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AP Human Geography

**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.**

The Cross-Cultural Comparison Workshop was a really great way to further my understanding of Korea, especially via one of my favorite topics: FOOD! It was incredibly interesting to learn about the history of Korea through food. There were plenty of inspirations for my classroom, particularly diffusion, ethnocentrism vs. cultural relativism, and cultural traits and diversity. All of those concepts can be taught via Korea and Korean food. In fact, my entire Unit 3 in AP Human Geography, which is Cultural Patterns and Processes, can be taught through the lens of Korea. Students in my school really do not know too much about Korea, or even much outside of a Euro-centric worldview, but through classes like mine, we can expand their worldview. And what better way to connect students to other cultures than through food? I really appreciated the other teachers and their ideas for lesson plans. Glen, Duane, and Nicolette gave such good, concrete ideas and Nicolette really has me wanting to make bibimbap with my students! Kijung Lee gave such a wonderful presentation and I wish I could show the whole slideshow in my classroom. Every single thing in that slideshow relates to my classroom and I cannot wait to sit down and really break apart the slideshow and add to my own slides (with proper credit, of course!). Being able to dive deep into the Korean culture and turnaround teach it to my students only enhances their education and helps make them more globalized citizens that, hopefully, will view the world through a cultural relative lens.

**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.).**

As an AP Human Geography teacher to 10th graders, I have opportunities to teach about Korea in literally every single unit. I teach thematically and can incorporate knowledge, information, research, and activities related to demography, migration, culture, politics, agriculture, industry, and urbanization. I believe that the more world examples to which students are exposed, the more open-minded and globalized a student becomes. Students become more empathetic and want to change the world for the better. They become more well-rounded people. Even adults can learn these lessons so I hope to present information learned at professional development opportunities within my school, whether in department meetings or district-wide sessions. Learning about different cultures, especially Korea, can be taught at any grade level. Besides, who doesn’t like to learn while tasting delicious food!

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

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

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

*All classes are 90 minutes long, every day. The standards are from the* [*AP Human Geography Course and Exam Description*](https://apcentral.collegeboard.org/media/pdf/ap-human-geography-course-and-exam-description.pdf) *and are addressed each day before the daily lesson. This should take 5-6 days total on a semester schedule, or 10-12 days total on a full year schedule. Even though classes are 90 minutes, not all students might finish in class. Students can finish for homework and selected students can present the next day before the next lesson begins.*

**Day 1 - Topic 3.1 Introduction to Culture (90 mins)**

ENDURING UNDERSTANDING

* PSO-3 Cultural practices vary across geographical locations because of physical geography and available resources.

LEARNING OBJECTIVE

* PSO-3.A Define the characteristics, attitudes, and traits that influence geographers when they study culture.

ESSENTIAL KNOWLEDGE

* PSO-3.A.1 Culture comprises the shared practices, technologies, attitudes, and behaviors transmitted by a society.
* PSO-3.A.2 Cultural traits include such things as food preferences, architecture, and land use.
* PSO-3.A.3 Cultural relativism and ethnocentrism are different attitudes toward cultural difference.

Starting Assignment

* The projector screen will be divided into two: one side will show typical American dishes (pizza, hot dogs, hamburgers, etc.) and one side will show typical Korean dishes (bibimbap, bulgogi, kimchi, at least one dish vastly different, such as live octopus (sannakji), etc.).
* Students will examine the pictures and answer the questions/statements:
	+ Describe what “culture” means in your own words.
	+ A cultural trait is a single aspect of a given culture or society.
		- Describe how a specific culture trait can be influenced by physical geography.
		- Describe how a specific culture trait can be influenced by available resources.
	+ How do these pics relate to culture and cultural traits?
	+ Would you eat the American foods? Why or why not?
	+ Would you eat the Korean foods? Why or why not?
* Students will independently respond on the Starting Assignment before a class discussion follows.
* Student answers will vary; however, to the “would you eat the…” questions, some students inevitably say they would not eat the Korean foods and more than likely mention the octopus. This will segue into a discussion about how people judge other people’s cultures through the lens of their own culture (Ethnocentrism versus Cultural Relativism).

Guided Notes/Lecture

* Students will hear lecture and take guided notes on the meaning of culture, cultural traits, and the difference between cultural relativism and ethnocentrism. The notes will compare various aspects of American culture (language, religion, food, festivals, customs, familial hierarchy, etc.) with others, paying extra attention to Korean culture.

Activity

* Students will compare their culture (probably American-centric, although there are students that would identify with a different culture) with South Korean culture using the website <https://www.mygiide.com/>. Students will test their own Cultural Agility and then compare their Cultural Values with South Korea.
* A class discussion will follow, where students will discuss American versus South Korean cultural values.
* Guiding questions:
	+ Where do your values and typical Korean values differ the most?
	+ Where do your values and typical Korean values align the most?
	+ Why are Americans more individualistic and Koreans more collectivistic?
	+ Why are Koreans more focused on fixed time and Americans are more fluid?

Closure

* Students answer the question: Explain a limitation of viewing cultural differences through the lens of cultural relativism.

**Day 2 - Topic 3.2 Cultural Landscapes (90 mins)**

ENDURING UNDERSTANDING

* PSO-3 Cultural practices vary across geographical locations because of physical geography and available resources.

LEARNING OBJECTIVE

* PSO-3.B Describe the characteristics of cultural landscapes.

ESSENTIAL KNOWLEDGE

* PSO-3.B.1 Cultural landscapes are combinations of physical features, agricultural and industrial practices, religious and linguistic characteristics, evidence of sequent occupancy, and other expressions of culture including traditional and postmodern architecture and land-use patterns.

LEARNING OBJECTIVE

* PSO-3.C Explain how landscape features and land and resource use reflect cultural beliefs and identities.

ESSENTIAL KNOWLEDGE

* PSO-3.C.1 Attitudes toward ethnicity and gender, including the role of women in the workforce; ethnic neighborhoods; and indigenous communities and lands help shape the use of space in a given society.

Starting Assignment

* The projector screen will display the following: “The Cultural Landscape is defined as: The human impact on the physical landscape that is visible and can be compared across regions. Compare the cultural landscape of pictures A and B with pictures C and D.”
* Picture A will be an urban U.S. landscape, picture B will be a rural U.S. landscape, picture C will be an urban Korean landscape, and picture D will be a rural Korean landscape.
* Students will independently respond on the Starting Assignment before a class discussion follows.
* Student answers will vary, but teacher should guide to students to understand that the cultural landscapes of Korea and the U.S. reflect the cultural beliefs, values, and customs of those cultures. Cultural landscapes vary greatly by region and therefore we can look at individual elements within a cultural landscape to start to figure out where we are in the world.

Guided Notes/Lecture

* Students will hear lecture and take guided notes on the meaning of cultural landscapes, placelessness, cultural identity, and religious landscapes. The notes will compare these various aspects in American culture with others, paying extra attention to Korean culture.

Activity

* Students will compare the cultural landscape of U.S. cities with the cultural landscapes of other world cities.
* Some students will be assigned various cities within the U.S. while other students will be assigned various world cities (Seoul, London, Paris, Mumbai, Bangkok, etc.)
* Students will use Google Earth and/or Google Images to examine the cultural landscape of major world cities. Students will upload the pictures to a Google Doc and answer questions about the cultural landscape that they examined.
* Questions:
	+ What characteristics do you see in your photos that show how humans have altered the landscape?
	+ What cultural values does the cultural landscape represent? (Hint: religion, agriculture, sports/games, architecture, etc.)
	+ What are aspects of material culture that you notice?
	+ What are aspects of non-material culture that you notice?
	+ What conclusions/generalizations can you make about the cultural values of your city?
* This can be finished for homework or presented tomorrow if running short on time. Not all students need to present.

Closure

* Students answer the question: If you had not known where in the world your world city was located, what clues on either the physical or cultural landscape would have helped you determine its location?

**Day 3 - Topic 3.3 Cultural Patterns (90 mins)**

ENDURING UNDERSTANDING

* PSO-3 Cultural practices vary across geographical locations because of physical geography and available resources.

LEARNING OBJECTIVE

* PSO-3.D Explain patterns and landscapes of language, religion, ethnicity, and gender.

ESSENTIAL KNOWLEDGE

* PSO-3.D.1 Regional patterns of language, religion, and ethnicity contribute to a sense of place, enhance placemaking, and shape the global cultural landscape.
* PSO-3.D.2 Language, ethnicity, and religion are factors in creating centripetal and centrifugal forces.

Starting Assignment

* The projector screen will display the following: “These photos were taken in “Koreatown” in Toronto, Canada. Many urban areas around the world have spaces in which ethnic groups such as Koreans cluster. Describe how the presence of ethnic neighborhoods both contribute to a sense of place at the local scale and shape the cultural landscape at a global scale.” Displayed will be various pictures of Koreatown in Toronto, Canada.
* Students will independently respond on the Starting Assignment before a class discussion follows.
* The teacher might want to remind students that a Sense of Place is the emotions someone attaches to an area based on their experiences.
* Possible answers:
	+ Local scale - For immigrants, immersion in a foreign culture, adjusting to a different economic setting—such as urban rather than rural—and perhaps encountering a different dominant language and a different religion can all combine to produce a strong desire to recreate a more familiar environment. The recreation of the remembered homeland by incoming immigrants provides a secure environment to which to return to daily. A day-to-day life not too distant from that of the land of origin can be preserved, in which a familiar religion can be practiced, an immigrant entrepreneur class can develop, and the process of assimilating to the new world can be eased. Additionally, ethnic neighborhoods became more than cultural and economic oases. They also became both sanctuaries from violence from hostile locals and secure homelands.
	+ Global scale - Ethnic neighborhoods illustrate how through migration culture is diffused via relocation diffusion. These types of neighborhoods also illustrate acculturation (the transfer of values and customs from one group to another). In regions colonized by various countries, to this day evidence of the structures built by these powers exist modeled after their mother country (sequent occupancy).

Guided Notes/Lecture

* Students will hear lecture and take guided notes on the meaning of place, placemaking, centripetal, and centrifugal forces. The notes will compare these various aspects in American culture with others, paying extra attention to Korean culture.

 Activity

* Students will research the centripetal and centrifugal forces at play in Korea, both past and present.
* Students will be in pairs and research different times during Korea’s history, paying attention to the centripetal and centrifugal forces. The topics include:
	+ Sejong the Great (including creation of the Hangul alphabet)
	+ Japan–Korea Treaty of 1905 and Japan–Korea Treaty of 1910
	+ March 1st Movement
	+ June 10th Movement
	+ Defeat of Japan in WWII and subsequent division of the Korean peninsula between Soviet and American occupation forces at the 38th parallel
	+ Korean War
	+ 1988 Summer Olympics
* Students will give a brief account of what their topic is about via a Google Slideshow and review the centrifugal and centripetal forces found within each event. Students will label the forces as political, economic, or cultural. Students will also examine if outside countries influenced these events and helped act as a centripetal or centrifugal force. Students will present these Slideshows to the class.
* This can be finished for homework or presented tomorrow if running short on time. Not all students need to present.

Closure

* Students answer the question: If someone were to visit your hometown (New Orleans) and has never been to it before, where would you take them that reflects a uniqueness to your town and a sense of place?
* Remind students to include the idea of a sense of place within their decisions of where to take people. Taking their visitors to a chain restaurant in their city, may not be the best choice, since it doesn’t indicate a unique sense of place to the visitors of the city.

**Day 4 - Topic 3.4 Types of Diffusion (90 mins)**

ENDURING UNDERSTANDING

* IMP-3 The interaction of people contributes to the spread of cultural practices.

LEARNING OBJECTIVE

* IMP-3.A Define the types of diffusion.

ESSENTIAL KNOWLEDGE

* IMP-3.A.1 Relocation and expansion—including contagious, hierarchical, and stimulus expansion—are types of diffusion.

Starting Assignment

* The projector screen will display the following: “Explain three examples of cultural diffusion on how a 16 year old student in New Orleans, LA could be wearing a K-pop t-shirt and listening to BTS, Blankpink, Got7, or Red Velvet.” The teacher will have pictures of the groups on the screen and play a K-pop song (“Butter'' by BTS).
* Remind the students of the definition of cultural diffusion: the spread of a culture’s traits to a different culture.
* Students will independently respond on the Starting Assignment before a class discussion follows.
* Possible student answers include: watching YouTube and seeing one of their videos, watching TV and hearing their song on a commercial or on the Grammys, hearing one of their songs on the radio, having a friend introduce their music to them, etc.
* Tell the students that cultural diffusion can be broken up into various types and link an answer to a type.

Guided Notes/Lecture

* Students will hear lecture and take guided notes on types of diffusion and their historical causes. The notes will compare these various aspects in American culture with others, paying extra attention to Korean culture.

Activity

* Students will pick a topic (religion, language, food, sport, etc.) from a list of possible topics. Students will then research the hearth of their topic and the initial diffusion that took place, along with any secondary diffusion. They can limit it to a specific country or region. (For example, baseball diffused from the U.S. to Japan via relocation diffusion and then Japan changed some aspects of the game via stimulus diffusion.)
* Possible topics:
	+ Spanish language
	+ Christianity
	+ Islam
	+ Buddhism
	+ Baseball
	+ Soccer
	+ Pizza
	+ Hamburgers
	+ \*any food is acceptable, for the most part\*
* Students will create a Google Slideshow to present the information.
* This can be finished for homework or presented tomorrow if running short on time. Not all students need to present.

Closure

* Students answer the question: Describe how globalization and diffusion has influenced the cultural landscape of Seoul, South Korea. On the screen will be pictures of Seoul showing various aspects of globalization and cultural diffusion.

**Day 5 - Food Day! (90 mins)**

Starting Assignment

* Students will answer the following question: “What are some Korean foods that you know? We’ve mentioned some in class!” Displayed on the screen will also be pictures of various Korean foods.
* Students will independently respond on the Starting Assignment before a class discussion follows.

Activity

* Teacher will bring in various Korean goodies to sample. Korean foods can be purchased via World Market, the internet, one of our local Korean/Asian food markets (Oriental Market, Golden City Asian Market, Hong Kong Food Market), or one of our local Korean restaurants (Gogi, Little Korean BBQ, NolaKorea).
* Students will compare Korean food with U.S. food.
	+ What is the same?
	+ What is different?
	+ What does \_\_\_\_\_\_\_\_\_\_ remind you of in the U.S.?
	+ Why does Korea use these certain ingredients?
	+ What ingredients do you notice are missing?
	+ What cultural traits does this represent?
	+ What diffusion could be at play?
	+ etc.

Closure

* Students answer the question: What has today taught you about Korea? What’s something that surprised you?

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

“AP Human Geography Course and Exam Description, Effective Fall 2020.” AP Central. <https://apcentral.collegeboard.org/media/pdf/ap-human-geography-course-and-exam-description.pdf>.

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Hargis, Cristina C. Photographs. c2019. *Selected South Korean photographs.*

Kang, Hye-Seung “Theresa.” PowerPoint. c2022. *Food in Korean History & Culture.*

Lee, Kijung. PowerPoint. c2022. *Food and Culture: Cultural Ways and Korean Ways.*

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