

Global Teacher Seminar Lesson Plan

Name: Bo Young Jun

Title: The Story of Stinky *Kimchi*

Theme/Topic: Food is Culture

Introduction (2-3 sentence summary of lesson): Food plays a big part in a culture. Learning about different foods that people consume around the world will provide opportunity for students to think about the food that they consume at home and explore why and what makes people choose certain food to eat based on their location, region, religion, and other cultural factors.

Subject(s)/Grade level(s): Korean/ 6-8th grade

Suggested Duration of Lesson: 50 minutes

Connection to Standards/Common Core (1-2 standards):

K-12 World Languages Learning Standards

2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Essential Questions (1-2 questions): How is food connected to culture? What is the food culture?

Learning Objectives (2-3 objectives):

* Learners will be able to identify and demonstrate how fermented food (*kimchi*) can be prepared, preserved, and consumed.

* Learners will be able to demonstrate the interconnectedness of each culture's products, practices, and perspectives related to the topic of study.

Materials Needed: Breakfast Around the World pictures, picture of *kimchi*, *Kimchi* recipe and ingredients (look at the recipe below- have all ingredients cut and measured to fasten making process; have cabbage salted prior to the class), tables, plastic tablecloths, blender, food prep gloves, aprons, hair nets, mason jar, mixing bowls, disinfectant wipes, paper towel

Pre-Assessment of Prior Knowledge: Teacher will engage the students by asking questions about what they had for breakfast (if the classroom has diversity of students it will be easier to connect to today's topic about different food people eat for different reasons- religion, values, location, social economic background, ethnicity, and etc.). After listening and making list of the things that they had for breakfast, ask about what food is consumed for breakfast in other countries. Show pictures of different breakfasts around the world to help with the discussion, showing Korean breakfast picture last (which includes *kimchi*).

Global Teacher Seminar Lesson Plan

Teacher-Student Interaction (5-7 steps):

- Classroom discussion: Why do you think people from different part of the world eat those specific food? How is your food different or similar to the food people choose to eat around the world?
- After the discussion, the teacher will introduce *kimchi*, a very popular fermented food in South Korea, that is consumed as part of every meal, including breakfast, in Korea. The teacher will show a picture of *kimchi* or show an actual *kimchi* so that students can describe it from their own perspective (i.e., smell, how it looks, what is going to taste like based on the smell, etc.).
- Next, the teacher will present “Kimjang, making and sharing kimchi in the Republic of Korea” by UNESCO to show that *kimchi* is not merely food but how it is a culture. Present how making of *kimchi*, *kimjang*, shows the value of Korean society, the appreciation for community, collaboration, and harmony. Make connection that food is culture and how different factors such as location, weather, values, accessibility, resources, and many other things affect people’s choice for the type of food they produce and consume.
- Teacher will present/demonstrate how to make *kimchi* (an alternative activity: have students make their own kimchi- will need more ingredients and materials- students will be placed in small groups).
- After making *kimchi*, students will have opportunities to taste if they are willing to try.

Closing Activity: Show different types of *kimchi* pictures and review how different ingredients are used for making *kimchi*, based on location, time of the year, available ingredients, traditions, values (vegetarians, vegans, religious reasons), etc.

Post-Assessment: Students will be assigned to a cultural food, and they will do a research and write a paragraph about how and why that food is produced and consumed in that culture (i.e., values, faith, religion, location, history, tradition, accessibility, availability, politics, etc.).

Reflection: Students will have a better understanding that food is part of the culture and how it is influenced by different factors (i.e., culture, geography, temperature, weather, accessibility, history, science, politics, accessibility, resources, and etc).

Resources:

Breakfast Around the World Pictures:

<https://travel.earth/breakfast-around-the-world/>

<https://www.thedailymeal.com/travel/what-people-eat-breakfast-around-world-slideshow/slide-24>

UNESCO- “Kimjang, making and sharing kimchi in the Republic of Korea”

<https://ich.unesco.org/en/RL/kimjang-making-and-sharing-kimchi-in-the-republic-of-korea-00881>

Global Teacher Seminar Lesson Plan

Kimchi Recipe:

<https://nourishedkitchen.com/kimchi-recipe/#wprm-recipe-container-21343>

(see attached pdf for the recipe)

Different Types of Kimchi:

<https://asian-recipe.com/types-of-kimchi-24648>

Extension Activities/Extending the Lesson/Cross-Curricular Connections (2-3 ideas):

- Health/Nutrition: Study the nutritional values and component of *kimchi*. Connect importance of nutrition to the SDG2 “End Hunger-achieve food security and improved nutrition and promote sustainable agriculture”.
- Geography/Science: Season, weather, location, soil, water, and more factors affect taste and ingredients of *kimchi*. Compare and contrasts ingredients that are used for *kimchi* making. What ingredients can be found in the U.S.? How are these ingredients different/same (i.e., Asian cabbage vs cabbage)? How does location influence ingredients? How is the weather different in the U.S. from Korea?

Examples: