DAILY LESSON BUILDER

Teacher Name:	Sally Cademcian			Subject:	World Language Korean
Grade Level(s):	8th	Week #:	1	Date:	9/1/2025 and 9/3/2025 60 minutes each class

Lesson Overview

Title:	The Cross-Cultural Comparison between South Korea and the US: Belonging
Standards: ISBE WL Standards :	**Communication**: Students engage in discussions and reflective writing, expressing opinions and providing evidence from the text. **Cultures**: Students explore the relationship between language and cultural identity through Robin's experience, comparing Korean and American cultural perspectives. **Connections**: Students connect their own experiences of belonging and language challenges to Robin's journey, reinforcing real-world understanding.
Vocabulary:	**Introduce Key Vocabulary** (for South Korea): • 가족 (gajok) – family • 정 (jeong) – emotional bond • 공동체 (gongdongche) – community • 효 (hyo) – filial piety • 이민 (*imin*) -Immigration **Introduce Key Vocabulary** (for the U.S.): • Individualism • Independence • Community service • Diversity

Goals (What will students know and understand?)

Unit/Topic Goals:	• **Understanding Belonging**: Students will explore how cultural identity and language barriers shape

	the concept of belonging, using *Almost American Girl* as a foundation. ● **Language Barriers**: Analyze how language influences personal identity and social inclusion, focusing on Robin's experiences in navigating her bilingual and bicultural world. ● **Cross-Cultural Comparison**: Encourage students to compare Korean and American experiences of belonging, discussing commonalities and differences in family dynamics, social integration, and personal growth. ● **Self-Reflection**: Facilitate personal reflection on how these themes relate to students' own experiences of belonging and exclusion.
Lesson Goals:	To explore the themes of **belonging, language barriers, and cultural identity** through the graphic novel *Almost American Girl*. Students will: 1. Analyze how Robin overcomes language barriers and navigates her Korean and American identities. 2. Reflect on how cultural experiences shape their own sense of belonging. 3. Engage in discussions that promote empathy and understanding of diverse perspectives. 4. Develop critical thinking skills by comparing Robin's journey with their personal experiences and creating connections between literature and real-world cultural dynamics. **5.** Students will explore how different family dynamics influence their resilience in a new cultural environment.using textual evidence**.**

Objectives

Lesson Objectives: What should the learner be able to do? Make it student friendly	● **I can analyze: Demonstrate an understanding of how language barriers and cultural identity shape Robin's sense of belonging in *Almost American Girl*.** ● **I can compare: Identify and compare the cultural challenges faced by Robin in both the Korean and *Minari* family's immigrant experience shapes their cultural identity and sense of belonging, comparing it to the themes of isolation and adaptation in *Almost American Girl*.** ● **I can write a reflective essay that connects their own experiences of belonging and exclusion with those of Robin's.**

	● **I can engage in meaningful discussions with peers, sharing insights on cross-cultural belonging and developing empathy for diverse perspectives.**

Reflective Essay: Cross-Cultural Comparison Workshop

Today's Cross-Cultural Comparison Workshop deepened my understanding of Korea and how cultural identity shapes the sense of belonging. One key takeaway is the diversity within Korean and Korean-American experiences, highlighting the importance of looking at individuals' unique stories. For the classroom, this insight will help me consider students' personal backgrounds more thoughtfully.

Duane's discussion emphasized how a shared sense of belonging impacts students' learning experiences. We must be sensitive to students' need for inclusion, helping them connect with others meaningfully.

Amy's session reinforced the significance of fostering an inclusive environment. I learned how important it is for students to feel accepted and how their classroom experience reflects their social belonging.

Nicolette's discussion focused on integrating these ideas into lesson plans. We should select culturally diverse materials that reflect various experiences of belonging, such as religious and family beliefs, or graphic illustrations about exclusion. By doing this, we can create jumping-off points for students to explore both commonalities and differences, helping them appreciate diverse perspectives and shared experiences.

In sum, this workshop has shown me the importance of embedding these cross-cultural understandings into lesson planning and classroom interactions. By considering cultural diversity and fostering inclusion, we can support students in building meaningful connections with their peers and the material.

Methods

Anticipatory Set (Hooks, bridges, attention grabbers, morning meeting, Bell Ringer, POD, Read Aloud, etc.):	Bell Ringer: "What does it mean to belong to a group or community? How do language and culture affect your sense of belonging?" Write down key responses.

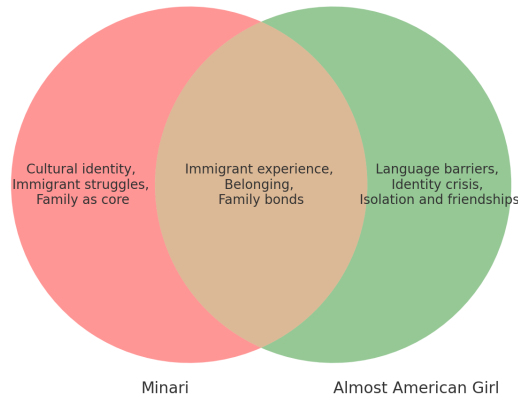|	
Introduce and Model New Knowledge (Mini-lesson):	Introducing Robin from *Almost American Girl*, a young girl who moves from Korea to the U.S. and struggles with belonging, identity, and language barriers. In *Almost American Girl*, one of the most striking scenes that highlights Robin's struggles with the language barrier occurs early in the book, when she first attends school in the U.S. How this experience plays out: **Excerpt (Paraphrased for Classroom Use):** Robin enters her new American school, feeling nervous and out of place. She walks into the classroom, and immediately, everything feels unfamiliar. The students are speaking English rapidly, and Robin can't understand what they're saying. The teacher introduces her to the class, but Robin doesn't comprehend the words. She stands awkwardly, sensing that everyone is looking at her, but she feels disconnected from the moment because the language is foreign to her. Throughout the day, Robin struggles to follow the lessons. When the teacher calls on her, she freezes. She can't respond because she doesn't know the words. The other students laugh, and Robin feels humiliated. She tries to focus, but the flood of English overwhelms her, making her feel more isolated and confused. The barrier isn't just about understanding the words—it's about feeling like an outsider in a place where she doesn't belong. Robin longs for the familiarity of her old school in Korea, where she understood everything and felt confident. In this new environment, the language barrier makes her feel invisible, and her inability to communicate reinforces her loneliness. This is one of many moments where Robin grapples with the isolation caused by the language difference.
Provide Guided Practice (Model, group work, small group, etc.):	Watch the video1 [Minari](#) Watch the video 2 explained [Minari](#) After watching the videos, we discussed the themes of immigrant struggle, family dynamics, and belonging in both *Minari* and *Almost American Girl*. Consider how both families maintain their Korean identity while adapting to a new environment.

Provide Independent Practice (Modifications/Interventions, etc.):	Reflect on Belonging: Write a short reflection on how the Yi family's experiences with language barriers, cultural identity, and adapting to American life relate to Robin's experiences in *Almost American Girl*.
Student group(s) (Assessing, EL Can Do Focus Groups, ARC Power Goal Groups, Math Groups, Conferring, Progress Monitoring, etc.)	**Discussion Questions for this Scene:** 1. How does Robin feel when she can't understand the language spoken by her classmates? 2. How do the other students' reactions affect her sense of belonging? 3. Why do you think Robin feels more isolated because of the language barrier, even beyond just not understanding the words? 4. What emotions does Robin experience during her first day in an American school? 5. How might this scene relate to your own experiences of feeling excluded or misunderstood in a new environment?
Center/Workstation 1: Focus/Power Goal	Write a compare-and-contrast essay focusing on the shared experiences of the immigrant characters in both *Minari* and *Almost American Girl*.
Center/Workstation 2 : Focus/Power Goal	Venn Diagram Activity: Collect and review students' Venn diagrams comparing *Minari* and *Almost American Girl*. Give feedback on their ability to identify cultural similarities and differences, ensuring they grasp key themes.

	Comparison: Minari and Almost American Girl
	  Cultural identity, Immigrant struggles, Family as core **Immigrant experience, Belonging, Family bonds** **Language barriers, Identity crisis, Isolation and friendships** Minari Almost American Girl

Assessment and Rubric

Formative/Ongoing Assessment	
How will you monitor student learning to provide ongoing feedback that can be used to help students to improve their learning and master the standard above?	### Feedback on Identifying Cultural Similarities and Differences: ● **Strengths**: You successfully identified core similarities such as the immigrant experience and the significance of family in both works. You also highlighted key differences, such as the emphasis on language barriers in *Almost American Girl* versus cultural identity and broader immigrant struggles in *Minari*. ● **Suggestions for Improvement**: Try to expand on the nuances of how belonging is experienced differently in each story. For instance, while family provides strength in both, *Almost American Girl* focuses more on individual friendships as a way to cope with isolation, whereas *Minari* emphasizes resilience through family unity and adapting to a new life.