1. The Cross-cultural Comparison Workshop added another dimension to my understanding of food as culture. While learning that food is as regional as dialect, I was comparing this to accents in the U.S. and how food can be influenced by geography. The Northeast is known for its lobster and clam chowder, the South for biscuits and gravy, Texas for its tex-mex fare, the West Coast for its wine and salmon. While familiar with North American cuisine, I enjoyed experiencing a bit of popular Korean food and learning the history and meaning behind some dishes and snacks. I immediately think of Army Stew when I think of cultural exchange between food cultures. While staple items from U.S. soldiers were used out of necessity at a time when South Korea was devastated during the Korean War, the fact that it is still a popular dish amazes me. I find it similar to how immigrants brought their food culture from China during the 19th century and adapted it to suit American tastes, fully realizing a new and unique type of hybrid cuisine. As an art teacher, I am interested in further examining food culture in art and what it can communicate about South Korean culture and society.

2. I am fortunate as an art teacher to be able to design my own curriculum, though I am required to teach specific Standards of Learning: explore and examine cultural and historical influences of art. I plan to teach a unit on South Korean traditional arts and crafts, while also tying in cross-cultural comparisons on the meaning of foods in works of art from South Korea and the U.S. I plan to teach this unit in grades 3-5 and it will require four 50 minute sessions. Student final artworks will be displayed with objectives and inspiration. At our next meeting, I will share resources and information with my fellow art teachers.

3. I will use the picture book *Everybody Cooks Rice* as an entry into cross-cultural understanding. The Korean rice bowls and utensils are a great accompaniment to show how, even though everybody eats rice, there may be cultural difference in the way we eat rice. This will segue into examining depictions of food culture in works of art. I think students will really enjoy playing the dalgona sugar game to experience children’s food culture in South Korea.

4. Virginia’s Visual Arts Standards of Learning:

3.6 The student will explore and examine cultural and historical influences of art: a) Identify how history, culture, and the visual arts influence each other.

3.17 The student will develop ideas inspired by a variety of sources, including print, non-print, and contemporary media, for incorporation into works of art.

4.6 The student will explore and examine cultural and historical influences of art: b) Compare and contrast characteristics of diverse cultures depicted in works of art.

4.17 The student will create works of art that connect ideas, art forms, or cultural themes to personal experiences.

5.6 The student will explore and examine cultural and historical influences of art: c) Describe similarities and differences among art and artists from a variety of diverse cultures and experiences.

5.17 The student will create works of art inspired by a variety of sources, subjects, and other fields of knowledge.

5. I plan to teach this unit in grades 3-5 and it will require four 50 minute sessions to complete.

6. I will research food culture in American and South Korean art using two articles: *Understanding Korean food culture from Korean Paintings* (Hae, et al. 42-50), and a review of *Art and Appetite: American Painting, Culture, and Cuisine* (Klein).

References:

1. Hae Kyung Chung, Kyung Rhan Chung, Hung Ju Kim, *Understanding Korean food culture from Korean Paintings*, *Journal of Ethnic Foods*, Volume 3, Issue 1, 2016, Pages 42-50, <https://doi.org/10.1016/j.jef.2016.01.002>.

2. Klein, Shauna. Review of *Art and Appetite: American Painting, Culture, and Cuisine*, edited by Judith K. Barter. *Panorama: Journal of the Association of Historians of American Art* 1 (Winter 2015). <https://doi.org/10.24926/24716839.1516>.

**Amazon Wish List:** <https://www.amazon.com/hz/wishlist/ls/128US70HGMIEO?ref_=wl_share>

\*My detailed lesson plan in my own format follows.

|  |  |  |
| --- | --- | --- |
| Art of Food–South Korea and the U.S. | 4- 50 minute sessions | 3-5 |

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| --- |
| Sol Focus:  |
| Virginia’s Visual Arts Standards of Learning3.6 The student will explore and examine cultural and historical influences of art: a) Identify how history, culture, and the visual arts influence each other.3.17 The student will develop ideas inspired by a variety of sources, including print, nonprint, and contemporary media, for incorporation into works of art.4.6 The student will explore and examine cultural and historical influences of art: b) Compare and contrast characteristics of diverse cultures depicted in works of art.4.17 The student will create works of art that connect ideas, art forms, or cultural themes to personal experiences.5.6 The student will explore and examine cultural and historical influences of art: c) Describe similarities and differences among art and artists from a variety of diverse cultures and experiences.5.17 The student will create works of art inspired by a variety of sources, subjects, and other fields of knowledge. |
| Bloom’s Level: comprehension, application, analysis, synthesis |
| Important Terms: ink painting, ceramics, cross-cultural understanding, food culture, influence, interpret |
| Objective: |
| * Art and artifacts of a culture can tell us a lot about its beliefs, values, and experiences. Students are taking a trip to South Korea to explore how artists infuse their work with meaning using specific symbols and artifacts, namely food, and what this can tell us about their culture. Students will look at American paintings that include food, and compare and contrast interpretations of these with South Korean examples. As a final project, students will use a traditional South Korean craft technique to create a work inspired by their own experiences with food.
 |
| Materials and Resources: |
| * Centers: Brush painting– traditional brush, black ink, mulberry paper; Ceramics: air dry clay, clay tools, tempera paint supplies; Folding Fan: mulberry paper, tempera paint supplies, wood coffee stirrers, glue; Mini Folding Screen: mulberry paper, tempera paint and brushes, wood coffee stirrers, glue.
* *Everybody Cooks Rice* by Norah Dooley, *All About Korea* by Ann Martin Bowler and Soosoonam Barg, Dalgona Game Kit, Map of Korean Peninsula.
 |
| Engage: |
| * Explain objective: cross-cultural understanding through art and food culture.
* Read *Everybody Cooks Rice*. Questions: What similarities and differences do you find amongst the households that Carrie visited? Does it seem that all of Carrie’s neighbors get along well? What messages are the author and illustrator trying to convey to us?
 |
| Instruction: |
| Session 1:1. View map of the Korean peninsula for geographical context pointing out the MDL/ South Korea has no land access. QUESTIONS: What geographical features do you see in South Korea? What are some things that you already know about South Korea or its culture?
2. Examine South Korean artworks that include food. QUESTIONS: What do you see in this painting? Why do you think the artist chose to include food in the painting? What do you think is the significance of the food in this painting?
3. Examine American artworks that include food. QUESTIONS: What do you see in this painting? Why do you think the artist chose to include food in the painting? What do you think is the significance of the food in this painting?
4. Examine side-by-side views of South Korean and American examples. QUESTIONS:
5. Brainstorm–the foods that are special to you, the reasons these foods are special to you, the message you would like to send in an artwork that is all about food.
6. Preliminary planning and sketching food selections.

Session 2:1. Briefly demonstrate the process for each center: Ink painting, folding fan, ceramics, folding screen.
2. Have students visit centers to select which technique and materials they would like to experiment with. Encourage students to work through the process on their own first using the visual and written directions at each center. Assistance as needed.
3. Encourage students to visit each center for an overview of traditional South Korean arts and crafts.

Session 3: 1. Have students visit centers to select which technique and materials they will use to create their final artwork. Each station has visual and written directions. Assistance as needed.
2. Checking in–as students work individually, discuss their food choices, why they made those choices, and what they find meaningful about their work.

Session 4:Students spend one class period playing the dalgona sugar game to experience a relevant aspect of food culture for South Korean children their own age. |