



Korea Show and Tell

Lesson Plan by: Ann Schumacher, Pandora-Gilboa Elementary School, NCTA 2021 (The Ohio State University seminar)

Title: Korea Show and Tell

Theme/Topic: The Geography and Culture of The Korean Peninsula

Introduction (2-3 sentence summary of lesson): In this lesson, students will use maps to locate Korea, the Yellow Sea, and Sea of Japan. They will note countries that surround Korea. Students will learn about Korean culture and see how cultures are shared across regions.

Subject(s)/Grade level(s): 2

Suggested Duration of Lesson: 4x 10-15 minute sessions

Connection to Standards/Common Core (2-3 standards):

C3 GR 2 Geography 2
C3 GR 2 Geography 3
C3 GR 2 Geography 4
C3 GR 2 Geography 9
C3 GR 2 History 1
C3 GR2 Econ 15

Essential Questions (2-3 questions):

Where is the peninsula of Korea on the world map?
What landforms and bodies of water are near Korea?
What is Korean culture and do we see any connections in our culture today?



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Learning Objectives (2-3 objectives):

Students will locate the countries of North and South Korea on the World Map.
Students will name the Seas surrounding the Korean peninsula.
Students will name 2 traits of Korean culture.

Materials Needed: chart paper, post it notes, crayons and/or modelling clay, globes, maps

Pre-Assessment of Prior Knowledge: *How will students show what they already know about the topic?*

Following the reading of The Name Jar by Yangsook Choi, students will give a thumbs up if they have heard of Korea, and thumbs down if they have not heard of a place called Korea. A chart can be created with post-it notes of things the class thinks they know about Korea. The chart can be labeled Predictions, Facts, and Misunderstandings. Post it notes begin in predictions and are moved to either Facts or Misunderstandings as information is obtained as a post unit activity. See Slide 8

Lesson Activities/Instructional Strategies (5-7 steps):

Prior to the lesson, use the Korean Name generator to write and print each student's name in hangul and Korean characters.

Assign homework for parents to discuss the meaning and reason for each child's name.

1. Session 1 Share the book The Name Jar by Yangsook Choi. Begin Slide Deck, following prompts on the slides 5-14
2. Session 2, following prompts on slides 15-24 to explore culture use of color
3. Session 3, follow prompts 25-30 to engage students in values exploration
4. Session 4, follow prompts on slides 31-37 for an emphasis on art and foods.
5. Review students' journals and assess each student on the performance task of locating Korea, Yellow Sea, and Sea of Japan, and naming two culture traits.



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Resources: The Name Jar by Yangsook Choi, Korean Name Generator.org, Google Earth, Cleveland Museum of Art

Closing/Reflection Activity: *How are students engaging with ideas from another culture? What does it mean for them?*

Students engage in Name activities, art explorations, and

Post-Assessment: *How will students demonstrate what they have learned about the topic from this unit?*

Students will locate Korea and two seas on a map. Students will name two ways cultures can be different.

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

Host a Korean food tasting party.

Use Spring Comes to the DMZ by Lee Uk-bae to discuss the division of North and South Korea. In 1945, the Korean Peninsula was divided along the 38th parallel. Some students may be ready to understand the complexity of this governance issue. Each teacher should gauge the ability of their young students and their own understanding of this history when presenting this information.

Do a cross cultural reading of versions of Cinderella tales or animal tales. Suggested titles to compare are Never Trust a Tiger, by Lari Don to compare with One Good Turn Deserves Another, by Judy Sierra. A Korean Cinderella by Shirley Climo can be paired with Cinderella.

Read The Legend of Hong Kil Dong by Anne Sibley