

Lesson Plan on Korea
Introduction to Korean Language and Writing

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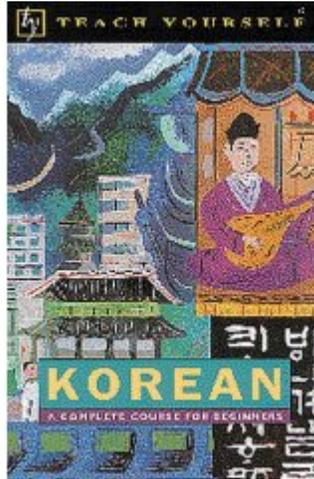
1. Opportunities to teach about East Asia:

As a teacher in an alternative placement program, I teach students in grades 8-12, all subjects in an inclusive setting. Because of this diversity, I have various opportunities to incorporate Asia into my lessons. I can teach Asian literature, language, geography, history, and culture. My students are at many intelligence levels; from low IQ of 60, to very bright students who need challenged, so teaching about Asia affords me the opportunity to differentiate the instruction in unique ways. In depth studies and specific projects and lessons will give my class opportunities to make displays, do research, and have a culture day, where we can invite other classes and colleagues to see what has been learned. I personally share information with the teachers at the elementary school where I taught previously, hoping that they can incorporate ideas into their annual World Culture Fair, of which I was the chairperson while at that school.

2. How will I apply the seminar to my teaching:

The seminar has given me an exciting approach, blending what I have learned through many Asian friends, and my trip to Korea into what I have learned in the seminar. Learning the basis of their languages in the historical perspective of how it was developed, enables me to better convey to my students, that learning the characters and pronunciation of the Korean language will be interesting and exciting. Even though I had taken some Korean language classes from a friend while she was in the USA, I still had not understood how the language evolved.

The Written (Hangul), and Spoken (Hangeo) Language of Korea



3. Purpose:

To research the history of the development of the written Korean language; learn to pronounce characters and words, relating sounds to what we know in our phonetic system, and to learn the basics of the writing.

Ohio Content Standards in Language Arts:

i. Research Standard: Students define and investigate self-selected or assigned issues, topics and problems. They locate, select and make use of relevant information from a variety of media, reference and technological sources. They then use an appropriate form to communicate their findings.

a. Phonemic Awareness: In the primary grades students learn to recognize and decode printed words...They discover the alphabetic principle (sound-symbol match) and learn to use it in figuring out new words.

Rationale:

Students will take what they know from our spoken language system (sound-symbol match) and be able to apply this same principle to the sound-character match in the

Korean language. By researching the Hangeul system, they will discern that system to be an easy and efficient written language that has enabled South Korea to have such a high literacy rate.

4. Essential Questions:

1. How are the Korean characters written?
2. What sounds are associated with which characters (consonants and vowels)?
3. What are some rules to follow for putting syllables together?
3. How was Hangeul developed and why?
4. How has the development of this language helped society flourish?

Duration:

The lessons will cover 1 week; 1 day to introduce the written characters, 1 day to introduce the pronunciation of the characters, 3 days for research/writing, and review/practice of what was learned days 1 & 2.

Materials:

Square blocked paper (can be found in notebook form in Asian stores)

Charts of the characters

Index cards to make flashcards of characters

This site instructs you how to set up your browser to get Korean character fonts:

www.zkorean.com/browser_settings.shtml

Pencils with soft erasers

Korean play money (10,000 won per student)

●Consonants:

								
\k,g\ kiyok	\n\ niun	\t,d\ tikut	\r,l\ riul	\m\ mium	\p,b\ piup	\s,sh\ siot	\ng\ iung	\ch,j\ chiut
								
\ch\ ch'iut	\k\ k'iuk	\t\ t'iut	\p,f\ p'iup	\h\ hiut				

●Vowels

									
\a\ a	\ya\ ya	\eo\ eo	\yeo\ yeo	\o\ o	\yo\ yo	\u\ u	\yu\ yu	\eu\ eu	\ee\ ee

Lessons

Day 1: Formation of the characters.

Use the grid paper. *Correct formation is essential*, following the correct stroke order. This site shows the stroke order: <http://www.langintro.com/kintro/write2.htm>

When putting characters together, they are combined into a block formation or triangular formation, representing a single syllable.

Syllable Stacking Rules:

A syllable that consists of a consonant and a "vertical vowel" is written with the consonant on the left and the vowel on the right:

$$\begin{array}{c} \text{ㄴ} + \text{ㅏ} = \text{나} \\ \text{n} \quad \text{a} \quad \text{na} \end{array}$$

A syllable that consists of a consonant and a "horizontal vowel" is written with the consonant on top and the vowel underneath:

$$\begin{array}{c} \text{ㅁ} + \text{ㅗ} = \text{모} \\ \text{m} \quad \text{o} \quad \text{mo} \end{array}$$

If a syllable has a consonant, vowel, and consonant, the final consonant, called patch'im (meaning "supporting floor" in Korean) goes to the bottom "floor" of that syllable.

ㅁ	+	ㅏ	+	ㄴ	=	만
m		a		n		man
ㅁ	+	ㅜ	+	ㄱ	=	목
m		o		k		mok

Notice that all these examples follow the basic rule that all syllables must begin with a consonant.

When a syllable begins with a vowel, **there is a problem**. To solve this problem, Koreans uses this letter: ㅇ . When it starts a syllable, it is a **silent placeholder** consonant.

For example: **안** is pronounced, “ahn”.

Day 2: Sound-symbol relationship.

Pronounce all characters, relating to sounds we have in our phonetic system, and reinforce those that are new to us.

Note: The consonant **ung** is silent in the initial position.

The websites below have audio for pronunciation of the language:

http://enlishtour2korea.com/02Culture/KoreanLanguage/handy_korean_phrases
<http://www.zkorean.com/appearance.shtml>

This interesting audio website has videos of English speakers learning to speak the Korean language with the written words displayed:

<http://learnkorean.elanguageschool.net/course/view.php?id=9>

Activity #1:

Hold up flashcards with character and ask for corresponding sound.

Activity #2

Teacher puts characters together to make words. Students try to phonetically sound out the word. Teacher then tells meaning of the word.

Days 3-5 : Research the history of Hangul.

Write a 3 page report on the historical information, and correlate the information you learn about the language to the high literacy rate in Korea, and the growth of their society.

Students rotate on computers to get information to begin writing the research paper.

While waiting for computer time, those that are not on the computers, will play the game

of “Concentration”, matching flashcard words to pictures. Others may work on sound association.

Background Information: (for teacher’s use only...students must do research)

Note: an excellent site for this information can be found at : www.zkorean.com/hangul_history.shtml

The Chinese language had been the predominant language on the Korean peninsula. Because it was so difficult to read and write, few people other than the aristocracy or the Buddhist Monks were literate. King Sejong, 4th ruler of the Joseon Dynasty, formed a committee of his scholars to establish a writing system that would be easy enough for the common people to learn. In 1443, the system of phonetic symbols, known as Hangul (“the one script”), was born. It consists of 14 consonants and 10 vowels. It has been touted as the most logical writing system in the world, and has led Korea to become one of the most literate countries. The birthdates of the system is celebrated every October ninth. Hangul is the only known language that has a known creator (King Sejong) and a birthday.

Wrap-up Activity: (This list can be decided by the class or the teacher). For the following week, make up a list of words that must be used in place of English every time they are spoken.

Example: Every time someone says “thank you”, it must be said in Hangugeo, not English. **Kam-sa-ham-ni-da**

Give each student 10,000 won of play money to start, and if they forget and use the English, they are “fined” 100 won. At the end of the week, add up each students remaining currency, and declare a winner (try to have a Korean prize...maybe an actual Korean coin for a prize!) This can also be done in as a team challenge.

Adaptation to lower grade levels:

This lesson plan is easily taken down to elementary level. The teacher would give the background information, and depending on grade level, a report could be assigned. The phonetic part of the lesson and the character formation works for elementary students. So not to confuse younger children who are still learning English phonics, it would be best to present this lesson in the intermediate grades. The following chart of counting to 10 would also be a suitable lesson for primary age children. Use the pronunciations in the parenthesis.

English	Hangul	Pronunciation
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1	일 (하나)	il (hana)
2	이 (둘)	ee (tul)
3	삼 (셋)	sam (set)
4	사 (넷)	sa (net)
5	오 (다섯)	oh (tasot)
6	육 (여섯)	yuk (yosot)
7	칠 (일곱)	ch'il (ilgop)
8	팔 (여덟)	p'al (yodolp)
9	구 (아홉)	gu (ahop)
10	십 (열)	ship (yol)

5. Resources

“Korean Language”. Wikipedia Encyclopedia Online. 1 March 2007.

http://en.wikipedia.org/wiki/Korean_language

www.lifeinkorea.com/Language/korean.cfm

Jung, Eun Sook. Korean Language Teacher

Korean Overseas Information Service. “History of Hangeul”. 1997-2007.

www.zkorean.com/hangeul_history.shtml

<http://www.langintro.com/kintro/write2.htm>

<http://www.zkorean.com/appearance.shtml>

<http://learnkorean.elanguageschool.net/course/view.php?id=9>