

When Spring Comes to the DMZ

Created by: Kattia Romero mora, North High School

Lesson Plan Background:

- **Demographics**

- **Theme/Topic:** Exploring identity and culture and their connection to one another
- **Subjects/Grade Level:** Spanish, High School
- **Suggested duration:** 1-2 days
- **Introduction to lesson:** The goal of this lesson is to bring to my classroom a picture book to discuss Korean Identity. Lesson will include an open-ended opportunity to create their own conclusions about how identity is represented for Korean people in this book.

- **Connection to Standards/Common Core**

- **Learning Target for Communication Interpretive:**
 - Investigate: In my own and other cultures I can make and answer questions about key details on identity based on material covered in the book When Spring Comes to the DMZ.
- **Intercultural:**
 - Analyze how authentic sources convey viewpoints and use authentic sources critically.
 - Analyze the viewpoints of authentic sources by determining who produced the texts, when, why and for whom.
- **Presentational:**
 - Present information, concepts and viewpoints on familiar and some unfamiliar topics from across disciplines.
 - Describe people, places or things in greater detail to educate or entertain others
 - Explain a more complex process or concept
- **Cultures:**
 - Analyze and explain relationships among products, practices and perspectives and compare them across cultures.
 - Investigate, explain and demonstrate patterns of behavior.
 - Analyze why people meet their basic needs in different ways and share findings with others.

- **Essential Questions**

- What is identity?
- How does culture connect to identity?
- How am I able to talk about identity and culture to be able to answer, “Who Am I?”

- **Learning Objectives**

- Students will explore what is identity?
- Students will discuss in groups what is identity to them?
- Students will create a video narrating their family roots through their present development of their identity.

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• **Materials Needed**

- Google sheet WHAT IS [1: LA IDENTIDAD](#).
- Article: The formation of the South Korean identity through national curriculum in the South Korean historical context: Conflicts and challenges_ <https://www.sciencedirect.com/science/article/abs/pii/S0738059311001623>
- Book: Yi, Ök-pae, Chungyon Won, and Aileen Won. *When spring comes to the DMZ*. Plough Publishing House, 2019.
- Laptop, Chromebook or computer; projector & audio speakers; internet access
- Paper, pen, markers and construction
- Smartboard/White Board
- Videos:
 - Korean Culture and Tradition: <https://www.youtube.com/watch?v=IYHYSSCVUUG&t=248s>
 - Korean National Identity: <https://www.youtube.com/watch?v=YMKluCuufEM>
- Supplemental resources (added at teachers' discretion and time availability):
 - Read aloud/author info: <https://www.youtube.com/watch?v=3pLL2ccjTbc>
 - Video of inside the DMZ CNN: [Inside the DMZ; one of the world's most dangerous place in the world - YouTube](#)
 - The DMZ That Separates North & South Korea_ <https://www.asianstudies.org/publications/ea/archives/a-visit-to-the-dmz-a-virtual-tour-of-the-demilitarized-zone-between-north-and-south-korea-2/>
 - What is animal symbolism in Korean Culture: <https://myseoulbox.com/blogs/seoul-blog/what-is-animal-symbolism-its-connection-with-korean-culture>
 - Article: Korea's ethnic nationalism is a source of both pride and prejudice, according to Gi-Wook Shin [Korea's ethnic nationalism is a source of both pride and prejudice, according to Gi-Wook Shin | FSI \(stanford.edu\)](#)

Lesson Plan Details:

• **Pre-Assignment before Day 1**

- **Read:** The formation of the South Korean identity through national curriculum in the South Korean historical context: Conflicts and challenges_ <https://www.sciencedirect.com/science/article/abs/pii/S0738059311001623>
- **Whole group discussion in English after reading the article, pose the following questions: (Questions taken from the article)**
 - How does the article present the formation of identity through their national curriculum in South Korea?
 - What role does culture play in defining identity?
 - How does other people's perspective affect how Koreans define themselves?
 - What role, if any, does our ancestral background play in the formation of our identity? For example, how do previous generations of our families impact our identities?

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- Backup question: How might traditions impact our identity?
- How is what is written in this article connected (or not) to how we define ourselves?

• **Teacher-Student Interaction**

Lesson Activities/Instructional Strategies:

- Documents will be shared in our school platform: “Schoology” and the parameter of positive language needed for the assignment.
- This lesson will take 2 days and is based on ENGAGE, EXPLORE, EXPLAIN:
 - **ENGAGE:** Students will think about their identity and what are some identifying markers that are part of the formation of their identity (i.e., country, culture, family, etc.)
 - **EXPLORE:** Students will evaluate their own identity and compare and contrast information and the diverse perspectives that are portrayed in the media regarding the Korean population depicted in the book.
 - **EXPLAIN:** Students will create a video narrating their own history and identity compared with the one depicted in the book *When Spring Comes to the DMZ*.

Day 1:

1. Activity 1: Whole class discussion

- a. Prior to reading the book, provide students with questions to consider as they read:
 - i. How does the narrator describe the DMZ? Give examples of what the author is depicting.
 - ii. How does the narrator depict seasons? What examples do you see of this?
 - iii. How does the narrator depict the animals? What examples do you see of this?
 - iv. How does the narrator depict his grandfather? What examples do you see of this?
 - v. How has this shaped the narrator's identity? What examples do you see of this?
 - vi. How is this similar/different article on the formation of the South Korean identity from earlier?
- b. As a class, read the book, *When Spring Comes to the DMZ*.

2. Activity 2: Small group work to whole class discussion

- a. In groups of 2-4 students, students are to come up with definitions (that will eventually be shared with the class) by connecting back to previous conversations on identity and looking up on the internet the definition of identity. Students will need to explain the definition in their own words, and tell whether they agree or disagree with it; they can create a definition based on several.
- b. Each group will add the definition they created to Google spreadsheet: [1: LA IDENTIDAD](#).
- c. As a class, discuss and decide which definition best defines Identity and provide justification. Have students edit or combine one that they collectively agree on.
- d. Prompting question: what role does culture play in our identity?

Day 2

3. Activity 1: Whole group discussion on perceptions, stereotypes, and identity:

****Prior to this activity, the teacher will hand out markers/pens/pencils and construction paper to students so they can do this activity. ****

- a. Pose question to be discussed as a class, in English: How do other people see me?
- b. Students will use construction paper and students will write:

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- i. “My Name Is: (insert name).”
 - ii. Underneath, they will write “I am ...”
 - c. Students will tape the paper onto their backs so that others can answer. Students will go around and write down a descriptive word or small phrase onto someone else’s paper. (3 minutes)
 - d. Afterwards, students will have time to read on their own what other people wrote about them. Teacher will ask for a whole class discussion:
 - i. What are others' perspectives of you?
 - ii. Do/How do other people’s perspectives influence and affect how I define myself?
 - iii. Why do you think people see you this way?
 - iv. Is this how you would like others to see/perceive you? If not, what/how do you want others to see/perceive you?
 - v. How does culture impact how others view you and/or how you want others to see/perceive you?
4. **Activity 2: ASSESSMENT via Flipgrid (individual work)**
 - a. Students will create a video in Flipgrid following the instructions in this [OSU LESSON 7/17/23 - Google Slides](#)
 - b. The students will create a video in English narrating your family roots experience through their present development of your identity. When doing the project keep in mind the activity of perceptions and stereotypes as you think of your family's history and identity. Includes at least three generations.
 - c. Please use your notes from last month where we covered the definition of identity that we created as a class. [1] [2] The students will submit online to be graded on their video.
 - d. This video should be no more than 10 minutes long. Use the keywords [3] that we discussed in class[4]
 - e. [Rubric](#)
5. **Activity 3: Post Flipgrid reflection/whole class discussion:**
 - a. Why did we use Flipgrid? How does this connect to the book? Why did we use the book that we read?
 - b. Why does culture matter as we discuss identity?

Lesson Plan Resources/Next Steps:

• Resources

- Every Falling Star (memoir)
- My Freedom Trip by Frances Park (great images)
- Girl with Seven Names (memoir)
- Lost Names (fictionalized memoir)
- Nothing to Envy: Ordinary Lives in North Korea
- All have background info on Pitt's EAGLE website: <https://www.eagle.pitt.edu/index.php/books-and-resources>

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- **Extension Activities/Cross-Curricular Connections**

- My students and I will study the picture book CHILD OF THE FLOWERSONG PEOPLE: LUZ JIMENEZ, DAUGHTER OF THE NAHUA. We will continue to explore identity through CHILD OF THE FLOWERSONG PEOPLE: LUZ JIMENEZ, DAUGHTER OF THE NAHUA.
<https://docs.google.com/document/d/1C6JoJxylS4GUlFfIXZl8FmtVsV2cF5BNmOhnB--olEY/edit>
- After we cover both books I will make a graphic organizer where the students can compare these two identities with their own identity.

- **Links to examples:**

- [Korean Culture & Tradition](#), C. Ahrens, Columbus 17
- [Life In Korea Today: How Different Are North and South Korea?](#), K. Ballmer, Columbus 17
- Maps-Geography: <https://easc.osu.edu/resources/k-16/maps>
- Games: <https://easc/osu/edu/resources/k-16/games>

Resource Support:



This lesson plan was developed by Kattia Romero mora, who participated in the [NCTA 2023 Foundation Seminar about East Asia: Crossroads of East Asia, STEAM, Social Studies, ELA, and SEL](#). The seminar was funded in part by the Freeman Foundation and a U.S. Department of Education Title VI National Resource Center grant to the East Asian Studies Center at The Ohio State University. The content of this lesson plan does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

Lesson plans are available online for classroom use worldwide and can be accessed at [EASC's Resource page](#).



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