**1. A reflective essay on how the Cross-Cultural Comparison Workshop has changed/added your knowledge of and thinking about Korea and/or the works examined**

Food for Thought

My thinking on what is edible and what is not has been shifting over many years. I was mostly raised in rural Michigan in a lower socio-economic level. What I grew up eating was quite limited by money, availability, and preference. Lots of casseroles, canned vegetables, and packaged foods filled our dinner tables. I even remember being given brown sugar sandwiches on occasion. I remember, however, having cross-cultural experiences with my next youngest sister who spearheaded German night, Italian night, etc.… As an adult I’ve become more adventurous, enjoying food from many cuisines but still with limitations. I have generally avoided seafood, mushrooms, and many vegetables.

A turning point for me came when I visited China in 2018 to volunteer in a school. On that trip, I had very little control over my diet and guess what? I found I liked a much wider variety of food than I expected! I often ate things without even knowing what they were, so I consumed shrimp, fish, and many unnamed vegetables. I repeated that volunteer experience in 2019 which gave even more opportunities for experimenting with Chinese cuisine – Mongolian hot pot, black ice cream, and barbecue lamb skewers among others.

When I went to Korea in 2021 for a 10 week stay, I was determined to eat everything. Okay, well - almost everything. I had to spend 2 weeks in quarantine eating only the food I brought with me or the food that was provided to me. But my protein bars remained mostly uneaten! The quarantine food was delicious for the most part, even though it was served lukewarm or even just cold. Once out of quarantine, I ate as much local food as possible, even with a companion that preferred plain white rice and chicken tenders.

My perspective on which foods are edible and which are not has widened considerably. So, from that current liberal perspective, the Cross-Cultural Comparison Workshop seemed specifically designed for me. Hearing the history of food in Korea and how it has been influenced by American attitudes was eye-opening. I especially found myself questioning how certain food possibilities, like insects or seaweed, have been deemed outside of the norm in my own culture, but are accepted and even welcomed in others.

The Cross-Cultural Workshop exceeded my expectations in so many ways. I appreciated the opportunity to hear many perspectives and to enhance the knowledge I already had about Korean cuisine. Learning the history provided context, and the philosophical part of the workshop has kept me thinking for weeks. Sharing this information with others in my community and school will bring me great pleasure and widen the perspectives of many people.

**2. An explanation of what opportunities you will have to teach about cross-cultural awareness topic related to Korea in the next semester or school year, including grade level, subject area, and hours of instruction. You should also describe other ways in which you will share the information from the Cross-Cultural Comparison Workshop with the community beyond your own classroom (your colleagues, school, neighborhood, etc.).**

Currently I am teaching 5th grade online, so I have occasional opportunities to integrate information about Korea into the curriculum. I am also the sponsor of a weekly Korean Club for grades 3-5 at my school. Additionally, I will be sponsoring a Korean club for grades 6-8 in the second semester. I plan to send a box of Korean items (at my own expense) to each of my elementary club members before the end of 2022, so that we can do some hands-on activities together and try some foods.

I shared about the workshop on my social media which garnered a lot of interest and comments. I have prepared Korean dishes for my family, such as japchae, tteokbokki, and mandu. I even made japchae for my eighty-one-year-old parents, who both loved it. We also ate Korean fried chicken which they deemed “magnificent” and “the best in the world”. I would like to make a Korean dish to take to my book club, especially if I can interest the other members in reading a Korean-themed novel. I also will share recipes with my students and encourage them to try new foods.

**3. A description of specific ways in which you will apply the Cross-Cultural Comparison Workshop content to your teaching**

I will be following the example of the workshop by sharing a similar box of goodies with my students.

I will be using the canned kimchi, rice, kim combination to show one way to eat Korean food.

I will share the books that were given to me with students in my class and Korean club meetings.

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

https://www.michigan.gov/mde/services/academic-standards

Communicate in World Languages

Standard 1.1 Interpersonal

Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions

STRAND 2: CULTURE

Standard 2.1 Practices and Perspectives

Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

Standard 4.1 Comparing Languages

Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2 Comparing Cultures

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

4 – G4.0.2 Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States. Examples may include but are not limited to: forms of shelter, language, food.

4 – G4.0.3 Describe some of the movements of resources, goods, people, and information to, from, or within the United States, and explain the reasons for the movements.

**5. Please specify the number of days and amount of class time required for the lesson plan**

The lesson plan I’ve shared is one in a series of lessons for my extracurricular, online Korean Club for grades 3-5. It is designed to take 30-45 minutes. I’m also including an outline for the other weeks which would follow a similar format. Lesson plans for all ten weeks will be available in January.

**6. A list of resources (books, periodicals, videos, Web sites, etc.) you plan to use for each lesson plan.**

1. *No Kimchi for Me* by Aram Kim

<https://www.youtube.com/watch?v=Xjee13SaNLk> (No Kimchi for Me)

# <https://www.youtube.com/watch?v=Bou9l7XlDwc> (Kimchi: A Story of Love and Patience)

1. <https://read.bookcreator.com/J2TbWXsbQEUhj7vR3hf19yiOtXh1/JOLpYPktQyy823Li2XAHZQ> This is my review book for class using Book Creator.
2. Korean Hoon website for Korean pronunciation. https://www.koreanhoon.com/

**LESSON PLAN**

Korean Club - Week 6 (30-45 minutes)

1. Welcome and greetings (5 min)
   1. Students have learned the following vocabulary already, so encourage them to answer your greeting and inquiry. Use their names with Korean pronunciation.
   2. **안녕하세요** (ann-yeong-ha-se-yo)  **Hello**
   3. **선생님**(seon-saeng-nim) **teacher**
   4. 잘 지냈어요? 괜찮아요 (jal jinaesseoyo? Gwaenchanayo.) How are you? I’m fine.
2. Review native numbers (5 min)
   1. Practice counting 1-10 and 10-1 together.
   2. Show a number of fingers and have students call out the number.
3. Read book (4 min) *No Kimchi for Me* by Aram Kim. This is a short book. If you don’t have it, here is a read-aloud on YouTube including a cute bonus clip with an American child trying kimchi. This may encourage students to try it too.
   1. <https://www.youtube.com/watch?v=Xjee13SaNLk> (No Kimchi for Me, 3:42)
4. Discussion (10 min)
   1. Did anyone ever try kimchi? What’s in it? Where can you buy it? How is it made?
   2. Watch the video *Kimchi: A Story of Love and Patience* (2:23) to learn some of the answers. (The video is in Korean with English subtitles. Have them listen for any words they know, or just for ‘kimchi’. I like to have students give a thumbs up when they hear the word.) <https://www.youtube.com/watch?v=Bou9l7XlDwc>
   3. After watching, discuss any of the questions again or ask what they learned.
5. Eat (5 min).
   1. I will show kimchi, smell it, and taste it. I will also combine kimchi with rice and kim, so they can see another way to eat it.
   2. Since my class is virtual, the students will watch me eat. (In a later lesson, they will have some of these items to try, but I can only send items once because of cost.)
   3. If your class is in person, offer the opportunity to at least smell and look at kimchi. If your school allows it, follow the recommended procedures for serving food in class.
6. Questions and Farewells (2 min)
   1. Ask if there are any questions. Students often want to know how to say or write a phrase or name in Korean.
   2. When saying goodbye, tell students 행복하자 and encourage them to say it too.
   3. They can say **안녕 to each other. (We haven’t yet learned any other way to say goodbye.)**

|  |  |  |
| --- | --- | --- |
| Club # | Standard(s) | Activities |
| 1 | 1.1 | * **안녕하세요** (ann-yeong-ha-se-yo)  **Hello**   **선생님**(seon-saeng-nim) **teacher**   * **Student names in Hangul** * **\*name\*** 입니다. (~im-ni-da) I’m \*name\*. * Intro Video to Korea https://youtu.be/JFHD6IqZrH4 |
| 2 | 1.1  4.1 | * History of Hangul (Hangul Day) * Review student names and greeting * Learn 1-10 in native numbers https://www.youtube.com/watch?v=75VvwFw5jq8 * 행복하자 (haeng-bok-ha-ja) |
| 3 | 1.1 | * Review names and greetings and numbers * Practice numbers 1-10 and 10-1 * Answer student questions (Typically at this point, they want to know how to write family member’s names and how to say some phrases.) |
| 4 | 4.2  2.1 | * Interview video <https://youtu.be/-YHi76vSRok> * Review all concepts * Korean flag – show image and meaning * Korean games – rock paper scissors and boli ssal |
| 5 | 1.1  4.1 | * 잘 지냈어요? 괜찮아요. * Review all concepts * Hangul eu and ee vowels (Korean Hoon Day 1 video) |
| 6 |  | * ㅜㅗ Hangul vowels (Korean Hoon Day 2 video) * Review * <https://www.youtube.com/watch?v=Xjee13SaNLk> (No kimchi for me)  <https://www.youtube.com/watch?v=Bou9l7XlDwc> (Kimchi: A Story of Love and Patience)  * Show/taste kimchi, rice, kim * 주세요 (ju-se-yo] Please give me…. * 맛있어요 (ma-si-sseo-yo] It is delicious. |
| 7 |  | * ㅏㅓㅐㅔ Hangul vowels (Korean Hoon Day 3 video) Also tell them that those two lines make the “y” sound before the vowel sound. * Korean money * Sino-Korean Numbers 1-10 * Review |
| 8 |  | * Korean landmarks * Hangul consonants * ㄱ giyok — G, ㄴ nieun — N, ㄷ digeut — D, ㅁ mieum — M, ㅍ pieup — P * Konglish “code” practice * #1 안녕히 가세요 (annyeonghi gaseyo) - “Goodbye” in Korean when someone is leaving. ... * #2 안녕히 계세요 (annyeonghi gyeseyo) - “Bye” in Korean when you're leaving. ... * Review |
| 9 |  | * Korean music * Hangul consonants * ㅅ siot — S, ㅈ jieut — J, ㅊ chieut — CH * Konglish kpop group names * **대박 – Daebak (That is crazy!)** * **짱 – Jjang (Awesome)** * **ㅠㅠ – Tears** * **ㅋㅋ – lol** * Review |
| 10 |  | * Go through their holiday gift boxes * Christmas in Korea * Hangul consonants ㄲ, ㄸ, ㅃ, ㅆ and ㅉ — GG, DD, BB, SS and JJ * 좋아요 (jo-ah-yo] It’s good. * 감사합니다 (gamsahamnida) Thank you. * Review |

**Items I plan to provide to students in their holiday box:**

* Korean flags <https://www.amazon.com/South-Korea-Korean-Small-Decorations/dp/B07XPV478X/ref=sr_1_6?crid=WQQTN2SGE2CJ&keywords=korean%2Bflag&qid=1667069540&qu=eyJxc2MiOiI0LjMzIiwicXNhIjoiMy40MCIsInFzcCI6IjMuMjkifQ%3D%3D&sprefix=korean%2Bflag%2Caps%2C120&sr=8-6&th=1>
* Hangul practice book <https://www.amazon.com/Alphabet-Writing-Workbook-Practice-syllables/dp/B09V6B1YF6/ref=sr_1_5?crid=3FBWU66GC6VYW&keywords=hangul+workbook&qid=1667069607&qu=eyJxc2MiOiI0LjM4IiwicXNhIjoiMy45OSIsInFzcCI6IjMuODUifQ%3D%3D&sprefix=hangul+workbook%2Caps%2C104&sr=8-5>
* Canned Kimchi – will purchase at Asian supermarket
* Package of small size kim – will purchase at Asian supermarket
* Variety of Korean snacks/candy – will purchase at Asian supermarket
* Chopsticks (ask at a restaurant for free chopsticks)
* Stickers (I have some already. Will order others.)