



Chicago Public Schools

# Korean Cultural Heritage Resource Guide

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## CHAPTER 6

### THE SPIRIT OF SEOUL

Sports and Games



# OVERVIEW

Lessons	Content Area	State Goal	Grade Level	Activity
1. Seoul Olympics	Social Science Math Art Language Arts	10 (A) 2 7 (A) 1 8 (A) 2 10 (A) 2	1, 2, 3	1. Color (2) 2. Graph 3. Find patterns 4. Word search
2. <i>Taekwondo</i> (Korean Martial Art)	Language Arts Art	1 (A) 3 4 (A) 3 3 (B) 2	2, 3	1. Color and write 2. Word search
3. <i>Gawei, Bawei, Bo</i> (Scissors, Rock, Paper)	Math Art	10 (C) 1	2, 3 and up	1. Color 2. Table for two players 3. Tree diagram 4. Enrichment: Table for three players
4. <i>Yut Nori</i> : The Game of Four Sticks	Math Language Arts Art	6 (C) 2 10 (C) 1	3 and up	1. Color 2. Scoring practice 3. Fractions table 4. Math: Add by regrouping 5. Possible outcomes in <i>Yut Jum</i> 6. Game board
5. <i>Jegichagi</i> : Korean Shuttlecock	Science Math Art	11 (A) 3 10 (A) 1 10 (A) 2	2, 3 and up	1. Scientific method 2. Results table 3. Double bar graph 4. <i>Jegi</i> directions
6. Archery	Art Math	6 (B) 1 8 (C) 1	2, 3 and up	1. Color 2. Scoring table 3. Math: Open ended problems



## Teacher's Background Information

Sports and games have always been an important ingredient of a civilization and its cultural development. Unlike wars and conflicts, sports and games promote competitions that are usually productive and constructive. Throughout human history, these leisure activities have played important roles in unifying people of different cultures and languages.

Korean culture is no exception. Throughout the 5,000 years of its history, many sports and games have been played among its people. They are intertwined with many cultural events in Korean history. War or peace during any period of time would determine what kind of games would be developed among its people.

In this chapter, the Seoul Olympics and five of the most common Korean games and sports are briefly discussed to give insights to teachers who are interested in using these ideas to introduce and explore Korean culture.

### SEOUL OLYMPICS: XXIV OLYMPIAD (1988)

The ancient Greeks held the first Olympiad in 776 B.C. to honor their god, Zeus. They held the games every four years until the Romans came to power and banned the event. A Frenchman, Pierre de Fredy, Baron de Coubertin (1863-1937) revived the Olympic Games in 1896.

The Seoul Olympics in 1988 came at a difficult time, as Cold War tensions had been mounting between the United States and the Union of Soviet Socialist Re-



publics, for the previous few decades. Nevertheless, for the first time in twelve years, all the leading Olympics nations, except two, participated in the Seoul Olympics. Approximately 9,421 competitors from 160 nations participated in this international event that took place from September 16th to October 2nd. Twenty-seven new world records were set and the United States won 36 gold medals while Korea won twelve.

“The important thing in the Olympics games is not to win, but to take part, just as the important thing in life is not the triumph but the struggle; the essential thing is not to have conquered but to have fought well.”

Baron de Coubertin, 1896



## TAEKWONDO



*Taekwondo* is a martial art developed by General Choi Hong Hi in the 1950's as a combination of Korean *Taekyon* and Japanese Judo. It has since become an international sport. Practiced in over 165 countries, it was adopted as an official event in the tenth Asian Games and the 2000 Olympic Games in Sydney, Australia.

*Taekwondo*, an art of self-defense, is a discipline that emphasizes a “foot-fist” technique. It enables one to build strength by using the hands and feet freely, following specific techniques and movements.

Expertise is indicated by a series of colored belts, ranging from white for beginners to black for the master level. Although different *dojangs*, or schools, use different color systems, the meanings of white and black belts are universal. The remainder of the uniform is

white to symbolize the students' state of readiness: purity of the mind.

Competitions are governed by the rules and regulations set by the World Taekwondo Federation (WTF). There are three levels of competition: no-contact, light-contact, and full-contact. In no-contact competition, judges compare students' kick and punch skills to decide the winner. In light-contact competition, competitors are allowed to deliver light blows but must be able to control their force to avoid solid kicks or punches. In full-contact competition, however, fierce actions are allowed and the competitors must wear body armor to minimize injuries. As an Olympic event, *Taekwondo* is played as a full-contact sport.

The highlight of a *Taekwondo* demonstration is the breaking of bricks and/or wooden boards. Only black belts, the masters, are allowed to break them. Masters can gain higher degrees of black belts by breaking ever greater numbers of bricks or wooden boards. Breaking these sturdy objects requires special skills and a great deal of guided practice. Without proper training, this activity can cause serious injuries.

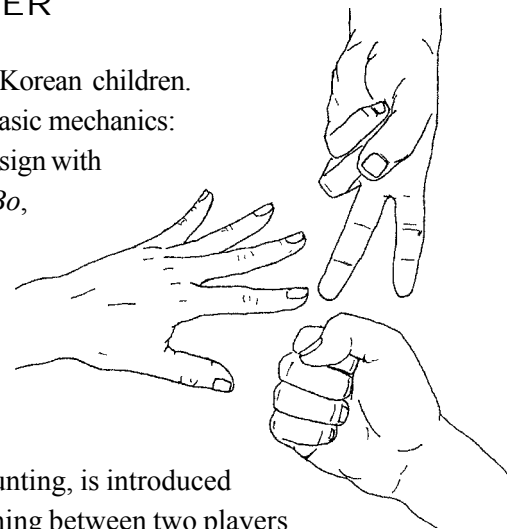
## GAWEI, BAWEI, BO: SCISSORS, ROCK, PAPER

The ancient game of Scissors, Rock, Paper is very popular among Korean children. Although there are several versions of the game, we will explore the basic mechanics: the three hand signals. *Gawei* means “scissors” and is formed as a “V” sign with the index and middle fingers. *Bawei*, meaning “rock,” is a closed fist. *Bo*, or “paper,” is indicated with an open hand. As “*gawei, bawei, bo*” is called out, the players simultaneously display their hand signals.

The winner is decided by the following rules:

- Paper and rock: paper wins because it wraps around the rock.
- Rock and scissors: rock wins because it breaks the scissors.
- Scissors and paper: scissors win because it cuts the paper.

Simple probability of events, using the fundamental principle of counting, is introduced through this game. Students can easily check the probability of winning between two players by using a table or tree diagram.





## YUT NORI: A GAME OF FOUR STICKS



*Yut Nori* is a traditional Korean game played widely around the time of the Korean New Year. Historians have traced its history back for over 1,000 years. A relatively simple game, *Yut Nori* can be played with a high level of strategy. It can be played in teams, thus promoting group dynamics. This has helped the game not only to survive for a millennium but also to maintain great popularity among people of all ages.

*Yut Nori* is composed of a game board or map, four wooden sticks, each bearing one flat side and one round side, and four horses or markers.

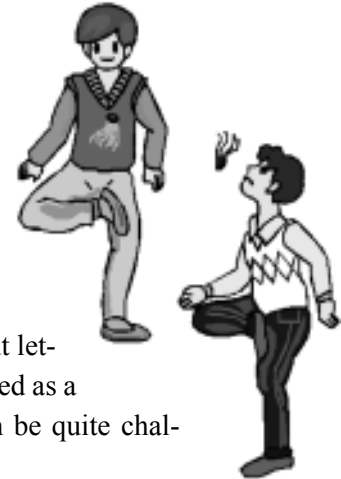
The game is traditionally played on a rug placed on the floor. Players form two teams, usually two to three people per team. Alternating their turns, one player from each team tosses the four sticks in the air and lets them land on the rug. The results of the stick toss determine how each team moves their horses or markers around the game board or map. The team that gets all four horses to the final stop and exits first wins the game. The wooden sticks may land in five possible combinations and there are four ways to reach the exit. Clever use of strategy will determine the winning team.

## JEGICHAGI: KOREAN SHUTTLECOCK

*Jegichagi*, a Korean hacky sack game, is very popular among Korean boys and men. It is widely played during winter season because it does not require much space to play and can be played indoors.

The *jegi*, or shuttlecock, is made with a washer and strips of tissue paper. The strips are looped around the washer with the ends left hanging from the center hole (see illustration in Lesson 5). An alternative method is to wrap a square piece of cotton around a large coin and tie off the fabric with string.

Players kick the paper shuttlecock into the air using the instep of the foot. The winner is the player who kicks the shuttlecock the most times without letting it fall. When played as a contest, *jegichagi* can be quite challenging physically.



## ARCHERY

Archery is a simple sport played with a bow and arrow. Its invention, however, is considered as an important a creation as the wheel and fire. Although it may not have been the first weapon ever used, the bow and arrow are considered the first weapon developed by Homo sapiens and dates back over 50,000 years.

An Olympic sport in the 1900, 1904, 1908 and 1920 games, archery was then dropped due to the lack of international rules governing the game.





Following vigorous promotion by the leaders of the International Archery Federation, now known as FITA (Federation Internationale de Tir an Arc), it was reinstated at the 1972 games in Munich, Germany.

Archery has a proud history in Korea. Trained warriors equipped with bows and arrows defeated numerous invading foreign forces throughout Korean

history, including Japan, China, France and the United States.

In recent years, Korea has become a dominant power in the field of archery. The Korean women's teams have been undefeated in archery for four Olympic games in a row. Korea has won 23 medals including eleven gold medals in the archery competitions since 1988.





Grade Levels: 1-3

Time Frame: 80 minutes

## Lesson 1 Seoul Olympics - XXIV Olympiad (1988)

**Content Area(s):** Social Studies  
Art

**State Goal(s):** 1: (8) (A) (2)  
2: (10) (A) (2) and (7) (A) (1)  
3: (10) (A) (2) and (7) (A) (1)

**Objective(s):**

- Compare the types of games played in the Olympics.
- Identify different Olympics locations on a world map using directions.
- Analyze the patterns and predict the numbers following the pattern using addition and multiplication.

**Material(s):** (5 Worksheets)

**Instructional Strategies for “Seoul Olympics - XXIV Olympiad (1988)”**

- Before class, have students bring pictures of different sporting events cut from magazines, daily newspapers, etc.
- Discuss the name of each event and classify whether they are individual sports or team sports. Use Worksheet 3 to make a pictograph or a bar graph. Teachers may use construction paper to recreate the table in a larger format.
- Explain the meaning of the Olympic flag and the colors, and the role of Baron Pierre de Coubertin. Read “The Olympic Summer Games” and color the Olympic flag.
- Locate the U.S.A. and Korea on the world map. Color the two countries and discuss the positions of each country in relation to the other (e.g., the U.S. is west of Korea and Korea is east of the U.S.) You may also want to try this activity with other cities around the world.
- Analyze the patterns of the previous Olympic years and predict the years when the next ten Olympics will take place.
- Develop the vocabulary related to the topic and complete the word searches.

**Enrichment**

- Read about the interesting facts related to Olympic athletes.
- Evaluate the importance of the Olympic Games for promoting peace and harmony among the countries of the world.

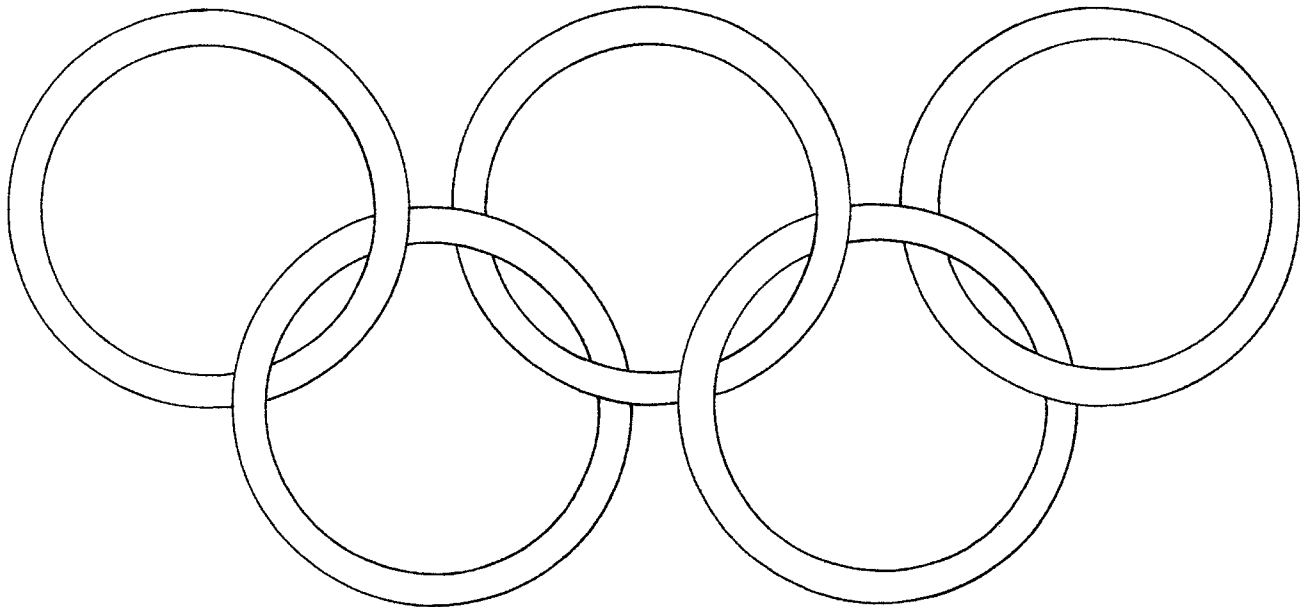


WORKSHEET 1

**Lesson 1** Seoul Olympics - XXIV Olympiad (1988)

Name: \_\_\_\_\_

**Directions:** Color the Olympic flag. Color the three top rings blue, black and red and the two lower rings yellow and green.





## WORKSHEET 2

**Lesson 1** Seoul Olympics - XXIV Olympiad (1988)

Name: \_\_\_\_\_

**Directions:** Locate the U.S. and Korea on the world map. Color the two countries in red. Color the oceans blue.



**Directions:** Fill in the blanks with the correct direction: north, south, east, or west.

1. Korea is located \_\_\_\_\_ of the U.S.
2. The U.S. is located \_\_\_\_\_ of Korea.



WORKSHEET 3

**Lesson 1** Seoul Olympics - XXIV Olympiad (1988)

Name: \_\_\_\_\_

**Directions:** Collect pictures of the sports played in the Olympics. Classify them as either individual sports or team sports. Glue the pictures or write the names of the sports in the correct boxes on the graph. (Teachers may use construction paper to recreate the table in a larger format.)

5		
4		
3		
2		
1		
	Individual Sports	Team Sports





## WORKSHEET 4

# Lesson 1 Seoul Olympics - XXIV Olympiad (1988)

Name: \_\_\_\_\_



## NUMERICAL PATTERNS



**Directions:** Find the pattern to fill in the following numbers.

1. 2    4    6    8    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_

2. 4    8    12    16    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_

3. 10    20    30    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_

4. 15    20    25    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_

5. 76    80    84    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_

6. 148    152    156    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_

7. Fill in the blanks. The Olympics took place in the following years:

1948, 1952, 1956, 1960, \_\_\_\_\_, \_\_\_\_\_, 1972, \_\_\_\_\_, \_\_\_\_\_, 1984, \_\_\_\_\_, \_\_\_\_\_,

1996, \_\_\_\_\_

8. Following the same pattern, predict when the next 10 Olympics would take place.

2004, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 2020, \_\_\_\_\_, \_\_\_\_\_, 2032, \_\_\_\_\_, 2040





## WORKSHEET 5

# Lesson 1 Seoul Olympics - XXIV Olympiad (1988)

Name: \_\_\_\_\_



## SEOUL OLYMPICS WORD SEARCH



L F L A G I U Y U G M O  
 W U R A C E E R U L E S  
 M Q R O S W I N N E R F  
 J K G A M E S J K L A V  
 S T F A R T O R C H E K  
 P Q P R E C O R D W K I  
 S C O R E S S O P W L B  
 D J M E D A L S N I T N  
 A L O S K M S C O R E S  
 G O L Y M P I C S F X T  
 P W L U O S I G N A L I  
 S P O R T S P Q X R Y H



RACE

FLAG

GAMES

OLYMPICS

RECORD

MEDALS

RULES

SCORES

SIGNAL

SPORTS

TORCH

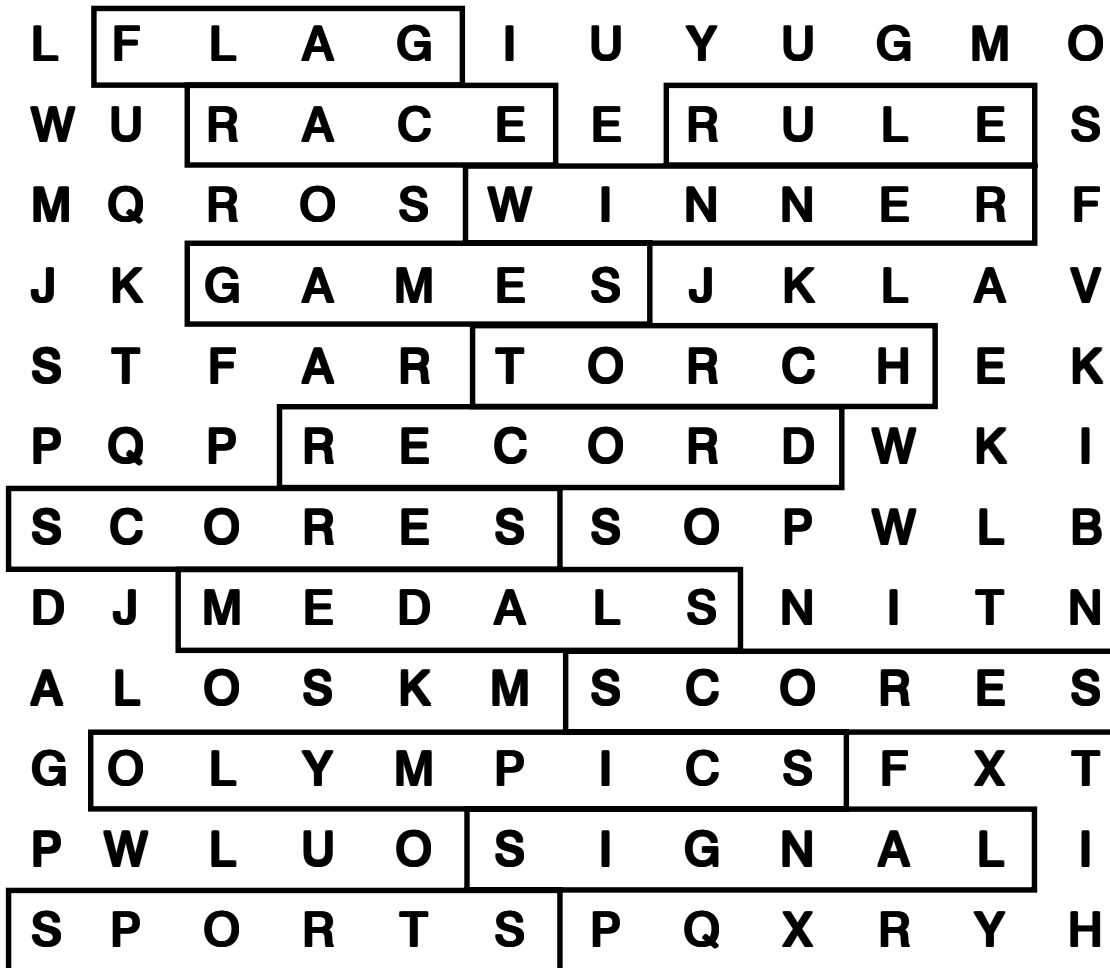
WINNER





## WORKSHEET 5 - ANSWER SHEET

**Lesson 1** Seoul Olympics - XXIV Olympiad (1988)

**SEOUL OLYMPICS WORD SEARCH**


RACE

FLAG

GAMES

OLYMPICS

RECORD

MEDALS

RULES

SCORES

SIGNAL

SPORTS

TORCH

WINNER





Grade Levels: 2-3

Time Frame: 50 minutes

## Lesson 2 Taekwondo (Korean Martial Art)

**Content Area(s):** Language Arts  
Art

**State Goal(s):** 2: (3) (C) (1) and (3) (C) (2) and (4) (A) (3)  
3: (1) (A) (2)

**Objective(s):**

- Identify the vocabulary, and compare and contrast through reading and listening.
- Justify the reasons for receiving proper training.

**Material(s):** (3 Worksheets)

**Instructional Strategies for “Taekwondo (Korean Martial Art)”**

- Assess prior knowledge by making a KWL chart with the class. Label three columns with the questions: What I already Know; What I Want to learn; and, what I Learned (KWL).
- Read the *Taekwondo* section of the “Teacher’s Background Information” to students for background information and to develop vocabulary.
- Compare and contrast the different types of competition - no-contact, light-contact, and full-contact - and analyze the reasons behind them, and justify them.

**Enrichment**

- Visit nearby *dojangs* and/or invite *Taekwondo* masters into the classroom. Have the class interview him/her. Find out how the colors of the belts are used to differentiate the levels.
- Compare and contrast *Taekwondo* with other martial arts, such as Karate, Judo, Kung Fu, etc.



WORKSHEET 1

**Lesson 2 Taekwondo (Korean Martial Art)**

Name: \_\_\_\_\_

**Directions:** Color the picture. Color the belt of one competitor blue and the belt of the other red. Write a story about their moves.





## WORKSHEET 2

# Lesson 2 Taekwondo (Korean Martial Art)

Name: \_\_\_\_\_



## TAEKWONDO WORD SEARCH



A	K	S	J	F	D	O	J	A	N	G	P
J	B	E	L	T	L	N	A	M	I	Q	W
D	K	L	R	S	Q	V	K	I	C	K	X
R	U	L	E	S	A	K	E	M	N	Z	P
O	N	T	A	E	K	W	O	N	D	O	R
L	J	H	O	O	B	R	E	A	K	R	E
W	T	R	A	I	N	O	W	H	I	T	E
Y	C	O	N	T	A	C	T	C	V	B	N
P	L	M	F	O	O	T	I	J	N	Y	G
V	Q	A	Z	W	S	F	I	S	T	R	F
V	B	L	A	C	K	T	G	B	I	K	M



BELT

DOJANG

RULES

FOOT

BREAK

TRAIN

FIST

CONTACT

BLACK

KICK

TAEKWONDO

WHITE

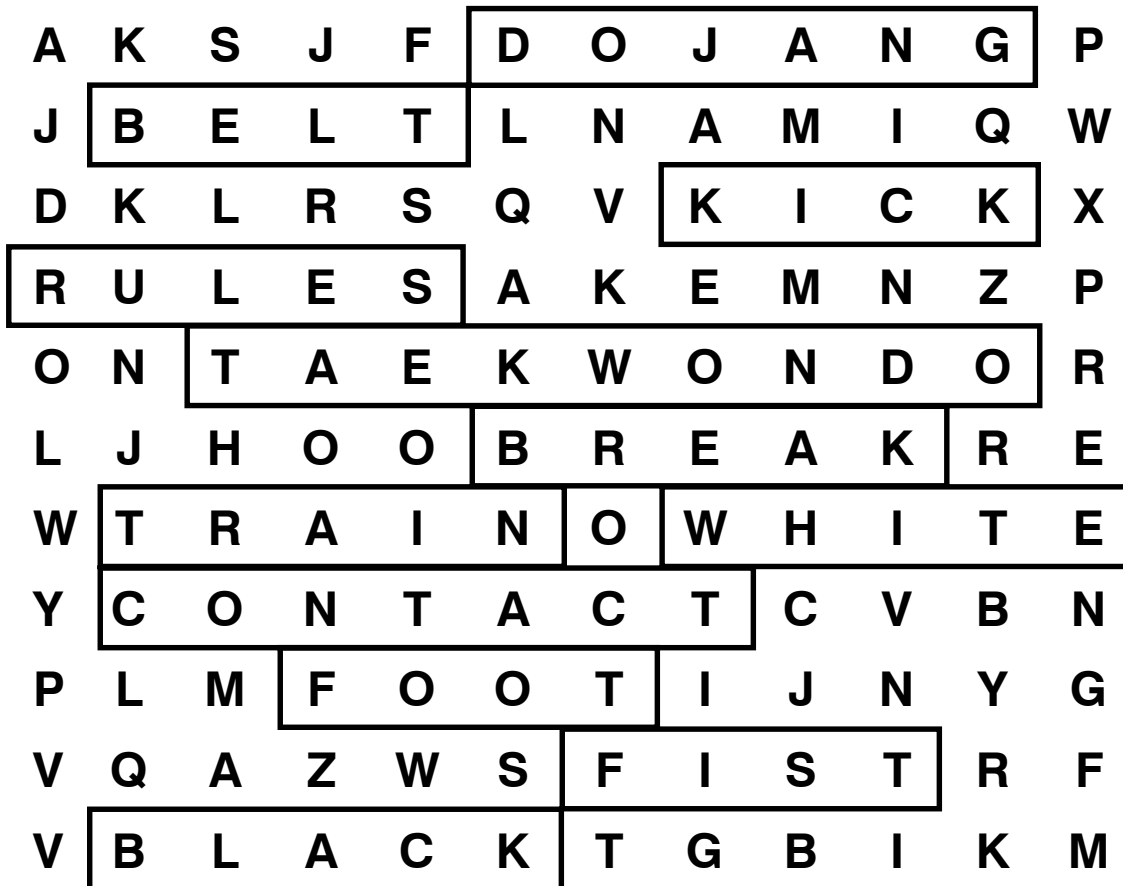




## WORKSHEET 2 - ANSWER SHEET

## Lesson 2 Taekwondo (Korean Martial Art)

### TAEKWONDO WORD SEARCH



BELT

FOOT

FIST

KICK

DOJANG

BREAK

CONTACT

TAEKWONDO

RULES

TRAIN

BLACK

WHITE



Grade Levels: 2-3

Time Frame: 50 minutes

## Lesson 3 Gawei, Bawei, Bo (Scissors, Rock, Paper)

**Content Area(s):** Math  
Art

**State Goal(s):** 2: (10) (C) (1)  
3: (10) (C) (1)

**Objective(s):**

- Analyze and evaluate the probability of winning using the fractional part of a whole.
- Construct a table or a tree diagram to explore the probability of given events.

**Material(s):** (5 Worksheets)

**Instructional Strategies for “Gawei, Bawei, Bo (Scissors, Rock, Paper)”**

- Teach the hand signals and names for *Gawei*, *Bawei*, *Bo* to the class.
- Discuss the rules of the game (see *Gawei, Bawei, Bo* [Scissors, Rock, Paper] section in “Teacher’s Background Information”).
- Have students pair up and play. Fill out the table in Worksheet 2 to decide the winners.
- Discuss the fairness of the game. Consider the results of Worksheet 2 and the rules.
- Discuss what makes a game fair.
- Color the three pictures of the hand signals.

**Enrichment**

- Create tree diagrams using Worksheet 3; list all possible outcomes with two players.



WORKSHEET 1

**Lesson 3** **Gawei, Bawei, Bo (Scissors, Rock, Paper)**

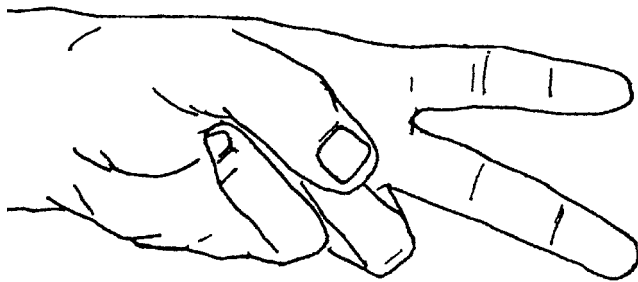
Name: \_\_\_\_\_



**HAND POSITIONS**



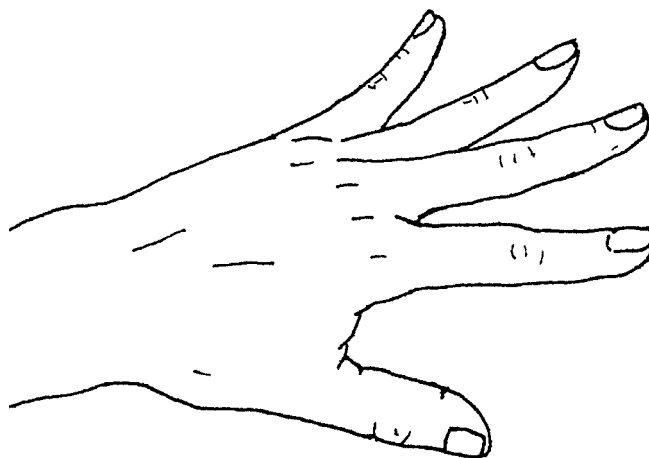
**Directions:** Color the picture of the three hand signals and copy their names in both languages.



***Gawei*** (Scissors)



***Bawei*** (Rock)



***Bo*** (Paper)





## WORKSHEET 2

## Lesson 3 Gawei, Bawei, Bo (Scissors, Rock, Paper)

Name: \_\_\_\_\_



### TABLE FOR TWO PLAYERS



**Directions:** Use the table to play *Gawei, Bawei, Bo* for six rounds. Record the winner.

	Player 1	Player 2	Winner
Round 1			
Round 2			
Round 3			
Round 4			
Round 5			
Round 6			





WORKSHEET 3

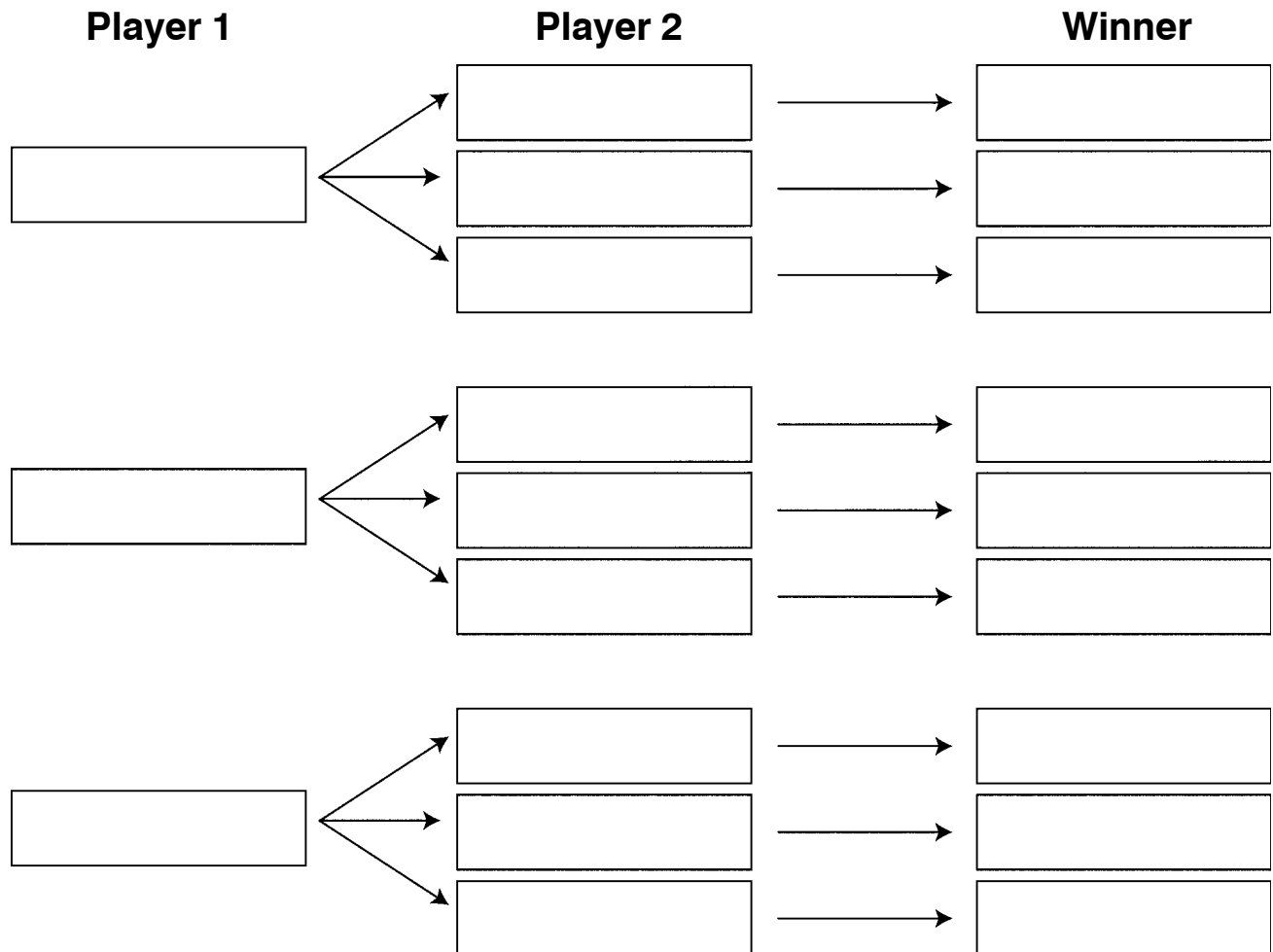
**Lesson 3** **Gawei, Bawei, Bo (Scissors, Rock, Paper)**

Name: \_\_\_\_\_

**TREE DIAGRAM**

**Directions:** Complete the tree diagram to explore all of the possible outcomes between two players in *Gawei*, *Bawei*, *Bo*.

What are the three possible hand signals that Player 2 can display when Player 1 displays *gawei* (scissors)? Decide who will be the winner in each situation. How would this be expressed as a fraction for Player 1? Would Player 2 have the same chance? Continue with *bawei* (rock) and *bo* (paper).





## WORKSHEET 3 - ANSWER SHEET

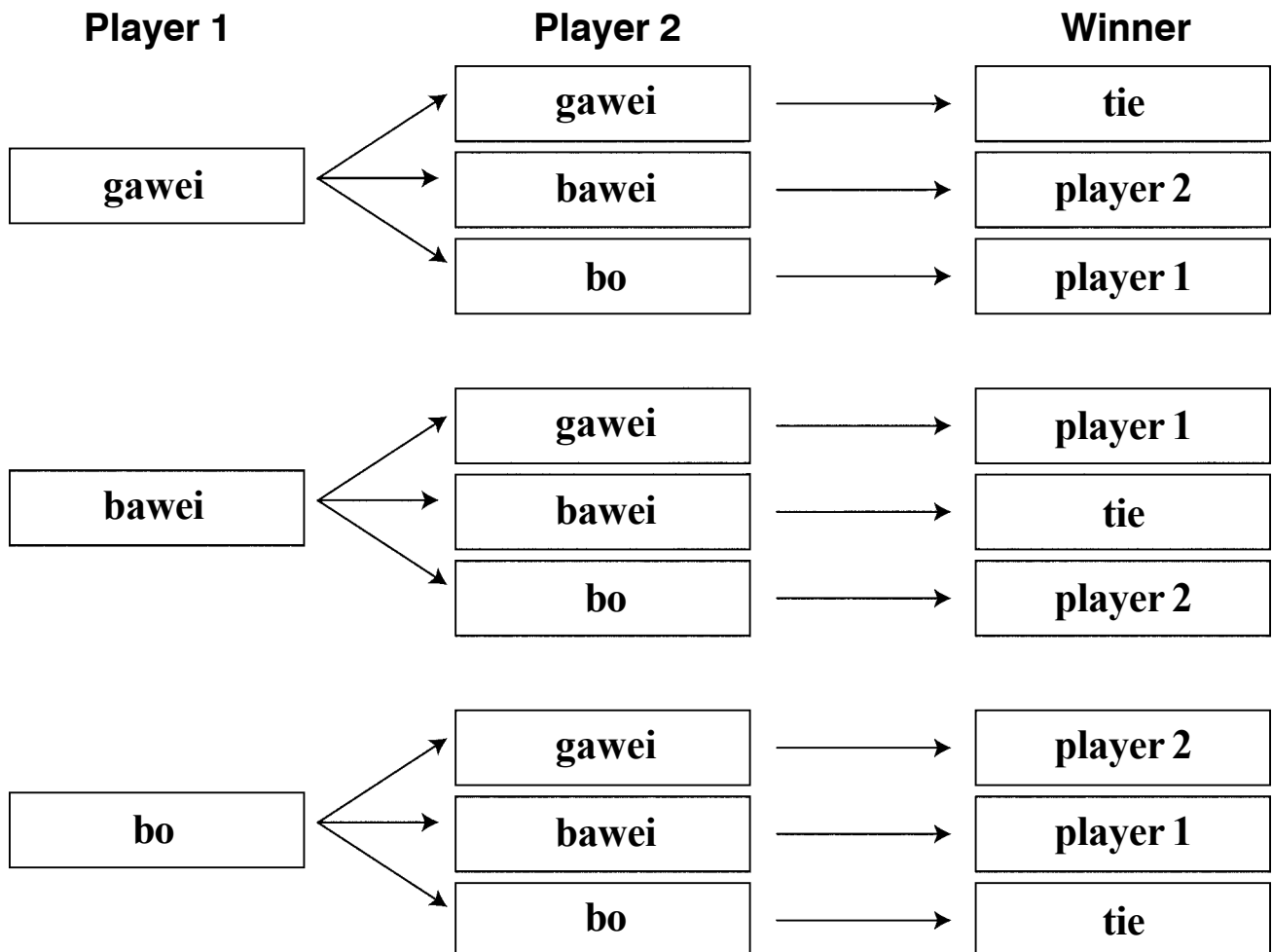
## Lesson 3 Gawei, Bawei, Bo (Scissors, Rock, Paper)

Name: \_\_\_\_\_

### TREE DIAGRAM

**Directions:** Complete the tree diagram to explore all of the possible outcomes between two players in *Gawei*, *Bawei*, *Bo*.

What are the three possible hand signals that Player 2 can display when Player 1 displays *gawei* (scissors)? Decide who will be the winner in each situation. How would this be expressed as a fraction for Player 1? Would Player 2 have the same chance? Continue with *bawei* (rock) and *bo* (paper).





## WORKSHEET 4

## Lesson 3 Gawei, Bawei, Bo (Scissors, Rock, Paper)

Name: \_\_\_\_\_



### TABLE FOR THREE PLAYERS



**Directions:** Play *Gawei, Bawei, Bo* for 12 rounds. Record the winners on the table.

	Player 1	Player 2	Player 3	Winner
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				





Grade Levels: 2-3  
Time Frame: 80 minutes

## Lesson 4 Yut Nori (The Game of Four Sticks)

**Content Area(s):** Math  
Art

**State Goal(s):** 2: (6) (B) (6) and (10) (C) (1)  
3: (6) (C) (4)

**Objective(s):**

- Add the numbers using commutative property.
- Develop mental math strategy through a simple addition activity.
- Identify the possible outcomes of a simple event and relate them to fractions and likelihood of the event happening.

**Material(s):** (11 Worksheets)

- *Yuts*, four small sticks with one flat side and one round side
- Two sets of four markers (to be used as horses)\*
- Game board (sample board on Worksheet 11)
- Small rug or square of fabric measuring 3 feet by 3 feet.

\* You may use objects such as bottle caps, shells or coins.

**Instructional Strategies for “Yut Nori (The Game of Four Sticks)”**

- Use Worksheet 1 to teach students the names of the scores. The scores vary depending on how many *yuts* land with their flat sides up. Discuss the name of each score in relation to the number of flat sides up and the whole (see Worksheet 6).
- Using the Scoring Practice Worksheet (Worksheets 4 & 5), practice scoring the game. To demonstrate, place a rug on a table. Three players toss the *yuts* up in the air above the rug and have the students record the scores on the chart. The *yuts* must land on the rug. If any land outside the rug, that score is invalid and the team loses their turn. Add up the numbers to decide the winner as a whole class activity.
- Divide the class into two or three teams. Have a representative from each team toss the *yuts*. The team should then decide their move together. Each team will need a team leader to work on the map. The first team to move all four horses or markers out to the exit is the winning team. (See Worksheet 2 on Strategy)
- Investigate the possible outcomes and the likelihood of the outcome happening (Worksheet 6).



Grade Levels: 2-3

Time Frame: 80 minutes

## Lesson 4 Yut Nori (The Game of Four Sticks) (cont'd)

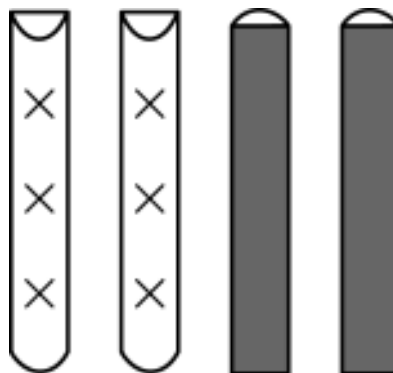
### Enrichment

- Compare and contrast *Yut Nori* if it were played with coins, shells or bottle caps. Would the results - *doe*, *gae*, *gull*, *yut* and *mo* - be the same? If they would be different, how and why?
- Explore the counting outcomes. If you toss one *yut* three times, how many different combinations can you get? Your luck can be interpreted by the way your *yut* lands. An ancient Korean fortune telling system, called *Yut Jum*, used the fundamental principle of counting.\* (Use Worksheets 9 & 10 to prepare the students for this activity.)

\* The fundamental principle of counting says that if the first event can happen “n” ways and the second event can happen “m” ways, then the two events can happen “n x m” ways. In other words, if the first tossing has four choices and the second tossing has four choices, then you can have 16 different combinations ( $4 \times 4 = 16$ ). A third toss gives you four times more choices, or  $16 \times 4 = 64$  for 64 different combinations. (See the solution.)

### Background Information

- The word “*yut*” is used for the name of the Game of Four Sticks as well as the score when the sticks land with all four flat sides up. *Yut* is also used to refer to the four tossing sticks.





## WORKSHEET 1

# Lesson 4 Yut Nori (The Game of Four Sticks)



## YUT NORI SCORING SYSTEM



Name	Doe	Gae	Gull	Yut	Mo
<b>Toss Results</b>	one flat side up	two flat sides up	three flat sides up	four flat sides up	no flat sides up
<b>Moves</b>	one space	two spaces	three spaces	four spaces	five spaces

### Game Directions:

1. Players from each team take alternating turns tossing the *yuts*.
2. A toss resulting in *yut* (four flat sides up) or *mo* (four flat sides down) wins a bonus toss.
3. If you get a bonus toss because you got *yut* or *mo* or removed a horse (or marker) from the other team (see Rule 6), you may choose to make moves consecutively after each tossing or to make your moves in any order after all tossing is done.
4. A horse can turn at the corner to take a diagonal short-cut only if it lands on the corner space as the last stop of its move.
5. Two or more horses from the same team may travel together if they land on the same space.
6. If a horse stops on the same space occupied by a horse of an opposing team, it may send the opposing horse back to the starting point. That player also wins a bonus toss.
7. The first team to have all four horses exit is the winning team.





## WORKSHEET 2 (Page 1 of 2)

## Lesson 4 Yut Nori (The Game of Four Sticks)

### STRATEGY

In an actual game, players from each team should play by alternating turns. However, for the purposes of explaining strategy, five turns for each player are shown below in consecutive order.

#### Sample Scoring Table

Player 1\*

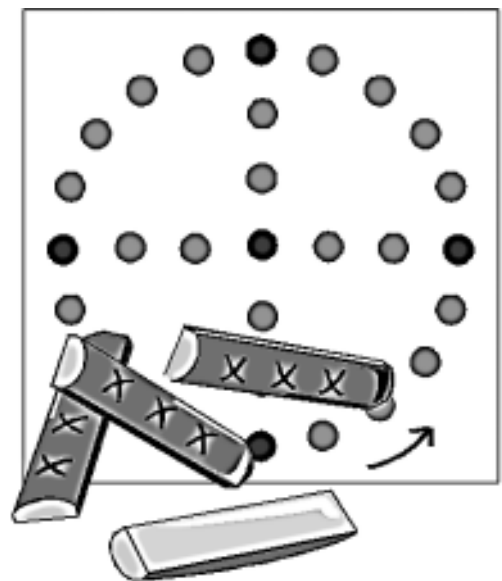
Toss	Points	Total
1. Doe	1	1
2. Gull	3	4
3. Yut	4	8
4. Doe	1	9
5. Gull	3	12

#### Game Plan:

1. The first toss results in *doe*. Move your horse or marker one space (*doe* = 1).
2. The second toss is *gull*. Move three spaces from the first space (*gull* = 3).
3. The third toss is *yut*. This wins you a bonus turn; you can toss one more time.

#### Strategy:

1. You can move four spaces for *yut*. If you do, you must take the outside road and cannot take a short cut. However, since you have a bonus turn for *yut*, you can wait until you get another score to decide the next move.
2. On your bonus turn, you have *doe*, one step. You may move one space to the corner first for *doe*, and then move four spaces into the shortcut for *yut*.





## WORKSHEET 2 (Page 2 of 2)

## Lesson 4 Yut Nori (The Game of Four Sticks) (cont'd)



### STRATEGY



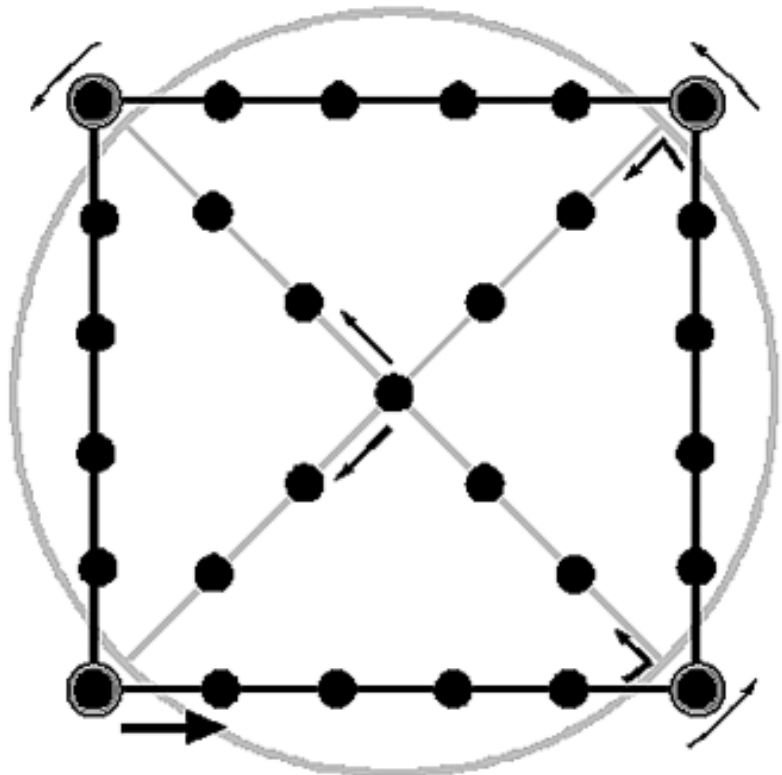
Sample Scoring Table

Player 2\*

Toss	Points	Total
1. Gae	2	2
2. Gull	3	5
3. Gull	3	8
4. Doe	1	10
5. Gae	2	13

Game Plan and Strategy:

1. Move two spaces for *gae*.
2. Move three spaces for *gull*. You are now stationed at the corner space.
3. Take the short cut and move three spaces to the center space.
4. Move one space for *doe*.
5. Move two spaces for *gae*. You have reached the exit space. You need just one space or more win.





WORKSHEET 3

# Lesson 4 Yut Nori (The Game of Four Sticks)

Name: \_\_\_\_\_



## KOREAN FAMILY PLAYING YUT NORI



**Directions:** Color the picture below.





## WORKSHEET 4

## Lesson 4 Yut Nori (The Game of Four Sticks)

### SCORING PRACTICE

**Directions:** Practice scoring *Yut Nori* by tossing the *yuts*. Write the Korean name of the score made, the number of points and add them up for five rounds.

#### Yut Nori Scoring System

Name	Doe	Gae	Gull	Yut	Mo
Points	1	2	3	4	5

#### Player 1

	Name	Number of Points	Total Score
Round 1			
Round 2			
Round 3			
Round 4			
Round 5			

#### Player 2

	Name	Number of Points	Total Score
Round 1			
Round 2			
Round 3			
Round 4			
Round 5			



## WORKSHEET 5

## Lesson 4 Yut Nori (The Game of Four Sticks)



### SAMPLE SCORES



**Directions:** Practice scoring *Yut Nori* by tossing the *yuts*. Write the Korean name of the score made and the number of points and add them up for five rounds.

#### Yut Nori Scoring System

Name	Doe	Gae	Gull	Yut	Mo
Points	1	2	3	4	5

#### Player 1

	Name	Number of Points	Total Score
Round 1	Doe	1	1
Round 2	Gull	3	4
Round 3	Yut	4	8
Round 4	Gae	2	10
Round 5	Mo	5	15

#### Player 2

	Name	Number of Points	Total Score
Round 1			
Round 2			
Round 3			
Round 4			
Round 5			





## WORKSHEET 6



## Lesson 4 Yut Nori (The Game of Four Sticks)

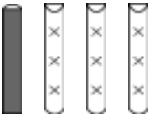
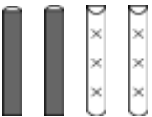
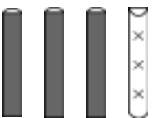
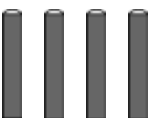

Name: \_\_\_\_\_



### YUT NORI AND FRACTION



(  = Round side up       = Flat side up)

	Name	Score	Fraction of Flat Sides Up	Fraction of Round Sides Up
	Doe	1	$\frac{1}{4}$	$\frac{3}{4}$
	Gae	2	$\frac{2}{4}$	$\frac{2}{4}$
	Gull	3	$\frac{3}{4}$	$\frac{1}{4}$
	Yut	4	$\frac{4}{4}$	$\frac{0}{4}$
	Mo	5	$\frac{0}{4}$	$\frac{4}{4}$





## WORKSHEET 7

## Lesson 4 Yut Nori (The Game of Four Sticks)

Name: \_\_\_\_\_

**Directions:** Rearrange the numbers so that each group has the sum of 5. Place a parenthesis around each sum of 5. Give the sum of each problem.

Example:

$$2 + 1 + 3 + 4 + 2 =$$

$$(2 + 3) + (1 + 4) + 2 = 12$$

1.  $3 + 4 + 2 =$

$$(\quad + \quad) + \quad = \quad$$

2.  $3 + 1 + 2 + 3 + 4 =$

$$\quad + \quad + \quad + \quad + \quad = \quad$$

Now use the mental math strategy to add the sums of 5.

3.  $5 + 4 + 3 + 2 + 1 =$

4.  $2 + 5 + 3 + 2 + 3 + 1 + 4 =$

5.  $1 + 3 + 4 + 1 + 2 + 1 + 4 =$

6.  $4 + 2 + 1 + 3 + 2 + 4 + 3 =$

Extra credit: Explain how you got the answers mentally without using paper and pencils.





## WORKSHEET 8

## Lesson 4 Yut Nori (The Game of Four Sticks)

Name: \_\_\_\_\_

**Directions:** Rearrange the numbers so that each pair can have the sum of 10. Place a parenthesis around each sum of 10. Then give the final answers. Use mental math strategy.

Example:

$$3 + 5 + 7 + 4 + 5 + 6 =$$

$$(3 + 7) + (5 + 5) + (4 + 6) =$$

7.  $5 + 6 + 3 + 5 + 7 + 4 + 8 =$

$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} =$$

8.  $1 + 5 + 3 + 7 + 9 + 8 + 5 =$

$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} =$$

9.  $9 + 3 + 8 + 6 + 1 + 4 + 2 =$

$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} =$$

10.  $2 + 3 + 4 + 5 + 6 + 7 + 8 =$

$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} =$$

11.  $2 + 6 + 7 + 7 + 2 + 3 + 3 =$

$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} =$$

Using the same strategy, add numbers from 1 to 10 and explain how you got the answer.

$$1 + 2 + 3 + 4 + 5 + 6 + 7 + 8 + 9 + 10 = \underline{\quad}$$





## WORKSHEET 9

## Lesson 4 Yut Nori (The Game of Four Sticks)



### POSSIBLE OUTCOMES (ENRICHMENT)



#### Yut Jum Scoring System

Name	Doe	Gae	Gull	Yut	Mo
Points	1	2	3	4	5

If you toss the *yuts* three times, what are all the possible outcomes? Ancient Koreans used the fundamental principle of counting to tell fortunes, and they called this practice *Yut Jum*. List all the possible outcomes using numbers. Use the table below.






## WORKSHEET 9 - ANSWER SHEET

## Lesson 4 Yut Nori (The Game of Four Sticks)



### POSSIBLE OUTCOMES (ENRICHMENT)



#### Yut Jum Scoring System

Name	Doe	Gae	Gull	Yut	Mo
Points	1	2	3	4	5

If you toss the *yuts* three times, what are all the possible outcomes? Ancient Koreans used the fundamental principle of counting to tell fortunes, and they called this practice *Yut Jum*. List all the possible outcomes using numbers. Use the table below.

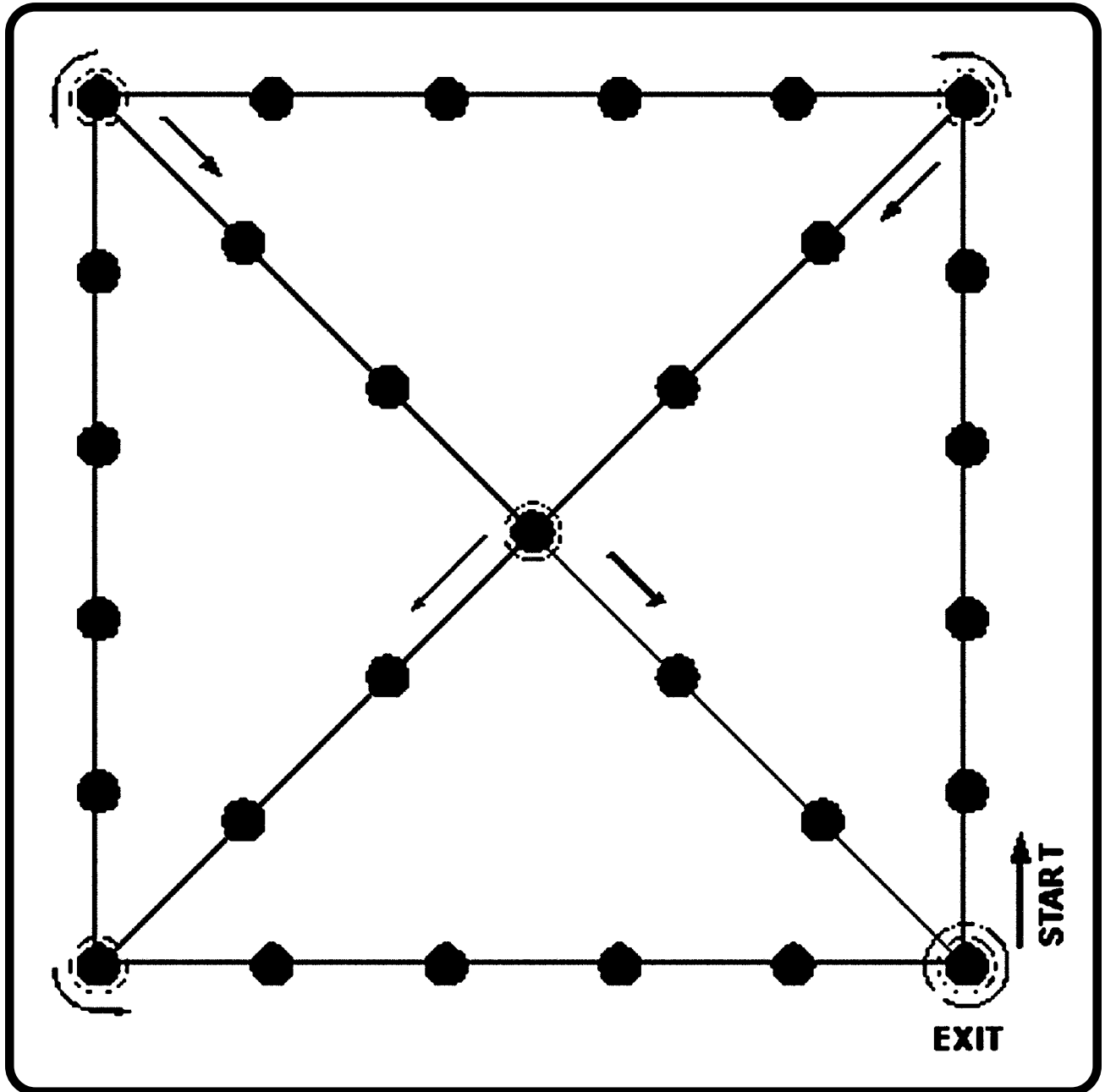
111	131	211	231	311	331	411	431
112	132	212	232	312	332	412	432
113	133	213	233	313	333	413	433
114	134	214	234	314	334	414	434
121	141	221	241	321	341	421	441
122	142	222	242	322	342	422	442
123	143	223	243	323	343	423	443
124	144	224	244	324	344	424	444





WORKSHEET 10

**Lesson 4** Yut Nori (The Game of Four Sticks)





Grade Levels: 2-3

Time Frame: 80 minutes

## Lesson 5 Jegichagi (Korean Shuttlecock)

**Content Area(s):** Science  
Math  
Art

**State Goal(s):** 2: (11) (A) (3) and (11) (B) (1) and (11) (B) (6)  
3: (11) (B) (4)

**Objective(s):**

- Make the shuttlecock with a washer and tissue paper.
- Design an experiment and explore the scientific method.

**Material(s):** (5 Worksheets)

- Paper shuttlecocks - 2
- Small beanbags - 2
- Instructional Strategies for “*Jegichagi* (Korean Shuttlecock)”
- Make the shuttlecock with a washer and a tissue paper. Instructions are provided on Worksheet 5.
- Design an experiment using the scientific method. Use Worksheet 1 to design the experiment. Independent variables describe the two types of shuttlecocks: one is made with tissue paper and the other is made with beans (you may also use sand). Dependent variables are the number of kicks made by each student.
- Divide the class into two teams. Divide the students into two equal teams. Control variables, which must be consistent throughout the experiments, are the number of players, the shoes worn by players, and the shuttlecock chosen.
- Conduct the experiment and compare its results. Record the results on Worksheet 2 and make a double bar graph (Worksheets 3 & 4).
- Draw a conclusion: Which type was better in terms of performance. Write a supporting statement giving the reasons why.

**Enrichment**

- Shuttlecock can be played as a game in different ways. You can kick the shuttlecock with your right foot only, your left foot only, or by alternating feet. You can also play with a friend by kicking the *jegi* back and forth.



Grade Levels: 2-3

Time Frame: 80 minutes

## Lesson 5 Jegichagi (Korean Shuttlecock) (cont'd)

### Background Information

- *Jegichagi* is the Korean version of a hackey sack game. The word *jegi* refers to the actual shuttlecock, while *jegichagi* refers to the game in which players compete to see who can keep the *jegi* in the air the longest. Usually made from a washer wrapped with strips of tissue paper, alternate versions of the *jegi* can be made by wrapping a square of fabric around a heavy coin (such as a quarter or half dollar) and tying it with string or by sewing beans or sand into a small fabric bag.





## WORKSHEET 1

**Lesson 5** Jegichagi (Korean Shuttlecock)

Name: \_\_\_\_\_

**Directions:** Design an experiment using the scientific method. Use two types of *jegis*, one made with paper and one beanbag, to determine which type would give a better performance.

## The Six Steps of the Scientific Method

1. Question (What I want to find out):
  
2. Hypothesis (What I think will be the answer to my question):
  
3. Materials:
  
4. Procedure (How will I test my hypothesis?):
  
5. Results:
  
6. Conclusion:







WORKSHEET 3

# Lesson 5 Jegichagi (Korean Shuttlecock)

Name: \_\_\_\_\_

**Directions:** Make double bar graphs of the players from each team.

PLAYERS FROM TEAM ONE										
15										
14										
13										
12										
11										
10										
9										
8										
7										
6										
5										
4										
3										
2										
1										
	<i>Jegi</i>	Bean Bag	<i>Jegi</i>	Bean Bag	<i>Jegi</i>	Bean Bag	<i>Jegi</i>	Bean Bag	<i>Jegi</i>	Bean Bag
Name										





WORKSHEET 4

# Lesson 5 Jegichagi (Korean Shuttlecock)

Name: \_\_\_\_\_

**Directions:** Make double bar graphs of the players from each team.

PLAYERS FROM TEAM TWO										
15										
14										
13										
12										
11										
10										
9										
8										
7										
6										
5										
4										
3										
2										
1										
	<i>Jegi</i>	Bean Bag	<i>Jegi</i>	Bean Bag	<i>Jegi</i>	Bean Bag	<i>Jegi</i>	Bean Bag	<i>Jegi</i>	Bean Bag
Name										





## WORKSHEET 5

**Lesson 5** **Jegichagi (Korean Shuttlecock)**

Name: \_\_\_\_\_

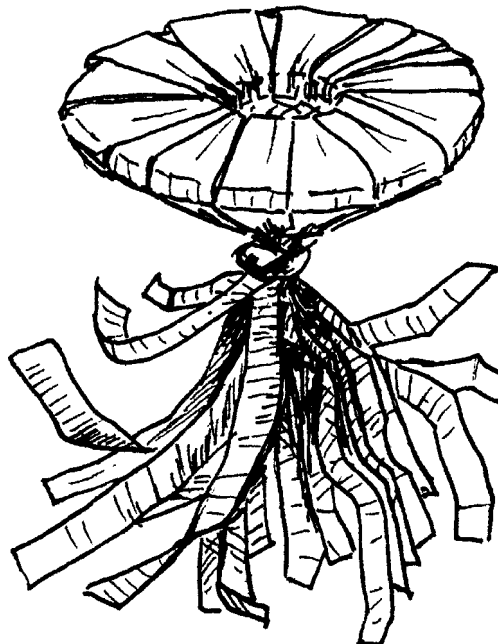
**HOW TO MAKE A JEGI WITH TISSUE PAPER**

Materials needed:

- One metal washer, one inch diameter
- One sheet of tissue paper, eight inches square
- String, 10 inches length

Directions:

1. Fold the tissue paper in half and cut into 1/2 inch strips.
2. Slip half of the folded strip of tissue paper into the washer hole. Repeat until the washer is wrapped all the way around. Make sure all tail ends are hanging down on the same side of the washer.
3. When finished, use the string to tie the tissue paper strips together just below the washer.





Grade Levels: 2-3  
Time Frame: 80 minutes

## Lesson 6 Archery

**Content Area(s):** Language Arts  
Math  
Art  
Physical Education

**State Goal(s):** 2: (6) (B) (1) and (1) (A) (7)  
3: (6) (C) (4)

**Objective(s):**

- Summarize a story and discuss the characters, setting, and how important archery was at the time the story was written.
- Generate different addends to a given number. Discuss the strategy of working backward to solve a problem.
- Analyze and discover the patterns in addition and predict the missing addends.

**Material(s):** (3 Worksheets)

**Instructional Strategies for “Archery”**

- Begin the lesson by reading a book about famous archers such as Robin Hood or William Tell.
- Using Worksheet 2, play a tossing game with the target. It is recommended that the target illustration be enlarged to play the game. Divide the class into teams. Place the target on the floor and toss a coin or a small object at the target. Add up the scores to decide the winning team.
- Complete Worksheet 3. Find all the solutions (four addends) that add up to the same number. Discuss the strategy of working backward. Discuss the reasons why you choose certain numbers and not others. Have students write the explanations.

**Enrichment**

- Compare the way ancient Koreans and Europeans used archery with the way they are using it now in the 20th and the 21st centuries.
- Draw a bow and arrow as an art project. Use books, the Internet and illustrations from the “Teacher’s Background Information” as guides.
- Visit an archery range if there is one close by.





WORKSHEET 1

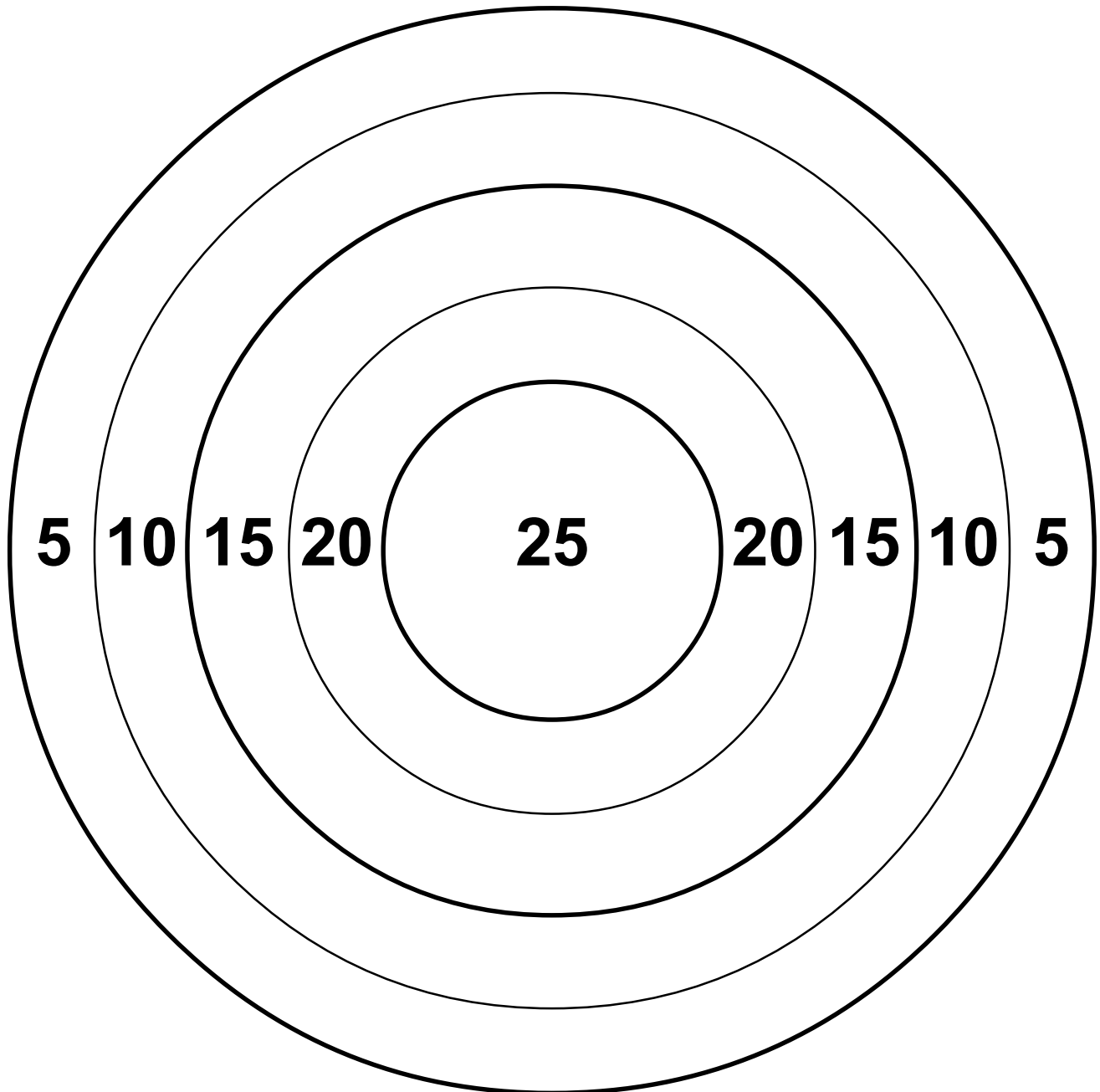
# Lesson 6 Archery

**Directions:** Color the target according to the instructions.

5 Points: Black  
10 Points: Green

15 Points: White  
20 Points: Red

25 Points: Gold





## WORKSHEET 2

## Lesson 6 Archery

**Directions:** Divide the class into two teams. Place the target from Worksheet 1 on the floor. Toss a coin or other small object on the target. Add up the scores to decide the winning team.

TEAM 1			
Name	Try 1	Try 2	Final Score
<b>TOTAL SCORE</b>			

TEAM 2			
Name	Try 1	Try 2	Final Score
<b>TOTAL SCORE</b>			



## WORKSHEET 3

# Lesson 6 Archery

Name: \_\_\_\_\_

**Directions:** Use the picture of the target to solve the following problems.

1. If an archer's final score was 40 after three rounds, what are three possible ways he or she could have scored in each round? Explain how you got the answer and the reason why you chose those numbers.

$$\underline{\quad\quad\quad} + \underline{\quad\quad\quad} + \underline{\quad\quad\quad} = 40$$

$$\underline{\quad\quad\quad} + \underline{\quad\quad\quad} + \underline{\quad\quad\quad} = 40$$

$$\underline{\quad\quad\quad} + \underline{\quad\quad\quad} + \underline{\quad\quad\quad} = 40$$

$$\underline{\quad\quad\quad} + \underline{\quad\quad\quad} + \underline{\quad\quad\quad} = 40$$

Explanation: \_\_\_\_\_

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2. Did you have any scores that were smaller than 15? Explain why you **cannot** have any score smaller than 15 after three rounds.

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## RESOURCES

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- *Yahooligans! Teachers' Guide*. 2001. 16 Oct 2002. <<http://www.yahooligans.com/tg/fair.html>>.
- Yates, Keith D., and Bryan Robbins. *Taekwondo for Kids*. New York: Sterling Pub. Co., 1998.
- Asiana & Co., 9820 North Milwaukee Avenue, Glenview, IL 60025, (847) 827-9977 (A Korean gift shop selling a variety of Korean games including Yut Nori.)
- Hyundai Gift, 3432 West Lawrence Avenue, Chicago, IL 60625, (773) 588-6055

