| **Teacher’s Name and Email:**  Amy Stamm | | **Program Name:**  HEC Academy | **Program Type:**  High School |
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| **Unit Title:**  The Environmental Impact of Wrapping Paper and Two Alternatives: Bojagi and Reusable Bags | | **Theme or Content Area:**  Environmentalism and the Arts | **Duration:**  4 1.25-hour-long classes |
| **Desired Results** | **Emphasized Standards** (Content andCollege and Career Readiness Anchor Standards):  [CCSS.ELA-LITERACY.RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1/) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | | |
| **Essential Question(s)** (Open-ended questions/concepts that lead to deeper thinking & understandings):   * What environmental impacts do gift exchange and wrapping traditions have? * How can we exchange gifts in environmentally responsible ways? | | |
| **Transfer Goal(s)** (How will students apply their learning to other content and contexts?) Students will…  **Transfer Goal:**   * Students will understand the interconnectedness of the U.S. to other countries. * Students will understand how certain cultural traditions impact the environment and how they can create new environmentally responsible traditions. | | |
| **Learning and Language Objectives (Mastery Objectives):** Students will be able to… | | |
| **Know:** factual knowledge, key vocabulary**→** | **Understand:**  connections to essential concepts and contexts**→** | **Do:** application, demonstration of knowledge, understandings |
| * Vocabulary: bojagi, paper pulp, chlorine * Students will know how to measure, cut, and sew bojagi cloth. * Students will know how to create reusable bags out of feed bags. | The choices we make in our everyday lives have an environmental impact. | * Read about the history and environmental impact of wrapping paper and come up with environmental alternatives. * Create a bojagi * Make a reusable bag out of a feed bag |
| **Assessment Evidence** | **Performance Task(s) – Summative Assessment(s):** (Align with CCR & Content Standards):  Students will create their own bojagi and reusable bag out of a feed bag. Students will be able to articulate at least one way in which these alternatives to wrapping paper impact the environment and help to mitigate climate change effects. | | |
| **Pre-Assessment(s):**  Pre-test on environmental impacts of wrapping paper | | |
| **Formative assessment(s):**   * Class discussion in response to wrapping paper article * Bojagi project * Reusable bag making | | |
| **Learning Plan** | **Universal Design for Learning/Access for All** (i.e., PYD/CRP, differentiation, accommodations and modifications, technology integration, and arts integration):   * PYD (Positive Youth Development): high-interest topic (environmentalism, arts, culture) and projects; student choice in bojagi and bag-making. * CRP (Culturally Responsive Practice): unit is focused on different cultural gift wrapping practices, which will widen students’ cultural knowledge, and these practices are placed in the modern and urgent context of climate change and environmental impact. * UDL (Universal Design for Learning): visual support through videos and images; class discussions for auditory support; hands-on, kinesthetic projects; IEP accommodations and goals; one-on-one support as needed. | | |
| **Literacy and/or Numeracy across Content Areas:** Reading, Writing, Speaking Vocabulary, reading, class discussion, written responses, measuring, designing. | | |
| **Resources:** texts, materials, websites, etc. Beardsley, John; William Arnett, Paul Arnett, Jane Livingston (2002). *Gee’s Bend: The Women and Their Quilts.* Tinwood Books. Atlanta.  Hyo-Jae, Lee (2018). *Bojagi: Korea’s Traditional Gift Wrap - Korean Style & Eco-friendly Life*. Korea Ministry of Culture, Sorts, and Tourism: Korean Culture and Information Service.  Steuber, Jason and Allysa B. Peyton (eds.)(2018)..*Arts of Korea: Histories, Challenges, and Perspectives*. University of Florida Press. Gainesville.  <https://www.arts.gov/stories/blog/2015/quilts-gees-bend-slideshow>  <https://www.artnews.com/art-news/news/bill-arnett-dead-1202697325/>  <https://www.allthingssupplychain.com/the-wrapping-paper-waste-problem-and-what-can-be-done-about-it/>  <https://www.invaluable.com/blog/furoshiki/>  <https://www.asianstudies.org/publications/eaa/archives/using-korean-bojagi-in-the-classroom/>  <https://nicjapanese.com/column/furoshiki/#:~:text=Furoshiki%20%2C%20the%20traditional%20Japanese%20wrapping,the%20valuables%20of%20the%20Emperors>.  <https://www.asparagusmagazine.com/articles/environmental-impact-of-wrapping-papers-life-cycle-from-the-forest-to-recycling>  Video: Making Bojagi with Artist Youngmin Lee <https://www.google.com/search?q=bojagi+video&rlz=1C1GCEA_enUS753US753&oq=bojagi+video&aqs=chrome..69i57j33i160l3.3466j0j7&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:7e122365,vid:NFQwelIsi70,st:0>  DIY: How to Make Bojagi Gift Wrap video <https://www.google.com/search?q=bojagi+video&rlz=1C1GCEA_enUS987US987&oq=bojagi+video&gs_lcrp=EgZjaHJvbWUyBggAEEUYOTIHCAEQIRigATIHCAIQIRigATIHCAMQIRigAdIBCDMwODVqMGo3qAIAsAIA&sourceid=chrome&ie=UTF-8#fpstate=ive&ip=1&vld=cid:44a43eaa,vid:tbgEBV7zUGA,st:0>  Lee Yunyoung bojagi video. Cheonkwanjang – Root for Originality <https://www.google.com/search?q=bojagi+video&rlz=1C1GCEA_enUS987US987&oq=bojagi+video&gs_lcrp=EgZjaHJvbWUyBggAEEUYOTIHCAEQIRigATIHCAIQIRigATIHCAMQIRigAdIBCDMwODVqMGo3qAIAsAIA&sourceid=chrome&ie=UTF-8#fpstate=ive&ip=1&vld=cid:6e951daa,vid:TXwCWgD6asE,st:0>  <https://stanfordmag.org/contents/paper-plastic-or-reusable#:~:text=A%20bag's%20impact%20is%20more,of%20waterways%20at%20higher%20rates>.  <https://suffolkcountyny.gov/Portals/0/FormsDocs/health/PublicHealthProtection/Website%20Enviromental%20Impactsv3.pdf>  <http://www.thebagshare.org/>  <https://docs.google.com/presentation/d/1lrbXU2FgUvXowNzxPFxy0VuoKyozHERYlvEx6kNpj74/edit#slide=id.g28291cb60ad_0_0>  **Other curricular materials to support the lesson:**  Sewing machines  Scissors  Sheer fabric for bojagis  Measuring tape  Iron  Feed bags  Used drip irrigation tape, rope, neckties, or other reusable material for bag handles  Grommet machine and grommets | | |
| **Outline of Lessons** (tasks and activities to support achievement of learning objectives): | | |
| **Introductory** (stimulate interest, assess prior knowledge, connect to new information):  *Lesson One*  **Entry:**  Students will answer the following questions: 1. How many gifts do you estimate that you wrap and give to people each year? 2. How many pounds of wrapping paper do you think end up in U.S. landfills every year?  **Hook:**  Group discussion about students’ gift giving memories and traditions  The teacher will display several Hallmark products: cards, wrapping paper, ribbon – and ask students whether they are familiar with the Hallmark company and what they know about it.  **Presentation:**  The teacher will provide some background to students about the history of wrapping paper traditions.  Then students will read the two articles linked below and identify at least two key points they want to share with the class.  <https://www.asparagusmagazine.com/articles/environmental-impact-of-wrapping-papers-life-cycle-from-the-forest-to-recycling>  <https://www.allthingssupplychain.com/the-wrapping-paper-waste-problem-and-what-can-be-done-about-it/>  **Practice and Application:**  Students can work individually, in pairs, or in small groups to identify the key points of the articles. Once they have completed reading the articles and taking notes on their key points, the class will come together to summarize the environmental impacts of wrapping paper by writing key points on the whiteboard.  Key points:   * The U.S. produces 4.6 million pounds of wrapping paper, and 2.3 million of those end up in landfills every year. * People spend about $15 billion every year on wrapping paper, decorative boxes, and ribbons. * The majority of wrapping paper is produced using unsustainable practices, like not buffering rivers or protecting endangered species when harvesting. * Paper pulp is mixed with cancer-causing compounds to bleach it, and the compounds are released with wastewater into the environment. * The glitter used in wrapping paper ends up in oceans ingested by animals, who eventually die from its accumulation in their systems.   **Review and Assessment:**  Students will share one thing they learned about wrapping paper production, use, or disposal.  The teacher will facilitate a discussion brainstorming ways in which people can wrap gifts differently and use fewer disposable products. The teacher will briefly introduce the idea of bojagi and tell students that they’ll be able to create some non-disposable wrapping paper during the next class.  **Extension:**  Students can expand this lesson to learn about other disposable products, such as paper and plastic bags, plastic bottles, mail packaging, disposable silverware and plates, etc.  Students can compare the waste produced in the U.S. vs. South Korea and draw conclusions about bojagi vs. wrapping paper. | | |
| **Instructional** (build upon background knowledge, make meaning of content, incorporate ongoing formative assessments):  *Lesson Two*  Note: this class may require two periods, as students will be designing and constructing their own bojagis.  **Entry:**  Students will write one fact about the wrapping paper industry that they remember from the last class.  The teacher will have array of fabric scraps on a central table. Students will choose a collection of scraps to make one min-bo bojagi made out of scraps and one bojagi out of one sheet of fabric.  **Hook:**  The teacher will provide an introduction to the history and uses of bojagi and show students images of different types of bojagi. <https://docs.google.com/presentation/d/1lrbXU2FgUvXowNzxPFxy0VuoKyozHERYlvEx6kNpj74/edit#slide=id.g28291cb60ad_0_0>  Video: Making Bojagi with Artist Youngmin Lee <https://www.google.com/search?q=bojagi+video&rlz=1C1GCEA_enUS753US753&oq=bojagi+video&aqs=chrome..69i57j33i160l3.3466j0j7&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:7e122365,vid:NFQwelIsi70,st:0>  **Presentation:**  The teacher will show students some bojagis so that they can figure out how big they want to make theirs. The teacher will demonstrate wrapping an item or two so that students can get a sense of appropriate bojagi size. Using pre-cut, pre-ironed fabric scraps, the teacher will demonstrate how to think through putting together a *min-bo* bojagi, taking students through the steps of measuring, cutting, ironing, and sewing the pieces together into a square.  **Practice and Application:**  Students will be stationed at sewing tables and will work together to help each other on their bojagis. The teacher will circulate and help students as needed, as well as pulling the class together for mini-demonstrations as needed. Students will spend the remainder of the class sewing their bojagis.  **Review and Assessment:**  Students will show their peers their bojagi and talk about why they designed it the way that they did.  The teacher will introduce the next class in which students will learn how to fold their bojagis into patterns to wrap various items.  **Extension:**  *Lesson Three*  **Entry:**  Students will choose three items to wrap with their bojagis.  **Hook:**  Bojagi videos <https://www.google.com/search?q=bojagi+video&rlz=1C1GCEA_enUS987US987&oq=bojagi+video&gs_lcrp=EgZjaHJvbWUyBggAEEUYOTIHCAEQIRigATIHCAIQIRigATIHCAMQIRigAdIBCDMwODVqMGo3qAIAsAIA&sourceid=chrome&ie=UTF-8#fpstate=ive&ip=1&vld=cid:44a43eaa,vid:tbgEBV7zUGA,st:0>  Cheonkwanjang – Root for Originality <https://www.google.com/search?q=bojagi+video&rlz=1C1GCEA_enUS987US987&oq=bojagi+video&gs_lcrp=EgZjaHJvbWUyBggAEEUYOTIHCAEQIRigATIHCAIQIRigATIHCAMQIRigAdIBCDMwODVqMGo3qAIAsAIA&sourceid=chrome&ie=UTF-8#fpstate=ive&ip=1&vld=cid:6e951daa,vid:TXwCWgD6asE,st:0>  **Presentation:**  The teacher will facilitate a discussion to hear students’ reactions to the videos and will talk about some of the common uses of bojagi in both ancient and modern Korean society.  **Practice and Application:**  Students will break into pairs with their items and bojagis. Making sure all student pairs have the first item to be wrapped, the teacher will pass out the first set of instructions from Lee Hyo-Jae’s *Bojagi: Korea’s Traditional Gift Wrap.* The teacher will guide students through each step as the pairs help each other.  This process will be repeated for several differently shaped items, such as tissue boxes, sauce bottles, spice jars, gift boxes, etc.  **Review and Assessment:**  Students will take a tour of the tables with all of their wrapped items displayed.  **Extension:**  The teacher can provide extra bojagis for the class to use or facilitate students’ making extra bojagis. | | |
| **Culminating** (includes the **performance task**, i.e., summative assessment – measuring the achievement of learning objectives):  *Lesson Four*  **Entry:**  Students will write down one benefit of using bojagis and one benefit of using reusable bags, instead of disposable products.  **Hook:**  Students will watch this video about disposable bags: <https://www.youtube.com/watch?v=CubtcwIZEWc>  Students will choose from a selection of feed bags that the teacher has arrayed in the center of the class. This will be the bag that they make their reusable bag out of. Feed bags tend to have images of chickens and other birds, dogs, horses, cows, pigs, wheat, and other farm-related scenes that students get excited about.  **Presentation:**  Students will read the following articles/lists about the environmental impact of disposable, one-use plastic bags and paper bags, and reusable bags:  <https://stanfordmag.org/contents/paper-plastic-or-reusable#:~:text=A%20bag's%20impact%20is%20more,of%20waterways%20at%20higher%20rates>.  <https://suffolkcountyny.gov/Portals/0/FormsDocs/health/PublicHealthProtection/Website%20Enviromental%20Impactsv3.pdf>  Using a graphic organizer, students will write down three important facts about the environmental effects of using disposable vs. reusable bags. Based on these articles and the previous classwork on wrapping paper, students will draw one parallel between the environmental effects of wrapping paper and the environmental effects of disposable bags. Students can work individually, in pairs, or in small groups.  The class will come together, and the teacher or a student volunteer will record the facts that students have gathered from the articles.  The teacher will facilitate a discussion about  **Practice and Application:**  Instructional video on how to make grommeted, reusable bags out of feed bags <http://www.thebagshare.org/>  **Review and Assessment:**  Students will write down one commitment they’ll make to making choices that mitigate global warming. Student volunteers will share their commitments with each other.  **Extension:**  In addition to researching the environmental effects of using paper, plastic, and reusable bags, students can research the specific environmental impact of feed bags (the number of feed bags produced in the U.S. and/or world; the number that end up in the waste stream, different feed bag materials used, efforts to reuse feedbags, etc). | | |
| **Reflection** **on impact of the 2023 Pathways to Cross-Cultural Understanding (PCCU) Conference on the framing of this lesson:**  The PCCU conference was an exemplary illustration of the value of cross-cultural exchange and the important role of the arts as a cross-cultural ambassador. From the first presentation in which Peter Kuchinke framed cross-cultural education as allowing us to learn about other cultures while reflecting on our own, I started thinking about the kinds of relationships fostered by cultural exchange. I thought about how I never would have been teaching students *bojagi* techniques or know about *sashiko*, the subjects of my presentation, if I hadn’t taken NCTA’s (National Consortium for Teaching Asia) introductory course, become enthralled by East Asian history, continued on to take dozens of other cultural exchange courses and workshops, and participate in the 2019 Korea teachers’ tour. During that tour, Theresa gave me Lee Hyo Jae’s book focused on *bojagi* techniques. Not only did I learn about cultural practices specific to Korea and Japan, but I have now been able to teach my students about these practices and their historical and cultural contexts, multiplying the effects of my own cultural education. In turn, students show their families what they make and start conversations that may not have happened otherwise.  The presentations, informal conversations, workshops, and comments at the PCCU conference deepened my perspective about the ways in which cross-cultural exchange reshapes us. One relationship I’ve been thinking about ever since the conference is the relationship between recontextualization and cultural value. When Bill Arnett entered the Gee’s Bend quilters and their quilts into the space of modern art museums and critics, the quilts were suddenly in dialogue with an entirely new set of people and ideas, and their meaning and value as art objects changed in transformational ways.  When Chanhee Suh asked, « How can I reimagine characters from Korean mythology and reinterpret them into my own vision and ideas ? » she made Korean mythology relevant to a whole new generation of students. Her presentation moved me and made me think about the power of education and inquiry in enabling us to juxtapose historical artifacts with current ideas and new contexts in order to interrogate their meanings and gain new perspective about their importance.  When people started reframing *sashiko* in terms of stitch technique, patterns, and textile art, the shame that working sashiko families had felt, sometimes for generations, was transformed into a new understanding of their own expertise and artistry. Families that had been treated like they were at the bottom of Japanese society and had internalized the emotions that went along with that status were valued in new ways and enabled to feel pride in their heritage.  After my presentation, one conference participant approached me to show me the *bojagi* art that she had created, and her photos gave me new ideas of projects to introduce to my students. At the end of the conference, another participant shared that she had been thinking about discarding the bojagis that she had accumulated because she no longer valued them, but the presentation helped her to reconsider her own heritage and value the bojagis as a part of what made her unique. Her sharing this moved me deeply because I had been feeling trepidation about presenting about an art form that many conference participants knew more about than I did. Her sharing then helped me to give more value to my own excitement about carrying on the tradition of bojagi gift wrapping to students who otherwise would almost certainly not learn about it.  Art both reflects and expresses emotion and culture in ways that expand people’s sense of possibility in the world. It engages people’s bodies and stretches their imagination and ideas about their own future. It creates new relationships. When students learn about different cultural traditions and ways of creating and understanding beauty, their empathy and sense of responsibility grow. When I use art to teach about environmentalism, students’ sense of fun and creation help to empower them with ideas about how they can counter our disposable culture. Art is a perfect change agent, and I feel lucky to be able to study and teach it in my classes. | | | |
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