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1. **Reflective Essay**

Attending this workshop really got me thinking about food in new ways. The US is a country that was settled and with each new group of people arriving to its shores, they brought with them their own food culture. How much of what we eat today originates from those early settlers and the Native Americans who predated the settlers? To what extent is this true for South Korea? Like South Korea, food culture in the States has evolved and it makes me wonder even more about the “origin” of each “state food” and what food can even be classified as truly “American.” These foods do exist, some of which put a twist on the “original” that goes beyond serving size and toppings, like pizza. So much so that the eternal battle for the best version of a specific food rages on every year. Which state has the best pizza, BBQ, deep-fried something? Perhaps it is because although American dishes depend on certain ingredients, I live somewhere where those ingredients are almost still readily available year-round. Seafood can be eaten in “land-locked” states and even “seasonal” foods like pumpkin are canned and on shelves. Although food usually starts as regional, it has made its way across the country. Has South Korea also seen this trend?

This workshop also got me looking beyond what Americans eat to how we eat it. Yes, food can and does bring people together, but so much of American food consumption seems to be time-dependent. We “squeeze” in meals and have such a vast array of fast-foods to choose from that you never have to visit the same drive-thru twice in one week. Convenient yes, but is our food culture starting to encourage people to see food as only a quick way to refuel, but not as a shared experience? South Korean culture appears to place more emphasis on communal eating, the aesthetic of the meal, and consuming dishes that take time to eat. These points really raise the question of the purpose food serves within a culture, beyond the consumption of calories for survival.

Overall, this workshop helped remind me how our shared platforms like *YouTube*, *TiKTok*, and *Netflix* can help food go viral. I may not have eaten a wide variety of Korean food, but I’ve seen it being made, sold and eaten. I’ve learned that in each K-drama, from historical to more contemporary shows, I expect to see specific foods represented. Food has become a global export and now I’m wondering more and more about how specific foods become associated with specific cultures and how that is taught within a culture and beyond. What messages are shared through our food and are those characteristics truly reflective of the culture they represent?

1. **Teaching Cross-Cultural Awareness & Sharing Workshop Information**

I currently teach AP Language and Composition and English Language Arts to seniors in high school in Zionsville, Indiana. Collectively, both courses reach roughly 360 students with instructional time running around 225 minutes/week. AP Lang focuses primarily on nonfiction texts for the entire academic year, while English 12 has a nonfiction focus only for the spring semester. Both courses have opportunities for aspects of Korean culture to be explored as an entire skills-based unit or in a supplemental capacity. As a result, this lesson plan consists of two activities that can be completed separately or in conjunction with one another as the introduction to a full unit. I will be sharing the lesson plan with my grade level colleagues and other departments, specifically the history and world language departments in the hopes of creating an opportunity to construct a cross-curricular lesson that goes beyond the fundamentals of rhetorical analysis and argumentative writing. Beyond the classroom, results of the current lesson plan could be shared on ZCHS’s social media platforms and internally through our weekly newsletter that goes out to the entire ZCS community.

1. **Ways you will apply the Cross-Cultural Comparison Workshop content to your teaching**

Beyond a shared lesson plan with other departments I plan to apply the content from this workshop in broader terms that help students first think and learn about their own food culture, and then, focus on Korean food culture. This can be done in the following ways:

* Encourage senior students to broaden their palates, be aware of other foods, and to try new foods:
  + Many will be preparing/buying food for the first time once they “leave home.” Students could find local restaurants/grocery stores where they will be located after high school and pledge to try something new. They could include a picture of the food and follow up with me the following semester. These could be placed in the classroom for the next group of students to see.
  + Offer an opportunity to go to dinner together at a Korean restaurant and try new foods together.
* Once the “Eating the Alphabet in South Korea: A is for \_\_\_” series is created, to show those videos to students each week. Students can answer the question posed in the video and it opens discussion for what is interesting and revealing about a different/potentially different food culture. This task can be one that spans 26 weeks, so videos can be shown ASAP without having to wait for all 26 to be created.
* I have a pop culture connection prompt each week as a journal entry and at least once a month, the focus can be on Korean connections with food and other aspects of Korean culture.

1. **The local, state, or national standards addressed in each lesson plan**

This lesson plan will most likely be implemented for AP Language and Composition students first and the skills listed below appear in CollegeBoard’s 2019 course and exam description guide.

Rhetorical Situation:

* 1.A Reading: Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.
* 1.B Reading: Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs.
* 2.B Writing: Demonstrate an understanding of an audience’s beliefs, values, or needs.

Claims & Evidence:

* 3.A Reading: Identify and explain claims and evidence within an argument.
* 3.B Reading: Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure.
* 4.A Writing: Develop a paragraph that includes a claim and evidence supporting the claim.

Reasoning & Organization:

* 5.C Reading: Recognize and explain the use of methods of development to accomplish a purpose.
* 6.A Writing: Develop a line of reasoning and commentary that explains it throughout an argument.
* 6.B Writing: Use transitional elements to guide the reader through the line of reasoning of an argument.
* 6.C Writing: Use appropriate methods of development to advance an argument.

1. **Days and Class time for Lesson Plan**

Part 1: Two block days (90 minute classes/block day)

Part 2: Three block days (90 minute classes/block day); Four block days to screen all videos.

1. **A list of resources you plan to use for each lesson plan**

Both lessons: CollegeBoard’s *AP English Language and Composition Course and Exam Description*

**Resource List Part 1:**

Articles:

* Justin Jory’s “The Rhetorical Situation” article and image.
* Evelyn Chen’s article “First K-pop, now K-food: Seoul in South Korea’s push to highlight its culinary culture beyond kimchi and kimbap is finding fans.”
* *The Washington Post’s* Creative Group’s article “How Korean food philosophy can help us reconnect.”

Resources:

* Laptop or printed copies of the articles above
* Canvas or other annotating system
* Table below printed or in digital format

Lesson Plan Part 1

Day One:

1. Students review Justin Jory’s article and image regarding specific elements of the rhetorical situation.
2. Split students into two different groups to read and annotate for the rhetorical situation using two different news articles. One group will read Evelyn Chen’s article “First K-pop, now K-food: Seoul in South Korea’s push to highlight its culinary culture beyond kimchi and kimbap is finding fans” and the other group will read *The Washington Post’s* Creative Group’s article “How Korean food philosophy can help us reconnect.”
3. Students will annotate for the rhetorical situation and fill in the table below for their article. They will also answer the questions listed below.
4. Students will craft a thesis statement that analyzes the choices made by their author to convey their message to the audience.
5. Students will record any questions they have about the article. They should have *at least* two.

Day Two:

1. Students will read the other article, but not annotate.
2. Then, students will partner with someone who read the other article and they will put the two texts into conversation, continuing to fill in the table from yesterday together.
3. Whole class discussion: students will share their responses and answer the following overall questions listed below.

|  |  |  |
| --- | --- | --- |
| Day 1: The Rhetorical Situation | Evelyn Chen | *The Washington Post* |
| Writer |  |  |
| Audience |  |  |
| Purpose |  |  |
| Exigence |  |  |
| Subject |  |  |
| Context |  |  |
| Genre |  |  |
| Day 1: For your article, answer the following questions:   1. What rhetorical strategies has the author chosen and why did the author make these choices? 2. How do these strategies work together to accomplish the author’s purpose? 3. What is the author’s main assertion? 4. What evidence is used to construct the line of reasoning throughout the text?   Your Questions:  1.  2.  Your Thesis: | | |
| Day 2: Texts in conversation:   1. First, re-read the *The Washington Post* article, then read Chen’s article. As you read Chen’s article, write down a list of quotations from the essay that you find resonates with specific moments in *The Washington Post’s* article. 2. Next to each quotation, write down the sentence that it corresponds to in *The Washington Post’s* article. Aim to arrive at six sets of connections. 3. In your opinion, what do the connections reveal about South Korea’s food culture both past and present? Find an additional source to support your claim(s) and share it below.    1. Additional source:    2. Optional: Second additional source: | | |
| Chen  1.  2.  3.  4.  5.  6. | | *The Washington Post*  1.  2.  3.  4.  5.  6. |
| Day 2: Class Discussion:   1. How does South Korea’s food culture seem both familiar and different to you? 2. What do you still want to learn about their food culture? Your own? | | |

**Rubric**

|  |  |  |
| --- | --- | --- |
| Exemplary (10) | Effective (8) | Work in Progress (6) |
| The annotations, notes, and discussion contributions clearly and thoughtfully address the essential components of the text in order to completely engage with the skills with which we're working. | The annotations, notes, and discussion contributions clearly address the essential components of the text in order to engage with the skills with which we're working, though there may be an oversight or two. | The annotations, notes, and discussion contributions attempt to address the essential components of the text in order to engage with the skills in which we're working with, but the contents seem rushed or incomplete and have several oversights. |

**Resource List Part 2:**

Articles

* Mary Gormandy White’s “Descriptive Words for Food: Taste, Texture and Beyond.”
* Beryl Shereshewsky’s “Eating the Alphabet in India: A is for \_\_\_” *YouTube* series

Resources:

* Laptop or printed copies of the article above
* Internet access to view *YouTube* videos and conduct online research
* Canvas to record outline and video product
* Random online selector tool or letters written on pieces of paper and drawn out of a hat
* Map of South Korea (still looking for high quality map)
* Planning document below
* (Once students complete the task, it would be awesome to try some of the items they discover. We will be looking for ways to do this locally at one of the ten Asian supermarkets.)

Lesson Plan Part 2

Day One (Research):

1. Students will continue to explore South Korean cuisine by creating a one-two minute video about foods/drinks associated with food culture. The previous lesson will have introduced students to aspects of food culture, but now, they get to conduct research, practice their own rhetorical strategies, claims, and evidence.
2. Students will view Beryl Shereshewsky’s *YouTube* video “Eating the Alphabet in India: A is for \_\_\_” for inspiration and other letter videos to use as a model for this assignment. They may decide to add additional information to their planning sheet.
3. Students will draw a letter out of a hat (or a random selector tool online will be used). Once students have a letter, they will begin researching to include information in their final video recording and record notes on the planning document below. Students should aim to have *at least* three quality sources and provide a Works Cited for their presentation. Students are learning to evaluate sources, so no sources will be provided for them.

Day Two (Research and Organization of material):

1. Students will continue researching their food/drink item and fill in their planning document.
2. Students will decide how to organize their information to best serve their purpose: Educate our high school community about the food culture of South Korea. NOTE: Although some people within our community may have some knowledge regarding the food/drink item you select, still describe the food/drink as if it is totally unfamiliar to your audience.
3. Students should refer to Mary Gormandy White’s “Descriptive Words for Food: Taste, Texture and Beyond” article to appeal to the senses. Students will also need pictures of their food/drink item and a map of Korea to show where their item originated/is from.

Day Three (Video Recording):

1. Students should have all materials ready to record their video.
2. We will have a viewing party for the short videos, but may decide to screen them over several days/weeks. If possible, we will attempt to try some of the foods mentioned in the videos. (I will work to source items once they are selected. Google shows that there are ten Asian supermarkets in the Indianapolis area).
3. At a later date students will complete a metacognition on Canvas once they submit their video and view it with the class. Questions are in the planning document and students should preview them before they begin their research.

**Eating the Alphabet in South Korea: \_\_\_ is for \_\_\_ Planning Document**

|  |  |
| --- | --- |
| Required Video Information | Source & Notes |
| 1. Name of food or drink. What does it look like? Be sure to include a picture/pictures of the item. May decide to include a video clip too. | Source:  Notes: |
| 1. Description: What ingredients? How is it made? Do variations exist? |  |
| 1. How does the food taste? (“Said to be” or “According to” if you haven’t personally tried it.) Flavors? Hot/mild? Texture? Etc. Any comparisons you can draw for your audience? (Similar to…) |  |
| 1. How do you eat/drink this item? Hot/cold? Hands/chopsticks? Walking? Sitting down? With condiments? As part of a meal? |  |
| 1. When is this food/drink typically consumed? Day/night? Full meal or snack? Both? |  |
| 1. Where is this food/drink available within the country? Specific regions? At the store? Homemade? How do you order/get it? Indicate where on a South Korean map. |  |
| 1. History of the food. When did it become a part of the food culture? Name of person who created/helped make item mainstream. |  |
| 1. How does your food/drink item speak to the philosophy of South Korean cuisine? (May use *The Washington Post’s* article you studied earlier). |  |
| 1. Question for your audience to think about. Should get your audience thinking about their own food culture and traditions. |  |
| Optional: How can someone try the food/drink you talked about? (Where?) |  |
| Metacognition Questions:   1. What surprised you the most as you completed this project? About your classmates's reactions to your video? 2. Will you try the food/drink item you taught others about? Explain why or why not. What food/drink would you try from South Korea? 3. How did this activity broaden your perspectives about South Korean culture? Explain one of your takeaways. 4. What questions do you have about your own food culture? |  |

Rubric (Modified from the Synthesis Essay Rubric for AP Language and Composition)

|  |  |  |  |
| --- | --- | --- | --- |
| Thesis (5 points) | Evidence & Commentary (40 points) | Style & Sophistication  (5 points) | Video Recording & Metacognition  (50 points) |
| * Responds to the prompt with a defensible thesis that presents an interpretation and may establish a line of reasoning. | * provides evidence from or references at **least three sources.** * evidence provided must be relevant to the **thesis.**   **AND** provides well-developed commentary that **consistently and explicitly explains the relationship between the evidence and the thesis** | * Demonstrates sophistication of thought and/or a complex understanding of the rhetorical situation   **Examples:**   * nuanced consideration of textual evidence * explaining significance within a broader context * engaging concession and/or rebuttal of other arguments * effective rhetorical choices that strengthen the student’s argument. | * Includes all the required elements from the planning document * Employs visual rhetoric to enhance the verbal rhetoric * Presents information clearly (speaks loudly enough, doesn’t rush, varies tone, looks up at audience, etc.) and concisely within the set time frame * Thoughtfully and thoroughly responds to the reflection questions. |

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