

Teacher Implementation Plan
Due: October 6, 2011

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School: Duquesne University School of Education

Unit Title: Rotating Centers and a concluding/culminating day of activities, events, and celebrations for a one to six week unit on the Study of Korea for multiage students ages seven through twelve.

Unit Abstract: Students will be involved in a one to six week study of Korea as an introduction to the country's history, geography, important symbols, trade, and visual arts. The five rotating centers will help students learn about the lives of people in Korea, and understand their customs and culture. Hands on activities, use of technology, attention to map reading, and a look at the arts of Korea will help to expose students to people from other parts of the world and help students to understand diversity of thought and life style. The centers are designed to engage students in learning about a global community through immersion into the colorful and accessible traditions of Korea.

Content Standards Targeted/End of Cluster Benchmarks: Each of the five centers will target the standards posted by the Department of Education for 2011-2012 for geography, language arts, the arts, social studies, world cultures and technology.

Content Area(s): language arts, geography, social studies and world cultures, the arts (visual, performing, music, drama, storytelling, theatre, puppetry), math, science, current events and world affairs, writing, technology, reading, economics, physical education

Targeted Grades: Multiage levels of students in grades two through six.

How Will This Unit Be Integrated into Your Curriculum: Pre-service teachers will understand how to integrate a unit of study across all disciplines, with a multi-disciplinary approach, giving students a meaningful connection and looping to the "big ideas" and "essential learnings" of the unit in the day to day academic opportunities through the design of rotating centers. In an elementary school setting this Unit would secure the standards and benchmarks of every discipline, but the core could derive from one particular discipline such as Social Studies.

Time of Implementation (how and when will the unit be implemented?) Pre-service teachers will begin to use the Unit on Korea to demonstrate understanding of lesson plan components created by knowing the State Standards and Benchmarks of subject areas to be taught, materials needed, directing successful student learning at each center, organizing so all students are able to complete all centers, and measuring student learning from activities at each center. (As a University Professor, I would engage pre-service teachers of methods courses in this unit design at the beginning of the semester.)

Big Idea: Students will understand and learn about the location and physical features of Korea as well as basic geography terms. They will be able to tell the difference between North and South Korea, be able to identify peninsula, Yellow Sea, East Sea, Sea of Japan, cluster of islands along the coast of Korea, historic and natural landmarks, and 38th parallel along with other essential learnings about the Korean language, heritage and cultural traditions.

Essential Questions (Do these questions reflect the core idea as judged by experts in the discipline):

1. As students review, study and research maps of North and South Korea, take place in discussion about "who, what, when, where, how" about the development of the country, view video clips and movie, "The Way Home", will they be able to understand how the significant geography has driven the politics, history, and current culture to exist in this country?
2. Listening to authentic Korean music and language, tasting foods from the country, interviewing people who live or have lived in Korea, connecting via SKYPE or watching You Tube clips, will

students be able to grasp a more global sense about the country and culture of past, present, and future of Korea?

- 3. Will the design and implantation of the rotating centers help to expose students to people from other parts of the world and help students to understand diversity of thought and life style, engage students in learning about a global community through immersion into the colorful and accessible traditions of Korea?**

The following Centers are designed for the “integral big ideas and essential learnings” about the country and culture of Korea deemed appropriate for the intended grade levels as stated by the Department of Education.

- 1. Library/Reading Center:** This Center is designed for thirty minutes. This area should be arranged in a quiet area of a classroom with as many books, magazines, and other reading materials on Korea arranged in an attractive and eye catching way. Large pillows on the floor, book cases that not only hold reading materials, but also create a private nook, and possibly a rocking chair or two would enhance the “attitude” needed at this Center. Books can be borrowed from a school library, community library, and university library; include e-book libraries, books on tape to be used with Kindle, iPad. (Be sure to include fiction, non-fiction, poetry, folktales, travel, biography, history, etc.) Groups of four to five students will visit this Center everyday of this Unit of study on Korea.

At the Center students will find a cozy place to stretch out and read with all of the above resources displayed and arranged in such a way as to entice students to become engaged. Students will also find directions for their participation at this Center permanently displayed so there is never any question as to what students are responsible to complete while visiting and working there. The directions will tell students to select a “choice” book to read, check it out, and at the end of the Unit on Korea be prepared to share a “Book Talk” at Literature Circle with all classmates.

Students are to make five vocabulary word cards from their “choice” book on the cards provided in the Center, (following the posted directions and example for the vocabulary cards,) and when all five cards are completed students are to pin their vocabulary cards to the Word Wall in the classroom. Students will share the vocabulary with one another throughout the study of Korea each day before beginning Center Rotation.

If time remains students are to enjoy browsing through the books and other materials displayed in this Center.

Materials for the Library/Reading Center: vocabulary cards, black magic markers, colored pencils and crayons, pens and pencils, world globe, map of Asia, Word Wall bulletin board with push pins available, and all of the books mentioned at the beginning of this Center description.

- 2. Smart Board Center/Technology Center:** This Center is designed to last thirty minutes. While students are at this Center they are to use the Smart Board to find Korea from Google World, Google Earth: they should discuss, discover, question and engage about the country, surrounding countries and waterways, find the capitol of South and North Korea, etc.

Students are to list their findings on the large poster paper provided for them, and each member of the group must sign his/her name to the top of each poster page they use while at the Center. When the Center time is over, the group must leave their poster pages on the teacher’s desk. At the end of the Unit of study on Korea, each group will use their poster pages to share with other groups about their “essential findings, and big ideas” about Korea.

Students may use Google to research information about the geography, mountains, rivers, seas, islands, the length of the Korean peninsula, borders with other countries, produce, weather, location and physical features, etc.

Materials needed at this Center: Smart Board, large poster paper with stand, magic markers, atlas, world map, map of Asia.

3. **Arts Center:** This Center is designed for thirty minutes. While at this Center Group One will use Elmo to draw a map of Korea on large paper, defining the 38th parallel, and borders of other countries, and the capitol city of Seoul. The map will be hung either in the classroom or outside the classroom as a “mural in progress.”

If there is time remaining the group will begin to fill in the map of Korea using torn construction paper provided at the Center. (Green for irrigation areas and food production areas, blue for rivers, oceans and seaways, brown for landforms, etc.)

While at this Center Group Two will add important labels to the map mural and continue to fill in the map following the torn paper process. Group Two will also follow directions at this Center for creating a flag for both North and South Korea using the torn paper process, and hang where directed in the classroom.

Group Three will read the five cards describing interesting and important places to visit in Korea. These five areas should be labeled on the map, and using the torn paper process create a symbol to depict these areas. (Seoul, Panmunjom, Kyongju, Chejudo, Soraksan)

Group Four will read about the symbols of Korea that tell about values, traditions and belief systems of Korea. The symbols are: turtle ship, the observatory named Chomsongdae, the South Korean flag known as Taegukki, a temple called Popchusa, and the tiger. There will be five cards of information on each of the symbols for students to read. Each student will choose a symbol to illustrate using watercolors and black ink on drawing paper and then pin to a bulletin board in the classroom.

Group Five will read about masks used in Korean dance and drama. Students will find directions at the Center leading them to research about the history of masks in dance. These students will create paper plate masks using a variety of materials like beans, beads, raffia, fabrics and recycled materials. The masks will be displayed in the classroom. Students will learn about Tokkaebi and use crayons or other media to decorate for a display in the classroom.

Materials needed at this Center: paper plates, construction paper, magic markers, other art materials

Culminating Lesson/Activity (the final lesson/activity that ties all lessons together): The opening and culminating lessons and activities are designed to take place over one full morning or afternoon. (If the school’s art/music, physical education, and technology teachers have been involved in this Unit of study they would become part of the day’s events.)

- Teacher and students will watch and discuss together, literature circle style, the film, “The Way Home.”
- Student art work, displays and bulletin boards will be examined and discussed by whole group as a way of summarizing and recapturing important benchmarks from each of the centers.
- Everyone will enjoy an authentic Korean lunch and dance/music performance provided by the International Women’s Organization.
- Students will be permitted to take digital photos, interview guests and one another about the unit of study and lessons learned, and combined with the best web sites, you tube clips, and other related links discovered during the unit of study, will create a classroom digital newsletter for their families to read and respond to as a final evaluation and assessment of their work.
- The vocabulary on the Word Wall will capture the essence of new vocabulary gleaned from the reading center, and at the end of the Unit all of the new vocabulary will be placed in alphabetical order on the Word Wall, used for writing prompts and poetry, etc.
- A large map of Korea will be hung outside the classroom for all to enjoy. The map will be completed with torn construction paper, labels for important cities, rivers, oceans, seas, mountains, and other important features.
- Authentic Korean music will be played throughout the day at appropriate times to enhance the environment.

- **Assessment: What evidence of learning will you accept?**
- Completed assignments at all five centers by all students.
- Discussion and participation in review of film, “The Way Home.”
- Adding new vocabulary to the Word Wall as instructed at the language arts center.
- Creating a time line of events about the history of Korea by using Kidspiration or Inspiration software and displaying on the bulletin board.
- All art work completed at the arts center and exhibited around the classroom.
- Participation and completion of torn paper mural of map of Korea as instructed at the geography center.
- A Book Talk report on one of many choices from the library and reading center.
- A log of books read during the one to six week unit of study as requested at the reading center.
- The completion and display of a Travel Brochure or Country in a Box project described at the world cultures center.
- Completion of a web quest from the technology center.
- After reading about Korean foods from the culture center, students will be prepared to participate in a “taste of the country” lunch at school and write a food critic’s review as described at the center. Display the food critic review on the bulletin board.
- Play the game, Jeopardy, at the end of the unit of study with classmates and be fully prepared to answer all questions correctly as a result of the center activities and assignments.
- Oral presentation to classmates of original poetry and accompanying art project on Korean life as instructed from the world cultures center.

Resources Needed: (please list specific resources):

- Smart Board
- Internet Connection for five computers
- Kidspiration and Inspiration software
- Large wall map of Korea
- Elmo
- iPads (2 to 5) with five sets of ear phones
- CD player with 5 sets of ear phones
- Construction paper, glue, scissors
- CD/DVD’s of authentic Korean music
- Art books and children’s literature about Korea for ages seven through twelve
- Videos on traditional dance and art of Korea
- Kindle or other e-books
- Authentic music from the country of Korea
- Video, “The Way Home”

Teaching Materials recommended for this unit: “The Way Home” DVD, South Korea (New True Books: Geography), Korean Children’s Favorite Stories, Let’s Visit Korea, I Love Korea, All About Korea, Count Your Way Through Korea, Land of Morning; Korean Culture Then and Now, Cooking the Korean Way

Korean Music: You Tube clips under “Authentic Korean Music”

Guest Speakers/Visitors: International Women’s Club of Pittsburgh

This seminar helped me develop the plan by: This seminar has been my first on the study of Asia. I have been pleasantly surprised by the significant learning about the history and culture of Asian people. I also appreciated the many guests and hands on approach in meeting the goals and benchmarks of the seminar through outside reading, films, art exhibits, concerts, and engaging with people from each of the countries studied. Therefore, I felt I could design rotating centers that would be exciting, engaging, and relevant to the age level of students I would be connected with through pre-service teachers.

NOTE: we may upload your implementation plan as an “Uploaded Contribution” to the University of Pittsburgh NCTA online portal, so that it may be shared with other teachers. Please let us know below whether you agree (or not) to this.

Yes I agree to have my implementation plan (or portions thereof) uploaded to the NCTA online portal.

No, please do not make my implementation plan available on the NCTA online portal.