**Korean Food Lesson Plan**

By Nia Gipson

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

I really enjoyed this workshop. Food is such an integral part of a society's culture and it can be a great way to understand the histories and traditions of a people. Food is always one of the things that I most enjoy about traveling and it was great to do a deep dive into a food culture that I am not super familiar with. As a kid, I grew up eating Japanese food, but only recently started learning more about food from Korea and I feel a lot more grounded in this aspect of Korean culture now.

I really like Hye-Seung Kang’s presentation on the evolution of Korean cuisine through time. It showed how the evolution in technology and access to different food sources impacted the cuisine. One thing that I always associated with Korean food is how spicy it is, but knowing that the pepper was a new world food from South America, I was interested in knowing what foods were eaten before then and how they were influenced by Korea’s history. I also really liked the images that she used in her presentation.

Kijung Lee’s presentation on Cultural Ways and Korean Way was very informative. What is edible vs not edible and the history of historical food avoidance really is a matter of culture and that is a great thing to remember and to bring to my classroom. As a Catholic School, I really appreciated the context of Abrahamic religions' aversion to pork. I think that would really resonate with my students before exploring other cultures.

**Part 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.).**

There are both formal and informal ways to teach about Korea in my classroom. Every year, my school has international students from Korea, so, since starting to work here I have consciously tried to incorporate narratives about Korea into my classroom. I already have a case study focused on the DMZ as an ecological preserve in my Environmental Science class for seniors. This year for my sophomore STEAM class we are going to do a unit on food based on *Omnivore’s Dilemma* by Michal Poland. I can see incorporating a lot of what I learned about food and culture for Kijung Lee’s presentation as an introduction to that unit. I also want to create a lesson on the use of fermentation in food around the world with a focus on Kimchi. Then, if the school and time permits, I would love to make some quick kimchi with my students as well or at least try some in class. My school also does a multicultural day every year and I plan on using the resources that you sent us to help with the Korea presentation and associated activities.

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

As I plan on incorporating what I have learned about Korean food into a longer unit about food and food culture in general, I will just list two lessons that I would like to add incorporating what I have learned in this workshop.

* **Lesson 1: Omnivore Dilemma - How do we decide on what to eat? (one 60 minute class period)**
  + Eating as an act of culture.
    - Food Culture in Boston - Consider the lobster
      * Lobster used to be poor people food, now…
      * Cultural Idealism: Foods are the symbolic expressions of a society's values and beliefs.
      * Cultural Materialism: Food preferences are a combination of a societies, food access, technology, enviornmental influences, and socio-political pressure.
    - Aversion to pork - Jewish and Islam
    - Aversion to beef - Indian
    - No meat on Friday - Christian
    - What other food taboo do you know?
  + Anthropologist Marvin Harris said, “Scientifically speaking, humans are omnivores that eat both animal and plant foods. But like other typical omnivores, we don't literally eat anything. In fact, given the full range of foods we can eat in the world, the list of foods that humans eat is very small.”
  + Seaweed vs Seafood (Seafood=edible, Seaweed=non-edible?) What is a weed? What is a vegitable?
    - Different types of seaweeds
    - Nuttritional profile of seaweed
    - Foods that contain seaweed: Nori, sushi, gimbap, seaweed salad, riceballs, etc.)
* **Lesson 2: History of Fermentation (two 60minute class periods)**
  + What is fermentation?
    - Harnessing biological microbes - the chemical process by which molecules such as glucose are broken down anaerobically
    - Chemical reaction
  + Benefit of fermentation
    - Preserve food for longer
    - Probiotics aid in digestion
  + Examples of fermented foods: Kefir, yogurt, kimchi, miso, sauerkraut, kombucha, pickles, cocoa (chocolate!), alcohol, soy sauce, vineager, Worcestershire sauce, Injera, salami, lassi, etc
    - Game: Match the fermented food to the reigon
  + History of Kimchi:
    - Kimchi: ‘red kimchi?’, ‘white kimchi?
      * (Before 17th century), ‘Chimchae’ - vegetables + salt=white Kimchi
      * (From 18th century), ‘Dimchae’ - vegetables + salt + red pepper + fermented fish=red Kimchi
    - Kimchi Production
  + Activity: Make Geotjeori Kimchi as a class

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

**MA World History I Content Standards**

**Topic 1. Dynamic interactions among regions of the world [WHI.T1]**

*Supporting question: What kinds of global connections existed among humans in the past?*

1. Explain different ways in which societies interact across regions (e.g., trade; cultural, religious, linguistic, and technological exchange and diffusion; migration; exploration; diplomatic alliances; colonization and conquests).
2. Give examples of exchanges of ideas and goods among ancient complex societies to c. 500 CE.
3. Explain how interactions among societies are affected by geographical factors such as the location of bodies of water, mountains, and deserts, climate, the presence or scarcity of natural resources, and human factors such as population size and density, mortality rates, or migration patterns.
4. Demonstrate the ability to analyze primary sources, including texts, maps, diagrams, works of art and architecture.

**Topic 4. Philosophy, the arts, science and technology c. 1200 to 1700 [WHI.T4]**

*Supporting question: How did increasing global connectedness in the world lead to the developments in philosophy, arts and sciences in the early modern world?*

1. Analyze the Agricultural Revolution (Arab or Green Revolution) in Africa, Europe, and Asia, including the diffusion of plants from Asia and Africa into medieval Spain and the construction of large-scale systems of irrigation (e.g., canals, windmills, and aqueducts).

**Topic 5. Global exploration, conquest, colonization, c. 1492–1800 [WHI.T5]**

*Supporting question: What was the effect of European conquests on the political and social structures of other regions of the world?*

1. Explain the motivations for European nations to find a sea route to Asia.
2. Identify the major economic, political, demographic, and social effects of the European colonial period in the Americas and the Caribbean Islands, the so-called “Columbian Exchange” (the transmission of foodstuffs, plants, bacteria, animal species, etc., across the Atlantic for the first time and its environmental and agricultural implications); the impact of Christian missionaries on existing religious and social structures in the Americas, and the expansion of the trans-Atlantic slave trade.

**Part 5: A list of resources (books, periodicals, videos, Web sites, etc.) you plan to use for each lesson plan.**

* Food and Culture Presenation by Kijung Lee
* Food in Korean History and Culture by Hye-Seung Kang
* History of Food: Drying, Salting & Fermenting: <https://www.youtube.com/watch?v=4eQDb8jlXbU>
* Making 100kg of Kimchi at home: <https://www.youtube.com/watch?v=W87fOBWnpsM>

**Wish List:**

* The Kimchi Cookbook: 60 Traditional and Modern Ways to Make and Eat Kimchi: <https://www.amazon.com/Kimchi-Cookbook-Traditional-Modern-Ways/dp/1607743353/ref=sr_1_3?crid=AJ6OLDADJCGA&keywords=kimchi+recipe+book&qid=1666895370&qu=eyJxc2MiOiIzLjQyIiwicXNhIjoiMi42NSIsInFzcCI6IjIuMjEifQ%3D%3D&sprefix=kimchi+reci%2Caps%2C95&sr=8-3>
* Korean cuisine: An Illustrated History: <https://www.amazon.com/Korean-Cuisine-Illustrated-Michael-Pettid/dp/1861893485/ref=sr_1_1?crid=1ZOO0KM3460T4&keywords=Korean+cuisine%3A+An+Illustrated+History&qid=1667036327&qu=eyJxc2MiOiIwLjAwIiwicXNhIjoiMC4wMCIsInFzcCI6IjAuMDAifQ%3D%3D&sprefix=korean+cuisine+an+illustrated+history%2Caps%2C165&sr=8-1>
* Korean Table Runner: <https://www.amazon.com/Make-Buy-Home-Traditional-Designed/dp/B08P5JHXW1/ref=sr_1_22?crid=L79CJGIGNDN5&keywords=Bojagi&qid=1666922563&qu=eyJxc2MiOiI1LjMxIiwicXNhIjoiNC43NiIsInFzcCI6IjMuODgifQ%3D%3D&sprefix=bojagi%2Caps%2C90&sr=8-22&th=1>
* Turtle Ship: <https://www.amazon.com/Battleship-TURTLE-Classic-Warship-Modeler/dp/B00L4VD074/ref=sr_1_2?crid=8YQPTGKBY9DZ&keywords=korean+turtle+boat&qid=1666919719&sprefix=korean+tutrle+boat%2Caps%2C119&sr=8-2>