

LESSON PLAN — SOUTH KOREA
LORI NICKEL

Time: 2 class periods

Materials:

- Chart paper
- Online resources: Culturegrams-World Edition 2004, Background Notes 2003, CIA Factbook, Lonely Planet (see attachment)
- Book resources: South Korea in Pictures by William Mathews, A Panorama of 5000 Years: Korean History, The Encyclopedia of World Geography, South Korea by Siow Yen Ho, Weddings by Ann Morris, South Korea by Johanna Masse

Purpose: For students to understand elements of culture.

Grade Level Indicators from State Standards for Ohio:

1. Compare the cultural practices and products of the societies studied including
 - a. class structure
 - b. gender roles
 - c. beliefs
 - d. customs and traditions
2. Analyze information from primary and secondary sources in order to summarize, make generalizations and draw conclusions.
3. Organize information using outlines and graphic organizers.
4. Work effectively to achieve group goals
 - a. engage in active listening
 - b. provide feedback in a constructive manner
 - c. help establish group goals
 - d. take various roles within the group
 - e. recognize contributions of others

Procedure/Activities:

1. Begin class with two overriding questions: why might it be important to know about another culture? AND what factors influence a person's beliefs/culture?
2. Web responses on board or chart paper.
3. Explain to students that the goal is to dig into these two questions deeper.

4. Break students into pairs or threes. Assign each student group a clip from the Culturegrams-World Edition on South Korea. The categories are: language, religion, attitude, personal appearance, eating/diet, recreation, family, education, and economy.
5. Students need to read their clip for background information and then use other resources provided to each group by the teacher to create a web collage of their topic.
6. Students are allowed to use words, pictures, photos, drawings, or actual artifacts in their collage. The key topic name should be prominent in the center of the collage.
7. Each student group will share results and explain what they found. Other student groups can take notes on South Korea chart (see attachment).

Assessment: Teacher will go back to overriding questions for students to now answer with knowledge and expertise.

1. Why might it be important to know about another culture?
2. Identify at least 2 to 3 factors that influence a person's beliefs, traditions, and/or culture.

Grade Level: 5th to 7th grade

Adaptations:

- If time is an issue; this could be done in a web format without the collage.
- For older grades, students could start with the topic only without the aide of background information. This would make the activity more challenging and better develop their skills of research.
- For younger grades, teachers could provide pictures and words for students, as well as the teacher could have the students only use the information provided in the Culturegrams.

Culture of South Korea

1. Language

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2. Religion

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-

3. Attitude

-
-

4. Personal Appearance

-
-

5. Eating/Food

-
-

6. Recreation

-
-

7. Family

-
-

8. Education

-
-

9. Economy

-
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Internet sites:

<http://onlineedition.culturegrams.com/>

(only available at school)

<http://media.graniteschools.org/Curriculum/korea/>

<http://www.cia.gov/cia/publications/factbook/>

<http://www.yahooligans.com/>

<http://www.countryreports.org/>

<http://www.infoplease.com/countries.html>

<http://www.atlapedia.com/>

<http://www.countrywatch.com/>

http://www.elca.org/dgm/country_packet/select.html

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www.lonelyplanet.com/

www.state.gov/r/pa/ei/bgn/

(background notes)