



Chicago Public Schools

Korean Cultural Heritage Resource Guide



CHAPTER 3

THE PAST CELEBRATES THE PRESENT

Culture and Traditions



OVERVIEW

Lessons	Content Area	State Goal	Grade Level	Activity
1. What is Ginseng?	Social Science	18 (A) 1	3	1. Color and discuss
2. Can Ginseng Help You Feel Better?	Social Science	18 (A) 1	3	1. Reading, discussion, and role play
3. Dinner Time, Korean Style	Social Science Language Arts	3 (B) 3 18 (A) 1	3	1. Role play and discuss
4. Make a Korean Fan	Social Science Art	18 (A) 2	1, 2, 3	1. Art
5. Take Off Your Shoes, Please	Social Science	18 (A) 2	K-3	1. Role play and discuss
6. The <i>Hanbok</i>	Social Science Language Arts Art	1 (D) 2 1 (D) 3	K, 1	1. Color 2. Compare and contrast
7. Learn to Use Chopsticks	Social Science	18 (A) 1 18 (A) 2	2, 3	1. Discuss and practice
8. What's in a Name?	Social Science	18 (A) 1	3	1. Role play and discuss

Additional information and activities included in Chapter 8:

- When in Seoul: Interpreting body language and social situations
- Korean Table Manners
- Korean Recipes



Teacher's Background Information

Throughout Korea's long and rich history, Koreans have cherished their beliefs, traditions and customs. Many of the manners and customs that were instituted during the 500 years of the *Choson* or *Yi Dynasty*, a time of unprecedented prosperity and technological achievement, are still evident in modern Korean society. In light of the rapid modernization and westernization of

Korea in the last four decades, the maintenance and preservation of these traditions is remarkable. The major cities of Korea are as hectic and modern as any city in the U.S. Yet within the dynamic energy of these cities, old Korea casts its venerable shadow over the norms and values of its people.

MEAL TIMES REINFORCE TRADITIONS AND CUSTOMS

In typical Korean households, the regular meal is prepared in the kitchen and served in the central room of the house. Most Korean homes do not have a specific "dining room" and meals take place in the main room of the house. Food is served on a low dining table, with persons sitting on the floor facing each other. Etiquette dictates that everyone at the table wait until the eldest male or "head" of the household picks up his chop-sticks and begins eating. After this deference is accorded, others may begin eating. Rice and soup are served to each diner with a wide variety of *panchan*, or side dishes, arrayed at the center of the table. Everyone at the table shares food from these dishes, which are predominantly made up of pickled or seasoned vegetables. *Kimchi*, a pickled, spicy cabbage dish that is enjoyed by Koreans, is an indispensable part of any meal and a staple in the Korean diet.

Korean meal times typify traditional beliefs regarding the importance of family. Despite the influence of the



west in fashion, business and popular culture, Koreans have remained very traditional in maintaining respect for their elders and the wishes of their families. The ritual of eating together and observing traditional hierarchical and patriarchal social norms reinforces a close-knit, extended family living situation.



CLOTHING: TRADITIONAL AND MODERN

Despite the western-style architecture and fast-paced lifestyle of modern Koreans, many people still wear the traditional clothing and ceremonial costumes of the past. In fact, it is common in Korea to see a mix of both traditional Korean clothes and modern fashions, depending on the occasion. A professional woman might wear a business suit to work and change into a *hanbok* (short coat, long skirt) to attend a relative's birthday party. This flexible mixing and matching of styles to fit the occasion is just one aspect of the multi-faceted lifestyle of Koreans today.



women includes pants (*paji*) which are worn under a long skirt called a “*chima*.” The upper part of the body is covered with a short coat called a “*chogori*” which is fastened using two long strips of cloth as opposed to buttons or zippers. The entire costume is usually brilliantly embroidered and hemmed in contrasting colors. Men's traditional attire includes trousers (*paji*) and a short coat “*chogori*.” Less elaborate than women's clothing, men's traditional attire is now less often seen than women's.

Traditional Korean costumes boast an illustrious 2,000-year history. The different stages have been influenced by Chinese, Mongolian and finally Western influence. Throughout these stages, however, Korean costumes have always been composed of two pieces - a jacket to cover the upper body and a skirt or trousers to cover the lower body. Present day dresses or “*hanbok*” for

Western-style clothing was first introduced to Korea in the 1900's. Following the Japanese annexation of Korea in 1910, all colonial government officials were required to don western-style business suits. Later more widespread use of western attire prevailed as society emphasized modernization. Today men's traditional attire is usually only worn on special occasions, although one can still occasionally see an older Korean woman dressed in *hanbok*.

HAIRSTYLES AND MAKEUP: NEWER STYLES PREVAIL

As with all fashion trends, hairstyles in Korea have undergone many changes since ancient times. During the Three Kingdoms Period, the women of *Koguryo* wore their hair long and hanging over one shoulder, while the women in the *Kingdom of Paekche* wore their hair long and parted in the middle. Later still, during the *Koryo Period*, the Mongol influence changed hairstyles, with women wearing their hair tied in a coil called a “*choktori*.” During the *Shilla Dynasty* (57 B.C. to 935 A.D.), the women of the court wore their hair parted down the middle and knotted in a bun at the

nape. A long jeweled pin inserted in the bun was used for decoration. This style, which was tremendously popular during its heyday, is still occasionally seen on special occasions in modern Korea.

Today, Korean men and women wear the same hairstyles as anyone in the west. Hairstyles in Korea remain sensitive to the same influences that impact styles in the U.S., such as movie stars and other icons of popular culture.



HOME LIFE: RESPECT FOR THE PAST DICTATES LIFE IN THE PRESENT

Unlike western societies, which favor a nuclear family unit, it is not uncommon in Korea to see three generations of an extended family living under one roof. The oldest inhabitants of the household, typically the grandparents (if not the father and mother), are treated with great reverence. This respect goes beyond simple displays of courtesy. In a Korean household, the el-

ders can dictate everything from the way a household is run to the way a familial dispute is settled. The daily presence of elders in a household creates a link between the past and the present. Traditions and customs, as taught by the elders in a family, keep the past alive.

GINSENG: ANCIENT REMEDIES STILL THE BEST

The ingenuity and creativity of the past is yet another cherished element valued in Korean society today. The numerous scholastic and medical advances made by their ancestors are proudly celebrated by Ko-



rean descendents. The widespread use of ginseng (*Panax schinseng*), a perennial herb cultivated in Korea that is believed to cure a variety of ailments, points to the pride Koreans have in their traditional herbal remedies. This plant is cherished for its root, which traditionally was harvested from wild plants found in the mountains. Cultivation began centuries ago

in the eighth century during the *Shilla Kingdom*. Ginseng has been used for centuries as a restorative for protecting the digestive system, calming the nerves, strengthening the body, and stimulating the heart. The efficacy of this ancient medicinal tonic, and its widespread use in Korea today, is a powerful reminder of medical achievements of the past, proving yet again that some traditions are far from outdated.

The love for ancient customs and traditions is seen in the widespread participation, even in cities, in festivals and ceremonies (discussed in Chapter 4) that date back many centuries. While it is difficult to predict the direction that modern Korea will take in the years to come, it is certain that the respect and admiration that Koreans hold for their rich past will keep old traditions, values and customs alive.





Grade Levels: 3
Time Frame: 40 minutes

Lesson 1 What is Ginseng?

Content Area(s): Social Science
Art

State Goal(s): 3: (18) (A) (1)

Objective(s): Learn to identify ginseng and learn about its medicinal uses.

Material(s): (1 Worksheet)

- Student copy of ginseng picture

Instructional Strategies for “What Is Ginseng?”

- Pass out the coloring sheet on the following page to all the students.
- Let the students color the sheet and display them in the classroom.
Discuss the kinds of ailments that ginseng is believed to cure.

Enrichment

- Have students ask their parents if there are any plants native to their country that have been used to cure illnesses. Have them report their findings at school.

Background Information

- Ginseng is a subterranean plant that is widely cultivated in Korea. Long believed to possess miraculous medicinal powers, it is said that ginseng protects the digestive system, calms the nerves, clears the eyes, and increases metabolism. It has been used for a variety of ailments for many centuries in Korea and is still considered an important dietary supplement for poor health.





WORKSHEET 1

Lesson 1 What is Ginseng?

Directions: Color the picture below.





Grade Levels: 3

Time Frame: 40 minutes

Lesson 2 Can Ginseng Help You Feel Better?

Content Area(s): Social Science

State Goal(s): 3: (18) (A) (1)

Objective(s):

- Recognize ginseng's use as a healing tonic.
- Identify which illnesses can be cured with ginseng.

Material(s): (2 Worksheets)

- Student copies of ginseng worksheets

Instructional Strategies for “Can Ginseng Help You Feel Better?”

- Pass out the “Ginseng Might Cure It” worksheet. Review the information with the students.
- Divide students into groups of four. Two students will act as doctors and two will act as patients.
- Give the student-doctors the “Ginseng Might Cure It” page to review.
- Give the patients the “Help me, Doctor!” page. The students with this page will pretend to be suffering from the different ailments listed (the patients will take turns complaining of their ailments.)
- The activity begins with the students discussing their illnesses with the doctors and the doctors deciding whether or not they should prescribe ginseng to cure the illness.
- After the students have completed the activity, have the students reverse roles. The teacher should rotate the students into different groups.

Enrichment

- Discussion Questions:
 1. Patients: How did you feel when you were the patient
 2. Doctors: Was it difficult to decide whether or not to prescribe ginseng
 3. Do you know of any natural remedies or medicines used in your family that are native to your country?

Background Information

- Ginseng is believed to possess miraculous healing and life sustaining properties. Although it is cultivated in many parts of the globe, Korea's soil and climate create some of the most celebrated ginseng in the world.



WORKSHEET 1

Lesson 2 Can Ginseng Help You Feel Better?**GINSENG MIGHT CURE IT**

Many Koreans believe that ginseng helps with the following problems:

1. If you are nervous ► Ginseng relaxes you.
2. If you are tired ► Ginseng gives you energy.
3. If you have problems with your eyesight ► Ginseng can help you see better.
4. If you have a stomachache ► Ginseng makes you feel better.
5. If you are overweight ► Ginseng helps you lose weight.
6. If you have heart trouble ► Ginseng makes your heart stronger.
7. If you feel sick after meals ► Ginseng makes your stomach feel better.
8. If you have heartburn ► Ginseng cures it.
9. If you have high blood pressure ► Ginseng lowers it.
10. If you never feel hungry ► Ginseng makes you want to eat.





WORKSHEET 2

Lesson 2 Can Ginseng Help You Feel Better?



HELP ME, DOCTOR!



Directions: The patient will read their problems (one at a time) to the doctor. The doctor will say either “Yes, you need ginseng” or “No, you don’t need ginseng.” With a pencil, mark an “X” for YES or NO depending on what your doctor tells you.

Ginseng Might Cure It

	YES	NO
1. “Doctor, I have a stomach ache!”	_____	_____
2. “Doctor, I broke my leg!”	_____	_____
3. “Doctor, I feel tired all the time!”	_____	_____
4. “Doctor, I need to lose ten pounds!”	_____	_____
5. “Doctor, I have a cavity in my tooth!”	_____	_____
6. “Doctor, I’m worried about my test!”	_____	_____
7. “Doctor, my heart feels weak!”	_____	_____
8. “Doctor, I can’t see very well!”	_____	_____
9. “Doctor, I hurt my hand!”	_____	_____
10. “Doctor, I always feel sleepy!”	_____	_____





Grade Levels: 3
Time Frame: 80 minutes

Lesson 3 Dinner Time, Korean Style

Content Area(s): Social Science
Language Arts

State Goal(s): 3: (3) (B) (3) and (18) (A) (1)

Objective(s):

- Learn about the different roles played by family members in a Korean household.
- Learn about Korean table manners.
- Compare and contrast between Korean eating practices and the table manners from the children's ethnic groups.

Material(s):

- Small drinking cups, bowls and spoons - six of each
- Chopsticks - 15 pairs
- Serving plates - three
- Name tags (or note cards and masking tape) - six

Instructional Strategies for “Dinner Time, Korean Style”

- Before beginning the activity, teachers should set up a very low table on the floor (if an appropriate table is unavailable, set up the tableware on the floor). Place settings and tableware will be arranged on the table for seven people.
- The teacher should then explain to the class that today they are going to learn about the social customs practiced by Koreans during mealtimes. Explain that seven volunteers are going to re-enact a typical Korean meal. The rest of the class will act as silent observers.
- After the seven students are selected, explain to them that they will each have a different role to play during this meal. They will be given note cards that will tell them to do certain things during the meal. The following roles and information will be given to the seven actors:

Grandfather: As head of the family, the grandfather starts the meal. No one eats until the grandfather begins eating. During this skit, the grandfather must ask the mother: “Could I please have another set of chopsticks? Mine are dirty.” At the end of the meal, the grandfather does not help clear the dishes. He just leaves.

Grandmother: As the oldest woman in the family, the grandmother usually does not help serve the meal. However, she may help the mother clear the table at the end of the meal.



Grade Levels: 3
Time Frame: 80 minutes

Lesson 3 Dinner Time, Korean Style (cont'd)

Father: The father does not do any cooking or cleaning. He does not get up to get things when he needs them. During this skit, the father must ask his daughter: "Please go to the kitchen and bring more salt." At the end of the meal, the father leaves without helping to clean up.

Mother: The mother serves the meal. She also makes sure that everyone has enough to eat. During this skit, she will serve everyone at the beginning of the meal. She will also ask everyone: "Can I give you some more?" At the end of the meal she will help clear away the dishes.

Daughter: The daughter of the family helps her mother clear the dishes. She will also help anyone who asks her for help.

Son: The son does not help serve or clear the dishes at the end of the meal. At the end of the meal he leaves with the other men.

- After the actors have read their cards and memorized what they are to do, the skit begins. Encourage the children to improvise dialogue, but be sure to cover what their note cards tell them.

Enrichment

- Discussion Questions
 1. Why do you think the women did all the serving and clearing up of the food during the skit? Why didn't the men help?
 2. Why does grandfather start the meal?
 3. Write a paragraph comparing Korean dining customs with the customs from your own country.

Background Information

- Students can learn a great deal about Korean social norms and behavior by re-enacting a typical Korean meal. Meal times are a very important part of Korean family life and everyone in the family has a different role to fulfill. In this activity, students will observe the important role that women play during family dining.





Grade Levels: 1-3
Time Frame: 40 minutes

Lesson 4 Make a Korean Fan

Content Area(s): Art
Social Studies

State Goal(s): 1: (18) (A) (2)
2: (18) (A) (2)
3: (18) (A) (2)

Objective(s):

- Learn about Korean fans.
- Understand how fans are important in Korean culture.

Material(s):

- White corrugated cardboard 12" by 12"
- Ten inch long flat sticks - two
- 14-inch long flat stick - one
- Paints or markers
- Tape

Instructional Strategies for “Make a Korean Fan”

- Using a pencil, draw a large circle on the cardboard. Cut out the circle.
- Tape the 14-inch stick to the center of the cardboard, with one end sticking out about six inches out past the edge of the circle. Tape the two shorter sticks diagonally across the fan to give it support.
- Finally, paint your fan bright colors and display. Teachers can also provide students with additional decorations (stickers, pictures to cut out and paste onto the fans, brightly colored magazine pages, etc.) to make the fans more colorful.

Enrichment

- Design a fan that depicts an activity from your own culture. Display all the fans around the classroom with the corresponding country names.

Background Information

- Fans are an important part of Korean art, dance and daily life. Traditionally, fans are used in performances by female dancers, but on hot days both men and women everywhere use fans to cool off. Fans are also exchanged as gifts on holidays such as *Tano* (for information on this holiday, see Chapter 4, Lesson 9).





Grade Levels: 1-3
Time Frame: 40 minutes

Lesson 5 Take Off Your Shoes, Please

Content Area(s): Social Science

State Goal(s): K-3: (18) (A) (2)

Objective(s): Understand the Korean tradition of taking shoes off before entering a home.

Instructional Strategies for “Take Off Your Shoes, Please”

- The teacher will explain that in Korea, everyone takes off his or her shoes before entering a home. The teacher can paraphrase the “Teacher’s Background Information” section, stressing the idea that all cultures have their own rules of behavior and that in Korea, removing shoes is the norm.
- The teacher will then divide the classroom into two sections, one marked “home” and the other designated as “outside”. For one class period (or even a whole day) anyone entering the “home” section must take off his or her shoes.

Enrichment

- Have students ask their parents or grandparents if there are any customs or rules of behavior in their native cultures that are different from American customs.
- Discussion: How did it feel to take off your shoes every time you were “home”? What do you think of this practice?

Background Information

- The removal of shoes prior to entering a private residence is a Korean custom that has not been altered by modernization and the passage of time. Before entering a house, shoes are removed both as a sign of respect to the owners and as a practical way to keep floors clean. It is considered extremely rude to ignore this social norm in Korean society.





Grade Levels: K-1
Time Frame: 80 minutes

Lesson 6 The Hanbok

Content Area(s): Social Science
Language Arts

State Goal(s): K: (1) (D) (2)
1: (1) (D) (3)

Objective(s): Learn about the traditional dresses worn by women and men in Korea.

Material(s): (2 Worksheets)

- Student copies of *hanbok* coloring pages
- Coloring materials

Instructional Strategies for “The Hanbok”

- Each student will receive the *hanbok* coloring sheets and a set of crayons. Explain to the students that the pictures they are looking at are *hanbok*, or traditional Korean attire. Discuss briefly how these clothes are worn on special occasions in Korea.
- Instruct the children to color in the pictures of Korean *hanbok*. Encourage them to use many colors in their pictures, as Korean *hanbok*, especially the women’s dresses, are typically very bright and colorful.
- At the end of the activity, all of the children should display their work on the floor. Compare and contrast the different color schemes of the dresses.

Enrichment

- Have students ask their parents for pictures of them and their families dressed up. Bring the pictures to school for show-and-tell. How is your dress or suit different from or similar to the *hanbok*?

Background Information

- Korean men and women have worn the *hanbok* for centuries. Brightly colored and festive, women’s *hanbok* consists of a short *chogori*, a bolero-style jacket, and a flowing *chima* or skirt. Men’s attire replaces roomy *paji* or trousers for the *chima*. Although western style clothing is now used for everyday wear, the *hanbok* is always present on special holidays or celebrations.

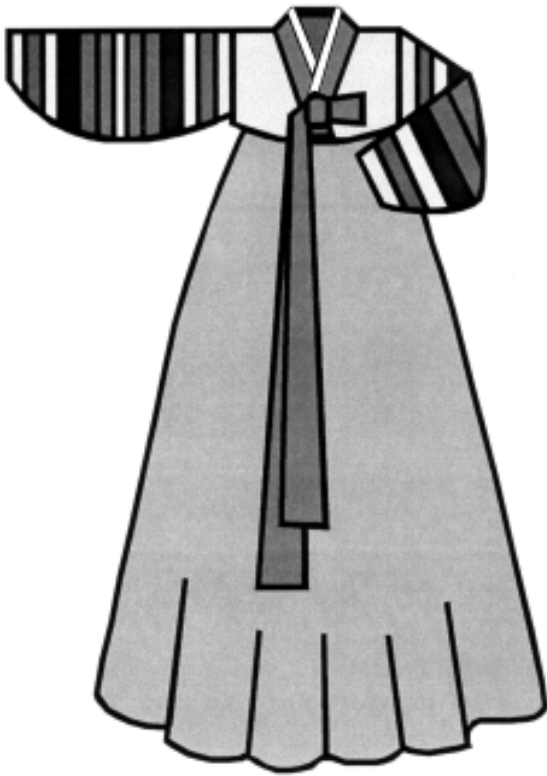




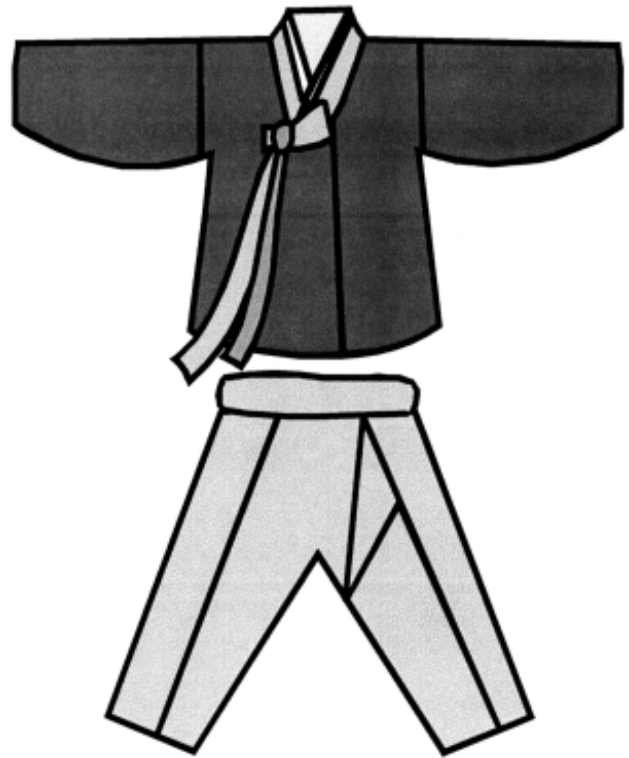
Grade Levels: K-1
Time Frame: 80 minutes

Lesson 6 The Hanbok (cont'd)

Women's Hanbok



Men's Hanbok





WORKSHEET 1

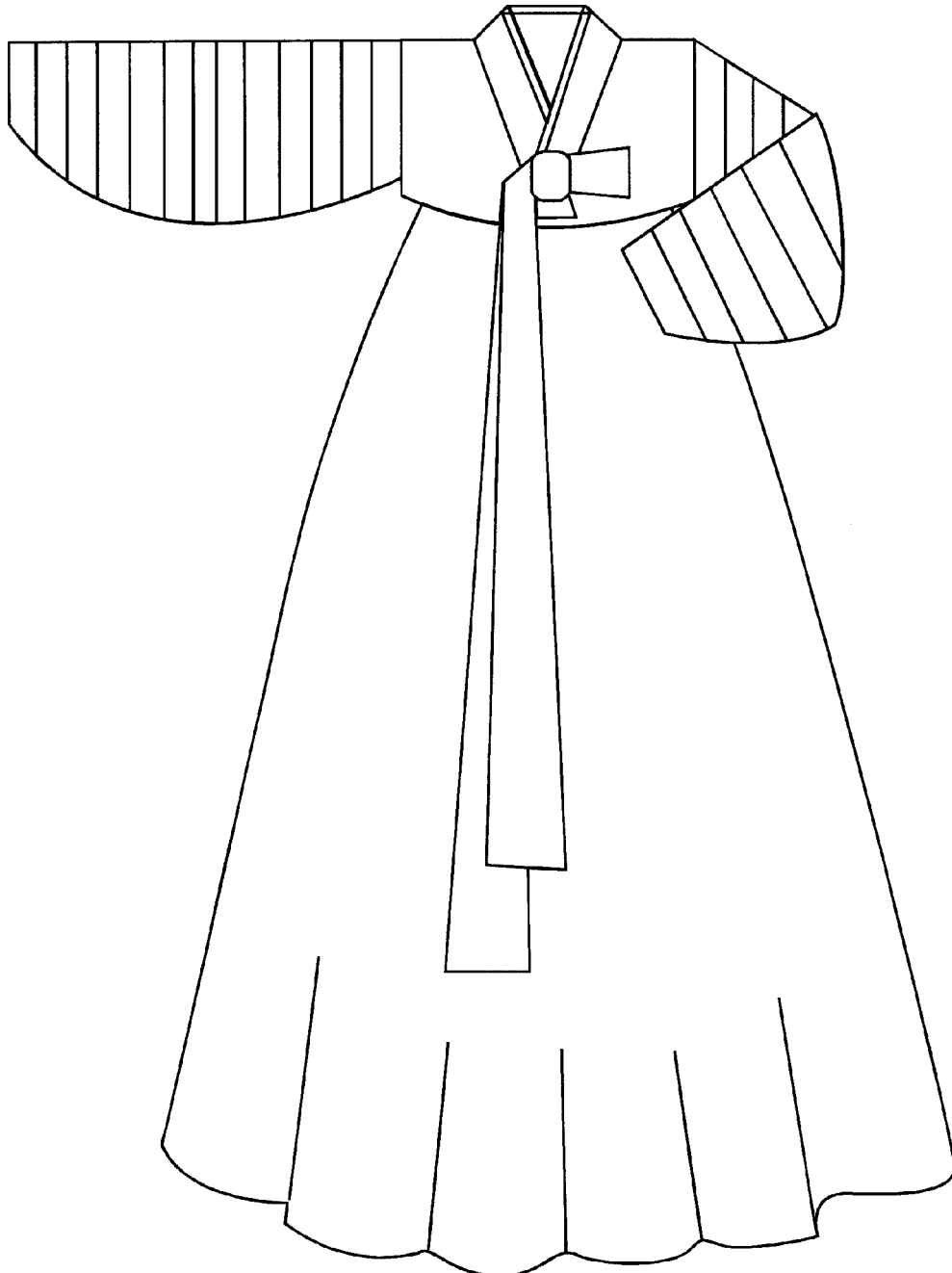
Lesson 6 The Hanbok



HANBOK (Traditional Korean women's dress)



Directions: Color the picture below.





WORKSHEET 2

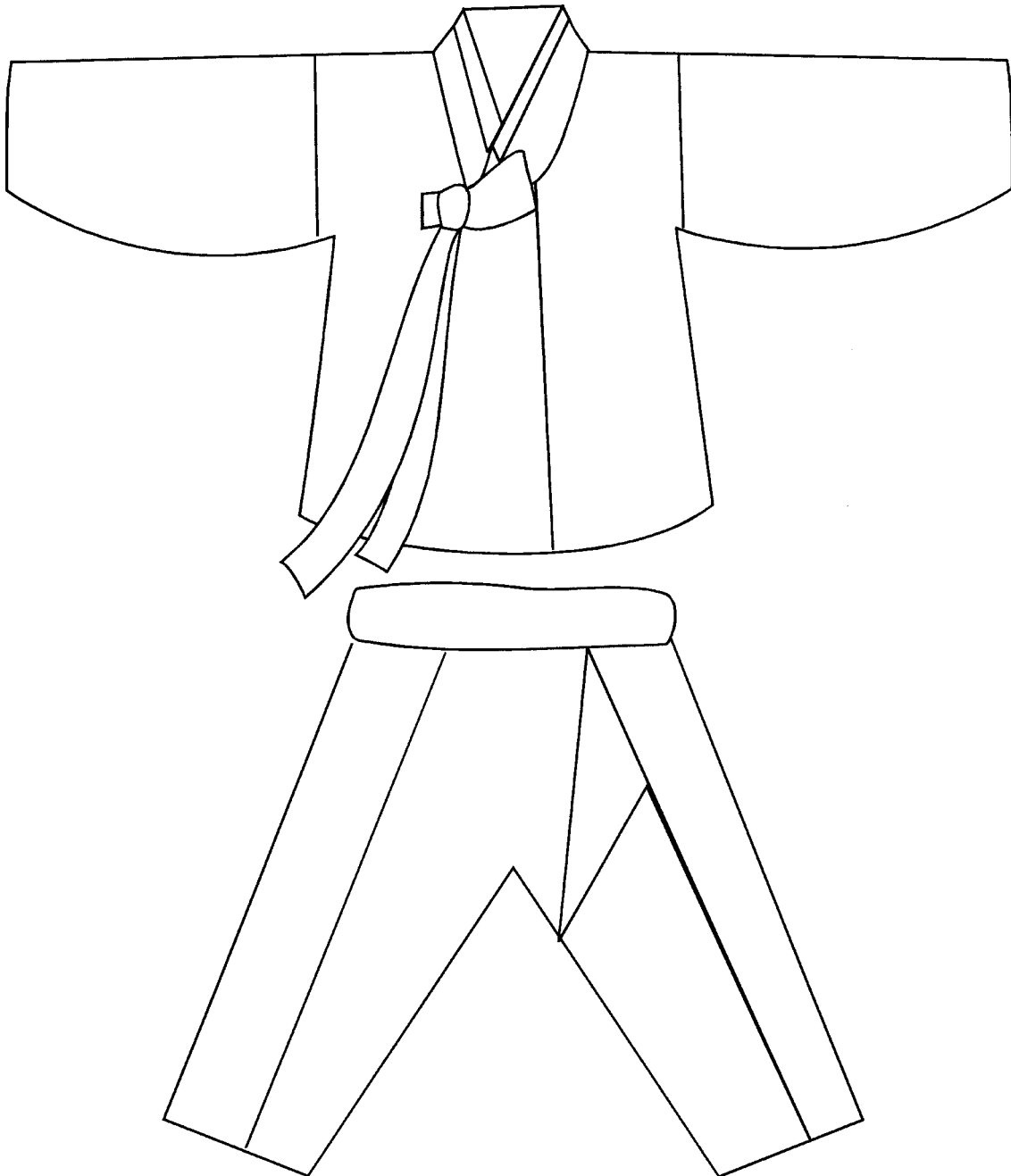
Lesson 6 The Hanbok



HANBOK (Traditional Korean men's dress)



Directions: Color the picture below.





Grade Levels: 1-3
Time Frame: 40 minutes

Lesson 7 Learn to Use Chopsticks

Content Area(s): Social Science

State Goal(s): 2: (18) (A) (2)
3: (18) (A) (1)

Objective(s):

- Learn how to use chopsticks.
- Compare and contrast chopsticks to western utensils.

Material(s): (1 Worksheet)

- Chopsticks - one pair per student (unsharpened pencils can be substituted)
- Miniature marshmallows or other food easily picked up with chopsticks

Instructional Strategies for “Learn to Use Chopsticks”

- Pass out and review the instructions (see Worksheet 1) on how to use chopsticks.
- Demonstrate how to hold the chopsticks by using the diagrams.
- Practice picking up the mini marshmallows. The student who picks up the most food without dropping it, wins!

Enrichment

- Discussion Questions:
 1. How is using chopsticks different from using a fork or spoon?
 2. How do you think people discovered how to use chopsticks?

Background Information

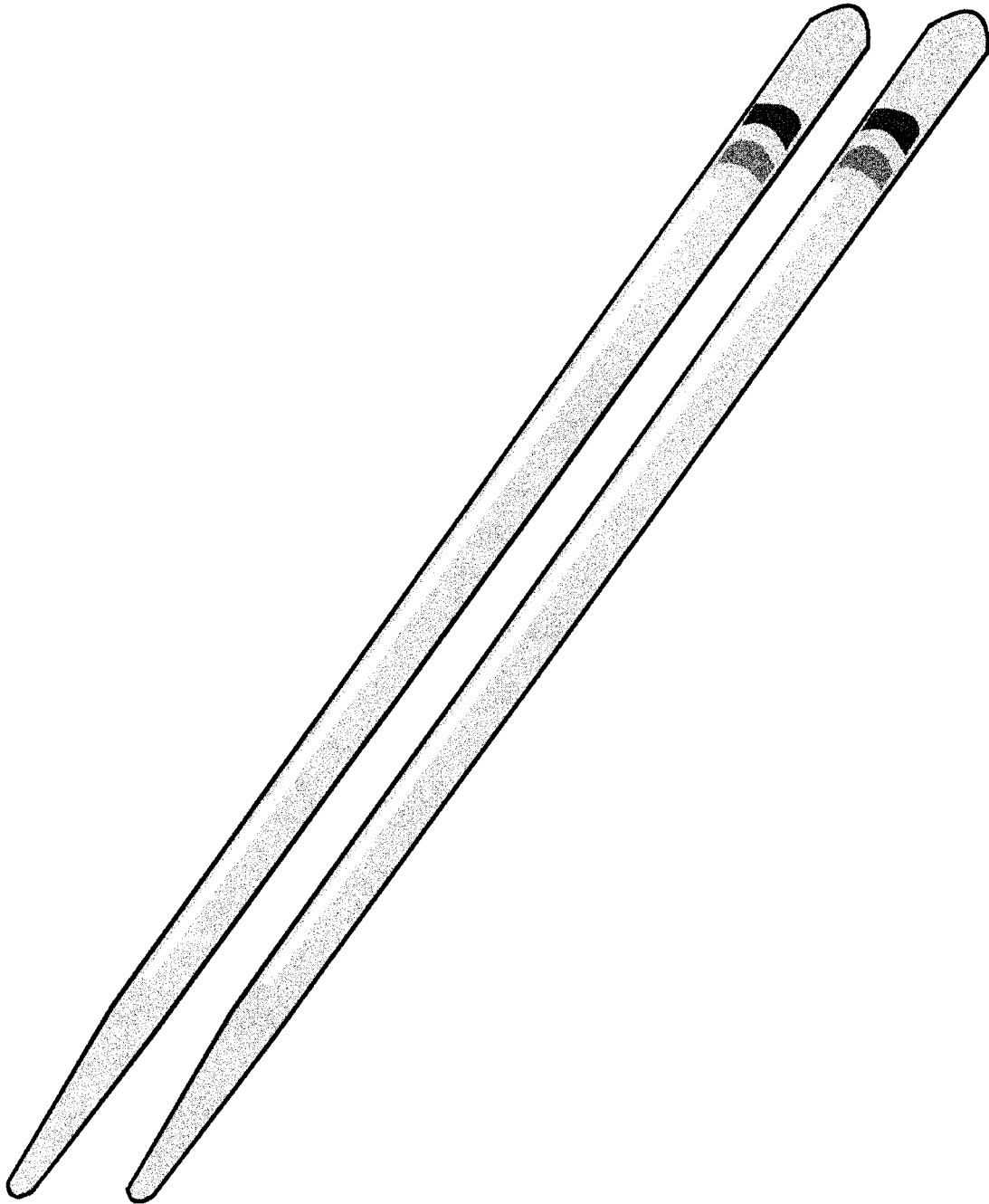
- Chopsticks are used throughout Asia and make up an important facet of Korean eating customs. They reflect the ingenuity and creativity of Asian people.





Grade Levels: 1-3
Time Frame: 40 minutes

Lesson 7 Learn to Use Chopsticks (cont'd)



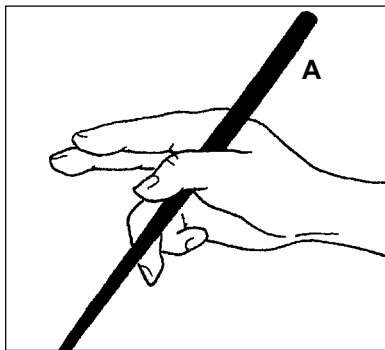


WORKSHEET 1

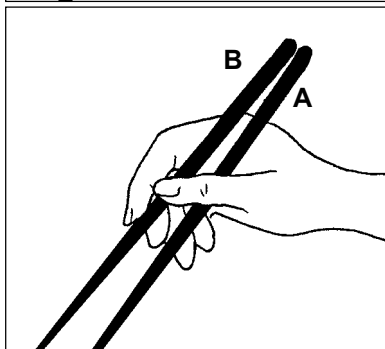
Lesson 7 Learn to Use Chopsticks



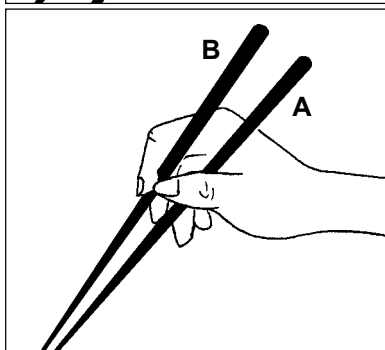
How to Use Chopsticks



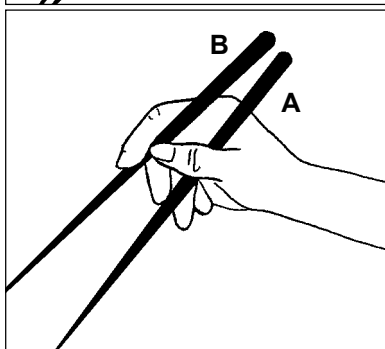
1. Using chopsticks is easy. One stick moves while the other stick stays still. First, hold Stick A stationary with slight pressure between the base of your thumb and your index finger. Support the stick with your ring finger and little finger.



2. Next, hold the moving Stick B between your thumb, index and middle fingers as you would hold a pen.



3. To open the ends of the chopsticks, lift your middle finger up while keeping Stick A stationary.



4. To close the ends of the chopsticks to pick up food, drop your middle finger back down.





Grade Levels: 3
Time Frame: 40 minutes

Lesson 8 What's in a Name?

Content Area(s): Social Science

State Goal(s): 3: (18) (A) (1)

Objective(s):

- Understand how Koreans use titles to address each other.
- Compare and contrast between the way Koreans address each other and the way Americans address each other.

Material(s):

- Name tags one per student
- Markers

Instructional Strategies for “What’s in a Name?”

- Divide the name tags into two piles.
- On each name tag, write one of the names listed below. Repeat for the second pile of blank name tags. Every student gets one name tag.
- If you do not have enough students for all the names, write as many as you have available: Mother, Father, Big Sister, Middle Sister, Little Sister, Big Brother, Middle Brother, Little Brother, Big Aunt, Middle Aunt, Little Aunt, Big Uncle, Middle Uncle, Little Uncle.
- The teacher will read or paraphrase the “Background Information” section of this lesson to the students. Explain that the class will learn how members of a Korean family address each other.
- Divide the class into two groups. Each group will occupy one side of the classroom. There should be no contact between the groups.
- Give each student a name tag. Tell the students that they must refer to each other by the names on the name tags. The students must not call each other by their real names, but use the titles on their name tags. Give the students an activity or game to play in which they may talk with their classmates using their titles.
- The teacher should leave the students in these groups for at least a 45-minute period.
- At the end of the activity, call the class together and discuss what the students experienced when they used titles instead of names to address each other.



Grade Levels: 3
Time Frame: 40 minutes

Lesson 8 What's in a Name? (cont'd)

Enrichment

- Discussion Questions:
 1. What happened when you called someone by their title and not their first name?
 2. Was it confusing when you used the titles? Why or why not?
 3. Was it difficult to remember what your title was?
 4. Was it difficult to remember the titles of your “family members”?
 5. Which names were easier or harder to keep straight?

Background Information

- In Korean society it is considered extremely rude to call an older person or a stranger by their first name. Using a first name assumes familiarity with that person, and spoken Korean is highly formal. To be polite, Koreans instead use a plethora of descriptive titles to identify friends, family, business associates and elders. While it is also common in the United States to use titles to refer to mothers, fathers and grandparents without referring to the individual's first name, it is equally common to use their first or last name with their title (for example: Grandmother Jones, Grandfather Bill or Aunt Alice).
- In Korea, the rules for addressing an adult are very complex with different circumstances determining whether or not merely a title is used or a title with a name. While the nuances of title usage are too complicated to explain here, it is interesting to note that Koreans differ markedly from their American counterparts by addressing even family members by title. In Korean families first names are rarely used. Instead, everyone is referred to by titles: mother, father, big sister, little sister, aunt and middle uncle, etc. These titles are both specific and descriptive, and as the activity will show, they require some practice to master.



CHILDREN'S GLOSSARY

- **Chopsticks:**

Two slender square or round sticks that are used for eating in Korea and many other Asian countries.

- **Culture:**

The beliefs, ideas and traditions of a group of people.

- **Dinner:**

A meal usually eaten in the evening.

- **Fan:**

A square or round hand-held object used for making a breeze to cool off.

- **Ginseng:**

A plant used to cure many illnesses.

- **Hanbok:**

Traditional clothing worn by Korean women and men.

- **Shoes:**

A covering worn on the feet.

- **Traditions:**

Customs that are passed down from generation to generation.





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CHAPTER 4

KOREAN CUSTOMS RING IN THE SEASONS

Festivals and Holidays



OVERVIEW

Lessons	Content Area	State Goal	Grade Level	Activity
1. <i>Chusok</i> : A Holiday for Giving Thanks	Social Science	18 (A) 1 18 (A) 2	K-1	1. Discuss 2. Compare and contrast
2. <i>Kanggangsullae</i> : The <i>Chusok</i> Festival Dance	Social Science	18 (A) 1 18 (A) 2	K-1	1. Discuss and dance
3. Korean New Year's Day	Social Science	18 (A) 1 18 (A) 2	2, 3	1. Role play and discuss
4. Korean Wedding Celebration	Social Science	18 (A) 1	3	1. Art and role play 2. Discuss
5. Color a Korean Bride and Groom	Social Science	18 (A) 1 18 (A) 2	K, 1	1. Color
6. Who's Buddha?	Social Science	18 (A) 1 18 (A) 2	K, 1	1. Color 2. Discuss
7. Celebrate Buddha's Birthday	Social Science	18 (A) 1 18 (A) 2	K, 1	1. Role play and discuss
8. Color a Pagoda	Social Science	18 (A) 1 18 (A) 2	K, 1, 2	1. Art
9. <i>Tano</i> Day	Social Science	18 (A) 1 18 (A) 2	2, 3	1. Compete



Teacher's Background Information

Koreans participate in numerous seasonal festivals and holidays that mark the passage of time, and commemorate the transition between different seasons and their significant activities. These annual customs help to “ring in” or celebrate the rhythms of human life cycle as well as the events tied to the changes in the seasons. Many holiday traditions involve good luck rituals meant to encourage good fortune, harvest or future.

For thousands of years, Koreans have used the lunar calendar to compute time: it is adjusted to correspond to the solar year by adding a lunar month, or moon, to the lunar year twice every five years. Thus, the solar calendar is divided into 24 portions, of which equinoxes and solstices are used as fixed points. The important dates in agriculture fall more or less on the same day by the solar calendar, but not on any regular day when figured on the lunar calendar.

NEW YEAR'S DAY: GOODBYE TO THE OLD YEAR AND HELLO TO THE NEW

The first day of the year, New Year's Day, or *Sol*, is one of the most important holidays of the year. This holiday falls on two dates, January 1st by the Gregorian Calendar and the Lunar New Year, the first day of the first month by the lunar calendar. Whichever day is

celebrated New Year's Day is a time for wearing new clothes, visiting family and friends, and feasting. New Year's greetings and obeisance is made to elders through *sebae* [seh-beh], or the traditional bowing that takes place on this day.

CHUSOK: KOREA'S THANKSGIVING

Korea's agrarian history dictates that many of the major festivals and holidays celebrated are related to the crops and harvest. An important date by the lunar calendar is *Chusok* [choo-sohk], or the Harvest Moon Festival, which falls on the 15th day of the Eighth Moon, usually in September or October by the solar calendar. *Chusok* is Korea's day of thanksgiving and Koreans spend the day feasting with family and friends while commemorating the events of the previous year. Traditionally, the day was celebrated by visiting the graves of ancestors, but today, it is spent eating, playing games, and giving thanks.





TAEBORUM: THE FIRST FULL MOON



There are several other important days in the lunar year. The 15th day of the first moon, which usually falls between early February and early March, is celebrated for its significance as the first full moon of the year. People crack a variety of nuts and set off firecrackers to drive away evil spirits, insects and animals. In the evening, there is a viewing of the moon and many traditional games and activities take place by moon-light. The contestants are usually young or middle-aged men from neighboring villages, and tradition dictates that the winning village will be blessed with wonderful crops.

TANO DAY: RECIPE FOR A GOOD HARVEST

Tano [dah-no] *Day*, which falls on the fifth day of the fifth lunar month, is a celebration of spring and intended to bring about a good harvest. On this important day, Koreans pray to spirits and ancestors for good harvests and hold numerous outdoor competitions and games. A swinging contest held between women in the village is fun and a widely observed spectacle, with the audience cheering for their favorite participants. In years past, young women would wash their hair in water infused with a special herb to ensure springtime freshness on this special day.



KIMJANG: HAVE YOU MADE YOUR KIMCHI YET?

Kimchi, the spicy pickled cabbage that is a staple in the diets of all Koreans, is made during *Kimjang*. While not an official holiday, the annual making of *kimchi* is an important custom that takes place in the Tenth Moon, usually during the last three months of winter. Quantities of *kimchi* are prepared and stored to last through the winter. It is common to hear friends and relatives inquire, “Have you finished *kimjang*?” as a form of greeting during this time.





WEDDINGS: THE JOINING OF TWO FAMILIES

Holidays are not the only times that family and friends get together for feasting and fun. Rites of passage in life, such as the first birthday of a baby (*Dol*), the 60th birthday (*Hwangap*) of a relative, or the marriage of two individuals also mark favorite times for celebrations.

For Koreans, marriage is not just the joining of two people, but the intertwining of two families. Traditional weddings are full of solemn ritual and teasing fun as family and well-wishers help the bride and groom embark on life's journey together.

The groom travels to the house of the bride for the ceremony, where the couple pledges their devotion to both families with ceremonial wine sipping. After the wedding, the groom stays with his new bride at her house for three days before he takes his bride to his family home, where they will reside. The day itself is a



time of great feasting, festivity, and expense for the groom's family, for traditionally no one in the community can be turned away from the festivities. Of course, no wedding would be complete without the gorgeously attired bride and groom, and weddings provide a good opportunity to see traditional Korean attire on full display.

While some customs are slowly being replaced by western traditions, Koreans have largely held fast to the activities and rituals surrounding their cherished holidays and festivals. These ceremonies remain an important time for families and friends to get together and renew old ties while remembering the past. While some things may change, Koreans' love of their traditional celebrations remains true.

NOTE: See Lesson 4 - Korean Wedding Celebration for more information





Korean Holidays Fact Sheet

Provided below is a list of some of the major national holidays and observances celebrated in South Korea. Which of these are similar to holidays celebrated in the United States? Which are different?

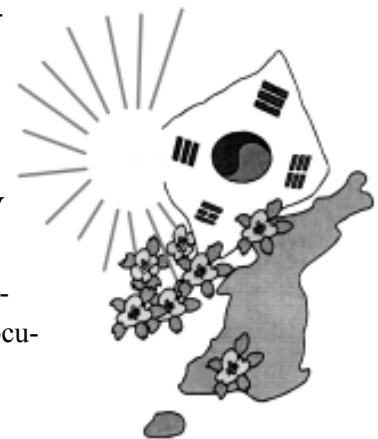
Note: Koreans observe their holidays using both the Gregorian calendar and the lunar calendar. Festival days in the countryside are observed according to traditional customs. In cities, traditional holidays are more “modern” with a less strict observance of rituals. As in the United States, during national holidays, offices and banks are closed. However, museums, most restaurants, markets, department stores, movie theaters and amusement facilities are usually open.

January 1st by the Gregorian Calendar: New Year's Day

This is the official first day of the New Year as celebrated in the west. It is also celebrated in Korea as a time for family gatherings. While it is not the actual date of the lunar New Year, many ceremonies and celebrations are held.

January 1st by the lunar calendar: Sol

This is one of the most important holidays. It is celebrated in a similar way to New Year's Day of Gregorian calendar, but on a much wider scale. Families will take time off from work to visit their hometowns, honor ancestors and visit relatives. A special soup, made with rice cakes in it, is traditionally eaten on this day.



March 1: Independence Movement Day

This day marks Korea's declaration of independence from Japanese rule. March 1, 1919, the date when independence was officially presented, is commemorated during a special ceremony in Seoul's *Tapkol Park*, where the document was first made public.

May 5: Children's Day

Children are honored on this day through a variety of programs and family-oriented activities.

April 8 by the lunar calendar: Buddha's Birthday

Elaborate rituals and chanting are held at many Buddhist temples across the country. People take this day to reflect on the teachings of Buddha.



June 6: Memorial Day

As in the United States, this day remembers those soldiers and brave civilians who lost their lives defending their country. A solemn and emotional ceremony is held at the National Cemetery in Seoul.

July 17: Constitution Day

This holiday commemorates the proclamation of the Constitution of the Republic of Korea made on July 17, 1948.

August 15: Liberation Day

Liberation Day celebrates the liberation of Korea from Japan in 1945.

August 15 by the lunar calendar

Koreans celebrate this day as their Thanksgiving. *Chusok* is one of the most important holidays of the year. It is celebrated on the 15th day of the eighth lunar month to celebrate the harvest and to give thanks for the bounty of the earth. People visit cemeteries to honor their ancestors and pray for a prosperous upcoming harvest. The day is celebrated with feasting and games, with many families taking time off to visit their hometowns.



October 3: National Foundation Day

This is Korean National foundation Day based on a mythical figure Dangun, the country's first King. It is believed that Dangun founded Old Choson (Gochoson Dynasty) on this day of 2333 B.C. It is a national holiday and a ceremony is held to celebrate the national foundation.

December 25: Christmas

As in the United States, Christmas is a national holiday in Korea. It is similarly celebrated with the exchange of gifts and the gathering of families and friends.



Korean Festivals Fact Sheet

Korea is a nation with a proud and extensive cultural tradition celebrated in a variety of festivals throughout the year. Festivals are held to celebrate national events and local interests as well. It is no exaggeration to say that nearly every day a festival is being celebrated somewhere in Korea.

January New Year's Day Snow Festival

February Kwangsan Kossaum Nori Festival
Samil Independence
Movement Festival

March Sokchonje Ceremony
Myongdong Festival

April King Tanjong Festival
Chinhae Cherry Blossom Festival
Pyokkol Festival
Onyang Cultural Festival
Jindo Yongdung Festival

May Chinnam Festival
Chongmyo Taeje Festival
Arang Festival
Chunhyang Festival
Posong Tea Festival
King Sejong Festival

June Pungnam Festival
Tano Festival
Choyong Cultural Festival

July Cheju International Triathlon
Championship

August Miryang Paekchung Nori Festival
Korea International Food Festival

September Kumsan Ginseng Festival
Kwangju Biennale

October Mt. Sorak Festival
Chongson Arirang Festival
Shilla Cultural Festival
Hansan Victory Festival
Paekche Cultural Festival
Halla Festival
King Sejong Cultural
Festival Andong Folk Festival
Chungbuk Art Festival
Kangganguwollae Festival
Uruk Cultural Festival

November Kaecheon Art Festival
Moyangsong Fortress

December Fun, Ski, and Snow Festival
Yongpyong Resort
Muju Resort



Grade Levels: K-1
Time Frame: 40 minutes

Lesson 1 Chusok - A Holiday for Giving Thanks

Content Area(s): Social Science

State Goal(s): K: (18) (A) (2)
1: (18) (A) (1)

Objective(s):

- Understand the significance of the *Chusok* festival in Korea.
- Understand the similarities between *Chusok* and Thanksgiving.

Material(s): (1 Worksheet)

Instructional Strategies for “Chusok - A Holiday for Giving Thanks”

- On the chalkboard, draw a large circle. Above the circle write the title “What holiday is this?”
- In the circle write the following: (1) This holiday takes place in the fall; (2) Dress up in your best clothes; (3) Prepare a big dinner for your loved ones; (4) Play games; (5) Watch a parade on television or walk in a parade; and (6) Think about the things for which you are grateful.
- Under the six points, write: “Answer: This is the Korean *Chusok* holiday.”
- Cover all the six points written on the board with a large sheet of paper so that the students cannot see it. Using a separate sheet of paper, cover the answer.
- Ask your students to tell you what they know about the American Thanksgiving holiday. How do they celebrate this holiday in their homes? What activities do they do? What do they eat?
- Leaving up the colored paper covering the answer, take down the other sheet of paper from the board and read the information to the students. Ask the students what holiday this information is describing. (The students should recognize that the holiday is Thanksgiving.)
- After the discussion, allow one of the students to pull off the colored construction paper covering the answer. The students will be surprised, and the teacher will discuss the following enrichment questions with the students.

Enrichment

- Does the Korean holiday *Chusok* sound a lot like our holiday Thanksgiving?
- How is it similar to Thanksgiving?
- Why do you think Koreans celebrate a holiday that is so similar to ours?
- Do you think that other cultures besides Koreans and Americans celebrate a holiday like *Chusok* and Thanksgiving? Why?



Grade Levels: K-1

Time Frame: 40 minutes

Lesson 1 Chusok - A Holiday for Giving Thanks (cont'd)

Background Information

- The *Chusok* [choo-sohk] holiday is Korea's Thanksgiving Day. Like Thanksgiving Day in the United States, *Chusok* is celebrated by feasting, dressing up, and giving thanks. *Chusok* is also celebrated in the fall, and usually falls on a date in September or October when the harvest has been completed. Despite its agrarian history, the holiday is celebrated by farmers and city dwellers alike. To celebrate, Koreans participate in one or all of the following activities: dress up, visit ancestral graves, visit friends and family, play games, feast on special holiday fare, and at night, go outside to enjoy the full autumn moon. (The important point to emphasize in this activity about *Chusok* is that Koreans and Americans have holidays that share many similar attributes.)
- The following activity is designed to demonstrate the striking similarities between *Chusok* and Thanksgiving. The children are to be given the characteristics of a holiday (whose name will not initially be revealed). The children will attempt to discover which holiday the teacher is describing on the board. The clues point toward the American holiday of Thanksgiving. The surprise in this activity is that the holiday the teacher is describing is also *Chusok*.



WORKSHEET 1

Lesson 1 Chusok - A Holiday for Giving Thanks



Chusok and Thanksgiving: What is Similar? What is Different?



Directions: Study the following information about traditional Korean (*Chusok*) and traditional American (Thanksgiving) holiday practices. In small groups, make a list of the practices, foods or customs that are similar and different in both cultures.

Chusok

1. A big meal is prepared.
2. Worship service for family ancestors.
3. Rice cakes are served.
4. *Chusok* is celebrated in September or October.
5. Extended family and relatives gather together to celebrate.
6. The family visits the cemetery to honor ancestors.
7. Games are played.
8. People give thanks for the bounty of the previous year.
9. People dress up.
10. People participate in and watch parades.
11. People go out to enjoy the full moon.

Thanksgiving

1. People dress up.
2. A big meal is prepared.
3. People give thanks for the bounty of the previous year.
4. The head of the household carves the turkey.
5. Turkey, pumpkin pie and cranberry sauce are served.
6. Thanksgiving is celebrated in November.
7. Extended family and relatives gather together to celebrate.
8. The family might sit down to watch football games after dinner.
9. People participate in and watch parades.
10. Family songs are sung and group games are played.
11. Thanksgiving is a time to remember loved ones.

How are these holidays SIMILAR? How are these holidays DIFFERENT? On a separate sheet of paper, list the similarities and differences between *Chusok* and Thanksgiving.





Grade Levels: K-1
Time Frame: 40 minutes

Lesson 2 Kanggangsullae - The Chusok Festival Dance

Content Area(s): Social Science

State Goal(s): K: (18) (A) (2)
1: (18) (A) (1)

Objective(s): Learn a dance that is performed during the *Chusok* festival.

Material(s):

- Large sheet of yellow construction paper, cut into a circle

Instructional Strategies for “Kanggangsullae - The Chusok Festival Dance”

- Paraphrase the “Background Information” section for the students. Explain that they will be re-enacting a traditional Korean dance, *kanggangsullae*, which is performed by the light of the moon during the Harvest Moon Festival.
- Move the student desks out of the center of the room to make space for dancing. String a piece of wire across the room as close to the ceiling as possible. Hang the “moon” cut out of yellow construction paper on a string and attach it to the wire.
- Turn out the lights. Tell the children that they are going to pretend that it is *Chusok*, and that they are dancing by the light of the moon. All the children should join hands and dance around the moon.

Enrichment

- Have students ask their parents if there are any special holiday dances in their native culture. Have them take turns performing their own country’s dances for the rest of the class.

Background Information

- *Chusok*, the Harvest Moon Festival, is one of Korea’s most important annual festivals. This festival celebrates the harvest of the crops and is a day of thanksgiving and appreciation. One of the many fun activities that take place on *Chusok* is the *kanggangsullae* [kan-gang-soo-wall-eh] or country circle dance.





Grade Levels: K-1
Time Frame: 40 minutes

Lesson 2 Kanggangsullae - The Chusok Festival Dance (cont'd)





Grade Levels: 2-3
Time Frame: 80 minutes

Lesson 3 Korean New Year's Day

Content Area(s): Social Science

State Goal(s): 2: (18) (A) (2)
3: (18) (A) (1)

Objective(s):

- Understand the importance of New Year's Day in Korean culture.
- Compare and contrast between Korean and American New Year's Day activities.

Material(s):

- Name tags
- Play money (70 sheets per family). The play money can be made by cutting sheets of construction paper into the size of dollar bills.

Instructional Strategies for "Korean New Year's Day"

- Paraphrase the "Background Information" section for the children. Explain that students will be re-enacting the traditional Korean New Year's Day bow.
- Divide the class into different "families." All the families live in the same "neighborhood" (classroom). Disperse the families to different sections of the room. Each family will have eight students.
- Assign each student a different family role to act out. The roles are as follows: Grandfather, Grandmother, Father, Mother, Aunt, Uncle, Sister and Brother. The names should be written on nametags for the children to wear. All of the adults in the family will receive play money to pass out.
- Demonstrate how the children are to bow to each other. Student will sit on the floor with their legs folded under them. Students will bow by putting both hands on the ground in front of them and touching their heads to the ground. As they bow, they will say "Happy New Year, _____."
- Go over the following rules with the students and write them on the board:
 - Children bow to all older adults.
 - Adults bow to all older adults.
 - Older people do not bow to younger people.
 - When someone bows to you, give that person one slip of "good luck" play money.
 - Only one person bows at a time, starting with the youngest.
- Begin the activity. Teachers should allow five to six minutes for the bowing and exchange of money. After this is completed, the children from the family leave and go to a neighboring house to bow to the adults. The adults do not bow again.



Grade Levels: 2-3

Time Frame: 80 minutes

Lesson 3 Korean New Year's Day (cont'd)

- The activity ends when each child has made the rounds of each house and is back with their original family.

Enrichment

- Compare and contrast this bowing tradition with the traditions in your culture. Ask your parents what is done on New Year's Day in your culture.

Background Information

- New Year's Day is a special holiday in Korea. On this day, family ties are reaffirmed as everyone gets up early to bow to the elders in their family and community. Through this ritual, luck and prosperity are welcomed for the new year.





Grade Levels: 3
Time Frame: 80 minutes

Lesson 4 Korean Wedding Celebration

Content Area(s): Social Science

State Goal(s): 3: (18) (A) (1)

Objective(s):

- Learn about a traditional Korean wedding.
- Understand some of the similarities and differences between Korean and American weddings.

Material(s): (1 Worksheet)

- Student copies of geese illustrations
- Construction paper
- Cups

Instructional Strategies for “Korean Wedding Celebration”

- Explain to the students that the class will recreate a traditional wedding ceremony. Paraphrase the “Background Information” section to the students.
- Pair the boys and girls off. Each couple will draw and cut out a pair of geese from the construction paper. The sample illustrations provided with this lesson can be photocopied for the students. The boys hold onto the geese. Distribute a cup to each girl.
- When the geese are finished, separate the boys and girls on opposite sides of the classroom. Explain that the two sides of the room represent the girls’ and boys’ homes. The girls will wait in their homes and the boys will come over to get married.
- On the teacher’s signal, each boy will find his partner and give her the geese. The girl will then hand the boy the cup, and he and she will both pretend to drink out of it. The boy and girl will then walk to the “boy’s home,” or the boys’ side of the classroom. The wedding is over and the couple is married!
- Bring the class together for a discussion. The following questions may be used to kick off the discussion:
 - Why do you think the boys give the girls geese?
 - Why do the boys and girls both drink out of the same cup?
 - Are wedding ceremonies different in your culture?
 - What are some of the similarities and differences between a Korean wedding and a wedding from your culture?
 - In your culture, does the bride or groom give each other any gifts? What are they?



Grade Levels: 3
Time Frame: 80 minutes

Lesson 4 Korean Wedding Celebration (cont'd)

Enrichment

- Have students ask their parents what a traditional wedding celebration is like in their culture. Have them discuss their findings with the class.
- Have students write a paragraph discussing what they liked or didn't like about the Korean wedding ceremony. Is there anything they would like to add to the ceremony or change?

Background Information

- Traditional Korean weddings are fun and festive events. The groom begins by presenting the bride's family with a pair of wooden geese*. The bride and groom exchange bows and share a drink from a cup. The groom spends three days living at the bride's house. After this period of time, he takes the bride away to his house where the bride begins her new life with her new in-laws.

* *Kireogi* (Wild Geese)

A pair of wild geese made from wood represent the new husband and wife. In the *Jeonanrye* part of the marriage ceremony, the groom gives a single *kireogi* to his mother-in-law. The geese symbolize several virtues that the couple should follow in their married life:

- Wild geese keep the same partner for life. Even if one dies, the other will not seek a new partner for the rest of his or her life.
- Wild geese understand hierarchy and order. Even when flying, they maintain structure and harmony.



(Source: <http://www.lifeinkorea.com>)

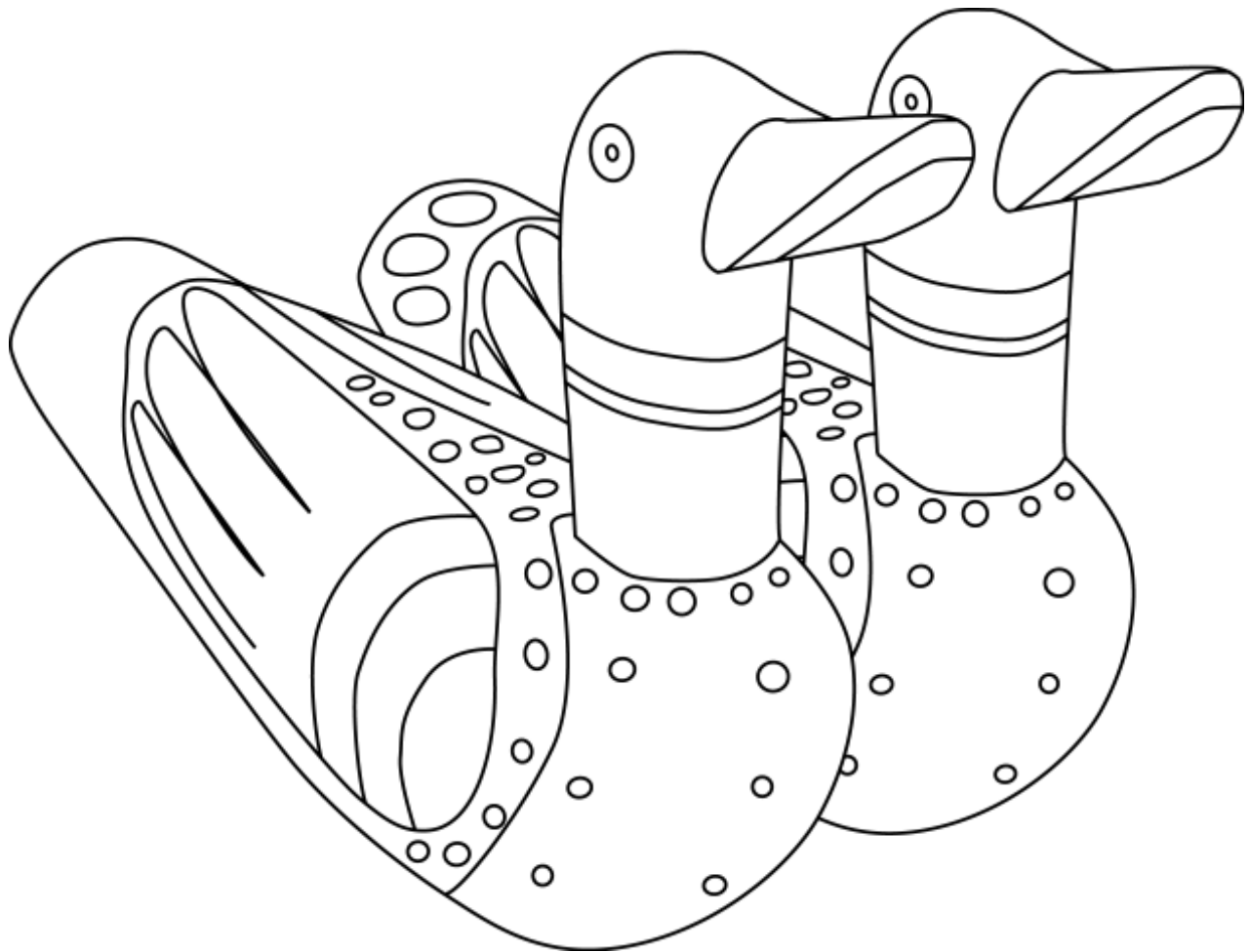


WORKSHEET 1

Lesson 4 Korean Wedding Celebration



KOREAN WEDDING GEESE





Grade Levels: K-1

Time Frame: 40 minutes

Lesson 5 Color a Korean Bride and Groom

Content Area(s): Social Science

State Goal(s): K: (18) (A) (2)
1: (18) (A) (1)

Objective(s): Introduce students to traditional Korean wedding clothes.

Material(s): (1 Worksheet)

- Student copies of coloring page

Instructional Strategies for “Color a Korean Bride and Groom”

- Paraphrase the “Background Information” section for the students. Give each student a picture to color.
- Display all the pictures and allow the children to look at all the artwork.

Enrichment

- Have students ask their parents what traditional wedding clothing looks like in their culture.
- Compare and contrast the wedding clothing of a Korean bride and groom with the wedding clothing of an American bride and groom. What looks similar or different?

Background Information

- Traditional Korean weddings start with the clothing. The bride and groom wear elaborately embroidered *chogori* (tops for bride and groom), *paji* (pants for the groom), and *chima* (skirt). The bride also wears a crown on her head called a *jokduri*. The couple gets married at the bride’s house and the ceremony ends with the bride beginning her new life with her in-laws.





WORKSHEET 1

Lesson 5 Color a Korean Bride and Groom

Directions: Color the picture below.





Grade Levels: K-1

Time Frame: 40 minutes

Lesson 6 Who's Buddha?

Content Area(s): Social Science

State Goal(s): K: (18) (A) (2)
1: (18) (A) (1)

Objective(s):

- Understand the significance of Buddha in Korea.
- Recognize Buddha's popular image.

Material(s): (1 Worksheet)

- Student copies of Buddha coloring sheet

Instructional Strategies for "Who's Buddha?"

- Explain to the students who Buddha is and how Buddhism is an important religion in Korea.
- Have students color in the Buddha sheet on the following page.

Enrichment

- Display colored Buddha sheets around the room. Ask the children whether they have ever seen this image before. Ask the children to look at Buddha and try to imagine what kind of person he was. Was he happy or sad? Kind or mean?

Background Information

- Buddhism, a centuries old religion in Korea, derives from the teachings of an Indian prince named Siddhartha Gautama. Siddhartha taught that the way to salvation lies in the denial of worldly goods and pleasures and in constant self-reflection. The image of Buddha as a rotund, serene man seated in meditation is seen throughout Korea and in most parts of Asia.



WORKSHEET 1

Lesson 6 Who's Buddha?

❁ COLOR BUDDHA ❁





Grade Levels: K-1

Time Frame: 40 minutes

Lesson 7

Celebrate Buddha's Birthday

Content Area(s): Social Science

State Goal(s): K: (18) (A) (2)
1: (18) (A) (1)

Objective(s):

- Understand the significance of Buddha in Korean society.
- Learn a holiday game played to celebrate Buddha's birthday.

Material(s):

- Books of various sizes that can be stacked to make a pagoda.

Instructional Strategies for "Celebrate Buddha's Birthday"

- Paraphrase the "Background Information" section for the students. Explain that the class will participate in a "circling the pagoda" ritual.
- Clear the desks away from the center of the room. Place a desk in the middle of the room. Create a pagoda out of books and place it on top.
- The children will march around the pagoda with their hands clasped. Tell the students to quietly think of ways to be nicer to each other as they march.

Enrichment

- Discussion: What did you think of while you were walking around the pagoda?

Background Information

- Buddhism springs from the teachings of an Indian prince named Siddhartha Gautama. He found that the path to salvation lay in renouncing worldly pleasures and meditating to achieve happiness. In Korea, many people follow Buddhist practices. On Buddha's birthday, Buddhists walk in circles around pagodas while praying with hands clasped. This ritual is called "Circling the Pagoda" or *tapdori*.





Grade Levels: K-2

Time Frame: 40 minutes

Lesson 8 Color a Pagoda

Content Area(s): Social Science

State Goal(s): K: (18) (A) (2)
1: (18) (A) (1)

Objective(s): Learn what a pagoda looks like in Korean Buddhist culture.

Material(s): (1 Worksheet)

- Student copies of pagoda coloring sheet

Instructional Strategies for “Color a Pagoda”

- Paraphrase the “Background Information” section for the students. Explain to students that the class will be learning about pagodas by coloring and cutting out pagoda pictures.
- Give each student a pagoda coloring sheet. Encourage them to use a variety of colors for each tier.
- Teacher may also encourage students to cut out and mount the finished projects on construction paper to be displayed throughout the classroom.

Enrichment

- Discussion Questions:
 1. Have you seen anything in your class or school or community that resembles a pagoda or is shaped like a pagoda
 2. Does the pagoda remind you of anything?

Background Information

- In learning about Korean culture, it is important to note the deeply religious nature of Korean people. The pagoda, a stone structure found throughout the country, reflects the impact of Buddhism (a major religion in Korea) on Korean culture and architecture. In the “Circling of the Pagoda” ritual, Buddhists chant the teachings of Buddha while marching around a pagoda. Recognizing pagodas and understanding their significance is an important facet of understanding Korea’s Buddhist culture.

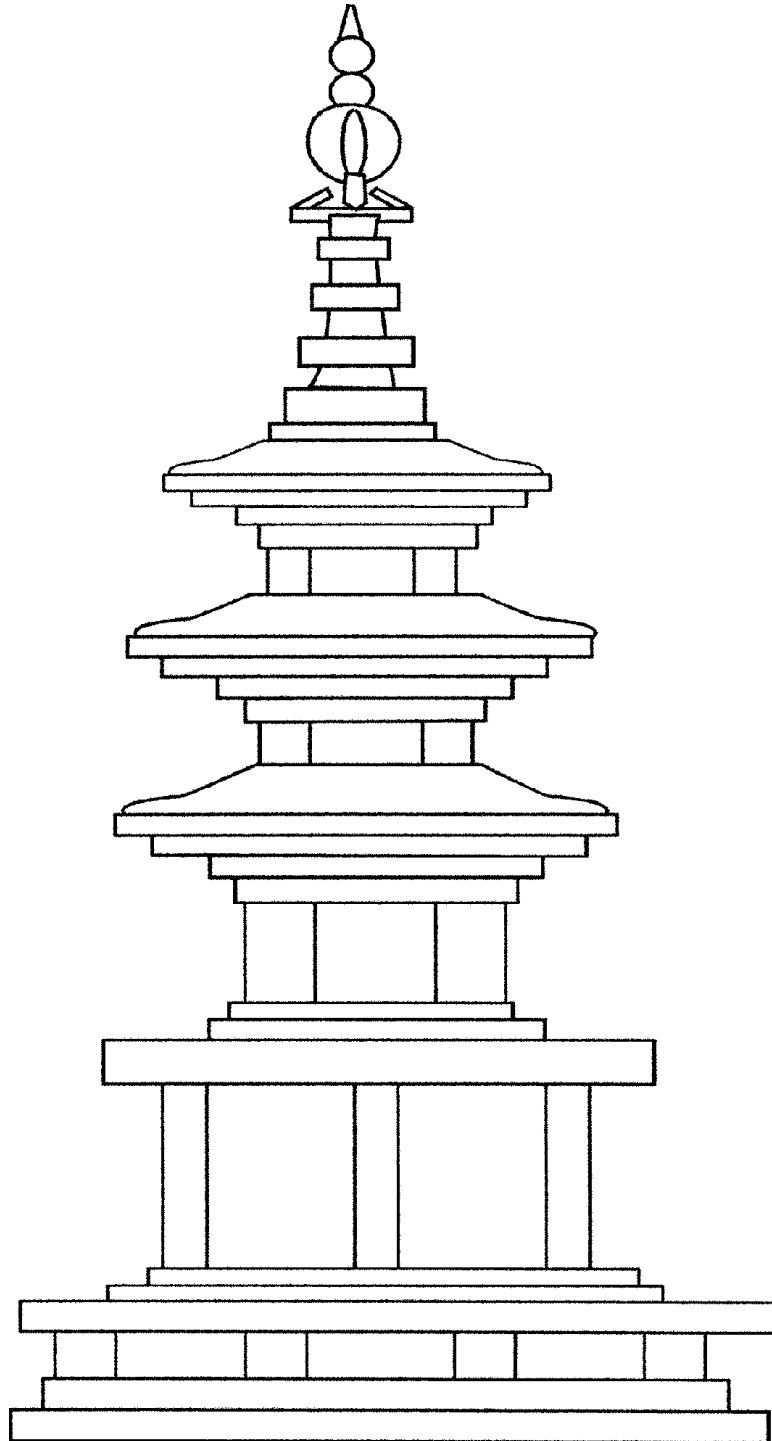




WORKSHEET 1

Lesson 8 Color a Pagoda

Directions: Color the picture below.





Grade Levels: 2-3
Time Frame: 40 minutes

Lesson 9 Tano

Content Area(s): Social Science

State Goal(s): 2: (18) (A) (2)
3: (18) (A) (1)

Objective(s):

- Understand the significance of *Tano* in Korean culture.
- Participate in one of the celebrations associated with this *Tano*.

Material(s):

- Playground equipment (swings)

Instructional Strategies for “Tano”

- Read the “Background Information” section to the students. Explain that women all over Korea compete in the swinging game. For this activity, boys may participate.
- Divide the boys and girls into two teams. Go outside and let the boys and girls compete to see who can swing the highest sitting down. For safety reasons, remind the children that they must sit as they swing. The boy and girl who swing the highest are the winners.

Enrichment

- Compare and contrast the swing game with other games played on holidays in other cultures. How is this game similar or different?

Background Information

- *Tano* falls on the fifth day of the fifth lunar month at the beginning of summer. On this day Koreans pray for good harvests and celebrate by holding numerous outdoor games and competitions. Women compete in a swinging game. A heavy rope, with a solid plank (acting as the seat) is tied on both ends and hung from a tall tree. Women take turns standing on the swing and swing themselves as high as they can. The winner is the woman who swings the highest.

