**Joseph Daniels - Lesson Plan**

**1. A reflective essay on how the Cross-Cultural Comparison Workshop has changed/added your knowledge of and thinking about Korea and/or the works examined:**

I currently teach at Westtown School, a Quaker boarding school in West Chester, PA. This academic year (2021-22), I am teaching two semester-length courses called *Genocide Studies 1 & 2*. While the two courses differ in case studies, they both examine the process of “othering” that lay the foundation for social conflict, violence, and (in some cases) genocide. Next year, I will teach a semester-length course titled *Modern Asia* (Fall 2022). In both courses, students spend time developing a strong sense of the ways in which humans build identity. We explore the differences between biological/genetic relationships and socially-constructed relationships, such as cultural and linguistic connections. This workshop has provided me with resources (video lectures, slides and readings) that reinforced my own understanding of Korean and Korean-American identity as well as elements of cross-cultural connection to integrate into my classes.

In my unit on identity development theory, I am eager to add activities that draw from Professor Kuchinke’s lecture on why biases and stereotypes exist and persist. Specifically, students will examine their own layers of identity and consider the role in which “homophily” plays in forming relationships of in-group and out-group members. They will also explore ideas about cultural agility and gain an understanding of the factors that promote greater cross-cultural understanding. Professor Kuchinke’s explanation of the intercultural mindset, especially understanding differences and bridging across these differences is a helpful framework for me to incorporate into this unit. Furthermore, the lectures and activities from the workshop’s fellow presenters provided a foundation for me to contextualize other core elements within this unit: (1) studying Korea’s history and culture from an American perspective (Dr. Theresa Kang, Becky Haselle, Lindsay Van Loon); (2) reading and viewing Korean works with an eye toward cross-cultural understanding (Lindsay Van Loon, Andrew Smith); and (3) understanding the different experiences of Korean-Americans in the U.S. and Koreans interacting with Americans in South Korea (Linda Matsumoto, Becky Haselle, Deb Hutton). There are many elements from the workshop that will translate into my curriculum for *Genocide Studies 1 & 2* and *Modern Asia*.

This workshop provided me several understandings to incorporate into my teaching. First, it is important to help students examine those aspects of Korean culture with which they are familiar (e.g., K-pop, tensions with North Korea) and those with which they might be unfamiliar (e.g., North-South relations and history, distinctions among East Asian neighbors). Secondly, students should have opportunities to examine the differences and the similarities that they observe between the two societies. This helps to break common assumptions. Finally, it is important for students to gain an understanding of the long thread of anti-Asian sentiment within the U.S. and how Korean-Americans have been affected by this aspect of American society. While the differences between anti-Chinese, anti-Japanese, and anti-Korean legislation and violence should be noted (especially, different motivations), there also is a need to connect the common, historical effect felt across Asian-American communities.
Overall, I am quite pleased to implement these changes and look forward to introducing new resources, discussions and activities to my students.

**2. An explanation of what opportunities you will have to teach about cross-cultural awareness topic related to Korea in the next semester or school year, including grade level, subject area, and hours of instruction. You should also describe other ways in which you will share the information from the Cross-Cultural Comparison Workshop with the community beyond your own classroom (your colleagues, school, neighborhood, etc.).**

I envision incorporating cross-cultural awareness into both my *Genocide Studies 1 & 2* (2021-2022) and *Modern Asia* (Fall 2022) courses. These classes are upper-level history electives targeted for 11th and 12th graders. Each course has a unit dedicated to identity development and cross-cultural understanding. This unit has five 70-minute periods for a total of 350 minutes of instruction, assessment and reflection. In addition to my classroom integration, I plan to share these lessons and the major take-aways with my colleagues at Westtown School. We have a faculty newsletter sent by the principal to all teaching faculty and staff every weekend. Within the newsletter, there is a section to section for faculty to share teaching tips and professional development resources. If the opportunity arises, I plan to prepare a slideshow of the lesson plan and my students’ work in a future professional development day. Finally, as a member of the Board of Advisors for the University of Pittsburgh NCTA, I plan to share information about PCCU and its workshop. Our Board of Advisors comprise over 15 schools throughout Pennsylvania, and we often provide helpful resources among each other as well as to teachers accessing the UPitt NCTA resource page. It is my hope to have more representation in PCCU from Westtown School as well as Pennsylvania in general.

**3. A description of specific ways in which you will apply the Cross-Cultural Comparison Workshop content to your teaching.**

**Essential Understandings**:

* Students will learn about the various ways in which we construct personal and collective identity, promote monocultural or cross-cultural understanding, and apply these ideas to a deeper knowledge of Korean and Korean-American history and cultures. The concepts and ideas from presentation slides, companion resources, and group discussions from the Cross-Cultural Comparison Workshop will underscore the lessons and activities of this unit.

**Unit Goals:** By the end of this unit, students will gain an understanding of

* the layers in which we build personal identity and collective identity
* contributions from cultural psychology and cross-cultural studies in examining collective values and norms in South Korea and U.S. culture
* the ways in which Americans learn about and experience Korean culture and society as well as the ways in which Koreans view aspects of their culture and society
* important events in Korean-American history and culture

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| **Lesson** | **Theme** | **Resources** | **Procedure & Activities** |
| **1** | **Constructing Identity** | **Video**: Social Identity Theory**Worksheet**: Universe of Obligation | 1. **Brainstorm “2 known, 1 unknown”**: In small groups of 4-5 students, each student takes a turn providing 2 aspects of their identity that is known to the group and 1 aspect that may be unknown. (*This is a variation of “2 Truths & 1 Lie”*). For example, a student might mention that he’s a brother, a soccer player, and has B+ type blood. *Students should be encouraged to only share aspects with which they feel comfortable for others to know.* After all members have shared, the teacher will ask for each group to provide 1-2 willing volunteers to share openly with the class.
2. **Video (Social Identity Theory)**: After a brief follow-up discussion of what was shared, students will then view a video on “social identity theory.” The teacher will explain the **3-2-1 method** of engaging the video. *Write down 3 memorable details, 2 questions that may not have been answered, and 1 interesting fact.* The class discussion will be centered on the **3-2-1 notes** and aim to further their understanding of personal and collective identity. *There may be many questions about aspects of identity that change over time or have different meanings in different social contexts.*
3. **Universe of Obligation**: This activity comes from the Facing History toolkit. It involves students considering themselves within different layers of in-groups (based on social identity), some more meaningful to them than others. Students will fill each layer with groups to whom they feel a sense of belonging, the closer circles (closer) and the wider circles (more removed). *Students might write down their family, circle of friends, a team, etc.; they might put their religion or cultural affiliation in wider circles. Their choices will be subjective but should reflect their own sense of “belonging.”*
4. **Exit ticket:** Each student offers one social identity aspect that they included and why it matters to them.
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| **2** | **Cross-Cultural Theory** | **Slides:** Prof. Kuchinke**Video**: PBS Cultural Psychology**Website**: *Culture’s Consequences* | 1. **Brainstorm “Foods that tell a story”**: In partner pairings, each student shares one family food (or recipe) that tells a story about their family. For example, one student might mention a cultural food that is served at large family gatherings; another might mention a nostalgic food that recalls a beloved relative. *The food doesn’t have to fit traditional aspects of cultural identity, but rather should have a “story” for why it matters to them.* After all partners have shared, the teacher will ask groups to share out to the class. If there are the same food items, the teacher should make note of the food and see if a similar story is present. *Food often serves a strong marker of cultural affinity. The goal is for students to discover some underlying cultural commonalities that they may not have been aware of.*
2. **Video (Cultural Psychology)**: After a brief follow-up discussion of what was shared, students will then view a video on “cultural psychology.” The teacher will explain the **3-2-1 method** of engaging the video. *Write down 3 memorable details, 2 questions that may not have been answered, and 1 interesting fact.* The class discussion will be centered on the **3-2-1 notes** and aims to further their understanding of how group values and norms can shape cultural practices*.*
3. **Slides**: This is a time for students to examine the concepts of “homophily,” group identity, and cross-cultural interaction. The teacher would use information from Professor Kuchinke’s presentation and the Culture’s Consequences website to examine different and similar features of South Korea and American norms. *It is important to emphasize that these are very general norms and values. Each society has a wide variation within it.*
4. **Exit ticket:** Each student uses the Culture’s Consequences website to compare an East Asian country and a North American or European country.
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| **3** | Korean Culture from a U.S. Perspective | **Video**: Interesting Facts about South Korea**Websites**: New York Times (South Korea); Korea Times (English) | 1. **Brainstorm “What do we know about Korea?”**: In small groups of 3 or 4 (*try to have the same number for each group)*, students will brainstorm together to name facts about Korea or known global exports. Each group will write a tally of their list and the class will have two minutes. For example, a group might list Seoul as the capital, Tae Kwon Do as an export, BTS as a K-Pop group, and the Kim family as leaders of North Korea. *The goal is for students to brainstorm on aspects with which they are already familiar prior to learning about those features which might be unknown or unfamiliar.*
2. **Video (Facts about South Korea)**: After scoring and sharing known items, students will then view a video on “facts about South Korea.” The teacher will explain that the video provides an outsider’s impression of “interesting” facts. This exercise entails **both** building up students’ familiarity with Korean historical and cultural aspects and demonstrating that an outside perspective may not convey cultural significance as viewed by the inside perspective. *Students should* *write down 3 details that highlight Korean history and 3 details that highlight Korean culture.*
3. **Media analysis**: This exercise allows students to examine news features from an insider (endemic) perspective versus and outsider (ecdemic) perspective. Working in partner pairs, students should use the two websites (NYT and Korea Times) to read articles with the same search queries:environment, North Korea, baseball, music, Covid-19. Students may try other queries. A discussion about the differences in coverage on the same topic will emphasize the differences in perspective. *Even if the NYT does not provide an article, this leaves room for discussion. What is missing? Why might this be the case?*
4. **Exit ticket:** Each student cites an interesting similarity or difference in media coverage.
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| **4** | Korea for Cross-Cultural Understanding | **Slides:** Dr. Kang**Video**: PBS Hidden Korea - religion**Readings**: BBC article on collectivist thoughtSelection from *Korea’s Twentieth-Century Odyssey*Selection from *The Birth of Korean Cool* | 1. **Brainstorm “What elements of K-Pop resonate strongly with its fans?”**: In small groups of 3, students will consider what elements of K-pop appeal to its fans. Each group should have a scribe who will share the group’s findings afterwards. *It is important to note that students do not have to be K-pop fans in order to recognize that there are aspects that appeal, such as synchronicity, musical harmony, the use of technology, etc*. The goal is for students to recognize that cross-cultural understanding requires intentional focus on aspects that can be admired and appreciated. Difference should be recognized, but steps toward acceptance and bridging across difference is the process towards understanding.
2. **Slides & Reading jigsaw**: Prior to the reading, the teacher will highlight a few themes of Korean culture and society as noted in Dr. Kang’s slides. Especially important are the slides on hierarchy and collectivism. Afterwards, working in the same groups of 3, students will be given brief reading selections on Korean history, Korean pop culture, and the Korean writing system as a form of “collectivism.” Students should note three take-aways to share; each takes a turn providing their three details and all end with notes on the three readings. *Depending on the reading level of students, the selections may be briefer or longer with more take-aways.*
3. **Video (**smaller clip from **South Korea Religion)**: The teacher will explain the **3-2-1 method** of engaging the video. *Write down 3 memorable details, 2 questions that the video may not have been answered, and 1 interesting fact.* The class discussion will be centered on the **3-2-1 notes** and the group notes from the readings*.*
4. **Exit ticket:** Each student provides one aspect of Korean culture, practice or history that they believe is different from American norms but is admirable to the student.
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| **5** | The Korean-American Experience | **Slides:** Dr. Kang, Linda Matsumoto**Video**: CBS News (Anti-Asian violence)Erika Lee lecture**Readings**: The New YorkerNew York Times | 1. **Brainstorm “How might one aspect of identity limit a person?”**: In partner pairings, students will discuss one aspect of their social identity that both provides a sense of “belonging” and limits the fuller picture of their true selves. *Depending on students’ familiarity with concepts of social identity, this discussion can have different levels of focus. For example, a less experienced student might cite an “athlete” identity that limits their ability to be seen as an artist or musician. A more experienced student might identify a gender-based identity and cite societal pressures and expectations.* It will be helpful to allow several students to share their understanding of social conformity (related to identity) in order to engage the videos.
2. **Videos (Erika Lee & CBS News)**: After a follow-up discussion of what was shared, students will then view two videos: “The rise of Asian Americans: Myths & Realities (Erika Lee)” and “The history of anti-Asian violence (CBS Sunday Morning).” *It is important for the teacher to provide a warning that the videos, while not graphic, may be emotionally difficult for some students. If necessary, students may opt out of the video and advance to the New Yorker article (“Two Asian Americas”) instead.* To engage this video fully, students should write a brief reflection to the questions: **What was difficult or challenging to learn? What questions do I have?** *Students do not have to share their reflection. However, it is helpful to have students share their questions in order to facilitate processing and discussion.*
3. **Slides (optional)**: Students will have questions prepared from the two videos. The slides (Dr. Kang & Linda Matsumoto) are helpful in providing key events that support the long history of anti-Asian sentiment in addition to the limiting effects of the “Model Minority” myth. *The discussion that unfolds might last longer than time allocated. Both videos have concepts (anti-Asian bias, model minority expectations, etc.) that students and their families may have experienced.*
4. **Readings**: Students will be organized in a **Pair & Share**. Each student will read one of the articles (NYT, New Yorker) and provide a short summary to their partner. They can provide an overview and a few details. When all partner pairings are done, then the class can move to an open discussion of the major themes from each article.
5. **Final reflection:** Students will write a short essay tying together the major themes of the unit. Some queries to incorporate:

*How is our identity formed? How and why do we form a collective identity?**What are the benefits of a cultural identity? What are the problems with a cultural identity?* *What aspects of Korean culture and history have formed a “Korean” identity? Which aspects have formed a “Korean-American” identity?**What steps would you take in bridging a cross-cultural understanding of Korean culture and society? What steps would you take in bridging a cross-cultural understanding of Korean-American culture and society?* |

**4. The local, state, or national standards addressed in each lesson plan:**

**Lesson 1 – Constructing Identity (in-group & out-group)**

**NCSS (National Council for the Social Studies)**

* **Culture (Thematic Standard I)** – programs should prepare students to ask and answer questions such as: What is culture? What roles does culture play in human and societal development? What are the common characteristics across cultures? How is unity developed within and among cultures? What is the role of diversity and how is it maintained within a culture?
* **Time, Continuity, and Change (Thematic Strand II)** – programs should include experiences that provide for the study of the ways human beings view themselves in and over time
* **Individual Development and Identity (Thematic Strand IV)** – programs should include experiences that provide for the study of individual development and identity.
* **Individuals, Groups, and Institutions (Thematic Strand V)** – programs should include experiences that provide for the study of interactions among individuals, groups, and institutions

**Lesson 2 – Cross-Cultural Theory**

**NCSS (National Council for the Social Studies)**

* **Culture (Thematic Standard I)** – programs should prepare students to ask and answer questions such as: What is culture? What roles does culture play in human and societal development? What are the common characteristics across cultures? How is unity developed within and among cultures? What is the role of diversity and how is it maintained within a culture?
* **Time, Continuity, and Change (Thematic Strand II)** – programs should include experiences that provide for the study of the ways human beings view themselves in and over time.
* **People, Places, and Environments (Thematic Strand III)** – programs should include experiences that provide for the study of people, places, and environments.
* **Individual Development and Identity (Thematic Strand IV)** – programs should include experiences that provide for the study of individual development and identity.
* **Individuals, Groups, and Institutions (Thematic Strand V)** – programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

**Lesson 3 – Approaching Korean Culture from a U.S. Perspective**

**NCSS (National Council for the Social Studies)**

* **Culture (Thematic Standard I)** – programs should prepare students to ask and answer questions such as: What is culture? What roles does culture play in human and societal development? What are the common characteristics across cultures? How is unity developed within and among cultures? What is the role of diversity and how is it maintained within a culture?
* **People, Places, and Environments (Thematic Strand III)** – programs should include experiences that provide for the study of people, places, and environments
* **Individual Development and Identity (Thematic Strand IV)** – programs should include experiences that provide for the study of individual development and identity.
* **Individuals, Groups, and Institutions (Thematic Strand V)** – programs should include experiences that provide for the study of interactions among individuals, groups, and institutions
* **Science, Technology and Society (Thematic Strand VIII)** - programs should include experiences that provide for the study of relationships among science, technology, and society.
* **Global Connections** **(Thematic Strand IX)** - programs should include experiences that provide for the study of global connections and interdependence.

**Lesson 4 – Approaching Korea with an Eye toward Cross-Cultural Understanding**

**NCSS (National Council for the Social Studies)**

* **Culture (Thematic Standard I)** – programs should prepare students to ask and answer questions such as: What is culture? What roles does culture play in human and societal development? What are the common characteristics across cultures? How is unity developed within and among cultures? What is the role of diversity and how is it maintained within a culture?
* **Individual Development and Identity (Thematic Strand IV)** – programs should include experiences that provide for the study of individual development and identity.
* **Individuals, Groups, and Institutions (Thematic Strand V)** – programs should include experiences that provide for the study of interactions among individuals, groups, and institutions
* **Science, Technology and Society (Thematic Strand VIII)** - programs should include experiences that provide for the study of relationships among science, technology, and society.
* **Global Connections** **(Thematic Strand IX)** - programs should include experiences that provide for the study of global connections and interdependence.

**Lesson 5 – Examining the Korean-American Experience through the Lens of Identity**

**NCSS (National Council for the Social Studies)**

* **Culture (Thematic Standard I)** – programs should prepare students to ask and answer questions such as: What is culture? What roles does culture play in human and societal development? What are the common characteristics across cultures? How is unity developed within and among cultures? What is the role of diversity and how is it maintained within a culture?
* **Individuals, Groups, and Institutions (Thematic Strand V)** – programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.
* **Civic Ideals and Practices** **(Thematic Strand X)** - programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

**5. Please specify the number of days and amount of class time required for the lesson plan.**

This unit introduces students to the concept of identity formation. In Genocide Studies 1 & 2, this unit provides a foundational understanding of social identity, “belonging” and “othering.” In the Modern Asia course, this unit shares the same goal, but it contextualizes South Korean history and culture. Building on these lessons, students will be able to deep more deeply into South Korea-U.S. relations, South Korea’s relationship with its neighbors in East Asia, and its cultural contributions as a form of “soft power.” There are five 70-minute lessons for a total of 350 minutes of instruction, assessment and reflection.

**6. A list of resources (books, periodicals, videos, Web sites, etc.) you plan to use for each lesson plan**.

**Lesson 1 – Constructing Identity (in-group & out-group)**

* Social Identity Theory – Definition and 3 Components (<https://youtu.be/mBDULN6Jtn0>)
* Layers of identity and relationship “Facing History: Universe of Obligation” (<https://www.facinghistory.org/professional-development/ondemand/introducing-universe-obligation-english-language-arts-classroom>)

**Lesson 2 – Cross-Cultural Theory**

* Slide 17 “Intercultural Development Continuum” (Prof. Kuchinke)
* PBS “Discovering Psychology: Cultural Psychology” (<https://www.learner.org/series/discovering-psychology/cultural-psychology/>)
* *Culture’s Consequences* “South Korea and the United States” ([https://www.hofstede-insights.com/country-comparison/south-korea,the-usa/](https://www.hofstede-insights.com/country-comparison/south-korea%2Cthe-usa/))

**Lesson 3 – Approaching Korean Culture from a U.S. Perspective**

* South Korea from an outside perspective “South Korea 4K. Interesting Facts about South Korea” (<https://youtu.be/Ko1bqasNDls>)
* South Korea – New York Times (<https://www.nytimes.com/topic/destination/south-korea>)
* Korea Times – English version (<https://www.koreatimes.co.kr/www2/index.asp>)

**Lesson 4 – Approaching Korea with an Eye toward Cross-Cultural Understanding**

* Slides 10-13 “Korean Culture” (Dr. Theresa Kang)
* Korean collectivism “How the Korean language was designed to unify” (<https://www.bbc.com/travel/article/20171217-why-south-koreans-rarely-use-the-word-me>)
* Korean historical events: selections from *Korea’s Twentieth-Century Odyssey* (Michael Robinson)
* Korean religion: (<http://www.pbs.org/hiddenkorea/religion.htm>)
* Korean Pop Culture: selections from *The Birth of Korean Cool* (Euny Hong)

**Lesson 5 – Examining the Korean-American Experience through the Lens of identity**

* Slides 15-27 “Korean Culture” (Dr. Theresa Kang)
* Slides 2-7 “Stereotypes and Biases against Asian students in U.S. schools” (Linda Matsumoto)
* CBS News “The history of anti-Asian hate crimes in the U.S.” (<https://youtu.be/JX-GD4fGFHk>)
* Erika Lee: “The Rise of Asian Americans? Myths and Realities” (<https://youtu.be/4scUSyJ168o>)
* New Yorker “The Two Asian Americas” (<https://www.newyorker.com/books/page-turner/the-two-asian-americas>)
* NYT “Why Kim’s Convenience is Quietly Revolutionary” (<https://www.nytimes.com/2021/06/01/dining/kims-convenience.html>)