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Cross-Cultural Comparison Workshop Lesson Plan

10-16-21

1. Reflection

The Cross-Cultural Comparison Workshop has most definitely added to my knowledge and thinking about Korea. As a student in elementary and high school, I was never really interested in and did not understand the importance of history. Prior to attending the workshop, I truly knew nothing about Korean history and culture. Learning about horrific events was quite shocking to me, as I did not know about the atrocities that have been done to Asian Americans because of hatred and racism, both long ago and even recently. I think teaching about racism and the everlasting harm it causes is difficult, challenging and sensitive no matter what the grade level. I teach Kindergarten and I realize the importance of teaching the subject even though the students are very young. Especially now, with the pandemic happening – and ignorant people blaming Asian Americans, I feel it is important to dispel any myths, stereotypes and untruths targeting Asian-Americans.

I also learned from Linda Matsumoto’s slide presentation regarding stereotypes and biases against Asian Americans. I am ashamed to say that as a child I heard and believed some of these stereotypes and biases. Hearing the truths and learning the facts has been eye-opening and important for me to learn. I would never have thought Asian Americans were denied leadership roles and overlooked in research. Nor did I know Asian Americans are the fastest growing ethnic and racial group in the U.S. It seems to me that whenever we hear about racial and ethnic groups in the U.S. we tend to hear about Black Americans and the LatinX population and rarely if at all do we hear about Asian Americans. While I plan to teach Asian American history and culture prior to the fall of 2022 I am beyond pleased that Governor Pritzker has signed the TEEACH Act mandating the State of Illinois to teach Asian American history, unbelievably becoming the first state to do so.

I enjoyed learning and reading about the pen pal exchange between students in South Korea and the United States. It was interesting to see how their perspectives changed after students wrote letters to each other.

1. I look forward to teaching about cross-cultural awareness related to Korea as well as other Asian cultures. I teach a Two-Way Immersion (Spanish/English) Kindergarten and can see integrating this within Language Arts and Social Studies. I would like to incorporate reading, writing and geography into the lessons. I would like to share information I have learned and resources I receive from this workshop with my colleagues as well. I would also share my lesson plan with my colleagues so they could use it to help teach about Korea and Asian Americans.
2. Specific ways I will apply the Cross-Cultural Comparison Workshop content to my teaching are as follows:
* Since my students are 5- and 6 years old, I feel I do need to be cognizant of what aspects of history I share with them. I think an important concept I can teach them is the current state of thinking of some people against Asian Americans, racial profiling and the myths and former leader’s perpetual reiteration of misinformation that have led up to this erroneous thinking, resulting in hateful speech and violent behavior towards Asian Americans. Teaching students from a very young age to speak up when they feel or know something is not right is so very important. By being an upstander instead of a bystander not only can they be supportive of others but they can also help to dispel untruths and hurtful speech towards Asian Americans.
* I could also share the pen pal students’ perspectives of each other in South Korea and the U.S. both prior and post the pen pal letter exchange. I think they would find it interesting as well as informative to hear the similarities and differences. It would also help teach them about stereotypes and why it is important to get to know others before making assumptions about them, especially if they are from another country or culture.

1. Common Core Standards
* RL.K.10 Actively engage in group reading activities with purpose and understanding.
* W.K.3 Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred and provide a reaction to what happened.
* SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
* SL.K.3 Ask and answer questions in order to seek help get information or clarify something that is not understood.
* SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
* L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
* L.K.2 Demonstrate command of the conventions of Standard English capitalization, punctuation and spelling when writing.
* SS.K-2.IS.7. Using various viewpoints, students will engage in reflective conversations to draw conclusions on inquiry findings and create action steps.
1. Number of days and amount of time to implement lesson: 5 days, 40 minutes per day
2. Reference list:
* *The Name Jar* by Yangsook Choi (a story about a young girl who has just arrived to the U.S. from Korea)
* American students’ perspectives on Korea through pen pals (from workshop slides ~ Becky Hasselle)
* Korean students’ perspectives on America through pen pals (from workshop slides ~ Andrew Smith)
* Stereotypes and Biases Against Asian Americans presentation slides (from workshop ~ Linda Matsumoto)

Day 1

Read picture book *The Name Jar* (pages are not numbered). Teacher asks students’ the following questions and writes students’ responses on chart paper to use in the following days. Stop after the page where Unhei is riding the bus to her first day of school. Ask students what they think about what other students are saying to Unhei. Ask students how they think Unhei is feeling. How can they tell? How would they feel if they were Unhei?

When Unhei is introduced to the class and someone asks, “What’s your name?” why do you think she tells the class she hasn’t picked one yet?

Why does Unhei want an American name?

How do you think Unhei felt when showing Joey her name stamp? Why?

What do you think about the name jar Unhei’s classmates have made for her?

How do you think Unhei feels when she finally introduces her name to the class?

At the end of the story, how do you think Unhei feels when Joey shows her the Korean nickname he has chosen for himself?

Day 2

Reread picture book *The Name Jar.* Review student responses from chart paper*.* Students illustrate a part of the story they feel is important. They will use sentence starters such as:

**If Unhei were in my class I would:**

**I am proud of Unhei because:**

**Being proud of your culture is important because:**

Day 3

Students (half the class) share their work under the document camera (or small groups).

Day 4

Second half of class shares their work.

Day 5

Teacher shows students the geographic location of Korea on the map. Show the distance and where it is located in relation to the U.S./Evanston, IL.

Share real-life examples of student perspectives (Korean students’ perspectives of American students and American students’ perspectives of Korean students). Discuss as a class:

How were their perspectives of each other the same? Different?

What are some similarities between the Korean students and American students?

Discuss the meanings of the words *stereotypes* and *biases.*

Present and discuss stereotypes and biases against Asian Americans from workshop slides.