry Gelbart and Laurence Marks.

Aired 11/23/73.

“L.I.P.” Written by Karl Kelinschmitt, Larry, Gelbart, and Laurence Marks. Directed by William Wiard. Aired 12/13/73.

Season 2 – Disc 3. “The Chosen People.” Written by Laurence marks, Sheldon Keller, and Larry Gelbart. Directed by Jackie Cooper. Aired 1/26/75.

Season 3 – Disc 3. “Love and Marriage.” Written by Arthur Julian. Directed by Lee Phillips. Aired 2/18/75.

Season 5 – Disc 2. “The Korean Surgeon.” Written by Bill Idelson. Directed by Gene Reynolds. Aired 11/23/76.

“Exorcism.” Written by Gene Reynolds and Jay Folb. Directed by Alan Alda. Aired 12/14/76.

Season 6 – Disc 1. “In Love and War.” Written by Alan Alda. Directed by Alan Alda. Aired 11/1/77.

Season 7 – Disc 2. “Dear Comrade.” Written by Tom Reeder. Directed by Charles Dubin. Aired 11/27/78.

“The Price.” Written by Erik Tarloff. Directed by Charles Dubin. Aired 1/15/79.

Season 10 – Disc 1. “Communication Breakdown.” Written by Karen Hall. Directed by Alan Alda. Aired 11/30/81.