LESSON PLAN
Musical Bibimbap: From America to Korea!

Subject: Social Studies  Focus: Cultural Diffusion  Grade Level: 7
I Can Statement (Planning)
I expect students to be able to understand the following, by the end of this lesson:

- Cultural diffusion (the spreading of culture) can happen in various ways, such as through trade, war, education, and the arts, or via technology.
- Globalization promotes cultural diffusion, including the embracing and/or adaptation of various musical genres.
- Cultures can have a variety of reasons for embracing and/or adapting elements from the cultures of other countries.

Formative Assessment
Students will complete a “quick write” (formative) about cultural diffusion (the spread of culture), as an entry ticket, defining it in their own words. Teacher will introduce students to the Korean dish, Bibimbap - a mixed rice dish, with a variety of vegetables - by showing color pictures of the dish, and having students share their observations about the dish. Teacher will next draw a parallel between the mixed-rice dish, and the way in which cultures spread and mix. The impact of cultural diffusion, globally will be discussed, using Korea as an example. Students will brainstorm about ways in which cultural diffusion impacts their day-to-day lives (food, clothing, music, etc.), and will examine how this has happened in Korea, particularly with the spread of American culture in Korea. The class will focus in on a specific aspect of cultural diffusion, the spread of musical genres, as they look at video examples from Korea’s religious and popular culture (Gospel and K-Pop). Students will be asked to identify the roots of the music styles, and will then reflect on the other cultural elements that may have impacted the music genre in the videos (American culture - musical styles, African culture - rhythm, dance, Christian culture - religious celebration, Hip-Hop culture - technology, fashion, etc.). While watching videos, students will write thoughts or opinions about each video on a notes sheet (formative), particularly addressing the musical influences that may have affected the style of music shown in the video. After watching the videos, students will work in small groups (3-4 students) to reflect upon and discuss what they thought might have been the greatest influence that led to Koreans adapting specific musical styles. Students will then try to identify the greatest cultural influence on the music style, in their opinion, while looking at all the other cultural influences which may have impacted the music. As an exit ticket (formative) students will reflect on the way in which Korean culture might have influenced American culture, and will list a specific example.

Questions (Teaching I)
The question(s) that students will be discussing and writing about are:

- “What is cultural diffusion, and how can it impact a society?”
- “How does culture move from place to place?”
- “What ideas were introduced to Korean society, as a result of cultural diffusion, that may have influenced the development of musical expression in Korean culture today?”

Key Concept: Global Interactions
Statement of Inquiry:
Global transformation is the result of the interaction of societies.

Inquiry Questions:
Conceptual:  How do global interactions create identities?

Connections (Planning)
This lesson connects to the statement of inquiry based on students understanding how the history of the past impacts how we live today.

Learning Activities (Teaching I/II)
This lesson will support the development of effective ATL skills by allowing students to exercise critical thinking skills (identifying, describing, explaining, predicting and categorizing).

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<th>Pacing</th>
<th>Teacher Moves</th>
<th>Anticipated Student Moves</th>
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| 1-2 min. | **Start up**  
Teacher will instruct students to take an entry ticket, and to record their homework assignments in their planner. | Students will take an entry ticket, and to record their homework assignments in their planner. |
| 10-15 min. | **Warm up**  
Teacher will instruct students to write down what they think the term “cultural diffusion” means, on an entry ticket, defining it in their own terms. Teacher will invite students to share their responses with their classmates. Teacher will then have students view a several pictures of the Korean dish Bibimbap, analyzing their contents. Students then will be asked to make parallels between the dish (mixed up), and cultural diffusion, reflecting on the meaning of the dish, and the similarities with the spreading or mixing of culture, through cultural diffusion. Teacher will check to see if students can also identify the ways in which culture spreads (trade, wars, etc.) when calling on student volunteers to share their responses. | Students will instruct students to write down what they think the term “cultural diffusion” means, on an entry ticket, defining it in their own terms. Students will share their responses with their classmates. Students will view several pictures of the Korean dish Bibimbap, analyzing their contents. Students will then make parallels between the dish, and concept of cultural diffusion, reflecting on the meaning of the dish, and the similarities with the spreading or mixing of culture, through cultural diffusion. Student volunteers will share their responses. |
| 20 min. | **Independent/Group Work**  
Teacher will select a student volunteer to distribute video notes sheet. Teacher will explain to students that they will observe videos from Korean culture that represent cultural diffusion in the area of music. Teacher will challenge students to think about the roots of the musical genres they will observe, and to try to identify the roots of the music beyond Korea. Teacher will remind students to take notes as they watch videos. Students will first look at videos of the | A student volunteer will distribute video notes sheet. Students will follow instruction on notes sheet, taking notes as they watch videos from Korean culture that represent cultural diffusion in the area of music. Students will attempt to identify the roots of the music genres, as they observe the videos, and will take notes as they watch the videos on their notes sheet. Students will first look at |
| 10-15 min. | **Closing**  
As an exit activity, Teacher will instruct students to work in groups of 3-4 to reflect on what they saw, using their notes to formulate ideas about how cultural diffusion could cause musical genres to "go global". As a reference for their discussion, they will respond to a prompt asking them to identify the specific musical genres they saw, and to draw conclusions about how the Koreans might have been exposed to the musical influences not native to their country. Students will then discuss and reflect on how Korean culture, in turn, may have impacted and influenced American culture, writing their ideas on an "exit ticket". Students will turn in exit slips before leaving class. |
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| **Grouping (Teaching I)**  
Students will work individually on their entry ticket, notes, and exit ticket, and will work in small groups (3-4 students) to discuss and reflect on cultural diffusion in Korea.  
**Differentiation (Teaching I)**  
Supports provided to students who are struggling to meet the objectives will be IDEA such as vocabulary flashcards, as well as support from the teacher and intervention specialist.  
The enrichment that will be provided to students who have already met the objectives will be the opportunity to use technology for topical extensions and explorations of the subject, via online enrichment found on the textbook website and the internet.  
**Summative Assessment (Assessing)**  
I will know that the students have met the lesson objectives and the statement of inquiry at the end of the unit by their successful completion of the summative assessment, with a score of 80% or higher.  
**Texts/Materials (Teaching III)**  
entry ticket, pictures of Bibimbap, notes sheet, exit ticket, pencils/pens, video clips of music genres from YouTube -  
Heritage Choir of Korea (select 2 of your choice):  
https://www.youtube.com/watch?v=cjqi_3Q2t8  
https://www.youtube.com/watch?v=rf5eiPdZeVI  
K-Pop videos (select 2 of your choice):  
https://www.youtube.com/watch?v=obzb7nlpXZ0  
https://www.youtube.com/watch?v=ldssuxDdqKk | videos of the Heritage Choir of Korea, and will then view K-pop videos. |
Homework (Assessing)  Students will complete any unfinished classwork for homework.

IMAGES OF BIBIMBAP
BIBIMBAP ENTRY TICKET: What is “cultural diffusion”? 
Define the term “cultural diffusion” in your own words. Historically, how has cultural diffusion occurred? Identify at least one result of cultural diffusion, in America, as well as around the world.

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Think about the pictures of Bibimbap that you saw...perhaps you saw foods with which you are familiar, but served up in a different way. That’s a bit how cultural diffusion operates. As one culture spreads to another culture, it then blends those new cultural traits into its own culture, perhaps adding their own “spin” to it, as they embrace the old and the new. As you watch, see if you can identify the various genres of music that have influenced Korean music. What other bits of American culture do you observe in the Korean music videos?
BIBIMBAP EXIT TICKET: What is Korea’s cultural influence on America?

Identify at least one way that Korea’s culture has spread to America. How has Korean culture influenced American culture, based on your observations of the videos, your discussions, and your knowledge of the world in which we live. How does Korea influence our American lifestyle, as a result of cultural diffusion?
Identify at least one way that Korea’s culture has spread to America. How has Korean culture influenced American culture, based on your observations of the videos, your discussions, and your knowledge of the world in which we live. How does Korea influence our American lifestyle, as a result of cultural diffusion?