

5. LET'S GO TO KOREA

A Thematic Study for the Primary Grades

GRADES: 2-5

AUTHOR: Elaine Tegovich

SUBJECT: Science, Math, Social Studies, Language Arts

TIME REQUIRED: Two weeks

OBJECTIVES:

1. Listening: Students will listen to information shared through multisensory lessons for the purpose of gaining knowledge and understanding, following directions, or participating in small and large group discussions.
2. Reading: Students will read a variety of literary genre such as books, pamphlets, pictorial essays, excerpts from reference books, maps, charts, and newspapers.
3. Writing: Students will keep a reflective journal of daily activities. They will also create a passport application, a brochure of Korea, and an accordion-folded book of Korean cultural activities. They will complete Venn diagrams for comparing and contrasting the various topics we explore, and a text set chart for the folktales we read. They will chart weather using a line graph and learn to write their names using the *han'gul* alphabet.
4. Speaking: Students will be encouraged to participate in small and large group discussions. They will also have an opportunity to read their written products to an audience of classmates, different classes, and their parents.

BACKGROUND:

This thematic study of Korea is designed for use in the primary grades. The activity time frame spans five days and preactivities take place the week before. Learning centers are provided for daily use throughout the study. Students will increase multicultural awareness and appreciation through a variety of multisensory lessons that will include reading, writing, speaking, and listening activities. See Theme Planning Form.

OVERVIEW:

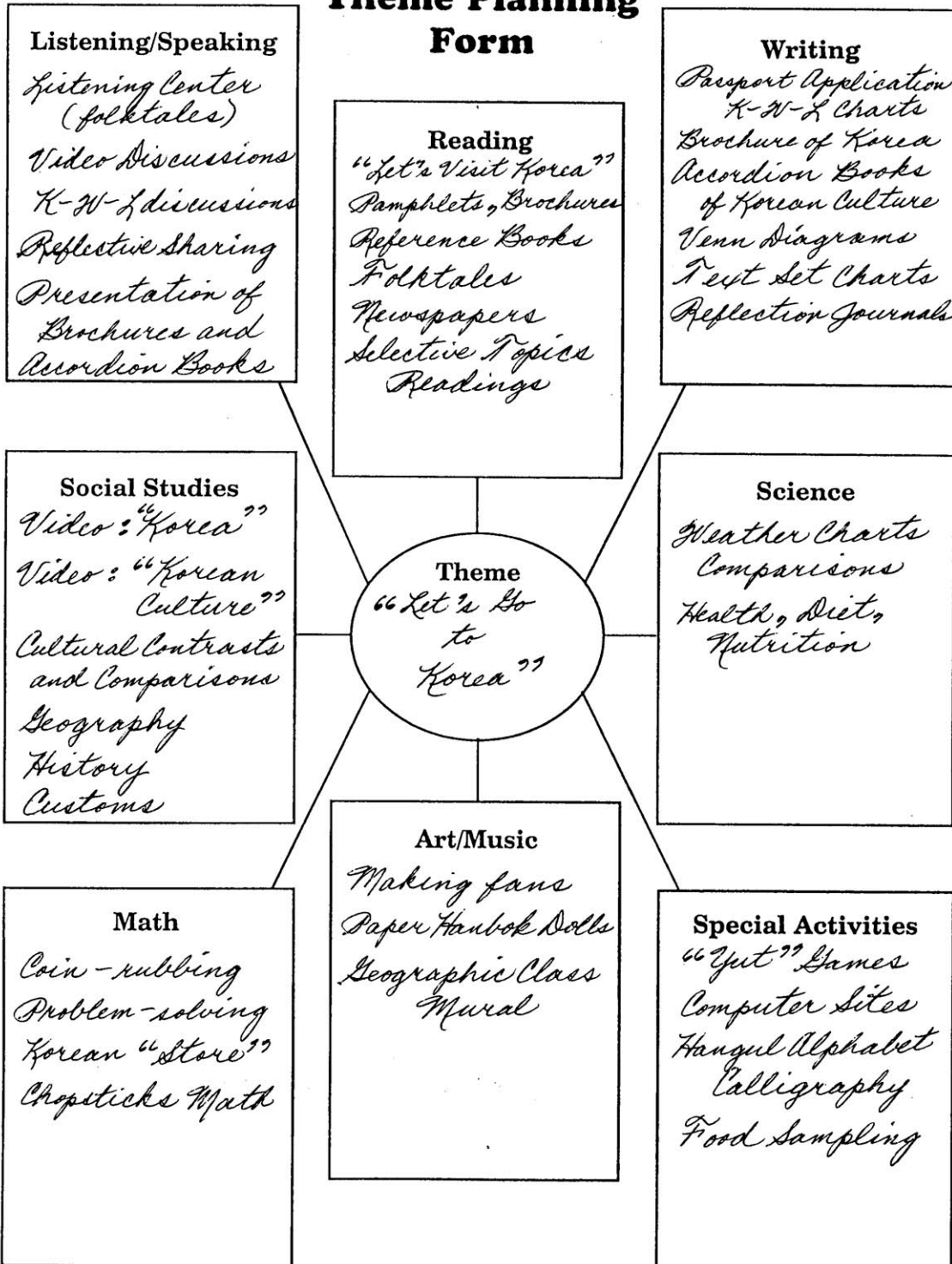
1. Preactivities
Create a passport
2. Lessons
Day 1: Facts About Korea
K-W-L Chart
Crowder Han, Suzanne. *Let's Visit Korea*. Elizabeth, NJ: Hollym, 1999
Video: Korea
Student-made brochures
Day 2: Korean Culture
Video: *Korea's Culture*, Korean National Tourism Organization, 1990
Yut Game
Student-made games and accordion books

- Day 3: Education
 - Excerpts from reference books
 - Venn diagrams
- Day 4: Korean Currency
 - Coin rubbing
 - Problem solving
- Day 5: Korean Folktales
 - Vorhees, Duance and Mueller, M. *The Woodcutter and the Heavenly Maiden*. Elizabeth, NJ: Hollym, 1990
 - Text set study

Note: Students will record their reflections daily in their journals.

- 3. Learning Centers
 - Eating with Chopsticks
 - Making Fans
 - Listening to Folktales
 - Computer Center
 - Paper Hanbok Dolls
 - Weather Charts
 - Han'gul* Alphabet Practice
 - Mural
 - Work Under Construction
 - Reflections Journal

Theme Planning Form



PREACTIVITIES

SUBJECT: Social Studies, Language Arts

TIME REQUIRED: One class period

OBJECTIVES:

Create an application and a passport to Korea.

MATERIALS:

- Authentic passport
- Passport handouts (2)
- Stamp and ink pad
- Maps, books, and artifacts of Korea

BACKGROUND:

Entering a foreign country requires a passport. To authenticate the study, students will create their own passports and applications. A climate for learning about Korea will be facilitated by the teacher through the arrangement of maps, books, and artifacts the night before the thematic study begins.

PROCEDURE:

1. On the Friday preceding the thematic study, the teacher will inform the students that they will be going to Korea. Locate Korea on a map and a globe.
2. Begin by passing around an authentic passport so that students can study its format and contents. Explain that entering a foreign country requires a passport.
3. Distribute the passport handouts and preview contents together.
4. Fill out the passport handouts as a group.
5. Collect the passports. On Monday, stamp them as students enter the classroom. (Any kind of stamp can be used.)
6. After school, the teacher will decorate the classroom in preparation for the study. Maps, books, posters, and artifacts can be placed around the room.

PASSPORT HANDOUT

PASSPORT APPLICATION

I _____,
(FIRST NAME) (MIDDLE NAME) (LAST NAME)

A CITIZEN OF THE UNITED STATES, DO HEREBY APPLY TO THE DEPARTMENT OF STATE FOR A PASSPORT.

<input type="checkbox"/> MALE <input type="checkbox"/> FEMALE	BIRTHPLACE _____	BIRTH DATE MONTH DAY YEAR	
HEIGHT ____ FT. ____ IN.	COLOR OF HAIR _____	COLOR OF EYES _____	SOCIAL SECURITY NO. _____
STREET ADDRESS _____		CITY _____	STATE _____
		ZIP CODE _____	

I SOLEMNLY SWEAR THAT THE INFORMATION GIVEN ABOVE IS TRUE AND THE PICTURE IS A LIKENESS OF ME.

SIGNED

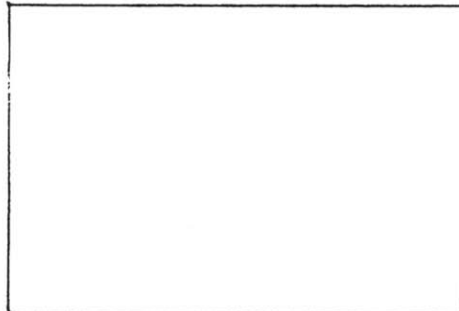
DATE

PASSPORT AGENT (TEACHER)

TRAVEL PLANS

PURPOSE OF YOUR TRIP _____	MEANS OF TRANSPORTATION SHIP <input type="checkbox"/> AIR <input type="checkbox"/> OTHER <input type="checkbox"/>
LENGTH OF STAY _____	HAVE YOU TRAVELED ABROAD PREVIOUSLY? YES <input type="checkbox"/> NO <input type="checkbox"/>
DO YOU EXPECT TO TAKE ANOTHER TRIP? YES <input type="checkbox"/> NO <input type="checkbox"/>	COUNTRIES TO BE VISITED: _____

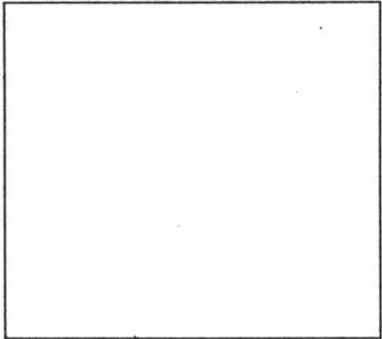
PICTURE OF APPLICANT



PASSPORT HANDOUT

NAME: _____

Passport
To
KOREA



Stamp here

Date Entered _____

Date Departed _____

LESSON 1— FACTS ABOUT KOREA

SUBJECT: Social Studies, Language Arts

TIME REQUIRED: 175 minutes

OBJECTIVES:

1. Record prior knowledge, what they want to know, and what they learned (KWL).
2. Discuss the content of the book read.
3. Discuss and evaluate the video presented.
4. Create a travel brochure containing facts about Korea.

MATERIALS:

- K-W-L Chart (large sheet of butcher paper) Note: See sample chart.
- Book: Crowder Han, Suzanne. *Let's Visit Korea*. Elizabeth, NJ: Hollym, 1999.
- Video: *Korea's Culture* by Korea National Tourism Organization, 1990.
- Sample brochures of Korea's famous sites.
- Model brochure (large sheet of butcher paper) Note: See sample pages.
- Reference books.
- Legal size bond paper.
- Colored pencils, crayons, pencils.
- Work Under Construction folders.

BACKGROUND:

This preliminary lesson will allow students to get an overview of Korea. Travel brochures are designed to inform readers about a specific place. They should include facts and illustrations about the specific place depicted.

PROCEDURE:

1. Display a large sheet of butcher paper divided into three columns: K (What we Know), W (What we Want to know), and L (What we Learned).
2. Record responses as students tell what they already know about Korea in the K column.
3. Record responses as students tell what they want to learn in the W column.
4. Read the book Crowder Han, Suzanne. *Let's Visit Korea*. Elizabeth, NJ: Hollym, 1999. As the book is read aloud, have an ongoing discussion as the text and illustrations are being studied.
5. Record responses as students tell what they learned.
6. Show the video: *Korea's Culture*. Have a discussion after viewing the video.
7. Record responses as students tell what they learned.
8. Distribute several brochures of Korean cultural sites for students to study.
9. Distribute legal size paper and demonstrate how to fold the brochure into eight parts. Fold in half horizontally, then in half again.
10. On another large sheet of butcher paper, design, illustrate, and record facts in the eight panels as a model, using students' responses to procedure 11.
11. Have the students design, illustrate, and record facts in the eight panels:
 - Cover: Title and Illustration (Suggestions: map, flag, temple)

- Land (Location and Geography)
- Places to Visit
- Food
- Sports
- Education
- Customs and Traditions
- Back Cover: Illustration and Credits (by: Student Name)

Students should first label each panel. Reference books around the room, the KWL Chart, and the model brochure can be used to provide information.

EVALUATION:

Note the contributions of each student as the KWL Chart is recorded. Encourage participation from each individual. During folktale reading section, guide students to make observations, compare visual information, and discuss what they are learning. After viewing the video, note the details students offer as the KWL Chart is recorded. Explore students' depth of understanding and intercultural appreciation through their comments. As students progress through the brochure activity, circulate the room to assist with construction and labeling the panels correctly. Continue to monitor students' factual information, and check for writing mechanics (e.g., spelling, punctuation, capitalization) as they work.

END NOTE:

Because some students will require more time than others to complete the brochure, all work under construction will be collected in individual students' folders and be kept at the Work Under Construction learning center. Ten minutes before each class period is over, students should write in their Reflections Journal. Lesson 1 is the longest, requiring the entire Language Arts period. Successive lessons should allow time for learning centers, including time to complete previous work and daily reflections.

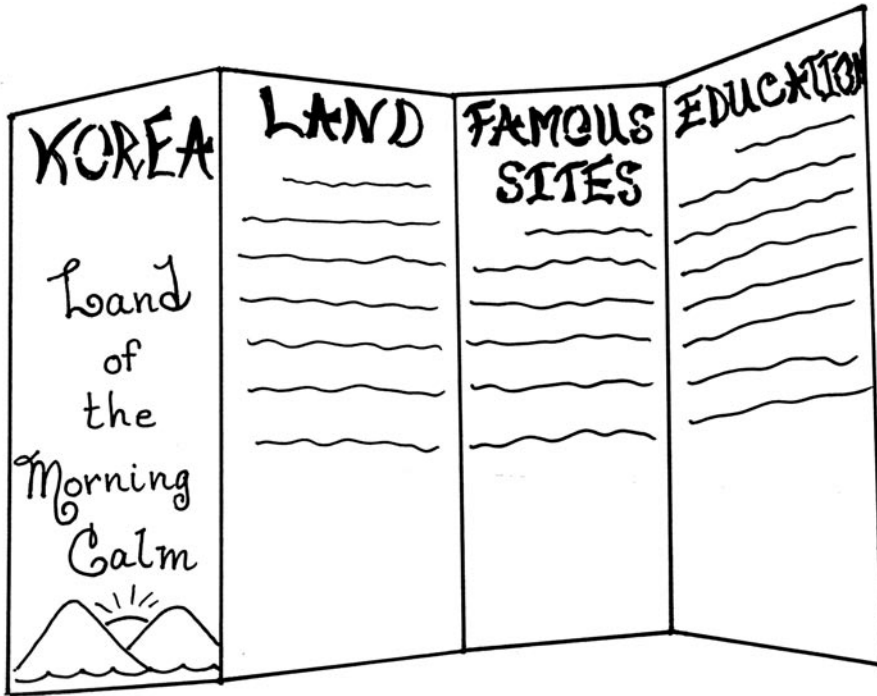
SAMPLE K W L CHART

WHAT I LEARNED

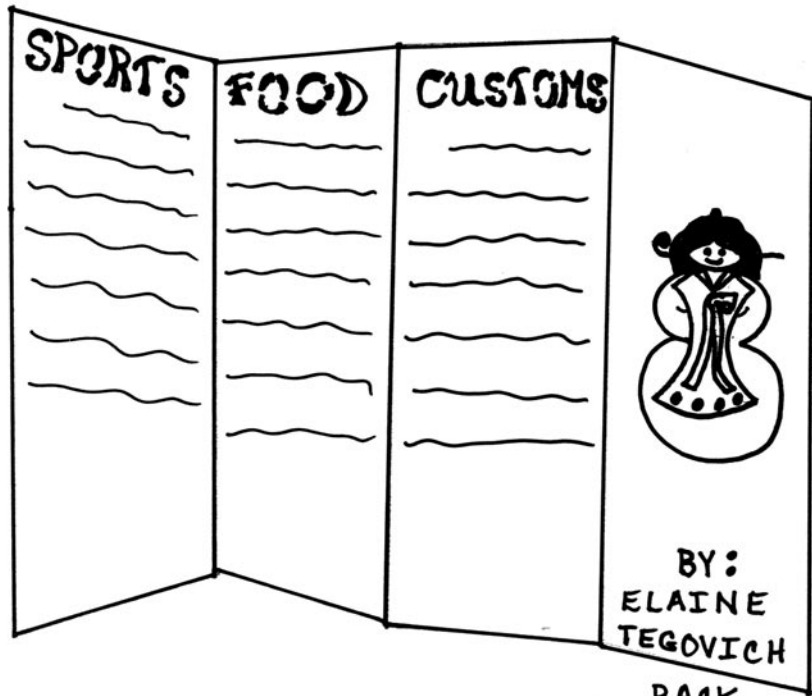
WHAT I WANT TO KNOW

WHAT I KNOW

SAMPLE BROCHURE OF KOREA



FRONT COVER



BACK COVER

LESSON 2 — KOREAN CULTURE

SUBJECT: Social Studies, Language Arts

TIME REQUIRED: 15 minutes

OBJECTIVES:

1. Discuss aspects of Korean culture viewed in the video.
2. Learn to play the game *yut*.
3. Color and describe illustrations of Korean culture.
4. Construct and create an accordion-style book.

MATERIALS:

- Video: *Korea's Culture* by Korea National Tourist Organization, 1990
- Handouts (3): Illustrations of Korean Traditions
- Tagboard sheets (2 per student)
- Tape, scissors, and glue
- Colored pencils and permanent markers
- Authentic *yut* game
- Handouts (2): How to play *yut*, The *yut* board
- Tongue depressors (four per student)
- Game markers (eight per student—four of each color) Note: can use beans, poker chips.
- Manila envelopes (large enough to hold the game boards, instructions, and pieces)

BACKGROUND:

Korea is an ancient nation with a long and proud cultural tradition of arts, crafts, dance, and entertainment. Both ancient and modern ways strike a balance in today's Korea.

PROCEDURE:

1. This lesson can begin with more recording on the KWL chart with a focus on cultural traditions.
2. Show the video *Korea's Culture*.
3. Students can discuss the video and add more newly discovered information to the KWL chart.
4. Distribute the two handouts with illustrations of Korean traditions and have the students describe what they see in each picture.
5. Distribute tagboard, tape, scissors, and colored pencils.
6. Have the students first fold and then tape the tagboard sheets together (See sample accordion books)
7. The students can color, cut out, and glue the illustrations to each panel of the accordion-style book.
8. Have the students write a description of each illustration below the picture.
9. Show the students an authentic *yut* game.
10. Distribute the two handouts with the directions and game board. The students can read the directions together.
11. Distribute the tongue depressors, game markers, and envelopes.
12. Have the students mark one side of the tongue depressors (to be considered the rounded sides) with permanent markers. The *han'gul* alphabet chart (included in Learning Center 7) could be referred to

for this activity.

13. Have the students pair up in teams of two or four to play the *yut* game.
14. At the end of the lesson, accordion-style books will be displayed in the room. Student-made *yut* games will be collected in the manila envelopes and stored in Work Under Construction folders.

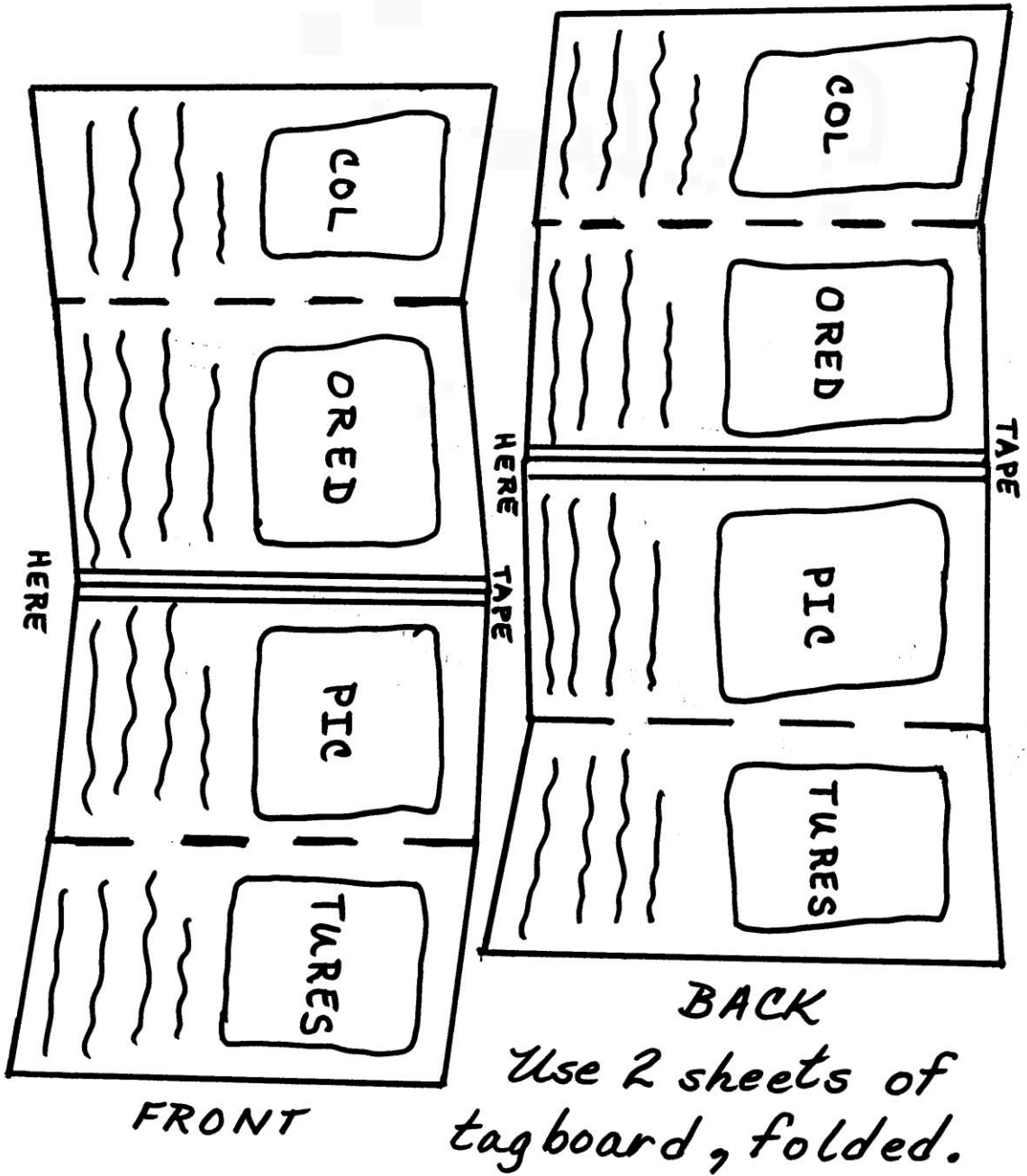
EVALUATION:

The teacher will note students' attention while viewing the video. Following the video, the teacher will encourage full participation during discussion and while completing the KWL chart. As students create their accordion-style books, the teacher will circulate the room and lend assistance as well as monitor their writing for mechanical errors. While students are engaged in making and playing their *yut* games, the teacher will roam the classroom to observe their construction and enjoyment.

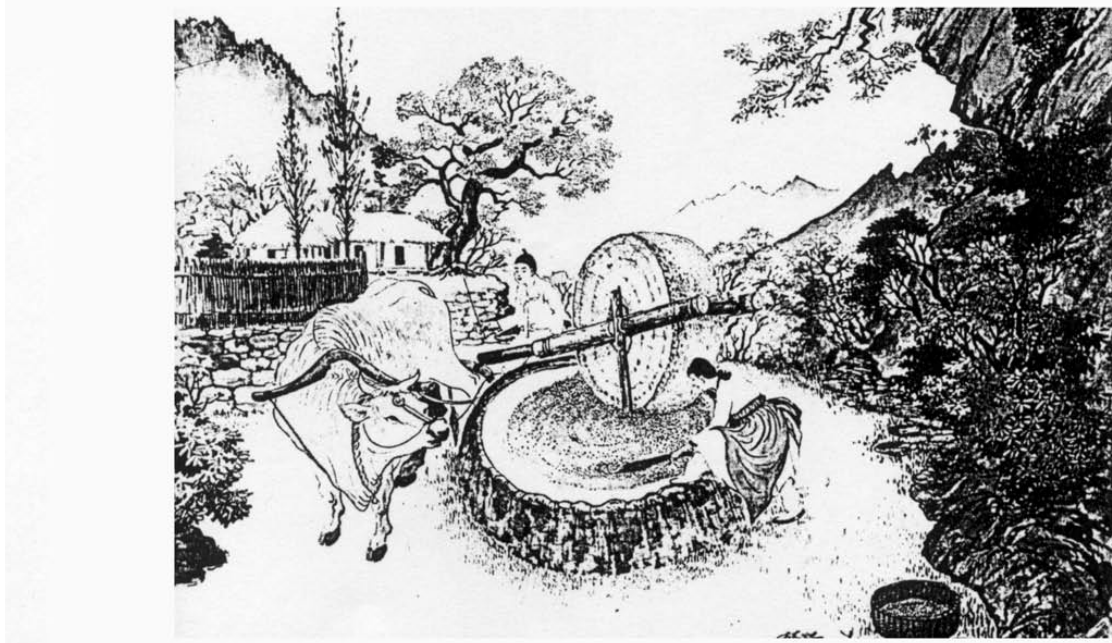
END NOTE:

This is a three-part lesson. The teachers will observe students' progress while creating the accordion-style books. The teachers will make the transition to the *yut* game when the majority of students have completed their coloring and have written at least half of their descriptions. The not-completed work can be finished later or stored in the Work Under Construction folders. Remember to stop all activities ten to fifteen minutes before the end of the class period for cleanup and to provide time so that students can write in their Reflections Journals.

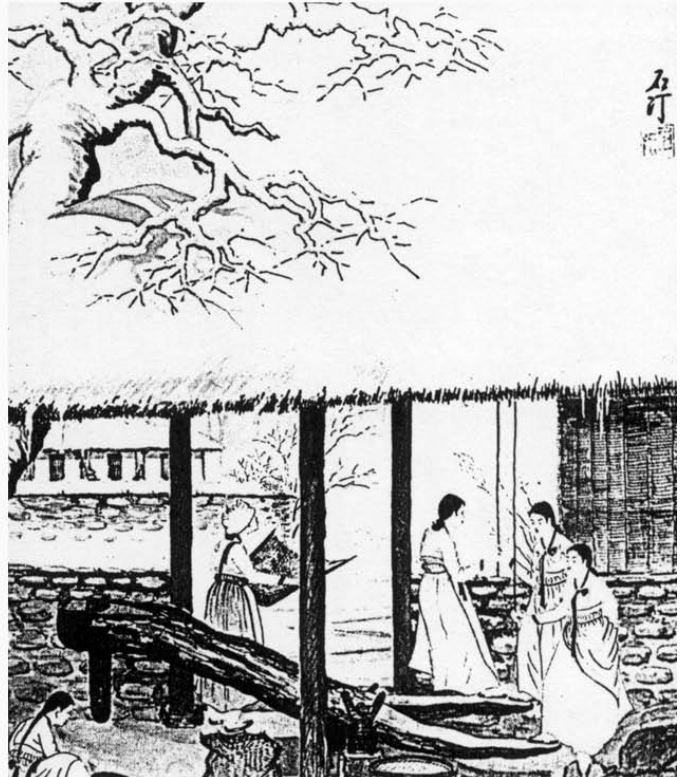
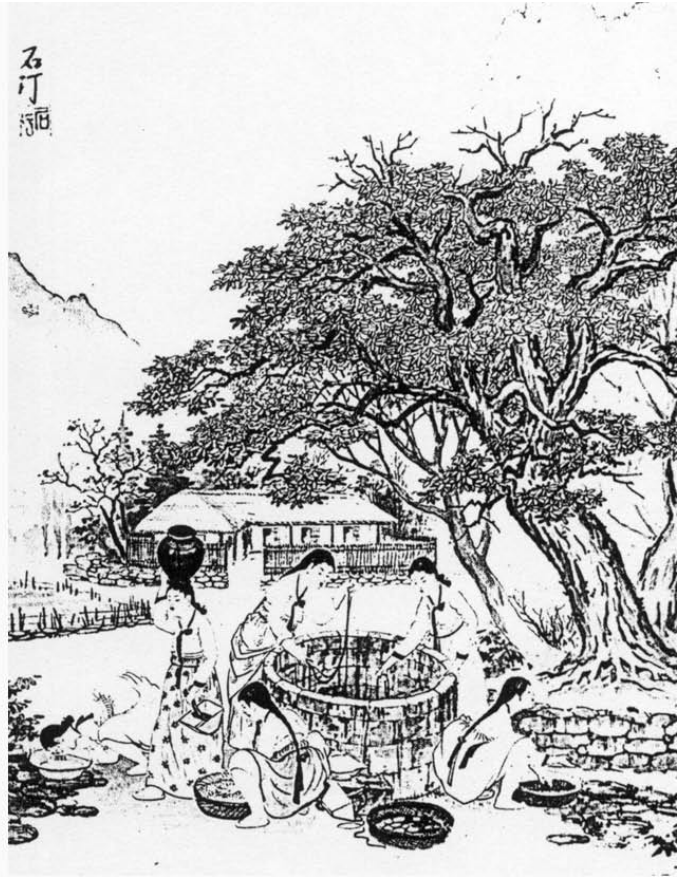
SAMPLE ACCORDION BOOKS



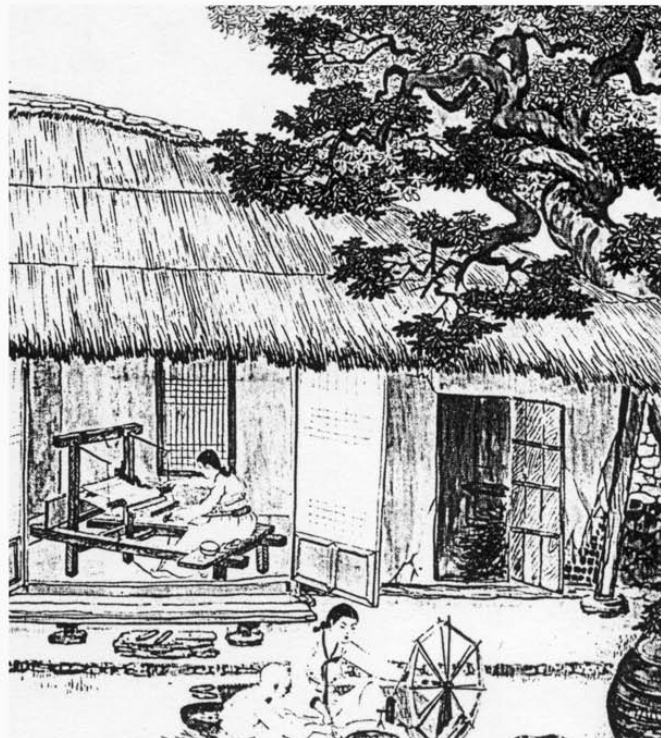
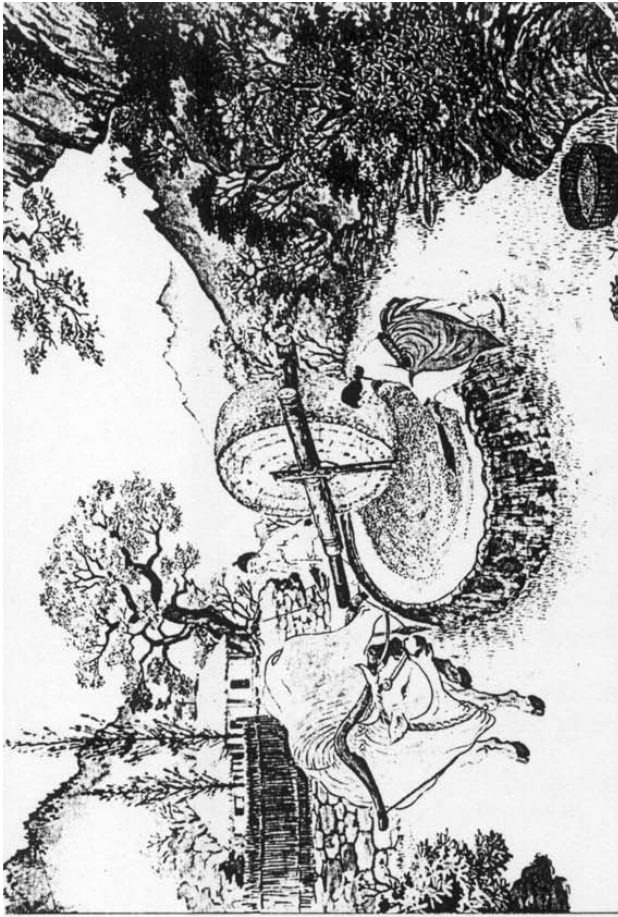
HANDOUT — ILLUSTRATIONS OF KOREAN TRADITIONS



HANDOUT — ILLUSTRATIONS OF KOREAN TRADITIONS



HANDOUT — ILLUSTRATIONS OF KOREAN TRADITIONS



HANDOUT — HOW TO PLAY YUT

Yut is played by two teams of any equal number of players.
Yut is usually played on the floor, but surface should be flat.
 Players alternate between the two teams in throwing the *yut* sticks.

Number of Moves:

The *yut* sticks are rounded on one side and flat on the other.

1. TO	One flat up	Move one spot
2. KAE	Two flats up	Move two spots
3. KOL	Three flats up	Move three spots
4. YUT	Four flats up	Move four spots
5. MO	All rounded side up	Move five spots

- The team that first gets four men around the course wins the game.
- If you move to a spot where you already have one *mal* (chessman), you may thereafter move the two together.
- If you move to a spot occupied by a *mal* from the opposing team, he or she is off the board, and you get another turn.

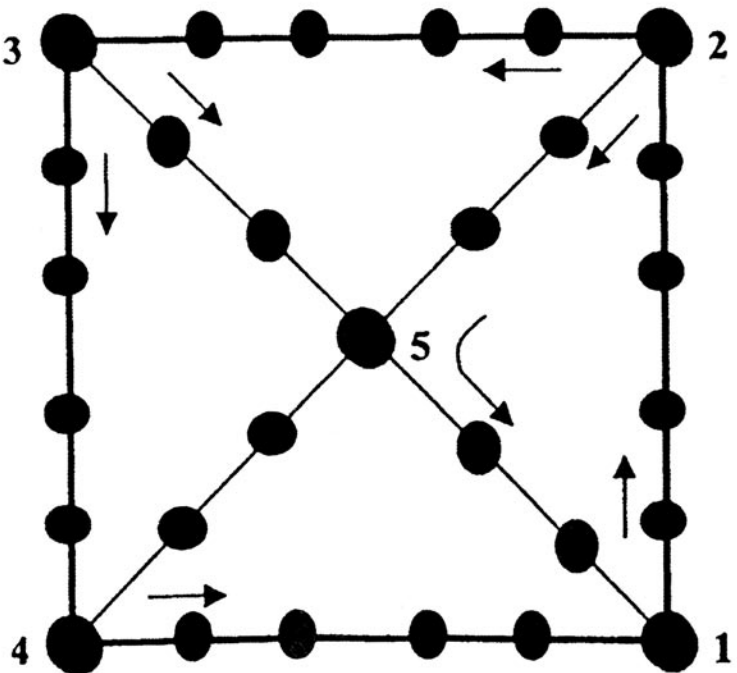
The Course:

The regular course goes around the square beginning at the corner and returning to that corner (1 · 2 · 3 · 4 · 1).

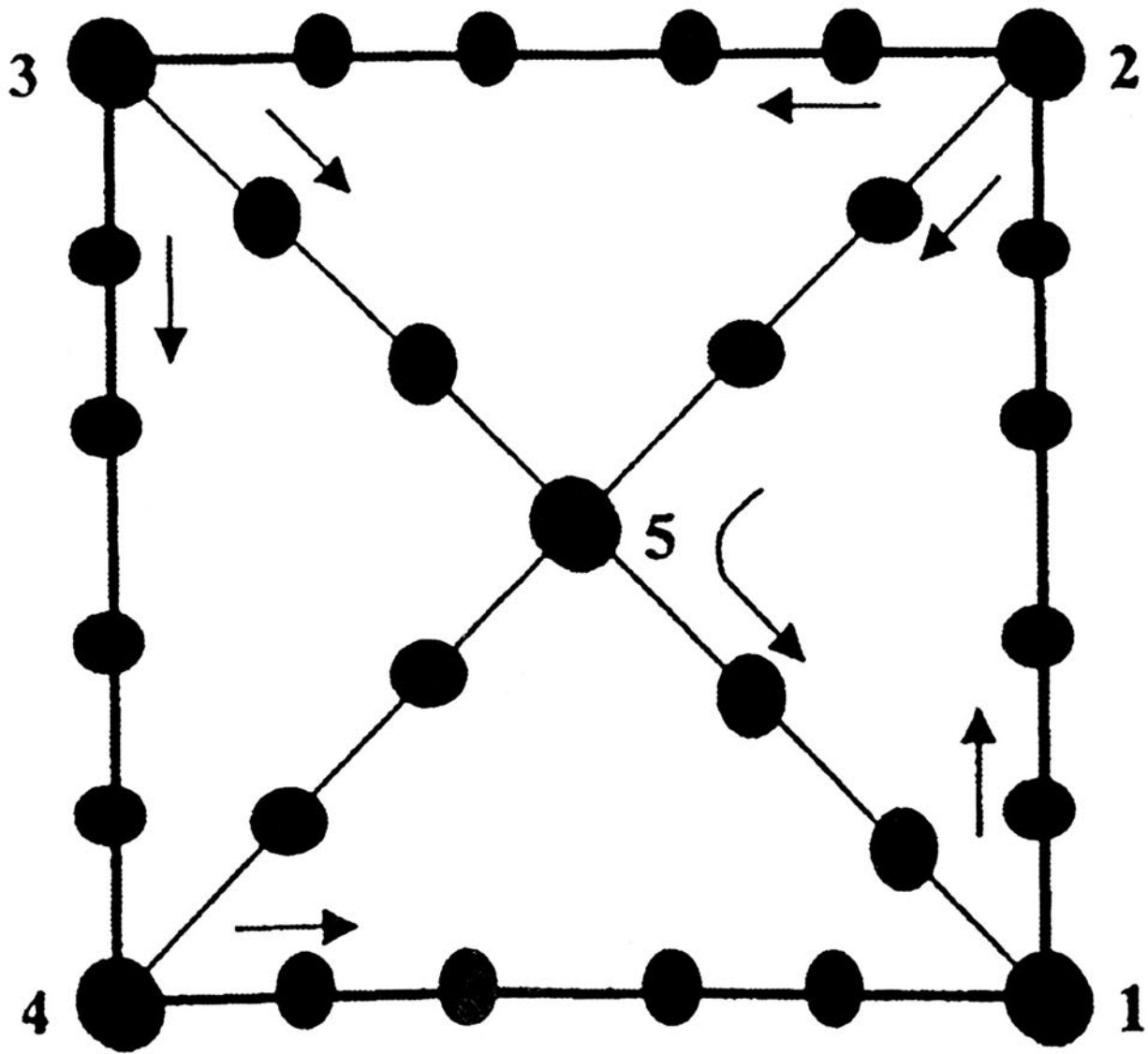
If, however, a move lands on a spot where a turn to the left will shorten the route, the player may take the shorter route on his or her next move.

Thus if a move lands at 2, the next move may be toward 4, instead of toward 3. There would be no turn at 5, unless the move landed on 5.

Hence the possible detours are 1 · 2 · 3 · 1, 1 · 2 · 4 · 1, and (if lucky) 1 · 2 · 5 · 1.



HANDOUT — YUT BOARD



LESSON 3 — EDUCATION IN KOREA

SUBJECT: Social Studies, Language Arts

TIME REQUIRED: 175 minutes

OBJECTIVES:

1. Read and interpret reference material on Korean education.
2. Compare and contrast Korean and American education.

MATERIALS:

- Reference books
- Handout: Venn diagram

BACKGROUND:

Formal education in Korea has a long history, dating back to 372 CE. The current system of education had its start with the inauguration of the Republic of Korea in 1948. Since then, elementary and secondary education have registered over 95 percent enrollment, and higher education has become far more accessible to the general population. In terms of quantitative growth, Korean education ranks among the most advanced countries in the world. The Ministry of Education is in charge of developing the national curriculum and outlines the standard school curriculum. The school system follows a 6-3-3-4 ladder pattern, comprised of elementary and secondary schools, two- or three-year junior colleges, and four-year universities. The academic year consists of two semesters. The first semester extends from about March 1 to the end of June, and the second extends from the end of August to the middle of December. There are two main vacations each year. Summer vacation for precollegiate educational institution usually lasts for about forty-five days during July and August, and winter vacation starts in the middle of December and ends at the end of February.

PROCEDURE:

1. The lesson will begin with the KWL chart with a focus on education.
2. Distribute the Venn diagram charts and instruct students to label one side Korea and the other United States.
3. Lead a discussion on education in the United States as students fill in Venn diagrams accordingly.
4. Using a selected reference book, read a passage about education in Korea to the students, beginning with an overview, then concentrating on elementary education. Suggested subjects to discuss include curriculum and calendar.
5. Have the students record the information they learned on their Venn diagrams.
6. Have the students compare and contrast the two educational systems.
7. Record the students' knowledge on the KWL chart.
8. Students can store their Venn diagrams in the Work Under Construction folders.

EVALUATION:

The teacher will encourage full participation during KWL chart recordings. As the teacher reads from the reference materials selected, ongoing discussions should take place so students are engaged in a continuous

discussion that compares and contrasts the educational systems of Korea and the United States. The teacher will observe the students as they fill in their Venn diagrams and assist them when help is needed.

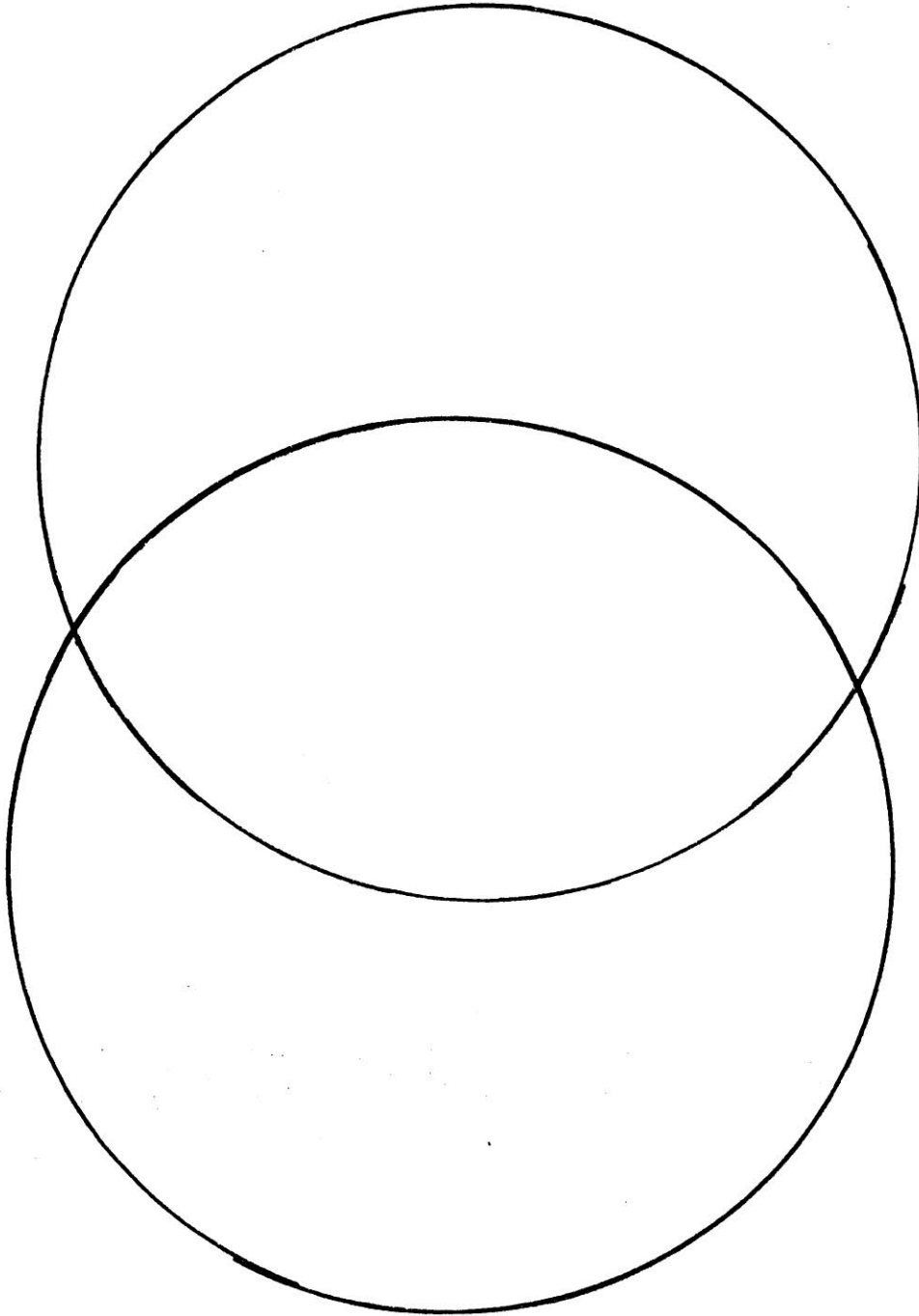
END NOTE:

There are several excellent sources for reference material concerning the educational system of Korea. My personal choice is the book *Korean Education for the Millennium, 1999-2000*, published by the Ministry of Education, Republic of Korea. Readings should be selected according to the appropriate grade level of instruction, although for the purpose of listening comprehension, higher level materials are also successful.

Because this lesson is shorter than those of Days 1 and 2, Day 3 would be a perfect time to introduce the Learning Centers. Students should be encouraged to work on all of the center activities throughout the week. Their finished products can be collected in the Work Under Construction folders (except the Class Mural). Remember to stop all activities ten to fifteen minutes before the end of each period for cleanup and to provide time for students to write in their Reflections Journals.

HANDOUT — VENN DIAGRAM

VENN DIAGRAM



COMPARE AND CONTRAST

LESSON 4 — KOREAN CURRENCY

SUBJECT: Math, Social Studies, Language Arts

TIME REQUIRED: 175 minutes

OBJECTIVES:

1. Identify size, shape, marking, and value of the 1,000 won bill and the coins of 500, 100, 50, and 10 won denominations.
2. Count by ones, tens, fifties, hundreds, and thousands using the currency.
3. Solve money problems of addition and subtraction using Korean currency.

MATERIALS:

- Authentic Korean 1,000 won bill
- Authentic 500, 100, 50, 10 won coins
- Handout: Korean currency (both sides depicted)
- Scissors, glue sticks
- Crayons, letter-size envelopes (for storage)
- White copy paper for each student

BACKGROUND:

The won (W) is the official unit of currency in South Korea. Coins used for this lesson come in the following denominations: W10, W50, W100, and W500. Coins of 1W and 5W are also issued, but are typically seen only in banks and are not readily available for the public. Notes come in denominations of W1,000, W5,000, and W10,000. (This lesson will only use the W1,000 note.)

PROCEDURE:

1. Distribute the handouts for the students to study.
2. Display a W1,000 note and discuss its symbols.
Front: Yi Hwang (1501-70) was a great scholar and educator. The deer represents goodness in Korean folktales. *T'uhoo* is a traditional sport, invented by Yi Hwang, in which contestants throw arrows from a distance into the holes of a pot.
Back: The building, Tosan Sowon, is a private school established by Yi Hwang's pupils.
3. Display the authentic coins and circulate one of each among students.
4. Using the handout provided, reproduce sheets of the W1,000 note (both sides) for students to cut and paste. Each student should have at least ten notes to work with for the lesson.
5. In small groups, have the students take turns rubbing the crayons over the different coins, both front and back. They should make ten rubbings for each coin (both sides). Rubbings are then cut into circular shapes and can be pasted together (heads and tails) with a glue stick.
6. Together with the teacher, the students will count their W1,000 notes to equal W10,000. They will count their W10 coins by tens to equal W100, their W50 coins by fifties to equal W500, their W100 coins by hundreds to equal W1,000, and their W500 coins by five hundreds to equal W5,000.
7. Ask the class to show a certain amount of money. Students will count their notes and coins to total this amount. For example, "Class, show me W4,570. Who can show me a different way to make W4,750?" Each group could be responsible for combining currency several different ways.

8. Recite oral money problems for the students to solve. The difficulty level should be appropriate to the grade level. For example, “Won Sok bought a notebook for ₩1,500, a pen for ₩800, and an eraser for ₩550. How much did Won Sok spend for his school supplies?” Solve five addition and five subtraction problems will be solved in this manner.

EVALUATION:

The teacher will circulate the class as students create their note and coin collections. As the math lesson is presented orally, the teacher will accept all combinations of answers that total the correct amount of money (including the addition and subtraction problems). A variation for this lesson could include a written worksheet of problems to solve and/or a cut-and-paste activity to equal a certain money value.

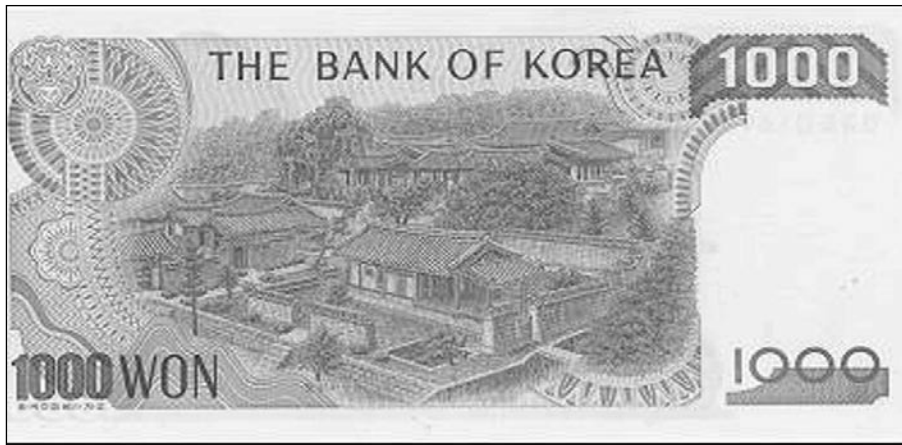
ENRICHMENT ACTIVITIES:

A “store” could be created with authentic Korean artifacts labeled and tagged with a specific monetary value. A teacher-created worksheet could accompany this activity with addition and subtraction problems similar to those presented orally during this lesson. Students would enjoy “purchasing” the items and making change individually or in a partner activity. (One buys and the other makes the change, then roles are reversed.)

END NOTE:

As this is a cooperative lesson consisting of small groups of students, the students should be encouraged to collaborate and come up with either different ideas or a group consensus, as long as their solutions are mathematically sound. Remember to leave time for Learning Centers, cleanup, and Reflections Journals.

HANDOUT — KOREAN CURRENCY



LESSON 5 — KOREAN FOLKTALES

SUBJECT: Social Studies, Language Arts

TIME REQUIRED: 175 minutes

OBJECTIVES:

1. Listen to a folktale and record the setting, events, problem, and solution.
2. Read two books individually and complete the text set chart.
3. Collaborate with a partner to discuss books read and complete the story structure text set chart.
4. Compare and contrast the various Korean folktales.
5. Relate Korean folktale themes to American folktale themes.

MATERIALS:

- Korean folktales Note: See suggested bibliography for Grades K-3.
- Handout: Comparison Chart for Text Sets.
- Handout: Story Structures.

PROCEDURE:

1. Begin with an oral reading of a selected Korean folktale. My personal preference is *The Woodcutter and the Heavenly Maiden*, adapted by Duance Vorhees and Mark Muely, illustrated by Pak Mi-son (Elizabeth, NJ: Hollym, 1990). This book presents the text written in both English and Korean.
2. As the book is read, pause for questions to assure students' comprehension and to allow students to predict outcomes. Discussions should be ongoing and relate to the illustrations: setting, characterization, events, problems, and solutions.
3. Following the reading, distribute the two handouts. Together, as the teacher models responses on the board, students can fill in the first row on each handout. Call upon students to collect the necessary data.
4. On the chalkboard tray, display a large collection of Korean folktales. There should be at least one per student, at varied levels of difficulty.
5. Have the students select and read two folktales on their own and fill in the next two rows on each handout.
6. With a partner, students will discuss the stories they read and share information to fill in the next two rows on the Story Structures chart. (The Comparison Chart for Text Sets will be completed by using the story read aloud and two individual readings.)
7. The students will discuss their findings as a whole group.
8. The students will store their text sets charts in their Work Under Construction folders.
9. The final row in the Story Structures chart will be filled in after each child visits the Listening Center (3) where a Korean folktale will be enjoyed.

EVALUATION:

As the teacher reads the folktale aloud, full participation should be encouraged. Students' responses should reflect an understanding of the story parts (setting, characterization, events, problems, and solutions) as well as a critical evaluation of the story structure. Ask the students to analyze the illustrations for clues to Korean lifestyles and traditions. Discussions should focus on the comparison and contrast of Korean and American folktales. Common themes should be noted. The completed students' text sets charts will

demonstrate their understanding of each story read individually, discussed with a partner, or enjoyed at the Listening Center.

END NOTE:

This lesson could be easily modified if you chose to do so. Some teachers may choose to read a different folktale aloud during each day of the thematic study. Another variation for the lesson could be every day to place a different book at the Listening Center for students to listen to, to be followed by students filling in their text sets chart. Again, activities should cease ten to fifteen minutes before the end of each period to allow time for cleanup and for students to write in their Reflections Journals.

FINAL NOTES:

Because this is the fifth and last day of the Let's Go to Korea thematic study, I recommend that the full afternoon be spent in celebration! Afternoon activities could include a segment of time to complete *Work Under Construction*. Suggested whole group activities are:

Korean feast—a sampling on Korean foods donated by parents or a restaurant in your community.

- Sharing time—students choose a product from the variety of their writings to read aloud. They could
- also share their artwork, any product of the lessons or Learning Center activities, or Korean artifacts they may have brought into the classroom.

Performance—parents, administrators, or other classrooms could be invited to participate in the feast

- and sharing time. Students always find their learning more meaningful when they can present their work to an audience.

SUGGESTED BIBLIOGRAPHY FOR GRADES K-3

Folktales/Fiction for Grades K-3

1. *Brave Hong Kil-Dong & The Man Who Bought the Shade of a Tree*, adapted by Kim Yong-Kol and Mark Mueller, illustrated by Kang Mi-sun and Kim Yon-kyong (Elizabeth, NJ: Hollym, 1990).
2. *Faithful Daughter Shim Ch'ong & The little Frog Who Never Listened*, adapted by Duance Vorhees and Mark Mueller, illustrated by Pak Mi-son and Kim Yon-kyong (Elizabeth, NJ: Hollym, 1990).
3. *The Greedy Princess & The Rabbit and The Tiger*, adapted by Duance Vorhees and Mark Mueller, illustrated by Pak Mi-son and Kim Yon-kyong (Elizabeth, NJ: Hollym, 1990).
4. *The Lazy Man & The Spring of Youth*, adapted by Duance Vorhees and Mark Mueller, illustrated by Kang Mi-sun (Elizabeth, NJ: Hollym, 1990).
5. *Mr. Moon and Miss Sun & The Herdsman and the Weaver*, adapted by Duance Vorhees and Mark Mueller, illustrated by Kim Yon-kyong (Elizabeth, NJ: Hollym, 1990).
6. *The Ogres' Magic Clubs & The Tiger and the Dried Persimmons*, adapted by Duance Vorhees and Mark Mueller, illustrated by Pak Mi-son (Elizabeth, NJ: Hollym, 1990).
7. *The Seven Brothers and the Big Dipper & Hungbu, Nolbu, and the Magic Gourds*, adapted by Duance Vorhees and Mark Mueller, illustrated by Pak Mi-son (Elizabeth, NJ: Hollym, 1990).
8. *The Snail Lady & The Magic Vase*, adapted by Duance Vorhees and Mark Mueller, illustrated by Kim Yon-kyong and Kang Mi-sun (Elizabeth, NJ: Hollym, 1990).
9. *The Son of the Cinnamon Tree & The Donkey's Egg*, adapted by Duance Vorhees and Mark Mueller, illustrated by Kim Yon-kyong and Kang Mi-sun (Elizabeth, NJ: Hollym, 1990).
10. *The Woodcutter and the Heavenly Maiden & The Firedogs*, adapted by Duance Vorhees and Mark Mueller, illustrated by Pak Mi-son (Elizabeth, NJ: Hollym, 1990).

Available from Hollym International Corporation, 18 Donald Place, Elizabeth, NJ 07208; Tel. 908- 353-1655; Fax 908-353-0255.

The Samguk Yusa Series

Each book presents in picture book form one of the legends of early Korean history, a mixture of fact and fantasy. Each book also includes an editorial comment at the back of the book, which gives historical background to the story. Grades K-3.

1. *The Birth of Tangun: The Legend of Korea's First King*, retold by Edward B. Adams (Seoul International Publishing House, 1986).

2. *The Death of Echadon: How Buddhism Came to Silla*, retold by Edward B. Adams (Seoul International Publishing House, 1986).
3. *King Munmu of Silla: A Korean Who United His Country*, retold by Edward B. Adams. Seoul International Publishing House, 1986.
4. *The Three Good Events: How a Young Boy Became King in Silla*, retold by Edward B. Adams (Seoul International Publishing House, 1986).
5. *The Three Prophecies of Queen Sondok: Flowers without Fragrance and Frogs Croaking in Winter*, retold by Edward B. Adams (Seoul International Publishing House, 1986).

Available from Charles E. Tuttle Co.
www.tuttlepublishing.com

Other Folktales/Young Fiction

1. Peter Hyun, ed., *Korea's Favorite Tales and Lyrics*, illustrated by Dongil Park (Korean Overseas Information Service, Ministry of Culture and Information, ROK, 1978).
2. Frances Carpenter, *Tales of a Korean Grandmother* (Rutland, VT: Charles E. Tuttle, 1989).

Video

Korea's Culture, Korea National Tourism Organization, 1990

COMPARISON CHART FOR TEXT SETS

BOOK TITLES			
Setting:			
Main Characters:			
Friendships:			
Ending:			
How the book made me feel:			

LEARNING CENTER — EATING WITH CHOPSTICKS

MATERIALS:

- Pairs of wooden chopsticks for each student
- Bags of small edible foods (e.g., peanuts, pretzels, fish crackers, M&Ms, miniature marshmallows, raisins, popcorn)
- Poster: “Directions on How to Use Chopsticks”
- Center Activity Sheet
- Resource sheets: What’s on the Table in Korea?

PROCEDURE:

1. Prepare the center with a “What’s on the Table in Korea?” poster by copying and gluing each resource sheet to a posterboard background; with the materials; and with a “Directions for Using Chopsticks” poster saying the following:

Directions on How to Use Chopsticks

- A. Hold the lower chopstick in the crook of your thumb and rest it on your ring finger for stability. Keep it still.
 - B. Hold the upper chopstick between your thumb, and your index and middle fingers as you would a pencil. Move the upper chopstick up and down.
 - C. Keeping the lower chopstick still, practice moving the upper one so that the points of the chopsticks touch. Try picking up the food items while using this motion.
2. Have the students independently read the poster with directions on how to use chopsticks and respond to questions on the Center Activity Sheet, which is as follows:

Activity Sheet

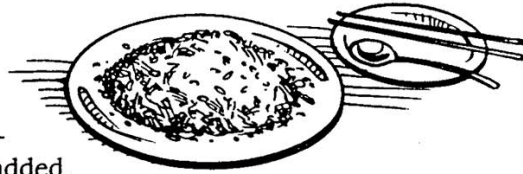
- A. Try to pick up each of the food objects in the bags. Write down the two items that were the easiest to handle. Write down the two hardest items to handle.
 - B. Select twenty-five pieces of food and set them on your paper. Eat three. How many do you have left? Eat five. How many are leftover? Eat two times four pieces. How many do you have left now? Eat three times three pieces. How many remain?
 - C. Read the poster “What’s on the Table in Korea?” Write down which of the main dishes, shared side dishes, rice cakes, confectionery, and beverages you would enjoy eating and drinking.
 - D. If you followed all these directions correctly, you may use your chopsticks to collect a reward! Eat five more items of your choice!
3. The students can practice picking up the various foods while completing their activity sheets.

What's on the table in Korea?

Main dishes

Rice (*Pap*)

Plain white rice, to which grains such as barley and millet are often added. The grains are boiled then well-steamed. Sometimes vegetables, seafood or meat are added.



Porridge (*Chuk*)

Grains are boiled with plenty of water so that the mixture becomes thick. Sometimes vegetables, seafood or meat are added. Nuts and beans are added to the mixture for breakfast.



Noodles (*Kuksu*)

Mainly made of wheat, buckwheat or arrowroot, and usually eaten for lunch.

They can be eaten with hot soup, in cold soup, and dry with meat and vegetables.

Dumpling soup (*Mandu*) and rice-cake soup (*Ttok-kuk*)

Also served as a main meal, usually in winter. Dumplings are filled with minced meat, kimch'i, soybean curd, bean sprouts and other vegetables, nuts, meats and seeds. Rice-cake soup is made of sliced white rice cakes boiled in meat stock.

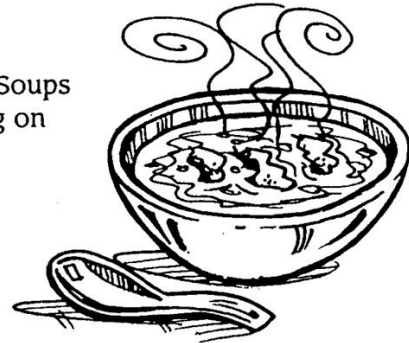
Shared side dishes

Fermented vegetables (*Kimch'i*)

Kimch'i is unique to Korea and is the most important accompaniment to any meal or even a snack. Korean cabbage or radish is salted, seasoned with spices like chilli powder, spring onions and garlic, and then left to ferment. Seafood is also added as a minor ingredient to add variety and supply protein.

Soups (*Kuk*) and (*T'ang*)

Soup is the most important side dish, when the main dish is rice. Soups are made with vegetables, shellfish, seaweed and meat. Depending on the season, soups can be thick, thin, cold or hot.



Stews (*Tchigae*)

Soybean stew is the most loved by Koreans. Other ingredients include chillies, vegetables, shellfish, seaweed and meat. The stews are cooked in one common pot and are thicker than soup.

Steamed food (*Tchim*)

Korean steaming can be done by boiling the food in a soup or by cooking the food in steam. Meat, fish and vegetables are steamed.



Salad (*Sangch'u*)

Any kind of fresh seasonal vegetable can be mixed with soy sauce, hot soybean paste or mustard to make a salad. Sometimes seafood is parboiled and added to the vegetables and dressing.

Seasoned vegetables (*Namul*)

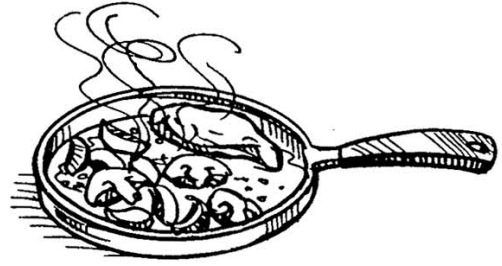
Par-boiled vegetables of any variety and as much as the cook has time to prepare, are essential. No meal is complete without them.

Hard boiled (*Chorim*)

Meat, seafood and vegetables are boiled and strongly seasoned so that they can be kept for a long time.

Pan-frying (*Chon*) and (*Chijim*)

Meat, fish or vegetables are sliced, seasoned with salt and pepper and then dipped in flour before pan-frying.



Broiling and grilling (*Ku-i*) and (*Chok*)

Meat, fish, vegetables and mushrooms are first seasoned or marinated, then cooked on skewers.

Seasoned and raw fish and meat (*Hoe*)

Hoe (pronounced 'hwey') is raw or slightly cooked meat or fish eaten with seasoned soy sauce, seasoned hot soybean paste, mustard paste, or an oil and salt mixture.

Fermented seafood (*Chotkal*) and (*Chot*)

Chotkal is made from raw fish, shrimps or shellfish mixed with salt and seasonings.

Rice cakes (*Ttok*)

Rice cakes, or *ttok*, are a Korean favourite since ancient times. Rice cakes are an important part of all holiday meals.

In earlier times, special rice cakes were prepared to wish for a good harvest and bring harmony within the family and village.

Korean rice cakes can be either steamed or fried. They can be shaped like the *Songp'yon* rice cakes, which are made into half-moon shapes and stuffed with beans, sesame, chopped or powdered chestnuts or other similar ingredients and then steamed on a layer of pine needles. *Songp'yon* are often served on Harvest Moon Day.



Confectionery

A few examples of Korean confectionery are:

Yakkwa cakes

Flour is kneaded with sesame oil, honey, wine and ginger juice before being fried and dipped in honey.

Sushikkwa

Chestnuts or Chinese dates are boiled in honey.

Kwap'yon

Cherries, Chinese quince and apricots are boiled down in honey, poured into a square vessel and hardened into jelly. Slices are served with raw chestnuts and other fresh fruits.

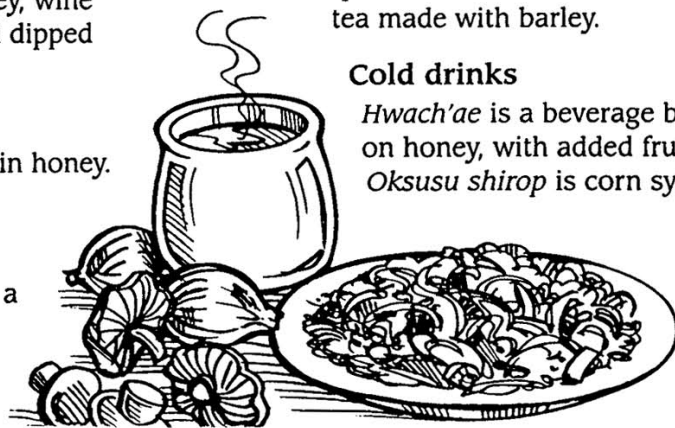
Beverages

Hot drinks

Nokch'a is green tea, made of dried tea leaves steeped in hot water. *Pori ch'a* is tea made with barley.

Cold drinks

Hwach'ae is a beverage based on honey, with added fruits. *Oksusu shirop* is corn syrup.



LEARNING CENTER 2 — MAKING FANS

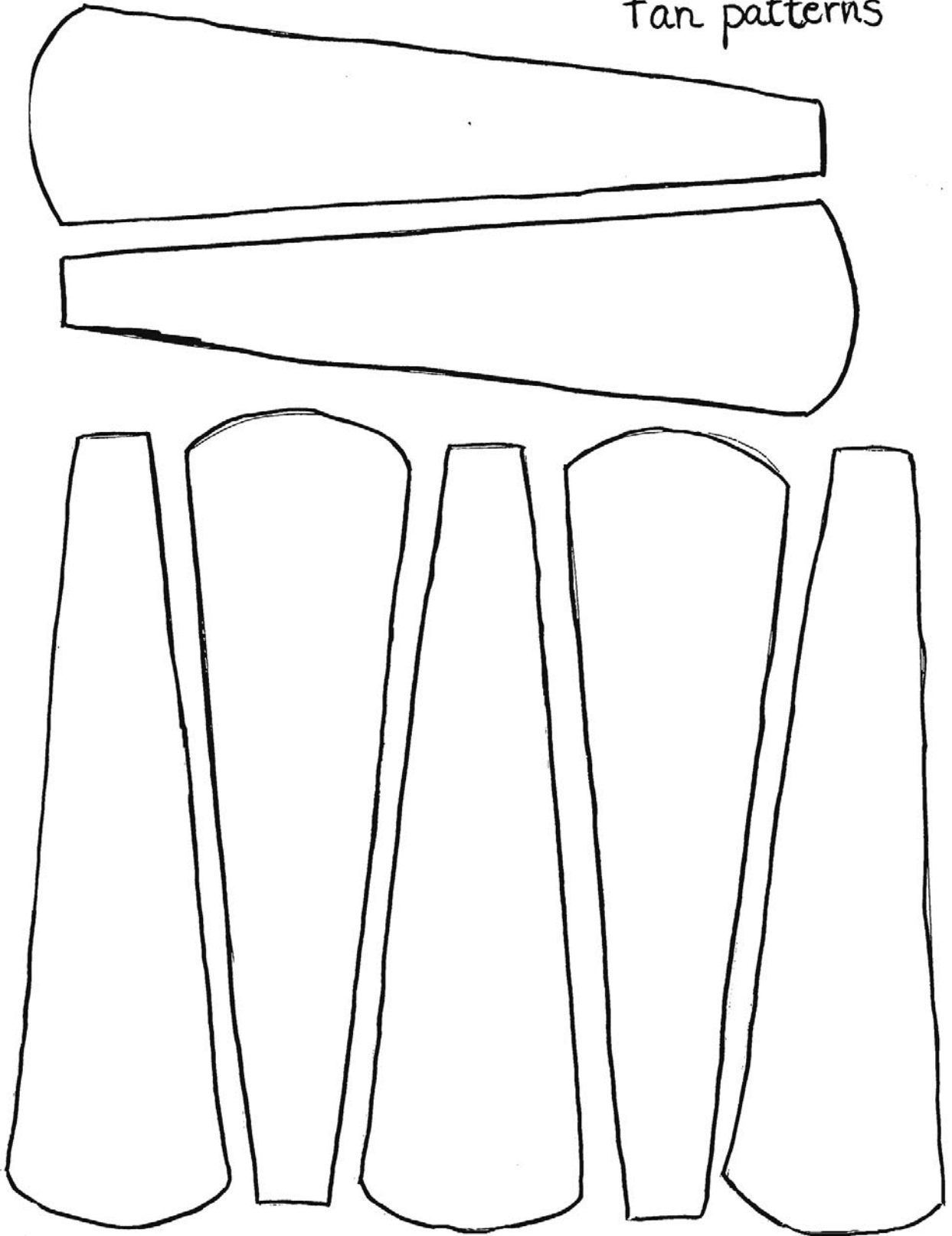
MATERIALS:

- Manila file folders or cream-colored tagboard
- Paints, paintbrushes
- Brads
- Yarn needles
- Yarn
- Hole puncher
- Scissors
- Fan patterns
- Poster: “How to Make a Fan”

PROCEDURE:

1. Prepare the center with the materials and with a “How to Make a Fan” poster saying the following:
 - A. Cut out the fan patterns and trace them on your file folders. You will need to trace and cut fourteen pieces.
 - B. Use the hole puncher to make a hole in the center of each piece, top and bottom.
 - C. Lay the pieces on top of one another and push a brad through the punched out holes on the bottom. Secure all fourteen pieces.
 - D. Spread the fan out and sew a length of yarn through the holes at the top of the fan. Make a knot at either end.
 - E. Paint the open fan with the design of your choice. When the fan is dry, you can decorate it with lengths of yarn tied to the sides of the fan.
 - F. Please clean up your scraps and your paintbrushes, and leave the center ready for your classmates.
Thank you!
2. The students can independently read and follow the directions on the poster.
3. Fans will be displayed around the room.

fan patterns



LEARNING CENTER 3 — LISTENING TO FOLKTALES

MATERIALS:

- Tape recorder
- Listening center station
- Headsets (four to six)
- Korean folktale literature (four to six copies for each book used--see suggested bibliography in Lesson 5)
- Taped recordings of the selected literature
- Story Structures worksheet (See Lesson 5)

PROCEDURE:

1. Prepare the center with the materials listed and create a Listening Center station.
2. Depending upon the space, four to six headsets and copies of the selected literature should be placed within reach.
3. Some books come with tape-recorded readings. If not, tape the readings, or ask a parent or older student volunteer to make the tape recordings.
4. Direct the students to read the selected literature and fill in the necessary information in the bottom row of the Story Structure worksheet from Lesson 5.

LEARNING CENTER 4 — COMPUTER CENTER

MATERIALS:

- CD: *Korea, Beautiful Korea*, Korea National Tourism Organization (<http://www.tour2korea.com>)
- CD: *The History of Korea*, KBS Radio Korea International (<http://rki.kbs.co.kr>)
- CD: *Asia EdNet Tutorial CD-ROM*, Asia Education Foundation (www.curriculum.edu.au/accessasia/network/tutorial/tutorial.htm)
- Classroom computer

PROCEDURE:

1. The students will select from one of the computer discs and explore the information provided.
2. This center can be extended by providing students with a list of Internet Web sites appropriate to their reading level. Available sites cover a vast selection of topics on Korea

LEARNING CENTER 5 — PAPER HANBOK DOLLS

MATERIALS:

- Photos (on one sheet) of Korean paper dolls and authentic *hanbok* costumes: Korean Paper Dolls and Korean Traditional Costumes (*Hanbok*)
- Doll patterns (two sheets)
- Tagboard, scissors, glue
- Construction paper, wallpaper samples, scraps of cloth
- Yarn, ribbon, buttons
- Poster: “How to Make a Paper *Hanbok* Doll”

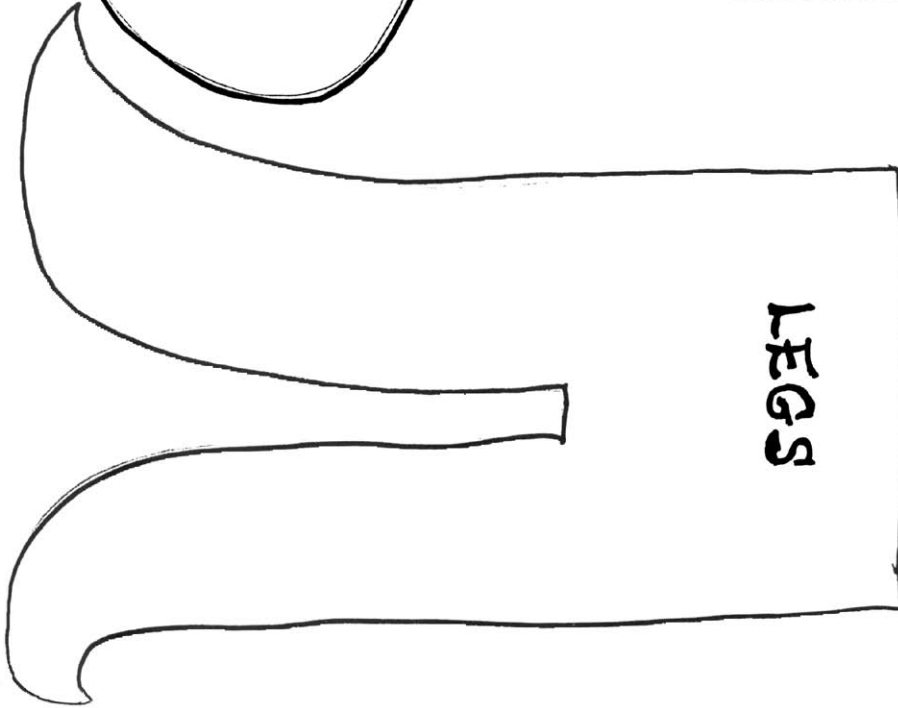
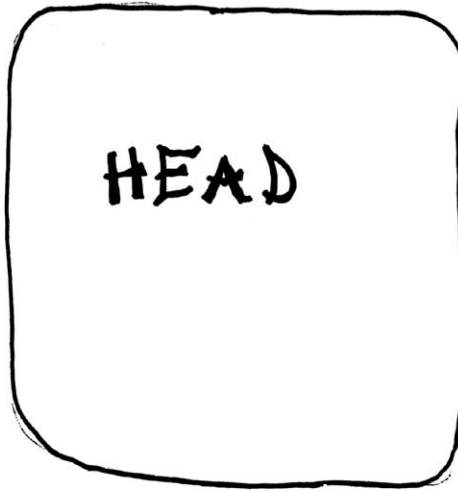
PROCEDURE:

1. Prepare the center with the materials listed, and with a “How to Make Paper *Hanbok* Doll” poster giving the following directions:
 - A. Trace two of each doll pattern (head, legs, body) on a sheet of tagboard and cut them out.
 - B. Glue the body parts together as shown in the photos.
 - C. Using the paper and cloth scraps, yarn, ribbons, and buttons, design a *hanbok* costume for your male and female dolls.
 - D. Check the photos to be sure that you have included details such as headdress, shoes, and bows.
 - E. Please clean up your scraps and leave the center ready for your classmates.
2. Students will follow the directions on the poster independently.
3. Finished *hanbok* dolls will be displayed about the classroom.

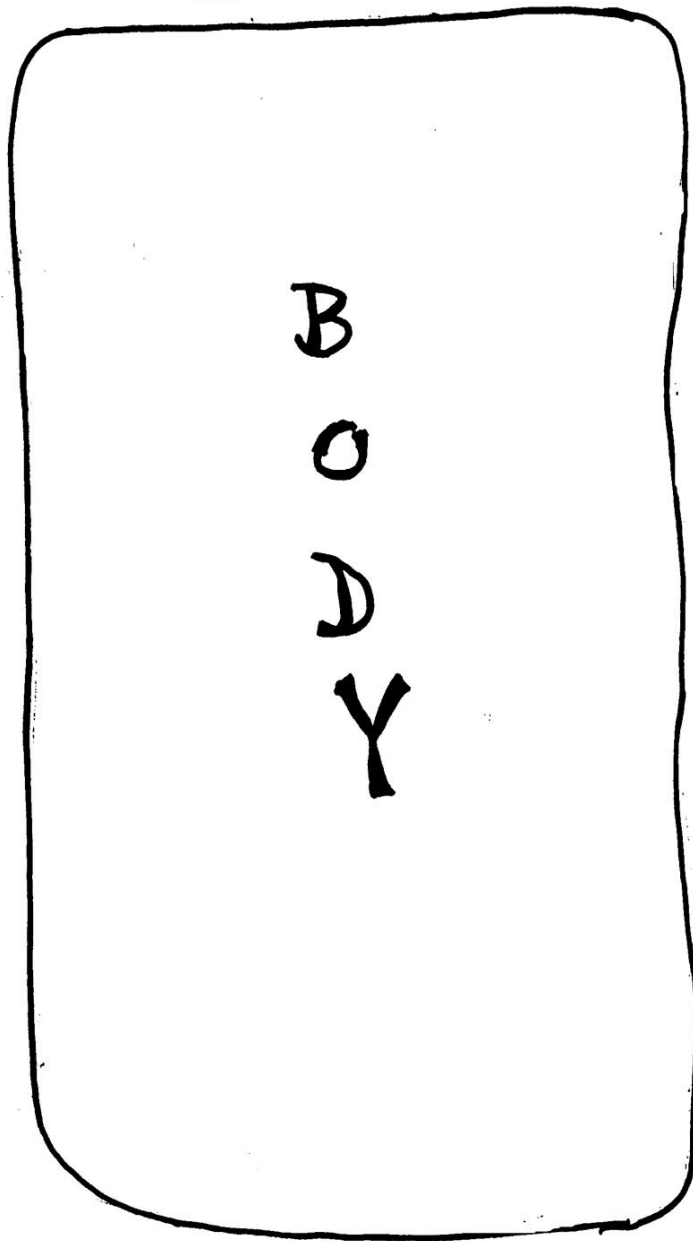
KOREAN PAPER DOLLS AND KOREAN TRADITIONAL COSTUMES (HANBOK)



Doll Patterns



Doll Patterns



LEARNING CENTER 6 — WEATHER CHARTS

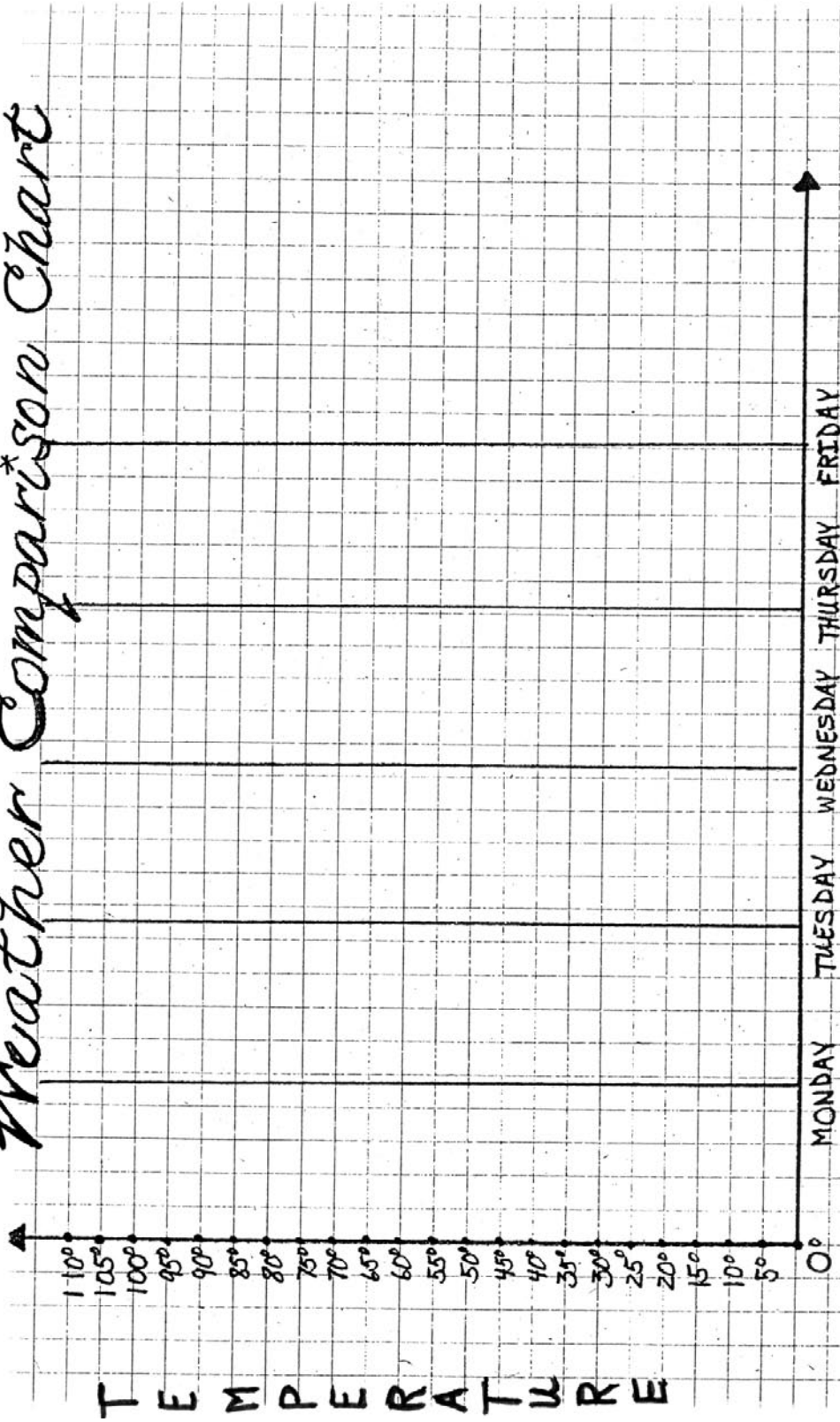
MATERIALS:

- Daily newspapers
- Center Activity Sheet (Weather Comparison Chart)
- Colored pencils or markers

PROCEDURE:

1. Prepare the center with the materials including copies of the Weather Comparison Chart, and daily copies of the newspaper for the Monday-Friday dates of the thematic study.
2. Have the students locate the World Weather Maps in the paper by referring to the cover page index to find the correct page. Note: For younger students, the teacher could cut out the weather maps and leave them in the center for students' use.
3. The students will follow the directions on their Weather Comparison Charts:
 - A. For each day of the week, mark the temperatures for your town and the Korean town or city (ie: Seoul) to compare.
 - B. Starting at 0°, draw two lines using different colors for each city.
4. The teachers can display a sample page of the Weather Comparison Chart with information recorded from the previous week for students' reference.
5. Weather Comparison Charts should be stored in the Work Under Construction folders.

Weather Comparison Chart



• For each day of the week, mark the temperatures for your town and the town or city to compare.

• Starting at 0°, draw 2 lines using different colors for each city.

LEARNING CENTER 7 — HAN’GUL ALPHABET PRACTICE

MATERIALS:

- Paint, paintbrushes
- Paper
- Poster: “*Han’gul*, the Korean Alphabet” Note: See handout

PROCEDURE:

1. Prepare the center with the materials and with a “*Han’gul*, the Korean Alphabet” poster.
2. The poster can be made by gluing the sheet provided on a posterboard. I use a readymade poster purchased in Seoul with the 24 *han’gul* letters depressed into the 3-D plastic poster. It also has arrows and step-by-step numbered strokes for each letter. These posters can be purchased in the United States. Check your local teacher resource stores and the Korean Internet Web sites for more information.
3. Have the students practice writing the letters of the Korean alphabet on paper using the paints and paintbrushes.
4. As the papers dry, the students can clean their brushes and prepare the center for their classmates.
5. *Han’gul* practice pages can be collected in the Work Under Construction folders.

EXTENSION ACTIVITY:

Students would enjoy writing the letters (or sounds) of their first names on paper first, then transferring them to a strip of white cloth to make a headband. A plain white sheet can be cut into strips for this extension activity. Students would enjoy wearing their headbands during their final day celebration!

Han'gul, the Korean Alphabet

Consonants

Letter	Sound	Letter	Sound	Letter	Sound
ㄱ	k, g	ㅍ	p, b	ㅋ	k'
ㄴ	n	ㅅ	s, sh	ㅌ	t'
ㄷ	t, d	ㅇ	ng	ㅍ	p'
ㄹ	r, l	ㅈ	ch, j	ㅎ	h
ㅁ	m	ㅊ	ch'		

Vowels

Letter	Sound	Letter	Sound	Letter	Sound
ㅏ	ah	ㅑ	oh	ㅡ	u
ㅓ	ya	ㅕ	yo	ㅣ	i
ㅗ	eo	ㅛ	u		
ㅜ	yo	ㅠ	yu		

Blended Vowels

Letter	Sound	Letter	Sound	Letter	Sound
ㅘ	ae	ㅙ	wa	ㅞ	ue
ㅚ	y ae	ㅜㅘ	wae	ㅟ	wi
ㅙ	e	ㅟ	oe	ㅠ	ui
ㅞ	ye	ㅡ	wo		

Sample Words

버스/ㅍ (p) + ㅓ (o) + ㅅ (s) + ㅡ (u)/posu=bus

학교/ㅎ (h) + ㅏ (a) + ㄱ (k) + ㄱ (k) + ㅕ (yo)/hakkyo=school

LEARNING CENTER 8 — MURAL

MATERIALS:

- Wall-sized sheet of white butcher paper
- Paint, paintbrushes
- Postcards (or photos) of Korea

PROCEDURE:

1. Cover one wall of the classroom with a long sheet of white butcher paper. Photos or postcards of Korea can be displayed on the wall surrounding the paper. Paints, brushes, and rinse cups can be placed on a nearby table or desk.
2. The students will create a mural of landscapes and scenes of Korea.
3. The students will be responsible for cleaning up the center at the end of each class period.
4. *Hanbok* paper dolls could be added to the finished mural.

LEARNING CENTER 9—WORK UNDER CONSTRUCTION

MATERIALS:

- Folders with pockets for each student
- Manila envelopes
- Letter-sized envelopes

PROCEDURE:

1. This center will house each student's folder of Work Under Construction, completed Activity Sheets, currency collections, *yut* games, artwork, etc. from each of the days' lessons and Learning Centers 1 through 8.
2. Distribute folders on the first day of the thematic study and allow the students to label them with their names and later illustrate the covers if desired.
3. Check the Work Under Construction folders daily to keep a mental (or written) checklist of students' progress through the week's activities.

LEARNING CENTER 10 — REFLECTIONS JOURNAL

MATERIALS:

- Ring-bound notebooks OR
- Several sheets of paper stapled inside a folded sheet of construction paper
- Pencils

PROCEDURE:

1. This center will house the Reflections Journal for each student. The students will use these journals at the end of each day's thematic study period to record their impressions of the day's activities.
2. Provide each student with a ring-bound notebook or several sheets of paper stapled inside of a folded sheet of construction paper. Have the students label their Reflections Journals with their names, and tell them they can illustrate the covers if they desire.
3. Reflections Journals do not necessitate a specific format or writing topic. Students should be encouraged to write their observations, feelings, what they learned, etc., at the end of each day. Some teachers may direct their students to record a specific topic. I have found that the open-ended journal recordings have taught me more than what I could possibly ever observe during the thematic study. My students can freely express their thoughts, ideas, and feelings in private without restrictions. I have learned so much from their appraisals of our shared learning experience!