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Lesson Plan for Cross-Cultural Comparison Workshop Essay

I-Reflective Essay

I was very excited and looking forward to this PCCU workshop for several

weeks ahead of time. I must take a step back in time to explain how and why my

interest in Korea was ignited. I was excited because every since I attended the Indiana

University, Chicago NCTA Enrichment Workshop: Comparing Koren poetry with

Chinese and the Japanese Verse in 2018 . I’ve found the Koren culture fascinating and I

was eager to learn more. My initial scholarly experience of Korea was based around

literature was quite an enriching and highly informative workshop. Upon its completion,

I decided that I would like to continue to delve deeper into the culture and history of

Korea. In search of additional educational opportunity and experiences, I made a

personal commitment to seek out more learning opportunities about Korea and all of its

rich beauty and challenges. After applying and receiving a surprise scholarship to the

National Korean Studies Summer 2019 opportunity for K-12 educators, I was

overwhelmingly honored to have been selected for such an extraordinary opportunity

to study the History of Korea in Los Angeles with educators from coast to coast across

the USA. During this Korean Cross-Cultural Workshop, I gathered a wealth information

from in depth research of the Koren culture. In addition, the invaluable experiences of

American teachers and their Korean students during their visits to Korea were shared.

Il - Opportunities to Teach Cross-Cultural Awareness

Currently, Evanston-Skokie SD 65 is actively broadening it’s cultural awareness

of our staff members through Implementing culturally relevant teaching practices.

Excerpt form the D65 Equity Statement: The district has implemented cultural

awareness curriculum that strives to first acknowledge racial and cultural bias and then

to eliminate the institutional structures and practices that affect student learning and

achievement. Furthermore, District 65 had made a commitment of responsibility to

engage its entire staff in equity training, work to increase outreach to diverse families,

allocate resources in an intentional and fiscally responsible manner, and make

decisions with a racial equity lens when making significant decisions. As the foundation

to begin the teaching of Cross-Cultural Awareness curriculum program for

Social-Emotional Learning (SEL) was created in SY 2021. I will focus on the pilier of

Social Awareness to make the connection to the work of PCCU. The pillar of Social

Awareness states: The ability to take the perspective of and empathize with others from

diverse backgrounds and cultures, to understand social and ethical norms for behavior,

and to recognize family, school, the community resources and support. This also

includes the bullet points of the following:

Perspective-taking

Empathy

Appreciating diversity

Respect for others

SEL is taught once a week to all students throughout SD 65. I support my Kingsley Kindergarten students with their personal understandings as presented through daily interactions with their classmates.

III - Specific Cross-Cultural Lesson Plans for Kindergarten

Literacy- Literacy at the foundation of education of its society. It is the root of a common

language(s) a country that bonds its people to communicate understandings of needs

and wants. It upholds the government of the land and builds the backbone of cultures.

In American children are educated beginning in pre-school to learn the alphabet

consisting of 26 letters-5 vowels and 21 consonants in order to read and write the

English language. In North and South Korea, children study

Hangul (written in English as Hangeul) alphabet consisting of 24 basic letters-10 vowels

and 14 consonants. The Korean letters are symbolic blocks with the alphabetic letters

arranged in two dimensions.

The students have been learning about their individual and personal uniqueness.They

are beginning to understand that although we are all people we are the same yet we

celebrate, honor and respect the differences of others as well as our own differences.

We are known in the world as people and called the name people. No matter how we

look-the color of our skin, the physical features we have or the sound of our voices we

are all people. Different but the same.

As American students have learned that the letters of the alphabet are different but

have similarities. Example: Some have letters have curvy lines and some letters have

straight lines.

Now students are learning that each letter has a uniquely different sound (in

kindergarten only short vowels are expected to be mastered.) The same is true for each

Hangul block. Korean children learn that a unique sound matches each of the

alphabets.

State of Illinois Social Emotional Learning (SEL) Standards-

Pre K-2

2B: Recognize individual and group similarities and differences.

2B.2a Identify differences among and contributions of various social and cultural groups.

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State of Illinois ELA Standards-

Pre K-K

PreK ELA-4.B.ECb Recognize and name some upper/lowercase letters of the alphabet, especially those in their own name.

Kindergarten ELA-RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

<https://www.isbe.net/pages/learning-standards.aspx>

ELA Lesson Plans

:20-:30 per day

Day 1 First-Show the students’ videos of both alphabets (Latin and Hangul.)

Next-Pause and allow the students to study each of the alphabets and discuss their noticings about the shapes of letters and the sounds of letters in BOTH languages. Last-Encourage the students to share out the likes and differences of the alphabets.

Day 2 First - Show the students a Book of Hangul Alphabet Orthography

Next -Show the students an ABC Book of Alphabet Letters

Repeat the same lesson with books.

Leave all books on display for students to investigate (read) and share with each other.

Pointing out words to students and explaining that letters and orthography symbols make up written words that have meaning.

You will connect both alphabets to how we are alike and different as people.

\*Extension Activity-Being an Alphabet King and Queen-Using markers students will have an opportunity to make up their own personal letters and name them. Encourage special sounds to match their personal letters for fun!

Please it is highly imperative educators DO NOT rush this lesson. You may need to allow additional time or spread over three days depending on how observant and how students demonstrate their ability to provide detailed information.

IV - Resources

Researched Websites used for instruction-

<https://www.district65.net/Page/1517>

<https://en.wikipedia.org/wiki/Hangul>

<https://simple.wikipedia.org/wiki/Alphabet>

<https://www.google.com/search?q=the+english+alphabet+vowels+and+consonants&rlz=1C5GCEM_enUS923US923&oq=the+english+alphabet+vowelsand+&aqs=chrome.1.69i57j0i13j69i64l3.22275j0j7&sourceid=chrome&ie=UTF-8&safe=active&ssui=on>

<https://www.youtube.com/watch?v=Clz5I3UxPvI>

<https://www.youtube.com/watch?v=75p-N9YKqNo>

Resource Koren and American Books used for Lesson Instruction-

My First Book of KOREAN WORDS HENRY J. AMEN IV *and* KYUBYONG PARK

An ABC Rhyming Book Illustrated by AYA PADRON

TUTTLE BOOKS

\*ADDITIONAL BOOKS *for* CURIOUS LEARNERS

This books shows one word in both

English and Hangul

My First Book of Korean Words Katy R. Kudela

A Bilingual Picture Dictionary Translations.com

My First KOREAN DICTIONARY Maria Watson

Translation by Mihee Song

KINDERGARTEN ABC BOOKS

**ERIC CARLE ABC BOOK ERIC CARLE**

**CHICKA CHICK BOO BOOM BILL MARTIN**

10/30 *KHPolicape*