

# Course Syllabus

## Korean Culture and History

self-directed  
home-study  
adaptable for grades 4-12  
integrating language arts and social studies.

Equivalent to two semester credits (1 credit language arts, 1 credit social studies)  
Minimum time commitment = 2 hours per day, 5 days per week, 18 weeks

Drafted February 28, 2007

### Instructor Information

This course is designed for independent study in the home learning context where the primary instructor is a parent or tutor. The role of the instructor in this course is two-fold:

- 1- to provide assistance to the student(s) on an as needed basis so that the student is guided in inquiry-based learning and
- 2- to give meaningful, regular feedback and opportunity for discussion.

Course design by Pam Gentry, Educational Consultant

Philosophy of Education and Credentials: [www.geocities.com/dvenewa](http://www.geocities.com/dvenewa)

Autobiography: <http://students.uta.edu/pj/pjg5351/>

Contact me via my virtual office using email: [pgentry@uta.edu](mailto:pgentry@uta.edu).

I will acknowledge your inquiry within 48 hours. Please resend if you do not receive a reply within this time frame.

### Purpose of the Course

This course utilizes records of history, material culture, geography, folk literature, and contemporary children's literature to explore Korean culture and history by integrating language arts and social studies. Though this course syllabus is written in English and cites English resources, the course design supports other languages as resources are available. The course design offers the instructor and student a menu of options to choose from for self-directed learning that builds from the abilities and interests of the child to expand his/her learning toward selected subject area objectives.

Study of any people's culture and history leads to greater understanding of those people and highlights themes that are common to all people everywhere. The specific study of Korean culture and history should be relevant for both expatriate Koreans and as well as those of other ethnicities who wish to develop understanding of the people of Korea and their place in history.

The design of this home study course is built upon research that describes the powerful connection of reading and writing for learning. This foundation has at least five benefits.

1- it allows flexibility in resources so that students can achieve the learning objectives with the resources that are available to them.

2- it allows for a wide range of grade levels depending on the cognitive and language development of each child

3- it simplifies time management by combining two subject areas into one integrated unit of study

4- it maximizes the potential for overall learning by providing a dense network of interconnections between the student's experience and the content as well as within the content

5- it engages students in active learning process that maximize learning

The course may be repeated at different levels with focus on different topics for continued, effective learning and additional credit.

## Course Prerequisites

- Independent reader and writer. (Reading and writing development equal to or exceeding that of the average 4<sup>th</sup> grade student)
- Experience with process writing
- Experience with basic computer application programs.

## Course Goals

Course goals potentially include all of the following; however, attainment varies dependent on the menu choices that the student selects. The instructor and student may work together to choose the goals that are appropriate for the student to focus on for this course.

### Knowledge

- The student will develop a foundational understanding of important people, significant accomplishments and the order of events in Korean history.
- The student will recognize and understand the significance of cultural symbols in Korean art and literature.
- The student will be able to identify significant geographic features of Korea and explain their relationship to population, production, lifestyles, and political history.

- The student will demonstrate understanding of key issues involving Korea's international identity in the contemporary world.

### Skills

The student will build his/her developing skills through practice of the following:

- research skills
- critical reading
- writing process
- technology applications
- reflective thinking
- metacognitive awareness

### Attitudes

The student will develop and practice the following habits of the mind:

- Persistence
- Managing impulsivity
- Listening with understanding and empathy
- Thinking flexibly
- Thinking about thinking
- Striving for accuracy
- Questioning and posing problems
- Gathering data through all senses
- Creating, imagining, innovating
- Responding with wonderment and awe
- Thinking interdependently

## Learning Resources

### English Resources as available:

#### Poetry

Wong, Janet (1996) ***A suitcase of seaweed***

Wong, Janet (1994) Good ***luck gold.***

#### Folk Tales

Kim, Dong-sung (1997) *Long Long Time Ago: Korean folk tales..* Hollym: Elizabeth, NJ & Seoul.

#### Historical Fiction

Park, L.S. (2001) ***A Single Shard.*** Yearling: New York.

Park, L.S. (1999) ***Seesaw Girl.*** Yearling: New York.

Park, L.S. (2000) ***The Kite Fighters.*** Yearling: New York.

Park, Linda Sue. ***When My Name was Keoko.***

Park, Linda Sue. ***The Firekeeper's Son.***

### Fiction with a Contemporary Setting

Wong, J.S. (2000) **The Trip Back Home**. Harcourt, Inc.: San Diego.

Na, An (2003) **A Step from Heaven**

Modern Korean Short Stories- bilingual editions (English and Korean)

Yi, Chong-jun (2004) **The Snowy Road**. Hollym: Elizabeth, N.J. & Seoul.

So, Young-en (2004) **A Walk in the Mountains**. Hollym: Elizabeth, NJ & Seoul

Choi, In-ho. (2004) **Tower of Ants**. Hollym: Elizabeth, N.J. & Seoul

Yi, Mun-yol. (2004) **Twofold Song**. Hollym: Elizabeth, N.J. & Seoul

### Video

*The Romantic President*, produced by Choi Jin-Soo in Korea. Korean language film available with English subtitles.

### Websites

Janet Wong's poetry website: [www.janetwong.com](http://www.janetwong.com)

For help with creating rubrics see: [www.rubrics.com](http://www.rubrics.com)

Sample National and State Learning Standards sites:

Texas <http://www.tea.state.tx.us/teks/>

British National Curriculum <http://www.britishcouncil.org/usa-education-uk-system-k-12-curriculum-england.htm>

### Korean Resources as available

### Other Resources Recommended

- Non-fiction information resources about Korea at the student's reading level.
- CD-ROM encyclopedia
- Computer with internet access and basic office application software or kid friendly publishing software
- Spiral notebook for Learning Log
- Presentation File for Portfolio Development
- Optional: Video camera, digital camera, art supplies, variety of paper & stationary

## **Course Calendar**

The student and instructor should work together to plan a course calendar that integrates the unique demands of their personal schedules with the timeframes outlined in the chart below. Note that the order of activities is flexible within the Main Body of the Course. Two weeks of Flex Time are included in the schedule because some students need the

additional time to think more deeply. Students who prefer to work more quickly may choose to do an additional project during these two weeks.

Purpose	Objective	Estimated length of time complete objective	Do this during
Introduction	Poetry	1 week	Week #1
	Prior Knowledge Reflection		
Main Body of Course	Learning Log	15-20 minutes daily	Ongoing
	Historical Fiction	2 weeks	Week #2-15
	5 Project Objectives		
	Project 1	2 weeks	
	Project 2	2 weeks	
	Project 3	2 weeks	
	Project 4	2 weeks	
	Project 5	2 weeks	
Flex time	2 weeks		
Conclusion	Course Portfolio	3 weeks	Week #16-18

## Course Requirements

All Students will achieve the following learning objectives:

- read at least five of Janet Wong's poems about her experience as an ethnic Korean. Rank these poems in order of preference from most liked to least liked. Explain your ranking of these poems verbally to another person. List words she uses that appeal to the sense of smell, touch, taste, hearing, and sight.
- preview collected print and internet resources about Korea, consider their prior knowledge about Korea, generate at least 25 questions about Korea, and consider where to find additional resources to address their questions.
- record their prior knowledge about Korea in a learning log and organize their prior knowledge and questions using mind mapping.
- use their Learning Log about Korea and Korean culture to reflect each day on
  - Something new I want to remember
  - Something that surprised me
  - Something that connects with my experience, reading, or prior knowledge
  - Something that I wonder about.
- read a historical novel about Korea, research the time period the book was set in and create a time line showing historical events that occurred during that era.

- create a course portfolio that demonstrates their growth in understanding about Korea and Korean culture.

In addition, students will choose five of the following objectives:

- create a set of character cards depicting the Top Ten People in Korean history. Each card will include an illustration, important information about the historical person, at least three significant things that happened at the same time that this person lived, and justification for inclusion in the Top Ten. Identify their place in history using a timeline.
- create a Folk Lore photo album that depicts at least 6 common symbols or characters in Korean folklore. Each entry will cover two pages and include illustration, name of character/symbol, short description, 8 panel comic strip to retell an important part of a folk story in which this character or symbol plays a significant role.
- plan a tour of modern Korea that includes at least 5 points of geographic interest, 5 points of cultural interest, and 2 recreational activities. Create a travel brochure or slideshow presentation that includes illustrations, a map of the route, time frame for the tour, and a short description of each stop along the tour.
- write an imaginary travel diary describing their experience and what they see each day on the tour OR create a book of postcards with messages that you might send to a friend overseas from 12 different sites around Korea to tell them about your trip. (see Williams & Williams (1988) *Stringbean's Trip to the Shining Sea.*, Greenwillow Books: New York. for an example of this genre)
- create a time capsule of Korean inventions and/or cultural artifacts to represent Korea's contributions to science, human knowledge and the arts. Include at least six items (either physical items or illustrations) with a written explanation of why the item is included in the time capsule attached to each to each item. Decorate the outside of your time capsule appropriately.
- Create a series of maps and/or graphs that depicts the relationship between the paired factors in this list below. Then write a cause and effect paper about the geographic features of Korea.
  - Natural resources and industry
  - Geographic features and climate
  - Historical population and invasion
  - Agricultural production and geographic features or climate
  - Population distribution and geographic features

- interview someone who practices a traditional form of Korean art, music, dance, handcraft, or sport. Write a profile article for a magazine or create a video short about this person and their expertise: why it is important to them, and how to learn.
- chose a form of Korean art, music, dance, sport to begin learning. Keep a learning log of your experience while you are learning and create a final presentation to demonstrate your learning to others. Research the history of this Korean art form and create a poster that promotes its pursuit.
- create a one year themed calendar with an illustration for each month that depicts some aspect of Korean history or culture. Mark important dates to remember, holidays, and at least 5 “This day in history” entries for each month. (If you choose this objective, count it as two of your five choices)
- create an alphabet book (in English, Korean, or bi-lingual) that would introduce Korea to young readers. Include at least one word to represent each letter of the alphabet with an illustration and short description of the item that connects to at least one of the five senses. (If you choose this objective, count it as two of your five choices)
- read at least two pieces of fiction about the contemporary Korean experience. Describe the setting, main characters, conflict, and plot of each using graphic organizers. How is your life similar and different to the life described in this fiction? Write a reflective response.
- write and present a persuasive speech addressed to the United Nations assembly OR write a letter to the editor. Your topic: either for or against dissolving the De-Militarized Zone between North and South Korea
- research Korea’s major exports and evaluate Korea’s market share of the world economy. Write a TV script for a financial advice program recommending sound investment opportunities in Korea.
- create a good citizenship webpage that compares and contrasts the Korean governmental system with that of the US. Choose to write for either Americans living in Korea OR Koreans living in America.

## Evaluation

Evaluation of student work and learning will be based on two measures:

1- a set of rubrics defining content and quality for each project required for the course. Rubrics will be designed by the student in collaboration with the parent.

Students will use these **rubrics** to evaluate their own learning products and will give justification for their assessment. The parent may choose to give their additional assessment.

2- a **course portfolio** constructed by the student that demonstrates products of learning, explains why those products of learning were chosen for inclusion in the portfolio and reflects on learning growth in reference to relevant state or national learning objectives at their grade level for Language Arts, Social Studies, Physical Education, Fine Arts and/or Technology as appropriate. Format for the course portfolio may be digital or paper, depending on available resources and preference of the student.

## Grading

Grading systems vary from country to country. The work completed and learning achieved for this course can be adapted to different systems by applying a point system to the projects completed by the student. A suggested weighting for the required assignments is as follows:

Poetry	5%
Prior Knowledge Reflection	5%
Learning Log	10%
Historical Fiction	10%
Course Portfolio	20%
5 Project Objectives	
Project 1	10%
Project 2	10%
Project 3	10%
Project 4	10%
Project 5	10%
Optional additional project	Adjust weight of individual projects to total 50%