

FOLKTALES OF KOREA

GRADES: 5-8

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TOPIC/THEME: Literature, Social Studies

TIME REQUIRED: Five 45 minute class periods

BACKGROUND: A study of Asia typically includes China and Japan, Korea's rich history and culture is often over-looked. This lesson plan will provide the opportunity for students to learn about the history and culture of Korea using folktales. In addition, students will be able to delineate key components of Korea's initial history by comparing Korea's history with the history of the United States.

The term *folklore* is defined as describing traditional manners, customs, beliefs, ballads, tales, and proverbs of a people. Folktales are part of a genre that includes myths, legends, and proverbs.

Jane Yolen in *Touch Magic: Fantasy Faerie, and Folklore in the Literature of Childhood* (August House Publishers, Inc. 2000) identifies four functions of folktales: (a) creating an atmosphere of illusion, (b) encouraging an understanding of our own and others cultures; (c) stimulating the ability to reflect, and (d) using symbolic language such as metaphors to extract truths of human existence (p.19).

Traditionally, folktales are handed down by word of mouth over hundreds or thousands of years. Each oral telling of the story most likely includes some changes that reflect contemporary culture. Even though folktales may seem to reflect modern times, people can still identify with the emotions of the characters; these emotions provide a lens for understanding another culture. The reader is able to use their own culture as a comparison to the folktale under study. In addition, folktales provide information about historical locations, language, customs, heroes, and founders of the country.

Teaching Korean history often begins with the folktale of Dangun Wanggeom, Founder of the first Korean Kingdom. Dangun united several ethnic groups to form Korea in 2333 B.C. and reigned for 1,500 years. Korea's first kingdom was called Ko Chosŏn, which means "land of the morning calm."

CURRICULUM CONNECTION: Sixth grade curriculum usually includes a study of world cultures, in particular Asian history. Most social studies textbooks either omit information about Korea or treat the topic as perfunctory. This lesson plan will allow students to incorporate Korean history as an important aspect of Asian history. Social Studies has become the “forgotten” relative in many curriculum guides since it is a subject that is not included in high stakes testing; as such it is often left for the end of the school day or completely neglected. It makes very good sense to incorporate teaching social studies with reading. The combination of literature and social studies is an effective use of instructional time that permits a deeper study and thus understanding of the content.

Studying history and culture can often be a dry recitation of facts and timelines. Creating curriculum that brings the study of history and culture alive brings meaning to the content. Furthermore, putting students in the center of the curriculum promotes understanding, provides opportunities to solve problems and make decisions in developmentally appropriate ways. Our goal is to “develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse democratic society in an interdependent world” (NCSS 1993, 213)

CONNECTION TO STUDENTS’ LIVES: Students will be able to compare and contrast the history of Korea to the history of the United States. By comparing U.S. history to Korean history students can compare a known element with an unknown, thereby enriching the learning. In addition, students will read and comprehend Korean folktales which will lead to an understanding of Korean culture, political system, history, art, and customs.

Students will use literature circles to explore Korean folktales. Literature circles are discussion groups of three to five students who choose and read the same book. During reading of the Korean folktale, students will be assigned a specific role with an assignment. After completing their assignment, students will gather in a group to discuss the book and share their particular assignment.

OBJECTIVES: Students will be able to:

1. List key characteristics of Korean culture, history, art, current events
2. Explain how Korean folklores reflect the values and history of Korean culture.
3. Respond to comprehension questions about various Korean folktales.
4. Complete a storyboard about a Korean folktale.

NATIONAL NCSS STANDARDS:

1. Time, continuity, and change
2. Individual development and identity
3. Power, authority, and governance

PENNSYLVANIA STATE STANDARDS:

1. E.1.a. The study of culture
2. E.1.b Time, continuity, and change-helping students to know how to understand and reconstruct the past.
3. H.3.c. Develop curriculum that enables students to use the skills of data collection analysis, collaboration, decision-making, and problem-solving.

COMMON CORE STANDARDS

1. RL 1 Cite textual evidence to support analysis of what the text says
2. RL 2 Determine a theme or central idea of a text and how it is conveyed through particular details
3. RL 3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond
4. RL 4 Determine the meaning of words and phrases as they are used in a text

MATERIALS REQUIRED:

1. Chulheon, Chung, *Dangun Wanggeom, Founder of the First Korean Kingdom*, The Academy of Korean Studies.
2. Whiteboard/Smartboard
3. Storyboard worksheet
4. Literature Circle worksheets for (a) summarizer, (b)Literary Luminary, (c) Vocabulary Enricher, (d) Illustrator, (e)Discussion Director
5. Mueller, Mark & Vorhees, Duance, *The Faithful Daughter Sim Cheong, The Little Frog Who Never Listened*, Hollym Corp., New Jersey, 2009.
6. Rhee, Naomi, *Woodcutter and Tiger Brother*, Hollym Corp., New Jersey, 1988.
7. Lee, Clare, Durst, Isaac, Lee, Keirin, *Gyonu and Jingnyo*.
8. Lee, Clare, Durst, Isaac, Lee, Keirin, *Kongji and Patji*
9. If these particular books are not available, please use Korean folktales that are accessible. Several Korean folktales can be found online:

A. www.park.org/Korea/Pavilions/PublicPavilions/KoreaImage/hangul/litera/

B. www.aaronshp.com/stories/060.html

- C. www.np.co.jp/pk/folktale/category41.htm
- D. www.fwps.org/dept/ell/koreanstories.pdf
- E. www.chlive.org/.../KOREANLITERATURE&FOLKTALERESOURCE

INTRODUCTION AND EXPLORATION (day one): Initiate the lesson by asking students to think about how the United States had its beginning. Brainstorm ideas and write responses on the whiteboard or Smart board. Most likely, students will mention: Columbus, Queen Isabella and King Ferdinand, the Santa Maria, the Pinta, and the Nina, October 12th, etc. (traditional responses). Tell students you are going to read a story about the beginning of Korea, a story that is a foundation myth, a story that tells the origin of Korea.

Synopsis of *Dangun Wanggeom, founder of the First Korean Kingdom*: A very long time ago, earth and heaven were one. Earth became the land of humans and heaven became the land of the gods ruled by an emperor, Hwanin. Hwanin sent his son, Hwanung to earth in order to make a better world for humans. Under Hwanung guidance the earth prospered; so much so that a bear and a tiger who lived together desired to be humans. Hwanung told them if they could live in a cave without sunlight for a hundred days eating only mugwort and 20 cloves of garlic they would become humans. The bear was able to complete the trial and turned into a woman – Ungnyeo. Ungnyeo eventually desired a child and prayed. Her prayers were answered; she married Hwanung and gave birth to a boy, Dangun. Dangun became the Emperor of the kingdom, Joseon, “the land of morning calm”.

Ask students to create a storyboard about Dangun Wanggeom, founder of the First Korean Kingdom. Each student divides a 12-by-18 inch piece of white construction paper into eight rectangles. Students will express their interpretation of the story by writing and drawing in each box, working in pairs, talking as they go. As pairs share their work, interpretations are juxtaposed; consequently, students’ understandings are challenged and deepened. As a class discuss the eight elements students included in their storyboards.

1. Title and students name
2. Main character/characters
3. Setting (time and place)
4. Conditions before the problem
5. The problem/antagonist
6. Conflict
7. Resolution
8. Denouement, wrapping up loose ends

PROCEDURE:

DELIVERY OF THE CONTENT:

1. Locate Korea on the map and a globe. Ask students to tell you what direction they would need to go from their home to Korea.
2. Create a KWL Chart (see attachment). Ask students what they already know about Korea and write their responses under the K. Next ask students what they want to find out about Korea. Use student responses from the W column (what they want to find out) to construct categories such as (a) History, (b) political system, (c) art, (d) customs, (e) family life, (f) current events. Create a graphic organizer by folding a sheet of 12" x 18" paper lengthwise, but make one side 1" longer than the other. On the short side make enough cuts to form enough tabs for the categories (for example, if you have five categories, make four cuts equal distance apart to make five tabs. Have students write KOREA on the 1" longer side. Use the following websites and or books to gather information for each of the designated categories. Students will research and write information under the appropriate tab. Students will draw a picture on the outside of the tab that illustrates the category.

Websites:

1. www.koreasociety.org
2. www.wikipedia.org/wiki/Culture_of_Korea
3. www.kwintessential.co.uk/.../south-korea-country-profile.html
4. www.pbs.org/hiddenkorea/culture.htm
5. www.koreanculture.org
6. www.lifeinkorea.com/Culture/spotlight.cfm
7. www.park.org/Korea/Pavilions/PublicPavilions/KoreaImage/hangul/litera/
8. www.aaronshp.com/stories/060.html
9. www.np.co.jp/pk/folktale/category41.htm
10. www.fwps.org/dept/ell/koreanstories.pdf
11. www.chlive.org/.../KOREANLITERATURE&FOLKTALESOURCE

Books:

1. Cheung, Hyechong & Das, Prodeepta, *K is for Korea*. London, 2009.
2. Lee, Choon hee, *Hanging Charcoal, Hanging Peppers*. e*public Co., Ltd., 2008.
3. Choi, Yangsook, *Behind the Mask*. New York, 2006.
4. O'Brien, Anne Sibley, *The Legend of Hong Kil Dong*, Charlesbridge, MA, 2006.
5. Climo, Shirley. *T*

ASSESSMENT:

Use the rubric to evaluate the graphic organizer, literature circle role sheets and storyboard.

	Beginning	Developing	Accomplished	Exemplary	Score
	1	2	3	4	
Graphic Organizer	Minimum Information is recorded	At least two facts are written in student's own words.	Three or more facts are written in student's own words. More than one source is used. Information is clearly written.	More than four facts written from several sources. Information is clearly written and excellent detail is provided. Above and beyond expectations	
Role sheets For Literature Circles	Role Sheets not completed	Role Sheets completed with minimum information	Role sheets are completed well, all information is accurate.	Role sheets are above and beyond expectations	
Storyboard	Incomplete	All components of the storyboard are completed with minimum information	All components of the storyboard are completed with accuracy and good effort	Storyboard was outstanding, above and beyond expectations	
Grammar and mechanics	Many mechanical or grammatical errors.	Several mechanical or grammatical errors.	Few mechanical or grammatical errors.	No mechanical or grammatical errors.	

RESOURCES

1. www.koreasociety.org
2. www.wikipedia.org/wiki/Culture_of_Korea
3. www.kwintessential.co.uk/.../south-korea-country-profile.html
4. www.pbs.org/hiddenkorea/culture.htm
5. www.koreanculture.org
6. www.lifeinkorea.com/Culture/spotlight.cfm
7. www.park.org/Korea/Pavilions/PublicPavilions/KoreaImage/hangul/litera/
8. www.aaronshep.com/stories/060.html
9. www.np.co.jp/pk/folktale/category41.htm
10. www.fwps.org/dept/ell/koreanstories.pdf
11. www.chlive.org/.../KOREANLITERATURE&FOLKTALESOURCE

Books:

1. Cheung, Hyechong & Das, Prodecepta, *K is for Korea*. London, 2009.
2. Choi, Yangsook, *Behind the Mask*. New York, 2006.
3. Climo, Shirley. *The Korean Cinderella*. New York, Harper Collins, 1993.
4. Lee, Clare, Durst, Isaac, Lee, Keirin, *Gyonu and Jingnyo*.
5. Lee, Clare, Durst, Isaac, Lee, Keirin, *Kongji and Patji*
6. Lee, Choon hee, *Hanging Charcoal, Hanging Peppers*. e*public Co., Ltd., 2008.
7. Mueller, Mark & Vorhees, Duance, *The Faithful Daughter Sim Cheong, The Little Frog Who Never Listened*, Hollym Corp., New Jersey, 2009.
8. Nahm, Andrew. *I Love Korea!* Elizabeth: Hollym corporation, 1991.
9. Nash, Amy K. *North Korea*. New York: Chelsea, 1991.
- O'Brien, AnneSibley, *the Legend of Hong Kil Dong*, Charlesbridge, MA, 2006.
- Rhee, Naomi, *Woodcutter and Tiger Brother*, Hollym Corp., New Jersey, 1988.

Literature Circles

Literary Luminary

Literary Luminary: Your job is to take important parts of the chapter or story and talk about them. Important parts would be about the character or something happening in the story that has a lot of meaning.

Name _____

Group _____

Book _____

Here are some examples:

A major change in the story.

A change in the characters behavior or manners.

Possible discussions or topics for today:

Location	Reason for Picking	Plan for Reading
1. Page _____	_____	_____
2. Page _____	_____	_____
3. Page _____	_____	_____
4. Page _____	_____	_____

Possible reasons for picking a passage to be shared:

Important **confusing** **informative** **funny**

Surprising **well written** **thoughtful**

Literature Circles

Vocabulary Enricher

Vocabulary Enricher: Your job is to write down vocabulary words that are in the story that might be hard to understand or are not familiar.

Name _____

Group _____

Book _____

Page number

And paragraph

Word

Definition

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Literature Circles

Illustrator

Illustrator: Your job is to draw some kind of picture related to the reading. It can be a sketch, cartoon, diagram, flow chart, or stick figure drawing. Make your drawing on the other side of this sheet or on a separate sheet.

Name _____

Group _____

Book _____

Presentation Plan: When the discussion director invites your participation, you may show your picture without comment to the others in the group. One at a time, they get to speculate what your picture means, to connect the drawing to their own ideas about the reading. After everyone has had a say, you get the last word: tell them what your picture means, where it came from, or what it represents to you.

Literature Circles

Discussion Director

Discussion Director: Your job is to develop a list of questions that your group might want to discuss about this part of the book. Don't worry about the small details: Your task is to help people talk over the big ideas in the reading and share their reactions.

Name _____

Group _____

Book _____

Assignment p _____ to p _____

Possible discussion questions or topics for today:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Here are some sample questions:

What was going through your mind while you read this?

How did you feel while reading this part of the book?

Did today's reading remind you of any real-life experiences?

Assignment for Tomorrow _____

Literature Circles

Summarizer

Summarizer: Your job is to summarize the chapter or story in shortened form to serve as a review for the story or chapter.

Name _____

Group _____

Book _____

Assignment _____

Here is some room to write your summary.
