

Korea Vs. Korea
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Gilbert A. Dater High School
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East Asian Studies

Unit 3

Korea vs. Korea

Created by:

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Pre-Assignment :

Lesson I

"Get your suitcases and don't forget your passport! We're off to Korea."

The students' passports should be prepared along with their suitcases. If you do not have these please refer to the pre-assignment for the passports and suitcases (see attached). The passport will be stamped by the teacher upon the introduction of Korea. Students will use suitcases to hold passports, rubrics, worksheets and handouts. Students will locate and color in each country on their world map as they enter that lesson.

Korea Vs. Korea
The Cultural Divide

Lesson J

GRADE LEVEL:

10th-12th grade

STANDARDS:

People in Societies: Analyze how issues may be viewed differently by various cultural groups.

OBJECTIVES:

By the end of this lesson, the students will be able to describe and detail the differences between living conditions in North and South Korea.

MATERIALS:

- [PowerPoint presentation](#)
- Projector
- Books on North and South Korea

PREPARATIONS:

Create PowerPoint Presentation and prepare for discussion.

INTRODUCTION:

Teacher will ask students to raise their hands if they know where Korea is and why it is separated. Discuss how it is not the same as North and South Carolina and that people can not freely pass to and from. Ask students what they think American would be like if people who lived in these states couldn't go to and from.

PROCEDURES:

1. Teacher completes the introduction
2. Collect all cell phones and forms of technology from students. Pass out badges of the "Great Leader" for them all to wear along with matching color t-shirts. Have assigned seats ready for students to sit in with new names on labels for them to wear.
3. Begin [PowerPoint](#) presentation
4. When the PowerPoint show is just about to end turn out all the lights and

light “candles” and explain to students that the light have to go off because of the electricity shortage

5. Allow students to ask questions and discuss what they just learned and the emotions they are feeling
 - How would they feel if they lived in North Korea and everything they knew was taken away and they had to live with a new identity?
 - How would they feel if they lived in North Korea then immigrated to a place where there was freedom?
6. Have students write their response to one of the questions before the class ends to turn in as an exit ticket.

CLOSURE:

Conclude the lesson by telling the students that in their next assignment they will be creating Korean Hanbok clothespin dolls.

ASSESSMENT:

Students will also be assessed using a check list on their participation in the lecture and discussion. Exit tickets will also be collected and assessed according to a rubric.

VISUAL AIDS:

Power Point Presentation, books on North and South Korea, Passports, Maps, examples of Korean Hanbok clothespin dolls, sequins, beads, imagery, and teacher example

ADAPTATIONS:

Differentiated Instruction:

Handouts of the PowerPoint presentation will be given to students who require additional visual aids, and the PowerPoint slides will contain written information that will also be read out loud.

RUBRIC:

Cultural Divide Rubric

| CATEGORY | 4 | 3 | 2 | 1 |
|--------------------------|---|--|--|---|
| Accuracy | All information in the passage is accurate. | Most information in the passage is accurate. | Some information in the passage is accurate. | Little information in the passage is accurate. |
| Creativity | All parts of the book are unique and creative. | Most parts of the book are unique and creative. | Some parts of the passage are unique and creative. | Few parts of the passage are unique and creative. |
| Organization | All parts of the passage are organized. | Most parts of the passage are organized. | Some parts of the passage are organized. | Few parts of the passage are organized. |
| Grammar | Complete sentences and correct punctuation are used in all of the book. | Complete sentences and correct punctuation are used in most of the book. | Complete sentences and correct punctuation are used in some parts of the book. | Complete sentences and correct punctuation are rarely used. |
| Use of Technology | Students always use technology appropriately. | Students usually use technology appropriately. | Students generally use technology appropriately. | Students rarely use technology appropriately. |

Which is Which?

Korean Hanbok Clothespin

Dolls

Lesson k

Korean Hanbok Clothespin

Dolls

GRADE LEVEL:

10th-12th grade – Art 1

STANDARDS:

Historical, Cultural, and Social Context

Benchmark A: Explain how and why visual forms develop in the contexts (e.g., cultural, social, historical, and political) in which they were made.

Benchmark D: Select a culture and create an original work of art that demonstrates understanding of a historical, social, or political issue of the culture.

Creative Expression and Communication

Benchmark A: Demonstrate mastery of materials, concepts and personal concentration when creating original artworks.

Benchmark B: Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques, and subject matter.

OBJECTIVES:

By the end of this lesson, the students will create an original work of art that demonstrates their understanding of the culture between North and South Korea.

MATERIALS:

Clothespins, fabric, sequins, beads, sharpie markers, felt, scissors, paper bags, written instructions, yarn, sewing needles.

PREPARATIONS:

Create teacher example of a Hanbok doll and carrying pouch, and obtain imagery that reflects North and South Korean art.

INTRODUCTION:

After the presentation on North and South Korea in their Social Studies classes the Art Teacher will discuss traditional dress in Korean and introduce the term Hanbok. Art teacher will continue to treat and teach students as if they were living in North Korea. This will continue for the entire first portion of the lesson. Teacher will tell the students that purpose of the activity is so students can see what the traditional Hanbok dress looks like.

PROCEDURES:

1. Teacher collects cell phones and technologies that students have with them.
2. Teacher hands out paper bags filled with required materials (all lunch bags contain exactly the same thing) and step by step instructions.
3. Teacher will produce a hands on demo is user friendly language for students to see an example.
4. Allow students to open paper bags.
5. Students begin work and complete clothespin dolls all dolls must look the same! No creative power permitted.

Day 2 (South Korea)

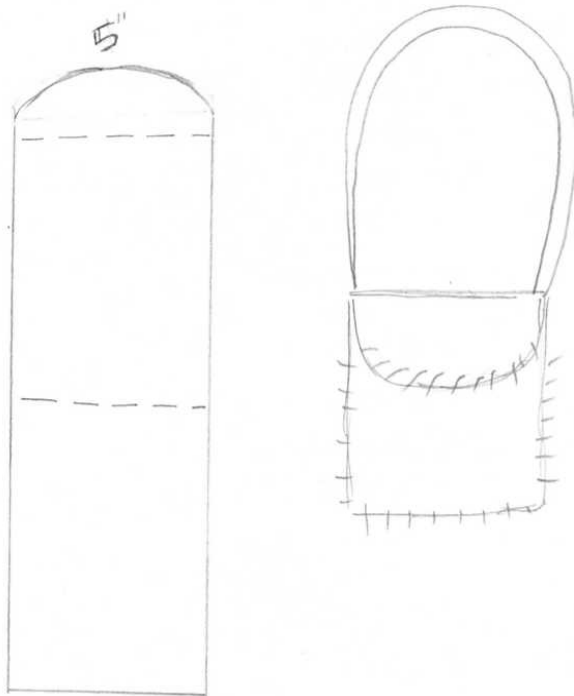
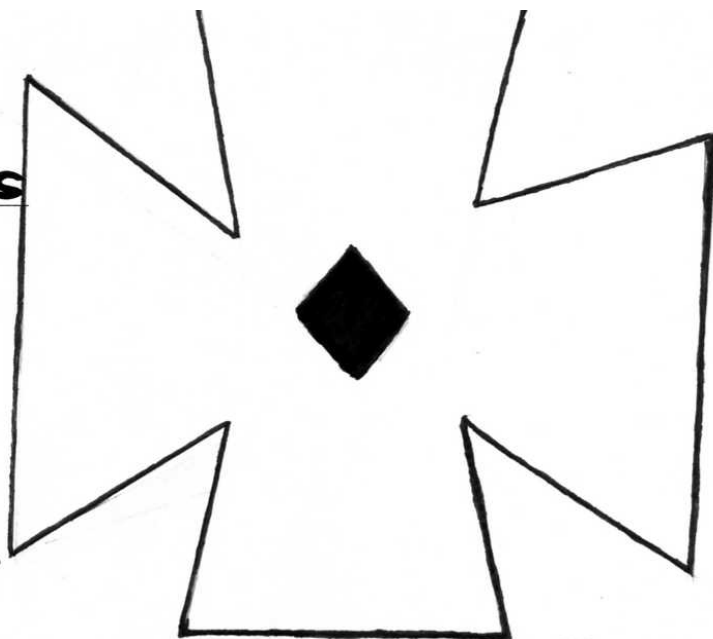
6. Place bins filled with fabric, felt, yarn, sequins, beads, etc., in the front of room.
7. Hand students clothespins as they enter the room
8. Have directions written on the white board for students to follow (copy directions that were inside the paper bag.)
9. Allow students to be as creative as they want while making the dolls.

Day 3

10. Teacher demonstrated how to make carrying pouch for dolls.
11. Students are then allowed to select fabric and yarn to construct their pouch to hold dolls.
12. Teacher will discuss with students the differences between the first and second set of dolls they created.

Clothespin Dolls

CUT OUT MATERIAL FOR HANBOK USING PATTERN. CUT OUT HOLE FOR THE HEAD OF THE CLOTHESPIN TO GO THROUGH. FOR SASH CUT STRIPS OF MATERIAL OR FELT AND WRAP AROUND CLOTHESPIN. HAIR CAN BE CUT OUT OF FELT AND GLUED TO THE TOP OF CLOTHESPIN. FINISH THE FACE WITH PERMANENT MARKER.



Pouches

Cut felt in the shape provided. Curve the edges of one end of felt. Stitch and fold over front flap. Fold remaining felt in half and stitch together using yarn with a whip stitch. Add straps using ribbon, felt, material or yarn.

ASSESSMENT:

Anecdotal check sheets will be used to track student participation on the project. At the conclusion of the project a culminating rubric (attached) will be used to evaluate the students' final projects.

VISUAL AIDS:

Power Point Presentation, books on North and South Korea, Passports, Maps, examples of Korean Hanbok clothespin dolls, imagery, and teacher example

ADAPTATIONS:

Differentiated Instruction:

Provide written step by step instructions, demonstrate the steps, and offer assistance and extended time for the students that need to be accommodated.

RUBRIC:

Korean Hanbok Clothespin Dolls

Student _____

| Category | 4 | 3 | 2 | 1 | Score |
|--|--|---|---|--|-------|
| Creativity | Totally Original design, no element is an exact copy of designs seen in the source material. | Most of the Hanbok Doll elements are unique, but 1 element may be copied from source material. | Some aspects of the Hanbok Doll are unique, but several elements are copied from source materials or other students | The Hanbok Doll is a copy of a doll seen in source material or one made by another student (80% or more of elements are copied). | |
| Attractiveness/ Craftsmanship | The Hanbok Doll shows that the creator took great pride in his/ her work. The design and construction look carefully planned. The item is neat (free of unwanted bumps, drips, marks. And tears). | The Hanbok Doll shows that the creator took pride in his/ her work. The design and construction look planned. The item has a few flaws (unwanted bumps, drips, marks, tears), but these do not detract from overall look. | The design and construction were planned. The item has several flaws (unwanted bumps, drips, marks, tears), but these do not detract from overall look. | The Hanbok Doll looks thrown together at the last minute. It appears that little design or planning was done. Craftsmanship is poor. | |
| Details | Hanbok Doll details are all easily viewed and identifiable from across the classroom. | Most Hanbok Doll details are easily viewed and identifiable from across the classroom. | Most Hanbok Doll details are easily identified when the Hanbok Doll is seen close-up | Many Hanbok Doll details are too small or are not clear. | |

| | | | | | |
|---------------------------------------|--|---|--|--|--|
| Knowledge About Culture/ Story | The student can answer 3 questions correctly about how the Hanbok Doll relates to the culture or story being studied. | The student can answer 2 questions correctly about how the Hanbok Doll relates to the culture or story being studied. | The student can answer 1 question correctly about how the Hanbok Doll relates to the culture or story being studied. | The student does not understand how the Hanbok Doll relates to the culture or story being studied. | |
| Time & Effort | Class time was used wisely. Much time and effort went into the planning and design of the mask. It is clear the student worked at home as well as at school. | Class time was used wisely. Student could have put more time and effort at home | Class time was not always used wisely, but student did do some additional work at home. | Class time was not used wisely and the student put in no additional effort. | |

Post Assessment:

Lesson L

The Many Shoes of Cinderella

Students will conclude the Unit by listening to the Cinderella as written by the Brothers Grimm followed by a reading of The Korean Cinderella. Students will discuss both stories focusing on the difference in imagery and character perceptions, look and behaviors. Go on to ask students if they think other cultures also have their own Cinderella stories and have them discuss the importance this might have on children in the country.

They will conclude the lesson by completing and turning in a venn-diagram

RUBRIC:

The Many Shoes of Cinderella

Name _____

Date _____

| | Beginning 1 | Developing 2 | Accomplished 3 | Superb 4 | Score |
|--|---|---|---|--|--------------|
| Internment and concentration Camps | Does not show any similarities and differences learned. | Shows very few similarities and differences learned. | Shows most of the similarities and differences learned. | Shows all of the similarities and differences learned. | |
| Important Information on the Venn Diagram | No information on the Venn Diagram. | Gives very little information from the story | Offers some important information from the story | Offers a lot of important information from the story | |
| Work | Does very little work. | Usually needs reminders to do the diagram. | Usually does the diagram without reminders. | Always does the diagram without reminders. | |
| Self-Evaluates | Did not try. Complained about lessons. | Tried a little. Did not put much effort into the lessons. | Gave a good effort in learning. | Gave 100% effort. Went above and beyond. | |
| | | | | Total | |

Conclusion:

Student's passports need to be stamped pending lesson completion so they can exit the country. Have students put their suitcase away and turn their passports into their travel agents (teachers) for completion.

RESOURCES:

[HTTP://WWW.LIFEINKOREA.COM/CULTURE/CLOTHES/CLOTHES.CFM](http://www.lifeinkorea.com/culture/clothes/clothes.cfm)

[HTTP://WWW.ASIANINFO.ORG/ASIENINFO/KOREA/CEL/HANBOK.HTM](http://www.asianinfo.org/asianinfo/korea/cel/hanbok.htm)

[HTTP://ENGLISH.VISITKOREA.OR.KR/ENU/CU/CU_EN_8_1_2.JSP](http://english.visitkorea.or.kr/enu/cu/cu_en_8_1_2.jsp)

CLIMO, SHIRLEY. THE KOREAN CINDERELLA. [MEXICO]: HARPERCOLLINS, 1993.

"CULTURE OF NORTH KOREA - ALTERNATIVE NAME, HISTORY AND ETHNIC RELATIONS." COUNTRIES AND THEIR CULTURES. 13 APR. 2009
<[HTTP://WWW.EVERYCULTURE.COM/JA-MA/NORTH-KOREA.HTML](http://www.everyculture.com/JA-MA/NORTH-KOREA.HTML)>.

"CULTURE OF SOUTH KOREA - HISTORY AND ETHNIC RELATIONS , URBANISM, ARCHITECTURE, AND THE USE OF SPACE." COUNTRIES AND THEIR CULTURES. 15 APR. 2009

<[HTTP://WWW.EVERYCULTURE.COM/JA-MA/SOUTH-KOREA.HTML](http://www.everyculture.com/JA-MA/SOUTH-KOREA.HTML)>.

"JOURNEY TO ASIA." KOREAN HISTORY PROJECT - "WHERE THE PAST IS ALWAYS PRESENT" 14 APR. 2009
<[HTTP://WWW.KOREANHISTORYPROJECT.ORG/JTA/INDEX.HTM](http://www.koreanhistoryproject.org/JTA/INDEX.HTM)>.

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TOM, JACKSON,. COUNTRIES OF THE WORLD SOUTH KOREA. WASHINGTON, DC: NATIONAL GEOGRAPHIC, 2007.

WALTERS, TARA. A TRUE BOOK NORTH KOREA. NEW YORK: CHILDREN'S P, 2008.