The Growing Influence of S. Korean Pop Culture

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Teaching about Asia, spring 2012

Grade level: 9 – 12th

Time: 5-6 days, 40 minute periods

Purpose: American pop culture has been one of our greatest exports and has been influential in creating empathy and "soft power" for the U.S. abroad. Because technological advances like the internet, social networking sites, and satellite TV have now made it possible for Americans to have greater access to other cultures, we are now more connected to each other than ever. But has this really helped us to better understand each other?

The purpose of this lesson is to:

- help students understand the impact and influence of technology and pop culture
- expose students to S. Korean pop culture and its influence in globalization
- train students to approach Asian culture with open minds that allow them to reflect on the benefits of learning about other cultures
- stimulate students' interest in Korean and other Asian cultures through a medium that will appeal to them

Ohio Academic Content Standards: Social Studies

Contemporary World Issues

Theme	*The dynamics of global interactions among nations and regions present issues that affect all humanity. These dynamics include competing beliefs and goals, methods of engagement, and conflict and cooperation. Contemporary issues have political, economic, social, historic and geographic components. Approaches to addressing global and regional issues reflect historical influences and multiple perspectives. Students can impact global issues through service learning and senior projects.*
Topic	**Global Connections** The 21$_{st}$ century is characterized by changing circumstances as new economies emerge and new technologies change the way people interact. Issues related to health, economics, security and the environment are universal.
Content Statement	*2. Advances in communications technology have profound effects on the ability of governments, interest groups, individuals and the media to share information across national and cultural borders.*
Content Elaborations	Governments, interest groups, individuals and media organizations now have access to communication methods that have transformed the way they interact with each other and the world. Advances in communications technology have impacted the sharing of information across national and cultural borders. Communication can be almost instantaneous, in some cases requiring split-second decision making. The expansion of news sources and delivery methods permits people to have access to perspectives from other nations. The variety of communication modes now available affords new opportunities for international cooperation and conflict.

Expectations for Learning	Analyze the effects of advances in communications technology on the ability of governments, interest groups, individuals and the media to share or acquire information.

Day 1: Understanding the global influence of pop culture

Divide the class into 4 or 5 groups and hand out one article from the list below to each group. Students take turns reading the articles aloud within their groups. They then choose a spokesperson and assist in picking out the key points of the article and a conclusion. Each spokesperson then introduces their article to the rest of the class. The teacher may want to prepare some questions to help direct the discussion and pull all the ideas presented together. Have each presenter state one conclusion from each article and list that on the board. The teacher then gives out the project assignment and goes over grading and requirements.

Assignment: Students will explore websites from the list below where they can watch S. Korean dramas. They will choose which shows they want to watch for their project and submit the request to the teacher along with two alternative choices (in case of duplication). Once approved, students will watch two episodes of the show and complete a "story impressions" outline in the form of a worksheet where they will list what aspects of culture they observed.

Finally, students will prepare a "Glogster" online poster to introduce their drama to the class. They will then present that to the class. After these are complete, we will have a follow-up activity to discuss what we learned.

Day 2: Initial inquiry

Students are given a KWL strategy sheet and asked to complete the "What I Know" section about S. Korean culture. They also turn in their drama choices. The teacher then plays an episode from a popular Korean drama online and has students make a list of aspects of Korean culture that they observe. This activity will be a model for what the students will do on their own. Depending on the perceived capabilities of the students, the teacher may want to provide a handout with questions to help guide the students' inquiry. The teacher will then want to lead a class discussion to help guide the tone of student inquiry avoiding words like "weird" and asking them to think about how the differences might represent S. Korean perspectives and society and compare with what the students are accustomed to.

Day 3: Making a Glogster

Note: The teacher may want to allow some days to pass in order to allow time for approving the students' drama choices and to give them time to watch them. One possibility is to save this lesson for a series of Fridays as part of a broader unit on contemporary Asia.

After the students' drama choices have been approved and they have begun watching them, the teacher should schedule one day in the computer lab to show students how to prepare a Glogster and let them get started. The teacher should make it clear that the Glogster and presentation of it is what they will be graded on. A rubric would be appropriate here. The Glogster can include stars and what the students have learned about them, key cultural points learned and pictures from the drama. Since these dramas are very popular around the world, the students should be able to find fan sites but should also not shy away from sites in Korean language even though they cannot read them. They can use the pictures in the Glogster and create links to the Korean fan sites.

Day 4 and 5: Presentations

Students will present the dramas they watch using the Glogsters. The class members should then rate which dramas they would be most interested in watching based on the presentations by first, second, and third choice. Whichever drama gets the most votes by the end of the activity, is the one the teacher will show an episode from as a reward for a successfully completing the class project. The student who presented the drama can choose which episode they liked the best. While this may seem like a waste of class time, it is intended to engage the whole class in the presentations and reward them for doing a good job on the project. Another possibility would be to have the students list the top

three actors in each drama on the board and then mark down how many dramas they appear in to figure out how popular they are.

On day 5, it would be appropriate to engage the students in a final discussion of what they learned and have them complete the KWL.

Assessment: The Glogster and presentation are assessed. A rubric for these would be appropriate here. The teacher may also want to assess the group work on day 1 to encourage all students to participate. The KWL can also be assessed.

Resources:

Articles for Day 1 group work:

- http://www.sudanesethinker.com/2006/06/23/ Blog post "The Day I Might Believe America Is in Decline: The Global Influence of American Pop Culture" (be sure to edit out the ads)
- http://www.huffingtonpost.com/2011/09/21/k-pop-asia_n_973388.html "K-Pop Gives American Pop a Run for Its Money"
- http://www.latimes.com/la-ca-kpop-20120429,0,1760711.story "K-Pop Enters American Pop Consciousness"
- http://iamkoream.com/drama-in-the-middle-east/ Blog post "Drama in the Middle East"
- http://www.huffingtonpost.com/huff-wires/20120213/as-china-television/ "China Tightens Limits on Imported Shows on TV"
- KWL on Korean culture

Korean Drama sites:

- www.mysoju.com
- www.KoreanDrama.org
- www.dramab.com
- www.dramastyle.com
- student internet access for watching videos online

Needed for final presentation:

- Glogster poster http://www.glogster.com/
- rubric for Glogster and presentations