

## FREE LESSONS/RESOURCES ON KOREAN HISTORY AND CULTURE

### Bringing Korean History and Culture to Elementary Classrooms

Korean history and culture now play a significant role in the new California History-Social Science Framework. Since many teachers know little about Korea, we believe that the *Teaching East Asia: Korea*-book will be helpful for elementary educators to bring Korean history and culture into their classrooms. **The book provides lessons and resources that are factually accurate, of interest to students, and relevant to the world in which we live with a minimal investment of time and energy.** *Teaching East Asia: Korea* has received positive reviews from *Education About Asia*, the leading journal for educators who teach Asia, UCLA Center for Korean Studies, the USC-China Institute, Columbia University, University of Washington, the Korea Society and the Silicon Valley Korean School (reviews appear on the first page and final pages of the e-book).

By examining *Teaching East Asia: Korea*, K-12 teachers will be able to access articles, lessons, and Power Point lectures for art, history, language, literature, music, and science classes. The book also includes a chapter on Korean American history and a resource chapter that contains book reviews, an extensive list of websites, and information for educators to understand their Korean students and their families.

Articles, lessons, and Power Point lectures can be downloaded from the National Korean Studies Seminar's website: <http://koreanseminar.org>. **We are hoping that some of the following suggestions might be helpful for teachers and engaging for elementary students.** If teachers have questions related to e-book or the Power Point lectures on our website, please email [MaryConnor3838@gmail.com](mailto:MaryConnor3838@gmail.com)

We have very limited hardcopies of *Teaching East Asia: Korea*, but hope in the coming year that more copies will be available. Our annual free five-day seminar on Korean History and Culture will be held at the Korean Cultural Center Los Angeles from June 24-28, 2019. Fellowships will be available for teachers who live outside the Los Angeles area. More information will be posted on our website early in the year.

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**Mary Connor** taught United States History, Asian Studies, and Advanced Placement Art History for 35 years. She is a co-founder and adviser of the National Korean Studies Seminar and the author of two library reference books (*The Koreas: A Global Studies Handbook* and *Asia in Focus: The Koreas*) and a resource book for educators (*Teaching East Asia: Korea*). She has been honored by the Prime Minister of South Korea, the Korean Consulate General Los Angeles, the Organization of American Historians and the Peace Corps Association. [MaryConnor3838@gmail.com](mailto:MaryConnor3838@gmail.com)

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## **Information for Elementary Administrators and Teachers:**

The Power Point lecture, *What Koreans want Americans to Know about Korea*, should be of interest to educators who want to know more about Korea's past and the present. This Power Point is highly recommended and provides important background for understanding Korean American students and their families.

**Korean Etiquette: Helpful Information for Educators:** See pages 281-283 of the e-book,

**Ideas for bringing East Asian Culture (and cultures from other regions of the world) into classrooms for elementary students:** Opportunities are created for students to experience East Asian cultures; lessons offer different options for students of varied abilities. The lesson could lead to adapting this approach to other cultures represented at the school. Parents, faculty, and local speakers might be willing to come to classrooms and to introduce some aspect of their culture, such as teaching Taekwondo or Tai Chi, introducing Fung Shui, and celebrating the Chinese/Korean New Year by eating mooncakes or creating folk art. See e-book for ideas on pp. 272-276. Lessons on Korean folk art appear on pp. 184-190. Students could teach their classmates basic greetings in languages that are spoken in their homes.

Power Point lectures that might be adopted by elementary teachers: *Introduction to Korea*, *King Tangun* (a creation story), *Chuseok* (Korea's thanksgiving), *Korean Calligraphy*, *Korean Flag*, *Korean Food*, *Korean National Anthem*, *Korean National Flower*, *Taekwondo*, and *Pre-Modern Korea* (not the California version).

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## **Kindergarten: Learning and Working Now and Long Ago**

Standard K.1 Students understand that being a good citizen involves acting in certain ways.

a. To support ideas of good citizenship, teachers could introduce children to Confucian values, such as respect and benevolence, filial devotion, and loyalty. See lesson on Confucianism on pages 222-226.

b. Students further their study of good citizenship by learning about people who exhibit honesty, courage, determination, show individual responsibility, and patriotism in American and world history. Teachers may introduce students to important historical figures who exhibit these characteristics, such as King Sejong, Shin Saimdang, and Yi I on pages 51 and 52.

c. There are monographs and lesson plans on the Korea Society website ([www.KoreaSociety.org](http://www.KoreaSociety.org)), *Introduction to Korea through art and folk tales* (lessons for K-6 grades). Go to Education, scroll down to Resources, then Lessons and Monographs. It's long, but promising.

## **Grade One – A Child's Place in Time and Space**

Standard 1.4 (3) Recognize similarities of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore. This allows for stories from parents and grandparents on what life was like at an earlier time. The Grade One Standards includes Francis Carpenter's *Tales of a Korean Grandmother* and Cinderella stories for varied cultures. This allows for the opportunity to introduce *The Korean Cinderella* by Shirley Climo. Refer also to suggestions mentioned for Kindergarten.

## Grade Two – People Who Make a Difference

Quality literature books may be shared to help students acquire deeper insights into life in the past and the cultures from which the families came: the stories, games, and festivals parents or grandparents might have enjoyed as students. Examine the eight book reviews and lessons on pp. 129-151. These highly recommended books can be purchased from Amazon. Used copies can be very inexpensive. See Power Point lectures, such as *Yutnori, Korean Flags, and Taekwondo*.

Standard 2.5 Students understand the importance of individual action and character and explain how heroes long ago and the recent past have made a difference in people's lives. (This will allow for an opportunity for students to learn about famous Koreans and Korean Americans past and present.) See e-book pages 45-48, 51-2, Ahn Chang Ho (pp. 250-1), and Young Oak Kim (pp 252-253) and Power Point lecture, *Famous Koreans and Korean Americans*, and show what seems appropriate for second graders.

**The 2016 Framework includes the following: To deepen student understanding and engagement, students can read *Dear Juno*, a story about a young Korean boy who now lives in the United States and is corresponding with his grandmother in South Korea. The book is written by Soyung Pak. See lesson on *Dear Juno* in *Teaching East Asia: Korea* (pp.132-133). Used copies can be purchased on Amazon for less than \$1.00.**

## Grade Three – Continuity and Change

Standard 3.3 (1) Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.

Explain the first Korean immigrants and their settlement in Hawaii and the mainland. The following You Tube video link may provide images and information that could be of interest to young children. <http://www.youtube.com/watch?v=jELVFvva720&feature=youtu.be>

If a school is located in Los Angeles, examine the growth of Koreatown and the Korean American experience in Los Angeles. See Amazon.com for Katherine Kim's *Los Angeles's Koreatown*.

## Grade Four – California: A Changing State

**The 2016 Framework includes the following: The Chinese, Japanese, Korean, Filipino, South Asians (predominantly Sikhs), and other immigrants of the second half of the nineteenth century and the early decades of the twentieth provided a new supply of labor for California's railroads, agriculture, and industry and contributed as entrepreneurs and innovators, especially in agriculture.**

This provides an opportunity for teaching Korean American history and showing the excellent *Arirang* documentary that includes information and images:  
<http://www.youtube.com/watch?v=jELVFvva720&feature=youtu.be>

Students could write about famous Koreans who came to the U.S. See chapter on Korean American history and the Power Point lecture (*Famous Koreans and Korean Americans*).

## **Grade Five – United States History and Geography: Making a New Nation**

Students could compare the American Independence Movement with the Korean Independence Movement. If teachers have seen the Power Point lecture, *What Koreans want Americans to Know about Korea*, they could mention that Koreans were inspired by the American Revolution and fought for independence from Japan. They could also show *Arirang*, a documentary on the Internet that was mentioned previously. <http://www.youtube.com/watch?v=jELVFvva720&feature=youtu.be>

**The 2016 Framework includes the following: What did the West mean for the nation's politics, economy, social organization, and identity? The California Framework mentions the following immigrants from Asia, including China, Japan, Korea, the Philippines, and India in search of labor in gold mines and farming.**

## **Grade Six – World History/Geography: Ancient Civilizations (to 500 CE)**

Standard 6.6 (3) Know about the life of Confucius and the fundamental teachings of Confucianism and Daoism. See lesson on Confucianism on pp. 222-226 that could be adapted for use in 6<sup>th</sup> grade classrooms. Students will learn that Confucianism still has a strong influence in Korea and continues to influence the Koreans who live in the United States.

Standard 6.6 (7) Cite the significance of the trans-Eurasian silk roads in the period of the Han Dynasty (206 B.C.E. – 220 C.E.) and Roman Empire (27 B.C.E.-476 C.E.) Since the Silk Road began in ancient times and began to play a significant role in trade and travel as early as 100 BCE, students could view selected segments of the Power Point lecture, *Silla Korea and the Silk Road* that clearly shows that Korea was part of the Silk Road and/or appropriate segments of the Power Point, *Pre-Modern Korea* (not the California version).

Students can learn how China influenced Korea's Three Kingdoms: Goguryeo (37 B.C.E.-668 C.E.), Baekche (18 B.C.E – 660 C.E.) and Silla (57 B.C.E. – 935 C.E.). The silk industry reached Korea with the arrival of Chinese immigrants in 200 BCE. Buddhism and Confucianism were transported to Goguryeo and Baekche from China in the 4th century CE. In the 5th century Silla adopts Buddhism as a state religion. Throughout the lifetimes of the Three Kingdoms and afterwards Korea maintained a close relationship with China. Each kingdom eagerly sought cultural innovations from China yet retained distinct cultural elements unique to it. Show appropriate segments from *Pre-Modern Korea* (not the California Version).

If anyone would like an attachment of this information, please email [MaryConnor3838@gmail.com](mailto:MaryConnor3838@gmail.com)

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