**Cross-Cultural Lesson Plan**

Adriane Geronimo

Legacy Freshman High School, Midland, Texas

October 30, 2022

### The Cross-Cultural Comparison Workshop sponsored by Pathways to Cross-Cultural Understanding on October 15, 2022 added to my knowledge of Korean food and culture, especially Dr. Kijung Lee’s presentation “Food and Culture Cultural Ways & Korean Ways,” offered from an anthropological point of view.

On the topic of “Cultural Materialism” he stated, “Human food preferences are rational responses to material conditions. A society's food habits reflect a multitude of technological, biological, political-economic, and environmental influences.” (Lee 32) This caused me to consider changing food preferences and needs in response to both human-created and natural disasters.

The topic immediately brought to mind my departmental team’s upcoming lesson on disaster preparedness, anchored by the mentor text “Preparedness 101: Zombie Apocalypse” by Ali S. Khan. In further developing my lesson plan, I wanted learners to consider the length of time for which they would plan to live off of their survival kit and also which foods could be most advantageous for long-term survival.

The lesson plan adaptations I have created here will be shared with my departmental team, posted on my Fulbright Global Education guide, and be included in future regional, state, and international conference presentations on English language arts, English language development, and global learning I give in the future.

Additionally, Lee made a comparison of Western and Korean table settings, depicting Western culture as monochronic, doing one thing at a time, and Korean culture as polychronic, multi-tasking at any given time. (Lee 93) He showed how the Western tradition of serving courses one by one contrasts with the Korean style of serving all dishes at the same time. (Lee 96) I will further investigate this intriguing concept with my learners in a future lesson.

Overall, the workshop gave me new insight into the cultural and historical factors behind Korean food practices and traditions that I will continue to incorporate into my teaching practice and disseminate to my professional colleagues.

|  |
| --- |
| **Class: English I English Language Arts 9th Grade** |
| **3-5 days, 55-minute class periods** |
| **Skills** | **English Language Arts**The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: * establish purpose for reading assigned and self-selected texts
* generate questions about text before, during, and after reading to deepen understanding and gain information
* make and correct or confirm predictions using text features, characteristics of genre, and structures
* evaluate details read to determine key ideas
* synthesize information from two texts to create new understanding

The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:* compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft
* compose argumentative texts using genre characteristics and craft

**World Geography**The student understands the distribution, characteristics, and interactions of the economic systems in the world. The student is expected to:* compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus commercial agriculture or cottage industries versus commercial industries
* compare global trade patterns over time and analyze the implications of globalization, including outsourcing and free trade zones
 |
| **Today I will learn to...** | respond to informational text by suggesting a solution to a problem. |
| **I will show that I can do this by...** | creating and evaluating my own survival kit. |
| **Do Now** | What types of disasters might occur in our city and/or state? Which is the most severe? |
| **Lesson Plan** | 1. Read the text “Preparedness 101: Zombie Apocalypse” in *myPerspectives* textbook or CDC website.

Use Robinson’s SQ3R strategy as you read the article.1. Create your survival kit:
* What would be your most important items for survival when the zombies attack? What is the purpose for each one?
* Besides zombies, list any other possible disasters that could occur in your area.
* Who would be your emergency contacts when disaster strikes?
* Where would you meet your family/friends if you got separated during the chaos? (one place within your neighborhood and one place outside your neighborhood.)
* Plan an evacuation route. How would you escape your neighborhood and then your city?
* Draw a map to show your evacuation route.
1. Choose one text to read:
	* “Kimchi Facts for Kids”
	* “Olympic Eating”
2. Will you include kimchi or other fermented foods in your survival kit? Why or why not?
 |
| **Global Learning** | **Investigating the world****Recognizing perspectives****Communicating ideas**   |
| **Exit Ticket** | What is the most important item you included in your survival kit? Why is it most important? |

|  |  |
| --- | --- |
| **Questions DOK/HESS** | 1. Categorize the items in your survival kit.
2. Cite evidence to prove the usefulness of each item in your survival kit.
3. If you had to remove one item from your kit, what would you remove? Why?
4. If you could add one additional item to your kit, what would you add? Why?
5. How does your survival kit compare to the CDC’s? What are the benefits and weaknesses of each?
 |
| **Modifications**  | * Read texts aloud to students (digital textbook audio, teacher read-aloud, or peer read-aloud).
* Achieve3000 text adjusted to student’s current Lexile reading level.
* Students use frequently misspelled words list or *Merriam-Webster Notebook Dictionary.*
* Students create survival kit in written or visual/graphic mode.
 |
| **Enrichment**  | Create a TikTok or similar video advertising your survival kit. What makes your solution better than the competitors’? |
| **Assessment** | Self-assessment and teacher assessment with “3.2 Survival Kit Assessment” or “iRubric: Emergency Kit rubric”. |

**Works Cited**

“3.2 Survival Kit Assessment.” *MoodleHub*. moodlehub.ca/pluginfile.php/47108/mod\_assign/intro/3.2%20Survival%20Kit%20Rubric.pdf

“iRubric: Emergency Kit rubric.” *Rcampus.* Mr. Durling. Santa Ana, CA: Reazon Systems, 2022. www.rcampus.com/rubricshowc.cfm?code=RXC9BAB

Khan, A. S. “Preparedness 101: Zombie Apocalypse” *Centers for Disease Control and Prevention*. 15 May 2011. blogs.cdc.gov/publichealthmatters/ 2011/05/preparedness-101-zombie-apocalypse/. Internet Archive. web.archive.org/web/20211117093658/https://blogs.cdc.gov/ publichealthmatters/2011/05/preparedness-101-zombie-apocalypse/.

Khan, A. S. “Preparedness 101: Zombie Apocalypse” *myPerspectives Engish Language Arts I Texas Student Edition. 2021*. New York: Pearson Education, 2021. 737-740.

# “Kimchi facts for kids.” Kiddle encyclopedia. New York: Kiddle. 18 August 2022. https://kids.kiddle.co/Kimchi

# Lee, K. “Food and Culture: Cultural Ways & Korean Ways.” Cross-Cultural Comparison Workshop Between the US and South Korea, Pathways to Cross-Cultural Understanding, 15 October 2022, online.

*Merriam-Webster Notebook Dictionary*. Springfield, MA: Merriam-Webster. 29 May 2009.

“Olympic Eating.” *Achieve3000*. New York: McGraw Hill. 23 February 2018.

Robinson F. P. *Effective study*. New York: Harper, 1961.