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USING ASIAN-AMERICAN (KOREAN) LITERATURE IN THE PRIMARY CLASSROOM TO PROMOTE IDENTITY AND CULTURAL AWARENESS

A Project

Presented to the

Faculty of

California State University,

San Bernardino

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

in

Education

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by

Terri Soon-In Hong

September 2004

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September 2004

Approved by:

[redacted]

Lynne Díaz-Rico, Chair, Education

Aug. 23, 2004

Date

[redacted]

Joseph Jesunathadas, Second Reader

ABSTRACT

This project addresses the need to implement Asian-American, specifically Korean, literature in the primary (K-3) classroom through appropriate literature-based instruction. This facilitates cultural awareness in mainstream education and enhances bicultural identity for Asian-American children. As minority children in the United States of America, Asian-American students face great challenges in coming to terms with their identities. A positive educational support system is needed to assist in this area of development.

Introducing and incorporating applicable, high-quality Asian-American literature into the educational curriculum provides multicultural enrichment. For white mainstream students, this aids in the development of cultural awareness, as differences and similarities within cultures are explored. For Asian-American children, it serves as a steppingstone that validates their place in society, helping to form well-defined bicultural identities.

With well-chosen literature and appropriate literature-based instruction, educators can reap the benefits of early social development in young children. Based on these principles, a unit instructional plan for the primary grades

is included in the project. A Korean-American story is used as the basis for the curriculum unit.

ACKNOWLEDGMENTS

I would like to thank Dr. Lynne T. Diaz-Rico for her continued interest and guidance in my journey of exploring, devising, and completing. Thanks to her help I was able to see the conclusion of this project.

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Many thanks go to my family, for their loving support through all my battles, and seeing me through.

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CHAPTER ONE

INTRODUCTION

Background of the Project

Literature makes a great impact on the identity development of young children, as well as on their need to adjust to the shifting nature of cultural representation in society. America is devised of many ethnic cultures, and continues to grow in diversity. Children of all ethnicities need exposure to a variety of cultures, to develop an appreciation for different values and customs. Children of minority cultures particularly have an essential need for representative literature, stories that convey positive messages of their place in society.

All children struggle in forming and coming to terms with their identities. Asian-American students have an even greater obstacle, finding their place in American society while incorporating positive bicultural identities. By experiencing applicable Asian-American literature with well-constructed literature-based lessons in the classroom, these students will develop a sense of validation of their cultures and identities. In addition, mainstream American children will appreciate and relate to the similarities and

differences found between the cultures of minority children and their own. With these issues in mind, educators will realize the need to incorporate high-quality Asian-American literature in the classroom for the benefit of all children.

Trends in School Curriculum

In the past, Asian-American identity issues were rarely addressed in literature. It was satisfactory for educators to address multiculturalism through occasional foreign folktale-oriented stories that students heard or read about, literature that inevitably resulted in glorifying the exotic "foreign" aspect of the culture, without providing any direct correlation to mainstream American lifestyle.

Currently, a more positive trend is on the rise: educators are placing an emphasis on the similarities between cultures to increase cultural sensitivity and tolerance. Authentic ethnic representation also serves to provide a strong basis for acceptance and individual growth for all children, as American society grows in diversity.

Personal Relevance of the Project

I am particularly interested in the topic of bicultural identity in Asian-American literature primarily because it addresses a major issue of my own experiences growing up as

a Korean-American child in the late seventies and eighties. As a young limited-English-speaking student, I found many frustrations with the type of literature available in the classrooms. Developing my own sense of bicultural identity was difficult, as I struggled to adhere to the values that were presented in mainstream American curriculum at the time. The representation of Asian-Americans was only available in the form of folktales, which served to accentuate the differences between myself and other students.

Currently, as a teacher of primary (K-3) students, I have found a great increase in the quality of Asian-American literature. There are many opportunities for furthering identity growth and cultural integration. Specifically, literature from the Korean-American culture has found its way into the mainstream curriculum. Halmoni and the Picnic (Choi, 1993; see Appendix B, Recommended Korean-American Children's Literature) is the story upon which I base my unit design.

In my recent past experiences as a teacher, I observed my students' interest in learning about my culture, and in the social acceptance of other ethnic children. Further, my

Asian-American students have demonstrated a positive sense of relation to the culture and identity issues discussed in class.

Purpose of the Project

The purpose of this project is to address the significance of integrating quality Asian-American literature into the primary (K-3) classroom. Specifically, Korean-American literature is explored. Through the use of literature and appropriate instruction, bicultural identities of Asian-American children can be effectively promoted. Further, all other children in the mainstream American classroom can benefit from exposure to different cultures and values presented in an in-depth manner, regardless of their minority status.

The United States is made up of many ethnic nationalities; children of minority cultures face the greatest challenges in becoming successful. It is difficult for ethnic students to grow up with positive attitudes and strong senses of individual identity within a society where mainstream American values and life styles are constantly promoted. They must find a ground where they are able to

combine aspects of both cultures and forge a unique identity of their own.

Through the literature-based instruction lessons designed for the primary (K-3) classroom, this project provides a unit of study in which students of all nationalities will have the opportunity to explore diverse cultures. Bicultural identity issues are addressed, as well as the promotion of greater acceptance and understanding of ethnic cultures.

Content of the Project

This project addresses the significance of facilitating positive bicultural identities for Asian-American children through the use of Asian-American (specifically Korean) literature in the classroom curriculum. Chapter One addresses the need for literature-based instruction that helps children of all ethnicities to learn about differences and similarities within cultures.

Chapter Two, the review of the literature, explores four areas of related study: bicultural identities found in literature, literature-based reading instruction, Asian-American literature, and a synopsis of quality Korean-

American literature currently available for the primary classroom.

The principles in the design of the curriculum are addressed in Chapter Three, where the key terms discussed in Chapter Two (together with the statement of problem and purpose in Chapter One), are creatively combined to promote possible solutions and interventions.

Chapter Four provides the unit design that supports the purpose of this project, and serves as an example of a curricular unit that encompasses all areas previously discussed in the earlier chapters.

Lastly, Chapter Five focuses on various assessments for the unit design. It provides information on the different types of assessment available, and which prove to be the most beneficial to the individual lessons.

Significance of the Project

It is my hope that educators can view this project as a model to support the bicultural identities of Asian-American students by incorporating the use of Asian-American literature in the classroom. Children of all ethnicities need exposure to a range of cultures, to celebrate differing values and customs. I have included a review of Korean-

American literature in various genres, all books available for classroom use. With quality literature-based instruction, the difference a teacher can make is instrumental to the personal growth and success of all children.

CHAPTER TWO

REVIEW OF THE LITERATURE

Identity in Literature

Identity development is a difficult task for all young children; it is particularly complicated for minority children. Having membership in both a minority group and in mainstream America, Asian-American children struggle with finding their identities from two differing cultures. Often times this is referred to as the struggle to achieve a bicultural identity. In their desire to acculturate to be accepted in American society, compounded with the struggle to understand the dynamics of their own ethnicity, these children can develop negative identity issues.

Educators can help Asian-American children develop a positive bicultural identity by the implementation of high-quality Asian-American literature in the classroom. Further, mainstream children can also benefit from such literature, with increased exposure to cultural differences amongst their peers.

Steiner (1998) explained that identity formation is critical in the development of children because it gives them the sense that they belong and are accepted in society.

Education and interaction with peers in an academic setting is necessary to facilitate positive identities from an early age. For bicultural students, multicultural children's literature can affirm their identity by showing that their opinions exist within the context of history, the classroom, and beyond (Martinez & Nash, 1990; Steiner, 1998). Through the appropriate selection of children's literature that reflects the cultural contributions, lifestyles, and values of various ethnic groups, these children will develop a better understanding of their identity and their human potential (Martinez & Nash, 1990).

Exposure to relevant, high-quality Asian-American literature, along with authentic learning experiences with peers of all ethnicities, will aid in the development of minority children's identities. Harris (1990) stated that children derive "pleasure and pride" from reading about familiar characters and cultural experiences (as cited in Martinez & Nash, p. 599). These positive experiences with high-quality literature will benefit not only minority children, but also mainstream children, by helping them appreciate and understand America's various racial and ethnic groups. Literature plays an important part in

helping all children learn about new worlds, ideas, and ways of doing things, that will benefit them as human beings (Rasinski & Padak, 1990).

Identity Formation

One of the primary struggles that Asian-American students face is establishing their national identity. Students find it difficult to balance "maintaining [their] ethnic roots and becoming Americanized" (Steiner, 1998, p. 23). For these children, as with other immigrant or minority children, the dawning of racial awareness can bring about changes--positive or negative. Without positive input about their ethnic culture, Asian children can consciously or subconsciously begin to deny, rather than embrace, their Asian heritage (Kam, 1998).

In describing how minority/immigrant children deal with living in dual cultures, Shannon (1988) summarized this growth process in his four stages of crosscultural identity formation. In the first stage, the students reject both their native culture and the dominant culture and end up feeling "homeless" (p. 15). During the second stage, the students decide to keep one culture and reject the other, yet in actuality, they are rejecting a part of themselves;

this "leaves them feeling less than whole" (Shannon, 1988, p. 15). In the third stage, students keep "dual identities" based on others' opinions while still not feeling accepted in either group (p. 16). Ultimately, students arrive at the fourth stage of identity formation. By this stage the student has a "self-created inclusive identity" and is "defined ... from within" (Shannon, 1988, p. 16).

Rather than feeling disenfranchised from the mainstream culture, multicultural literature can help minority or immigrant children through the identity formation process. "As cross-cultural children hear stories of other searchers and experience the act of telling itself, they are more able to create their own stories and their own identities" (Shannon, 1988, p. 14).

Bridging the Cultural Gap

Bridging the gap between two cultures can prove to be a difficult feat, particularly for Asian-American children. These children need to adopt positive bicultural identities, where they can be able to go from one cultural situation to the other depending on the circumstances.

Bae (1998) stated that the best way to successfully achieve a balanced bicultural identity was to adopt a

"bicultural mode," where children can be fully functional in both cultural contexts. To achieve this "bicultural mode," the child must be able to completely understand the roles, behaviors, and expectations of two disparate cultures and be able to adapt to both environments. This includes compromising between the two cultures or switching between models from time to time to suit the situation at hand (Bae, 1998).

Asian-American literature can help Asian-American students begin to tell their own stories and bridge the gap between the home and mainstream cultures. The general curriculum and the overall school environment provide extensive exposure to American culture. However, if educators are going to bridge the gap and expose children to Asian-American culture, then the use of Asian-American literature is essential to that objective.

By being exposed to Asian-American literature in the mainstream classroom, children of all nationalities will have the opportunity to learn about important identity issues. Asian-American children will have an improved sense of validation, recognition, pride, and acceptance in the

acculturation of their ethnicities, as their diversity is shared, explored, and celebrated.

Cultural Validation

Cultural validation refers to the sense of justification or confirmation that minority children need of their native culture in order to develop a positive sense of bicultural identity. Maxim (1989) suggested that one of the methods of enhancing self-esteem and identity is by respecting children and their cultures.

Introducing and studying relevant Asian-American literature in the classroom will provide insight into the lives of these children. In addition, such literature will help Asian-American children accept their own bicultural identities. Importantly, Asian-American children will feel validation and acceptance of their cultures from the interest and understanding of their peers.

Because culture plays such an important role in the evolution of a child's identity and self, multicultural (Asian-American) children's books are essential if educators or caretakers are to minimize the differences between the home life of ethnic children and the schools they attend.

Violet Harris, a professor at the University of Illinois at Urbana-Champaign, expressed this point of view:

> Children of color--African, Asian, Hispanic, and Native American--need multicultural literature. The inclusion of multicultural literature in schooling can affirm and empower these children and their culture... Children can derive pleasure and pride from hearing and reading ... and seeing illustrations of characters who look as if they stepped out of their homes and communities. (Martinez & Nash, 1990, p. 599)

Minimizing the differences between the home and school life of culturally different children is a major step in helping them experience success in school (Knapp & Shields, 1990). Incorporating the individualities and experiences of these children into the curriculum brings their home and community life into the classroom.

The Role of the Teacher

It is commonly accepted that children are heavily influenced by their home and school environments and social interaction with peers:

> Children's attitudes towards their race and ethnic group and other cultural groups begin to form in the preschool years. Infants can recognize differences in those around them, and young children can easily absorb negative stereotypes. Children are easily influenced by the culture, opinions, and attitudes of their caregivers. Caregivers' perceptions of ethnic and racial groups can affect the child's attitudes toward those minority groups. (Gomez, 1996, p. 2)

Teachers are extremely important in their role as caregivers for young impressionable students. As caregivers, teachers must use prudence in addressing the specific needs of the Asian-American children in the classroom, and implement instructional strategies in an effective manner. Importantly, teachers should adopt practices to address problems that relate to any unfamiliarity with Asian-American cultures and to the diversity that exists in Asian-American populations.

When developing curricula and instruction that are developmentally appropriate, culturally sensitive, and methodologically adaptable, teachers should use extensive

preparation. First, teachers should familiarize themselves with the values, traditions, and customs of various cultures, and learn the history of migration specific to each of their students' families. If possible, a home visit should be made to gain insight into the student's family life and support system (Baruth & Manning, 1992). Teachers need to base academic expectations on individual ability rather than on stereotypical beliefs. Also, in planning instruction and activities, teachers must avoid assumptions about what the children know, as different cultures may not all have the same practices. Lastly, teachers should encourage parents and other family members to assist one another in serving as facilitators and informants for the classroom (Trueba & Cheng, 1993).

It is important to also remember that different cultural and national identities exist within the various ethnic heritages. Reimer (1992) emphasized this by stating that caution must be exercised when using children's literature to make sure that these different cultures are not lumped together, thereby feeding onto stereotypes of Asian-Americans as a whole.

With these factors in mind, teachers can effectively implement a literature-based curriculum facilitating greater awareness of ethnic cultures for the mainstream classroom. Importantly, it would also prove beneficial for developing a positive sense of identity for the minority child.

Literature-Based Instruction

Literature is a major influence on children's early literacy and self-development. Children who have been exposed to literature from a very young age demonstrate knowledge in knowing how to handle books: identifying the front and back of a book, the print to be read, and the appropriate direction for reading the print (Baghban, 1984). In addition to early benefits of literacy, quality literature can serve as an interest springboard, featuring ideas and events that pique authentic interest and stimulate receptivity toward learning.

What is Literature-Based Instruction?

Literature-based instruction involves using literature as the core support for children's experiences in the development of literacy. To support young children in developing literacy, high-quality literature, including narrative and expository works, provides the core materials

used during literature-based instruction (Scharer, 1992). This type of instruction provides authentic learning experiences and activities by using literature to teach and foster literacy. The purpose is to help students to internalize the story and make it their own through personal experiences and thoughts, not to memorize simple facts. Naturally, sharing and talking about a good book after reading it enables a child to retain far more than simple comprehension.

Distinguishing characteristics of literature-based instruction in preschool, kindergarten, and first-grade classrooms must be in place. As Cullinan (1987) stated, literature needs to be used as an important vehicle for language-arts instruction. High-quality narrative and informational literature must provide the basis for a consistent read-aloud program in which children are read to daily. Literature must be the sole or primary basis for initial reading information, or as a significant supplement to a basal program. Also, opportunities must be provided for students to listen to and read books of their own choosing, and students must be provided with sustained time for both independent and collaborative book sharing,

reading, and writing activities. Lastly, discussions of literature among students and teachers must be commonplace (Cullinan, 1987).

Research clearly shows that literature-based instruction helps all students become better readers, writers, and thinkers (Tunnell & Jacobs, 1989). The teacher's role becomes one who plans, implements, and supports authentic learning experiences. As Wells (1990) indicated, children and young adults develop literacy (reading, writing, thinking) by having real literacy experiences and getting support from more experienced individuals, who may be adults or peers.

The Role of the Teacher

The role of the teacher in literature-based instruction is one of decision maker, mentor, and coach. The teacher plans and supports activities that allow children to do those things one naturally does with literature (Routman, 1991). This includes planning themes, helping students activate the appropriate prior knowledge, and supporting students in reading and responding to the literature in appropriate ways (Martinez & Roser, 1991). In some instances the teacher plans and teaches mini-lessons using

the literature as a model for helping students learn a needed strategy or skill (Trachtenburg, 1990). As a mentor, the teacher serves as a model for reading and writing. By reading aloud to students, the teacher models language for them. Through shared writing with literature (McKenzie, 1985), the teacher models all aspects of writing--grammar, usage, and spelling. By supporting students with such activities as shared reading, literature discussion circles, and response activities, the teacher plays the role of coach (Cooper, 1993).

Literature-Based Instruction as Reader-Response Theory

Although there are several theories that support literature-based reading instruction, it is most closely associated with reader-response theory. Reader-response theory explains how readers interpret literature (McGee, 1992). Theorists in this area argue that literature is not an object to be studied, nor does any literary work have a single correct interpretation (Iser, 1978); rather, meaning in the text is constructed by readers' own interpretations of their experiences while they are reading (Rosenblatt, 1978). Therefore, meaning is in the transaction that occurs between the readers and text, where the readers construct a

personal opinion and concept guided by the text. The readers use prior experiences to select images and feelings that will enable them to shape the text, while at the same time the text shapes the readers by creating new experiences (Rosenblatt, 1978, 1991).

Rosenblatt (1978, 1991) identified two stances readers might take while reading a text, depending on their purposes for reading: aesthetic and efferent. While reading a story, poem, or play, to take an aesthetic stance is for readers to shift their attention inward and center on what is being created during the actual reading: personal feelings, ideas, and attitudes. Taking an efferent stance allows the readers to narrow in on paying attention to and retaining meanings and ideas of the text being read. Rosenblatt stated that it is the reader, rather than the text, that dictates the stance that is taken. Any text can be read either way; and that when reading any one text, readers continually shift from the aesthetic to the efferent stance.

Many researchers working in the area of early literacy development find Rosenblatt's reader-response theory both relevant and important in providing a foundation for literature-based instruction (e.g. Eeds & Wells, 1989;

Galda, 1990). Recent research has explored literature-based instruction and children's responses to literature, literacy motivation, and literacy development. These studies provide insights about new ways teachers and researchers are conceptualizing literacy development in literature-based classrooms (Allington, Guice, Michelson, Baker, & Li, 1996; McGee, 1992).

Literature-Based Instruction and Early Literacy Development

Studies indicate that there is a strong relationship between the use of literature in the classroom and the development of oral and written language. Children exposed to books early and often become aware that printed words have sounds, and they recognize that print carries meaning. For example, Reutzel, Oda, and Moore (1989) reported the positive effects of literature-based programs on the print awareness and word-reading acquisition of kindergarten students. Researchers have demonstrated that both decoding and comprehension are enhanced from frequent pleasurable experiences with literature (Clay, 1976). In addition, some studies have found that students in a literature-based program were more strategic readers than those in a skills-based program (Dahl & Freepon, 1995).

In a study conducted by Morrow (1992), second-grade classrooms were randomly assigned to one of three groups. The first was a literature-based reading and writing program that included literacy centers, teacher-directed literacy activities, and independent reading and writing periods. The second was an identical group to the one described above, except for the addition of a component in which parents supported the literacy activities at home. The third was a control group that used a basal-only program.

The results of the study revealed that in the areas of story retelling, story rewriting, and writing original stories, the students in the two literature-treatment conditions (the first two groups) performed statistically superior to that of students in the control group. Other similar investigations of the use of literature in reading programs have demonstrated positive effects on students' literacy development, validating the importance of its use in the classroom.

Implementing Literature-Based Instruction in the Classroom

Teachers' knowledge of quality children's literature is basic to the success of a literature-based program. Teachers need to take the time to find and offer literature

that effectively portrays the lesson being taught. Professional development opportunities are also necessary for developing the knowledge of literature and practices for effective classroom implementation.

Classroom literacy activities centered around literature need to be clear and purposeful, with obvious learning objectives (Galda, Cullinan, & Strickland, 1993). Classrooms should also be equipped with an abundance of print-rich materials of all types and genres, to provide opportunities for children to choose following their own interests (Tompkins & McGee, 1993). With these practices in place, literature-based instruction can prove to be a valuable tool for effective learning in reading and writing.

Research has shown that children exposed to literature at a young age can only benefit from early literacy development. As they progress in their reading literacy, literature-based instruction strategies implemented in the classroom will serve to facilitate the learning process. It is the classroom teacher's responsibility to introduce and integrate high-quality literature into the curriculum. It is further important to encourage students to discuss openly the ideas and concepts behind the specific literature, in

order to retain and learn from the information being offered. These strategies will enable students to further their academic experiences through interested, receptive learning.

Asian-American Literature

Literature is an important influence for young learners who are continually absorbing information. It facilitates and promotes a broad education in many diverse ways. According to Kelly (1970), children's literature is best conceived of as a symbolic form that functions to reaffirm "the values, principles, and assumptions that structure and give meaning to a specific vision of the world. Literature directs the attentions and questions of young people by providing a statement of 'how things really are'" (p. 25).

Richard-Amato (1996) stated, "Literature exposes students to a variety of cultures and subcultures within a given society" (p. 207). In using carefully selected literature as an interest springboard, teachers can help students vicariously experience the cultures, ideas, and morals of others, as well as the struggles of people within those cultures.

Significance of Asian-American Literature

Literature contributes to children's development of values. It is important that adults lead them in active discussion of these values in order for students to empathize and identify with certain individuals (Gimmestad & De Chiara, 1982). To encourage positive attitudes towards other racial groups, teachers need to facilitate greater understanding of others through active discussions and lessons with the literature that is introduced and studied.

Asian-American literature presents opportunities for minority children to see themselves in authentic situations and helps them foster pride in their culture (Nieto, 1986). Too often, solely the American lifestyle and culture is explored in the average classroom. This provides little support and cultural relevance for the Asian-American child. It is important that teachers be aware and sensitive towards accommodating these children, to promote positive bicultural social development.

Asian-American literature is beneficial not only for the minority child, but also for mainstream American children so they can learn to appreciate the differences amongst their peers. It promotes cultural understanding and

invites readers to adopt new perspectives. It offers opportunities for all children to recognize similarities, value differences, and respect common humanity. Asian-American literature serves at least two very important purposes: it provides children with a window onto lives and experiences different from their own, and it serves as a mirror reflecting themselves and their cultural values, attitudes, and behaviors (Aoki, 1992).

Until more recently, children of color have had almost exclusively to use the book as a window, whereas white, middle-class children have almost exclusively been able to use the book as a mirror (Aoki, 1992). The current emphasis on Asian-American children's literature seeks to rectify that situation by offering greater selections in core educational curriculum, with increased sensitivity in areas of development for young children.

Past Trends in Asian-American Literature

In 1976 a committee of Asian-American book reviewers formed the Asian-American Children's Book Project under aegis of the Council for Interracial Books for Children. Their main objective was to evaluate books and identify those that could be used effectively in education programs.

After they evaluated a total of 66 books related to Asian-American issues or characters, they concluded that most of the existing literature was "racist, sexist, and elitist and that the image of Asian-Americans they present is grossly misleading" (Aoki, 1992, p. 113).

The stereotyped image presented was that "Asian-Americans are foreigners who all look alike and choose to live together in quaint communities in the midst of larger cities and cling to outworn alien customs" (Aoki, 1992, p. 113). An example was *The Five Chinese Brothers* (Bishop & Weise, 1938), which portrayed the message that all Chinese people look alike and are indistinguishable. Unfortunately, this image is one that was and continues to be promoted in society, and only perpetuates stereotypes of the Asian-American community as a whole.

Asian-American literature of the past twenty years has been limited to stereotypical generalizations of the "Orient" as a whole. Children were mostly exposed to literature depicting the entire Asian community as slant-eyed, black-haired, quietly subservient people. Moreover, exotic folktales were presented that were completely

displaced from American ideas and culture, which only served to confuse children.

Oriental fairy tales are grounded in symbols and creatures of folklore and myth. *Dragons, demons,* and the mysterious are so central to much of Asian-American literature that students become accustomed to it by automatic association (Aoki, 1992). These generalized depictions are very misleading, as children tend to relate to and associate race with societal stereotypes. At a time when the United States is becoming more and more diverse with so many different cultures and nationalities, the focus should be on including and understanding the differences and similarities.

According to Banks (1991), current demographic data indicates that "five out of six people in the world are non-White" (p. 32). Therefore, schools must take responsibility to "present students from all racial, ethnic, and social class groups with cultural and ethnic alternatives and teach them to live in a world society that is ethnically and racially diverse. Students should be helped to develop the vision and commitment needed to make our world more humane" (Banks, 1991, p. 32). This is imperative in the

facilitation of a positive living environment, where children can be encouraged to be open-minded and accepting of all people and cultures.

In a shrinking world where whites are now becoming the minority, ignorant or negative attitudes concerning races and cultures can and will lead to serious conflict. As Bishop (1994) stated, "... in the United States of today, such an (negative) attitude can only reinforce and perpetuate the practices of discrimination and racism that have already marred the history of this nation, and that continue to be the most critical social issue this country must face" (Introduction, p. xiv).

Current Changes and Improvements

Presently, there is a greater selection of positive Asian-American literature available for the elementary classroom. Many of the more current books deal with cultural and identity issues, as well as books that promote greater understanding of the values and beliefs evident of the various Asian-American cultures. Further, there is greater representation in the educational school curriculum, such as Halmoni and the Picnic (Choi, 1993), which deals

with the cultural and identity clash of Korean culture in the American classroom.

Stories like Tall Boy's Journey (Krause, 1992) and Families Are Different (Pelligrini, 1991) discuss adoption from the perspective of young Korean children as they struggle with their new American families. Autobiographies such as We Adopted You, Benjamin Koo (Gerard, 1989) further explores the authenticity of struggling to find one's identity in a new country.

Books that provide basic information in simple text form about various Asian cultures are also widely available for use as reference or relevance in thematic units. Folktales with sensitivity in promoting assimilation and acceptance are becoming more prevalent, as in The Korean Cinderella (Climo, 1993), where a favorite American tale is offered as a relation and comparison.

Criteria for Selecting Quality Asian-American Literature

When selecting Asian-American literature for the bicultural classroom or student, teachers must take special care to choose books with specific purposes in mind. Response to literature research indicates that the use of literature affects children's attitudes and concepts.

Reading or listening to literature is important in children's values development (Aoki, 1992). There are specific guidelines that teachers must follow and keep in mind when selecting literature appropriate for their students. To further explore and assist in this area, the Asian-American Children's Book Project Committee (Asian Americans in Children's Books, 1976) has established the following guidelines for selecting quality literature:

1. A children's book about Asian Pacific Americans should reflect the realities and ways of an Asian Pacific American people;
2. A children's book about Asian Pacific Americans should transcend stereotypes;
3. A children's book about Asian Pacific Americans should avoid the "model" minority and "super" minority syndromes;
4. A children's book about Asian Pacific Americans should reflect an awareness of the changing status of women in society;
5. A children's book about Asian Pacific Americans should seek to rectify historical distortions and omissions;

6. A children's book about Asian Pacific Americans should contain art and photos which accurately reflect the racial diversity of Asian Pacific Americans. (p. 4)

The committee has also suggested that teachers avoid literature that contain certain loaded words and images which reinforce offensive stereotypes, such as ones that depict Asian Pacific Americans as follows:

- Smiling, calm, serene, quiet, shy, reserved, peaceful;
- Short, stocky, small, buck-toothed, myopic, delicate, stunted;
- Excessively obedient, passive, stolid, docile, unquestioning, overly accommodating;
- Menial (the waiter-houseboy-cook syndrome), servile (as shown through repeated bows), subservient, submissive;
- Artistic, mystical, inscrutable, philosophical, sagacious;
- Quick, dexterous, expert in martial arts;

- Exotic "foreigner" (even unto the second, third or later generations), faceless hordes, or a "Yellow Peril";
- Sinister, sly, evil, cunning, crafty, cruel or a people who place little value on human life. (Asian Americans in Children's Books, 1976, p. 4)

These considerations are major factors in determining the relevance and quality of any type of valid multicultural literature.

In evaluating and using these books, teachers must consider that each of the books is an experience or viewpoint of a person. It is realistic from the author's perspective and it is his/her right as an author to share that view. Educators need to present a multitude of viewpoints of Asian-American experiences, to be shared by Asian-American children as well as by others. By doing so, educators can foster a change in children's actions and attitudes.

Literacy gives a voice to those of different cultures (Totten & Brown, 1994). With quality literature, readers can vicariously experience and understand a life outside

their own, with values shaped by another cultural heritage. In addition to the differences, literature emphasizes the things all people have in common, such as love, family, and the search for meaning.

Korean-American Literature

Asian Americans represent and include a wide range of various cultures, from the Southeast to the Far East. However, equal representation of these cultures in literature is inconsistent. Some Asian cultures have greater representation in quality literature than others.

According to Chu and Schuler (1992), there is a gap in the number of children's books for and about Korean Americans in comparison to other Asian cultures. Various genres of literature from countries such as China and Japan have been available in adequate quantities for quite some time. More recently, however, there has been a steady influx of quality Korean-American literature. There are many historically based accounts of immigrant Koreans struggling to find their place and identity in American society, stories with fictional characters uniquely portraying the different struggles and lessons learned in assimilation of the American culture, and even

autobiographical books describing important life experiences for both Korean and non-Korean readers. Folktales are also available, for the most part, as they translate the culture and morals of the Korean people into simple, enjoyable reading material. Although most folktales do not have contemporary settings, these stories reflect ancient lifestyles, which may not accurately depict contemporary Asian people but still serve to relate cultural life lessons (Chu & Schuler, 1992). Simple instructional and informational books are also accessible, as they present basic facts about Korea in a straightforward manner to which children can refer for information about the culture.

The following are examples of quality Korean-American literature currently available for the primary (K-3) grade level, roughly ages 4-8. Integrated into the classroom curriculum, any of these stories would serve as a fulfilling representation of the Korean culture. Including fiction, autobiographical, folktales, and informational genres, the selection has grown to include a plethora of identity issues, character development texts, and social studies to which all children can relate.

Historical Fiction/Realistic Fiction

Historical and/or realistic fiction are stories that include cultural significance and/or historical relevance. They have Korean-American characters that deal with issues all children similarly experience, in addition to the cultural differences. Relevant to young children in current times, these books provide exposure and insight to sensitive issues of acceptance, tolerance, identity, and pride in oneself from an early age. This type of literature has a multitude of uses in the mainstream classroom, including social character studies, cultural thematic units, and lessons on self-esteem. The following book selections are available for current use in the classroom.

Stories with messages of identity written into relevant routine classroom settings provide a greater understanding of cultural concepts to the mainstream classroom. Halmoni and the Picnic (Choi, 1993) and Yunmi and Halmoni's Trip (Choi, 1997) are both narratives told through the eyes of a young Korean girl living in New York, named Yunmi. In the former story Halmoni and the Picnic, Yunmi faces identity challenges as she is forced to expose her grandmother's (Halmoni) cultural practices to her

American classmates when she invites her on a picnic. In addition, Halmoni is still unsure of American traditions, and is reluctant to use English even though she was a teacher in Korea. Rather than proving to be the embarrassing situation Yunmi expects, the school picnic provides Yunmi and her classmates with an opportunity to encourage this smart, gracious woman to enjoy herself in a social setting.

The latter tale of Yunmi and Halmoni in Yunmi and Halmoni's Trip deals with Americanized Yunmi visiting and finding her identity in Korea. Although Yunmi enjoys seeing Korea and meeting her relatives, she feels like an outsider and longs to have Halmoni to herself again. She also fears that Halmoni will not return home to New York with her. These two stories bring reassurances and celebrations of the constancy of love, as cultural boundaries are explored.

Other additional stories that provide realistic classroom representation are My Name is Yoon (Recorvits, 2003) and The Name Jar (Choi, 2003). These stories identify issues of identity through the commonly confusing task of finding an "American" name. In Recorvits' whimsical tale, a young Korean girl named Yoon finds difficulty in coming to

terms with the many cultural differences found in the American classroom when she immigrates from Korea. The most difficult is in learning to write her name in English, which she feels is an injustice to the beauty of her name translated in Korean. Her name in Korean looks like happy dancing figures, yet in English all the lines and circles of her name stand alone, which is just how Yoon feels in the United States. Once she befriends another student, however, she writes her name and comes to terms with the change as something different, not lost or sad.

In The Name Jar, Choi relates a common dilemma of the immigrant Korean student; choosing an "American" name. On the way to her first day of school, Unhei is teased by the children on the bus for her Korean name. When she reaches her classroom and is asked her name, she tells her classmates that she has not yet decided on one. To be helpful the children put their suggestions into a "name jar". Eventually Unhei decides to keep her own name as one of her classmates takes pride in the new Korean nickname he has chosen, *Chinku*, meaning "friend." Both of these stories stress the significance of identity through name recognition.

Other realistic/historical fiction works deal specifically with interracial, or biracial issues. Cooper's Lesson (Shin, 2004), Tall Boy's Journey (Kraus, 1992), and Families Are Different (Pellegrini, 1991) relate varying accounts of finding identity within two cultures as the characters struggle to find their place in society. Shin's poignant story deals with biracial issues as Cooper, who has a Korean mother and a white, American father, is called "half and half." With his mixed heritage, he does not know where he fits in. When he goes to the Korean grocery, he is overwhelmed by a language of which he knows very little and is angered by Mr. Lee, the store's owner, who teases him about not knowing how to speak Korean. Eventually, the two come to a better understanding of their own and one another's problems. It focuses on the challenges of being caught between two cultures.

In Tall Boy's Journey, adoption is explored from the child's point of view. Kraus relates a fictional account of Kim Moo Young, an orphaned Korean boy. His frustrations, fears and eventual adjustments are covered as he learns to adapt to a new country with new customs and language. This story can be used for units on adoption, acceptance,

immigration, parenting and lifestyles, and interracial families.

Similar to Kraus' account, Pellegrini's story of adoption in Families Are Different is also relevant for units on identity, as an adopted Korean girl is angry that she does not look like her mother and father. Her mother explains that there are many different kinds of families, and they all have one thing in common: love. She looks around and sees all kinds of families that love each other, regardless of race. These stories of biracial and interracial acceptance and identity relate positive messages for all children in the classroom.

Cultural, historical content woven into fictional work provides students with the opportunity to experience the Korean culture in an authentic manner. Books such as Father's Rubber Shoes (Heo, 1995) and Aekyung's Dream (Min, 1988) explore the difficulties of identity development from immigration through simple stories with historical backgrounds. In Heo's story of immigration and identity, Yungsu has difficulty adjusting to life in the United States after his family moves from Korea. Because they were all happy in Korea, he cannot understand why they left. When

his father tells him a story from his own childhood, it helps him to understand a parent's desire to provide a better life for the next generation.

Min's whimsical story of Aekyung in Aekyung's Dream incorporates history with fantasy fiction, as a young Korean girl learns to adapt to her new life in America by learning about Korean history. Aekyung expresses her alienation and loneliness when she tells her mother that she does not want to go to school. With the help of a dream about King Sejong, creator of the Korean alphabet, she begins to adjust to her new environment. These stories provide historical information about the Korean culture through interesting narratives, giving students the opportunity to further their knowledge about Korea.

Stories that deal with issues in contexts that all children experience and can relate to results in instant identification, regardless of cultural differences. In The Best Older Sister (Choi, 1997), Choi tackles the sensitive issue of sibling rivalry within cultures. Sunhi, a young Korean girl, is unsettled by the arrival of her baby brother Kiju. There is so much fuss over him that Sunhi suspects her family lacks interest in her anymore. Her Korean

grandmother understands how she feels, and soon she and Sunhi work out a way to make Kiju's first birthday a party for everyone--especially Kiju's "best older sister." This story incorporates the cultural practices of traditional Korean first-year birthday celebrations.

Biography/Autobiography

Biographies/autobiographies are valuable for the mainstream classroom in dealing with character education. Character education includes learning about sensitive issues of identity, tolerance, and acceptance of others. As empathy is invoked for the real-life character, these books promote greater understanding of children from different cultures and experiences, helping to create an awareness of the need to be accepting of people from all nationalities. They can also be used as an example of showcasing the unique qualities found in each individual as they explore their own life stories and experiences.

Interracial adoption and identity is the key issue in both We Adopted You, Bejamin Koo (Girard, 1989) and We Don't Look Like Our Mom and Dad (Sobol, 1984). Girard's first-person narrative is told by a Korean boy named Benjamin, as he relates the story of how he is brought to the United

States. His true story gives insight into his development as a Korean American. When Benjamin realizes he does not look like his parents, readers learn of his difficulties in adjusting to the news of his adoption.

In Sobol's biography We Don't Look Like Our Mom and Dad, interracial adoption is explored through the eyes of eleven-year-old Joshua and ten-year-old Eric. As both boys are Korean by birth and adopted in infancy by an American couple, this text explains adoption and how the two boys feel about it while photographs show them at play and pursuing individual interests. Both of these books can be used to facilitate greater empathy towards others and understanding that all experiences are unique to each individual.

Students enjoy stories relating incidences of past youth and time, as they draw comparisons to their own experiences. In Dumpling Soup (Rattigan, 1993), a Korean-American author recalls her youth in Oahu as she tells of a young Hawaiian girl trying to make dumplings for her culturally diverse family. Her trials and tribulations are discussed as she realizes the differences between cultures.

Folktales/Folklore

Folktale/folklore literature is ideal for use as an interest springboard, a story to pique interest when introducing children to a thematic unit on Korea. The characters and stories shift between reality and fantasy, a component that holds fascination for young children. Moralistic lessons and values are evident as the core in these stories, and can be used for character education in classroom conduct and appreciation for the Korean culture itself. Children may also find relevance in the similarities between some Korean and American folktales, upon which teachers can draw comparison/contrast lessons for critical thinking.

Many Korean folktales deal with the moralistic lesson of kindness prevailing over evil. In Sir Whong and the Golden Pigs (Han & Plunkett, 1993), Sir Whong is known for his kindness and generosity. He is surprised by a stranger's request for a loan of 1,000 *nyung*. The stranger says he has a poor, sick mother who needs expensive medicine, and offers their family's prized possession for security: a pig made of gold. Whong makes the loan, and then learns that the "golden" pig is a fake. Whong cleverly

tricks the stranger into paying back the money. Similarly, in Magic Spring: A Korean Folktale (Rhee, 1993), a kindly old couple longs for a child. One day, the man discovers the fountain of youth. He shows it to his wife who sips and also becomes young again. The hatefully selfish neighbor hears of it and drinks so much he becomes a baby--the child the couple always wanted. Clearly, the lesson with these two stories is that evil never prevails, and kindness is always rewarded.

Some Korean folktales teach filial duty and honor, a concept that may be difficult for modern-day students to comprehend. Folktales such as Princess and the Beggar: A Korean Folktale (O'Brien, 1993) and Sim Chung and the River Dragon: A Korean Folktale (Schecter, 1993) can be used to illustrate the meaning behind filial honor and kindness. In O'Brien's tale of kindness and integrity, the youngest daughter in a royal family is moved to tears by injustices done to a village beggar named Pabo Ondal. Her father jokingly suggests that she marry him, and later when her father seriously urges her to marry, she rejects his choice and marries Pabo instead. She is then banished for her impudence, and teaches Pabo the "courtly" arts as his wife.

The family is eventually accepted by the king, and they find true happiness in their home.

In the popular tale of Sim Chung, Schecter demonstrates the meaning of filial sacrifice. Sim Chung is devoted to her blind father. When a priest tells him that for 300 bags of rice his sight will be restored, Sim Chung is determined to get the rice. A rich man offers 300 bags of rice to any maiden willing to live with a dragon, and Sim Chung goes to the beast. The dragon is moved by her homesickness and allows her to return to her father and the rich man, who becomes her husband. Both these stories can be used to teach the cultural beliefs and lessons of filial duty to students in the classroom.

Self-appreciation and recognition is the lesson to be learned in Moles and the Mireuk: A Korean Folktale (Kwon, 1993). This ancient tale relates the story of a large stone statue called a Mireuk that stands beside a temple and a family of moles. The mole parents seek the most powerful husband for their daughter, so they ask the king, the sun, the clouds, and the wind. Finally they ask the Mireuk, who says that something as simple as a mole hole could topple him, a powerfully strong stone statue. So the mole parents

choose a nice mole boy for their son-in-law. Remembering not to underestimate the value of oneself is an important lesson for facilitating positive identities of all children.

Lastly, folklore familiar to that of mainstream American folklore is not only interesting to children, but it is also beneficial in promoting critical thinking. In Climo's tale of The Korean Cinderella (1993), students can find relevance in the comparison of the popular tale. In the Korean version, Pear Blossom is the mistreated child. The stepmother becomes so demanding that Pear Blossom gets help from some magical animals. With their help, a magistrate catches sight of her and wants to marry her. Using critical-thinking skills, students can practice comparison/contrast strategies with this story.

Instructional/informational

Instructional/informational books are straightforward in their basic information about Korea. They are written simply, with an introduction to the Korean culture told by a real-life character with whom children can identify. Using storytelling, they provide insight into cultural differences within similar practices and experiences. These books can

be used for introduction and instruction in learning about Korea, or for student reference.

Kim's straightforward text I am Korean American (1997) offers a simple yet informative glimpse into the Korean culture through the narrative of a young Korean girl named Nina Kwon. Basic facts and information about Korea and famous Korean people are noted and discussed. The information is presented in an interesting and easy-to-read manner for young readers.

Another interesting and informative book is Korean Children's Day (Suyenaga, Kim, & Pak, 1992). This text presents information on basic Korean practices of respect, as Young Soo Newton and his teacher bow to each other at the Korean institute. It introduces readers to the Korean alphabet, a Korean game called *kut*, Korean food, and to some of the activities associated with the spring holiday called Korean Children's Day.

These books on Korea represent the current improvements in quality literature available for use in the primary classroom. From historically based fiction to informative texts, implementing one or several books from differing genres in the curriculum will provide an outlet

for valuable information. Combined with effective classroom instruction, quality literature assists students of all nationalities to appreciate the values and practices of the Korean culture.

Positive identity formation is critical to the success of children emotionally and academically. Asian-American children have the twofold task of acculturation into two cultures, and of forming bicultural identities. To promote greater facilitation of identity growth and awareness for children of all ethnicities, teachers need to introduce high-quality Asian-American literature into the mainstream curriculum. With the implementation of literature-based instruction and activities in the classroom, minority students will have the opportunity to recognize and validate their identities, and mainstream children will have the exposure necessary to promote awareness of cultural differences amongst their peers and in society.

CHAPTER THREE

THEORETICAL MODEL

Theoretical Concepts

The literature review in the previous chapter has explored identity issues minority children face when caught between two cultures, as the development of positive bicultural identity formation is crucial to the overall success of these children in America. The importance of effective literature-based instruction in the classroom has also been discussed, noting the significant impact literature has on child development from an early age. The role of Asian-American literature in modern society, including improvements and changes in recent times, has been recognized as important for children of all nationalities. Finally, a summative synopsis of quality Korean-American literature currently available for the primary classroom has been offered for educational implementation.

The purpose of this project is to demonstrate the importance of cultural awareness and identity formation for minority children. With high-quality Asian-American (Korean-American) literature and proper implementation of literature-based methodology, this project serves to

illustrate the significance of this purposeful theory for the mainstream primary (K-3) classrooms. This theory can be expressed as a model which uses identity formation as the fundamental field, or theme in the education of students (see Figure 1). The key terms discussed in Chapter Two are interrelated in the theoretical model of identity formation. The model is explained in detail in the next section.

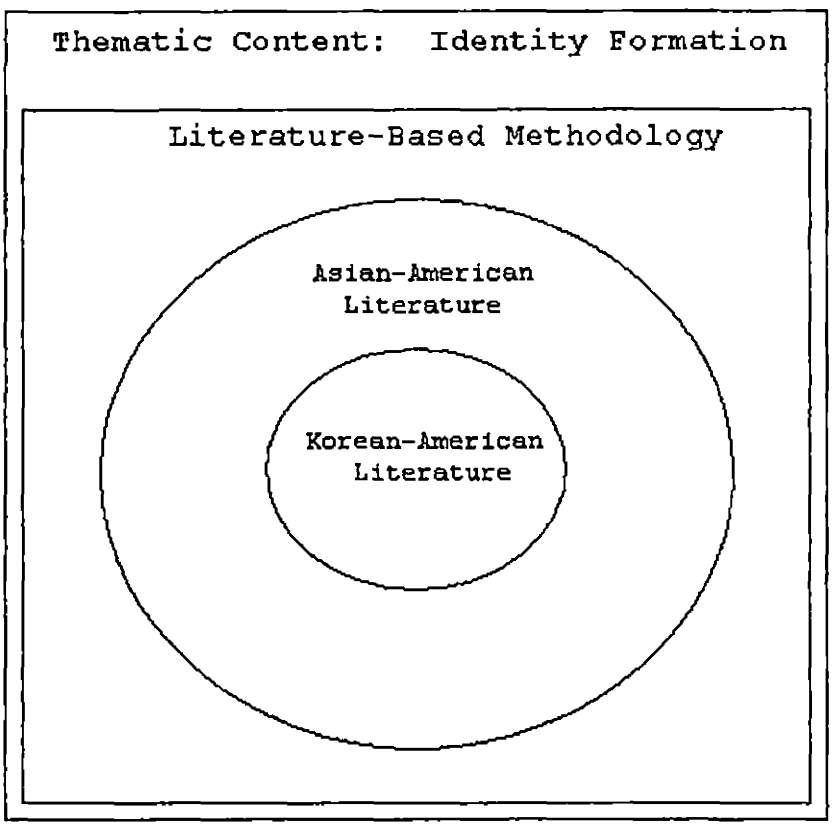


Figure 1. Theoretical Model of Identity Formation With Literature-Based Methodology

Description of the Model

The thematic content, or fundamental field, of this model is identity formation. Within this field lies a nested set of boxes and circles, with each serving as a component in greater facilitation of the thematic content. Literature-based methodology lies within the larger domain of identity formation. Within the box of literature-based methodology lies Asian-American literature. Serving as the specific content, Korean-American literature is a component of Asian-American literature and shares attributes, illustrated by the smaller circle within the larger one of Asian-American. Both are instrumental components to the domain, and field. Independently, these two literary components serve various needs within literature-based methodology, which in turn facilitates identity formation. Each component of the model will be discussed in turn.

Thematic Content: Identity Formation

Identity formation, the fundamental field of this model, refers to the importance of developing a positive sense of self for the individual child. For children of minority cultures living in America, forming a strong sense

of bicultural (merging of two cultures) identity is a difficult challenge.

Literature serves as an important tool in the emotional development of children. Using high-quality literature representative of the minority cultures, with effective strategies of literature-based methodology, will provide greater facilitation of positive identity formation for minority children.

In the theoretical model, this fundamental field appears as the backdrop that contains the subsequently described components. In this way, its role as the overarching background is depicted.

Literature-Based Methodology

Literature-based methodology and instruction, the domain within the field of identity formation, involves specific methods and practices conducive to increased learning in the classroom. It is not a matter of simply presenting a book to the class; the effectiveness of a literature lesson is based on proper implementation, which includes providing a literature-friendly classroom environment and offering lessons that exercise use of effective strategies and activities.

Proper strategies of implementation need to be combined with high-quality literature that represents various ethnic cultures. Hence, minority children will have the opportunity to gain a stronger sense of identity through recognition and appreciation.

In the theoretical model, this domain appears as the major subgroup within the fundamental field. In this way, its role as the main element within the field of identity formation is illustrated.

Asian-American Literature

Literature representing Asian Americans is a component of literature-based methodology in the theoretical model. It is necessary to address the diverse ethnic cultures evident in current schools. Asian-American literature encompasses a wide spectrum of cultures, from the Far East to Southeast Asia. It is important to find relevant literature that is representative of the various cultures in the classrooms, celebrating similarities and differences amongst peers.

In the theoretical model, this component appears as a large circle within the inner box of literature-based

methodology. This demonstrates the significance of its role as the major element of the domain.

Korean-American Literature

Korea is a specific Asian-American culture chosen to be represented in this project. Although largely unavailable in the past, there are now greater selections of quality Korean-American literature available, to address the needs of the growing Korean-American population in American schools.

In this project, the current selection of high-quality Korean-American literature is explored in various genres. Using any of the recommended texts in the primary classroom will provide a strong basis of support for a literature-based supplement to the mainstream curriculum.

In the theoretical model, this subcomponent appears as a smaller circle within the larger circle. This illustrates its role as a specific element of the larger component of Asian-American literature.

The theoretical model of identity formation with literature-based methodology described above is a representation of the key terms and their relation to one another in this project. It serves as an illustration for

readers to recognize the significance of positive identity formation through high-quality literature-based instruction and it is the template for the instructional plans that follow.

CHAPTER FOUR

DESIGN OF THE CURRICULUM

The Instructional Design

The curriculum is composed of a single instructional unit which includes six lessons. This is a second-grade unit for children of advanced fluency levels in English, and is designed to address issues of identity and cultural awareness through introduction of the Korean culture. The primary text for this unit is Halmoni and the Picnic by Choi (1993). This book is used as the core on which the lessons are based. With the implementation of this Korean-American work in the classroom, issues of identity are supported for minority children and cultural awareness is promoted for mainstream children.

All lessons are implemented through initial whole-class discussion, with the teacher serving as the facilitator. Instruction follows step by step, taking care to ensure students are clear on the objectives of the lessons. The six lessons that comprise this unit explore the Korean culture through a variety of lessons utilizing different strategies. From literature-based instruction on identity issues, to critical-thinking skills of comparison contrast

and inductive reasoning, these lessons provide activities conducive to learning about Korea in a variety of authentic ways. The simple strategy of following instructions is also addressed through an art lesson and cooking activity.

Each lesson consists of an instructional plan with three specific types of objectives: content, learning strategy, and language in written form. The content objective refers to the actual idea or concept being taught. Learning strategy involves the objective of utilizing the appropriate (or given) strategy for learning the content. The language writing objective is based on the Writing Strategies and Applications domain of the California English Language Development standards (see Figure 2), at the level of Advanced Fluency.

Introductory warm-up activities begin each lesson, designed to generate interest through tapping prior knowledge. Procedural instructions follow, as students are led through the process of receptive learning. After careful guidance through the concepts, independent practice is offered in the form of worksheets, as students are expected to demonstrate knowledge of the given topic

independently. Lastly, methods of assessment and an assessment sheet for the class is provided.

Writing Strategies and Applications

Organization and focus, evaluation and revision

- Writes short compositions that include examples of writing in language arts and other content areas
- Writes short narratives that describe the setting, character, objects, and events
- Produces independent writing using correct grammar, sentence structure, and word order
- Uses the writing process to construct clear/coherent sentences and paragraphs that maintain a consistent focus
- Edits writing for punctuation, capitalization, and spelling.

Figure 2. California English Language Development Standard: Writing Strategies and Applications

Components of the Unit

The design of this curriculum unit is based on the theoretical model of identity and literature explicated in Chapter Three. This unit addresses identity issues of young minority children in addition to promoting cultural awareness, incorporating literature-based instruction methodology and strategies. When the unit is effectively implemented in the primary classroom, children of minority

cultures have relevant opportunities to increase positive identity formation. In addition, mainstream American children have opportunities to become aware and learn about cultures different from their own, increasing tolerance and understanding.

Each lesson has a content objective, meaning the actual concept or idea being taught and learned. Four key topics were explored in Chapter Two; Identity in Literature, Literature-Based Instruction, Asian-American Literature, and finally Korean-American Literature, which includes a synopsis of high-quality Korean-American literature available for the mainstream classroom. Components of each of the four key topics are incorporated into the curriculum design (see Table 1), ideas represented in the varying lessons. The table clearly reflects the prevalence of these topics throughout the curriculum.

Identity issues are addressed in Lesson Two, as students are encouraged to demonstrate understanding of the differences within the Korean and American cultures. Literature-based instruction strategies are implemented in Lessons Two and Three, wherein the objectives of the lesson are based on the Korean-American text Halmoni and the

Table 1. Incorporation of the Theoretical Model in the Curriculum Design

Key Concept	Lesson	Objective
Identity	2	Recognize key issues of identity from the story of Halmoni and the Picnic
Literature-Based Instruction	2	Use the story of Halmoni and the Picnic to recognize key issues
	3	Use the story of Halmoni and the Picnic to compare and contrast characters
Asian-American (Korean-American) Literature	1	Verify and expand on information about Korea
	2	Recognize key issues of Korean-American identity
	3	Compare and contrast Korean-American characters
	4	Inquire about a Korean cultural item
	5	Make the Korean flag
	6	Make the Korean traditional dish, *kimbap*

Picnic. This story is used as the basis for this unit on Korea, with the culture explored in the six different lessons. This unit on Korea provides primary students an interesting experience of learning about a new culture,

serving as an educational supplement to the mainstream curriculum.

CHAPTER FIVE

ASSESSMENT

Purpose of Assessment

Assessment techniques are used by teachers to measure student progress. The purpose of assessment in this unit is not for simply evaluating students and assigning a designated grade. Rather, its purpose includes evaluating students' abilities in specific areas, and finding weaknesses in areas in need of further improvement. This allows the teacher to address individual needs, and facilitate a positive learning environment.

At the primary level, and in this unit, assessment is a mix of formative and summative activity. Formative assessments include a variety of techniques, usually the simple visual monitoring of students engaged in activities. Summative assessments are based on written examinations given to test what concepts have been learned. In the lessons in this unit, students are given worksheets that provide practice and permit the teacher to assess student learning. These forms of assessment provide the teacher with progress reports of student performance, and demonstrate evidence of learning.

The Role of the Teacher

The role of the teacher in the assessment of this unit is twofold. First, the teacher must carefully monitor and observe the interactions and participation of the students during the actual instruction of each lesson. Careful evaluations need to be made to ensure that students comprehend the strategy and concept being taught. Each lesson has an assessment rubric for the teacher to fill out based on these observations. The rubric is based on student performance of the content, strategy, and language objectives, with space for comments on observations. Second, through these observations, the teacher must be aware of students who are not on-task and/or not implementing the desired strategies. In this event, the teacher must be ready to make accommodations or alterations in the lesson design.

Clear guidelines of learning behavior must be set up before implementing the lessons. Students should be prepared to listen and follow directions given by the teacher. Any questions should be preceded by a clear show of hands in the air, following rules of expected classroom behavior. Students should be on-task at all times. With

these guidelines in place and through careful monitoring, the teacher can assess students fairly and accurately.

The purpose for assessment in the primary classroom is to monitor student learning behavior and evaluate areas in further need of improvement. Assessment is not limited to specific tests or techniques. Rather, it encompasses a spectrum of behavior in the classroom, from fostering a facilitative learning environment to providing additional, individual support to each student. It is the teacher's responsibility to recognize areas of concern and address those needs, adjusting the curriculum or lesson accordingly.

In conclusion, this project recognizes identity formation as an important factor in the successful development of children. Due to membership in both their own culture and American culture, Asian-American children have greater challenges than that of mainstream American children in achieving positive self-identities.

Teachers play an important role in facilitating individual student growth, particularly in the area of identity formation. Through careful guidance, teachers have the power to support children through the process of achieving a positive identity.

Literature influences children from an early age, shaping the characteristics of their personalities. With implementation of effective, relevant literature-based instruction, children have the opportunity to explore their own identities and cultures, including those of their peers.

In implementing an effective literature-based program in the primary classroom, teachers need to be sure to provide a wide range of authentic, high-quality literature. To address the needs of Asian-American students, high-quality Asian-American books in various genres need to be offered throughout the program. In this project, a synopsis of high-quality Korean-American literature has been provided. Any one or several of these books can serve to benefit a second-grade curriculum unit on Korea.

APPENDIX A

UNIT OVERVIEW

HALMONI AND THE PICNIC*

Lesson One: Introducing Korea

Lesson Two: Cultural Understanding

Lesson Three: Compare/Contrast

Lesson Four: Inquiry: Inductive Reasoning

Lesson Five: Flag (*T'aegukki*) Art

Lesson Six: Making *Kimbap*

*Choi, S. N. (1993). Halmoni and the picnic. Illus. by Dugan, K. Boston, MA: Houghton Mifflin.

Lesson One

Introducing Korea

Grade/Level: 2nd/Advanced Fluency

Objectives

Content: Verify and expand on any previous knowledge about Korea
Learning: Effectively use a TWL chart
Language-Writing: Write complete sentences using correct sentence structure in Work Sheet 1.1

Materials

- Three pieces of large lined chart paper
- I am Korean American text
- Markers, highlighter
- Work Sheet 1.1
- Assessment Sheet 1.1

Warm-Up/Introduction

- The teacher asks students about any existing ideas and facts they may have about Korea
- The teacher gives opportunity for students to freely ask questions of what they want to know about Korea

Procedure

1. The teacher introduces Korea with a TWL chart, and gives opportunity to ask any questions regarding Korea.
2. The teacher labels and explains the "T," "W," and "L" of the chart. The teacher informs them of purpose, and that information will be consistently added when necessary throughout the unit.
3. The students are asked what they know about Korea.
4. The teacher writes under "T" (Think) chart and encourages all student responses, emphasizing that it is OK to guess any answer, right or wrong.
5. Next, the teacher introduces the "W" (Want to Know) and allows students to ask any questions they may have, writing those down as well.

6. The teacher reads aloud the text I am Korean American (Kim, 1997), and has students read along/listen for things they learned.
7. The teacher lists things they learned under the "L" (Learned) heading/chart.
8. The teacher reviews the "W" to see if any questions were answered, if so, they are highlighted. If the students did answer a question that is not in the "L" column, it is written down.
9. The teacher adds more questions to the "W" chart.
10. Referring back to the "T" chart, the teacher puts (+) by the correct answers, (-) by the incorrect, and (?) for the unsure/ not answered.
11. The teacher needs to remind the students that they will be continuously adding to the "W" and "L" throughout the entire unit on Korea.

Guided/Independent Practice

1. The teacher has students complete Worksheet 1.1 based on lesson with TWL chart.

Assessment

1. The teacher compares the "T" and the "L" columns--did the students verify or expand their ideas?
2. Were students stimulated to ask questions about Korea based on inferences and cultural facts from the story?
3. The teacher evaluates Work Sheet 1.1 to check for comprehension.
4. The teacher fills out Assessment Sheet 1.1.

Work Sheet 1.1

Korea TWL Chart

Directions: Fill in the chart below with ideas from the class lesson. What ideas did you have before about Korea? What do you want to know? What have you learned from the story I am Korean American and class discussions?

Think	Want to Know	Learned

Assessment Sheet 1.1

Student Assessment

Teacher: Fill out assessment of objectives for each student. Score from 1-3; write comments of assessment on observation and participation during the lesson.

Score 1 = unsatisfactory, low performance
Score 2 = satisfactory, average performance
Score 3 = exceptional, high performance

Names	Content Objective	Learning Strategy	Language-Writing	Observation Comments

Lesson Two

Cultural Understanding

Grade/Level: 2nd/Advanced Fluency

Objectives

Content: Recognize key concepts and identity issues from the story

Learning: Use reasoning skills to demonstrate cultural understanding

Language-Writing: Construct complete sentences adhering to the focus of identity in Work Sheet 2.1

Materials

- Halmoni and the Picnic text
- Chalk or whiteboard
- Work Sheet 2.1
- Assessment Sheet 2.1

Warm-Up/Introduction

- The teacher introduces the story by talking about differences in the way people look and live
- The teacher asks students if they've ever felt embarrassed or insecure

Procedure

1. The teacher reads aloud Halmoni and the Picnic (Choi, 1993), and discusses it with the whole group, stopping at various points to address cultural issues of Halmoni and of Yunmi in certain situations.
2. The teacher makes a chart on the board with three columns labeled "Problem," "Our Idea," and "Truth."
3. The teacher writes all issues and problems on the board under "Problem" as the story is read, encouraging all guesses and ideas regarding the problems, writing those under "Our Ideas." The teacher discusses the moral issues being dealt with.
4. The teacher reads the rest of the story. Discussing the ending of the book, the teacher needs to fill in under the "Truth" column, and reflect on answers given.

Guided/Independent Practice

1. The teacher has students complete Work Sheet 2.1 after going over instructions on filling in a table.

Assessment

1. Did the students listen to the story and make appropriate judgments and predictions?
2. The teacher checks Work Sheet 2.1 for comprehension.
3. The teacher fills out Assessment Sheet 2.1.

Work Sheet 2.1

Understanding the Truth

Directions: Write some things that Yunmi and Halmoni worried about doing the American way. Then write what really happened in the story. An example is done for you.

Problem	Truth
Yunmi was afraid her classmates would not like the *kimbap*.	The students tried the *kimbap* and loved it. They thanked Halmoni for making it.

Assessment Sheet 2.1

Student Assessment

Teacher: Fill out assessment of objectives for each student. Score from 1-3; write comments of assessment on observation and participation during the lesson.

Score 1 = unsatisfactory, low performance
Score 2 = satisfactory, average performance
Score 3 = exceptional, high performance

Names	Content Objective	Learning Strategy	Language-Writing	Observation Comments

Lesson Three

Compare/Contrast

Grade/Level: 2nd/Advanced Fluency

Objectives

Content: Compare/contrast a character from the story Halmoni and the Picnic to a real-life person
Learning: Use critical thinking skills
Language-Writing: Write a short composition of comparison/contrast based on Work Sheet 3.1

Materials

- Halmoni and the Picnic text
- Chalk or white board
- Worksheet 3.1
- Assessment Sheet 3.1

Warm-Up/Introduction

- The teacher goes over key points about the Korean grandmother Halmoni from Halmoni and the Picnic
- The teacher asks students for stories about their own grandmothers, comparing to Halmoni from the story

Procedure

1. The teacher begins by making a "T" graph on the board, labeling one side "Halmoni" and the other "Grandmother."
2. The teacher leads class discussion on the character Halmoni and writes down key points on the appropriate side of the "T" graph.
3. Having children volunteer information about their own grandmothers, the teacher writes on the "T" graph accordingly.
4. The teacher goes over items listed in "T" chart and circles the shared characteristics.
5. The large Venn diagram is drawn on the board by the teacher, and is explained and graphed.
6. With continued student involvement, the teacher places the rest of the listed characteristics appropriately. Using a game-like approach to

encourage students to answer, the teacher only facilitates the activity and is only the writer!

7. After all items have been placed on the diagram, the teacher asks students for any other ideas, and discusses.

Guided/Independent Practice

1. The teacher has students complete Work Sheet 3.1 based on class discussion and graph.
2. The teacher instructs students to write a paragraph comparing/contrasting the similarities and differences based on the Venn diagram.

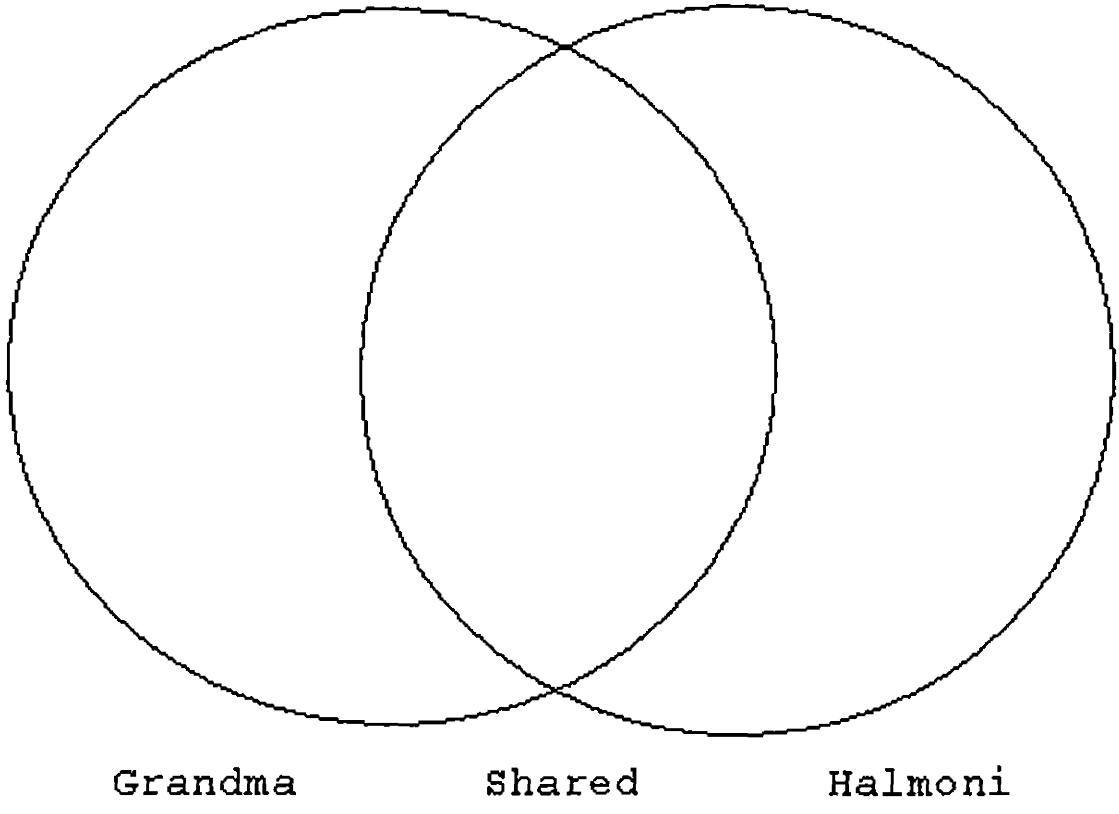
Assessment

1. Were the students able to self-generate ideas and place them correctly on the diagram?
2. The teacher checks Work Sheet 3.1 for comprehension.
3. The teacher checks written student work for proper sentence structure and grammar.
4. The teacher fills out Assessment Sheet 3.1.

Work Sheet 3.1

Halmoni and the Picnic

Directions: Halmoni is a traditional Korean grandmother. How is she different from your own grandmother? How is she similar? Fill in the Venn diagram below.



Assessment Sheet 3.1

Student Assessment

Teacher: Fill out assessment of objectives for each student. Score from 1-3; write comments of assessment on observation and participation during the lesson.

Score 1 = unsatisfactory, low performance
Score 2 = satisfactory, average performance
Score 3 = exceptional, high performance

Names	Content Objective	Learning Strategy	Language-Writing	Observation Comments

Lesson Four

Inquiry: Inductive Reasoning

Grade/Level: 2nd/Advanced Fluency

Objectives

Content: Identify an unseen object asking only "yes" or "no" questions
Learning: Use inductive reasoning (critical thinking)
Language-Writing: Independently completes sentences in Work Sheet 4.1 using correct grammar and word order

Materials

- Small box
- Traditional Korean rubber shoe (*gomu-shin*) recognized from Halmoni and the Picnic
- Work Sheet 4.1
- Assessment Sheet 4.1

Warm-Up/Introduction

- The teacher arouses students' curiosity by the mystery of what is in the box, playing a game
- The teacher tells them it is an item from the story Halmoni and the Picnic

Procedure

1. The teacher begins by explaining rules of the activity.
   a. Students can only ask questions that can be answered by "yes" and "no."
   b. The teacher demonstrates some sample questions for the class, checking for understanding.
2. The teacher begins taking questions, going around the room and encouraging participation from all.
3. The teacher periodically summarizes what has been learned by previous questions.
4. If students are stumped or off-track, the teacher asks themself a question to redirect the students.
5. The teacher shows and discusses the object when students guess.

Guided/Independent Practice

1. The teacher has students work on Work Sheet 4.1 in pairs.

Assessment

1. Did the students guess what was in the box with "yes" or "no" questions?
2. The teacher checks Work Sheet 4.1 for comprehension.
3. The teacher fills out Assessment Sheet 4.1.

Work Sheet 4.1

Korean *Gomu-shin*

Directions: Think about why you might want to wear Korean rubber shoes (*gomu-shin*) instead of your own. Write down what makes these shoes special on the lines below. Then, draw a picture of what your rubber shoes would look like.

I want to wear Korean rubber shoes (*gomu-shin*) because:

1. _____

2. _____

3. _____

4. _____

5. _____

My *gomu-shin* would look like:

Assessment Sheet 4.1

Student Assessment

Teacher: Fill out assessment of objectives for each student. Score from 1-3; write comments of assessment on observation and participation during the lesson.

Score 1 = unsatisfactory, low performance
Score 2 = satisfactory, average performance
Score 3 = exceptional, high performance

Names	Content Objective	Learning Strategy	Language-Writing	Observation Comments

Lesson Five

Flag (*T'aegukki*) Art

Grade/Level: 2nd/Advanced Fluency

Objectives

Content: Recognize parts of the South Korean flag
Learning: Follow directions in order to make their own flags
Language-Writing: Writes short narrative using correct grammar and sentence structure

Materials

- The South Korean flag (preferably authentic)
- 20 pieces of white felt (8"x11")
- Strips (1/2") of black felt
- White paper circle cutouts with the yin-yang drawn in
- Red and blue markers
- Glue, geographical map of Korea
- North Korean flag (optional)
- Worksheets 5.1 and 5.2
- Assessment Sheet 5.1

Warm-Up/Introduction

- The teacher shows students the map of Korea, how Korea is split in half
- The teacher indicates South Korea as the flag to be studied

Procedure

1. The teacher displays the flag on the chalkboard, asking the students what they think it is, and explaining that each line and picture has a meaning (as the American flag does).
   a. The teacher talks about the South having "freedom," like America.
   b. On the flip side, teacher talks about North not being "free," giving examples.
   c. Teacher says that Americans are "free," and the students will be doing a flag of the "free" South Korea. Teacher checks and leads further discussion if necessary.

2. Teacher begins with discussion of the circle in the middle-- why is it two different colors and the same shape fitted together?
   a. Teacher talks about opposites: Night/day, fire/water, hot/cold, girl/boy, etc., asking for other examples. They are written down on the board.
   b. The teacher explains that is what the circle is saying... everything has an opposite in this universe (to achieve perfect harmony and balance). The teacher gives further explanation if necessary.
3. The teacher hands out the paper circles, instructing students to color appropriately, then put it aside when finished.
4. The white felt is handed out by the teacher, and asks why it may be white. The teacher prompts with "White is as clean and pure as snow...," so the white background is to say that Koreans are good and peace-loving people. Other examples are given, also accepting student examples.
5. The teacher demonstrates pasting the yin-yang paper circle in center of the white felt.
6. The students discuss the bars (or stripes) at each corner, noting how they look different. Why? How? The teacher encourages answers.
7. The teacher helps the students realize that each corner diagonally is the opposite of each other (like the *yin-yang*, it is also a balance of opposition and balance).
   a. If the upper left unbroken lines stand for heaven, then the one diagonal to that corner with the three broken lines stands for (? prompt ?) earth.
   b. If the lower left, two lines with a broken line between symbolizes fire, then the one opposite at the top right means-- yes! Water.
8. The teacher gives out strips of black felt, showing students how to glue appropriately, instructing students to look at the authentic flag for assistance and examples. The teacher goes around room and monitors.
9. The teacher has the students put finished flags (with names) on the floor to dry.

10. The teacher directs all students in clean-up.

Guided/Independent Practice

1. The teacher hands out Work Sheet 5.1 and has students work in pairs or individually.
2. The teacher has students fill out Work Sheet 5.2.
3. The teacher instructs the students to write a narrative on what it means to be "free" in America (based on Work Sheet 5.1).

Assessment

1. The teacher watches for participation in the discussion of the meanings behind the flag.
2. Did they color the *yin-yang*, and correctly cut and assemble the strips?
3. The teacher evaluates Work Sheets 5.1 and 5.2 for comprehension.
4. The teacher assesses written student narratives.
5. The teacher fills out Assessment Sheet 5.1.

Work Sheet 5.1

Freedom

Directions: Read the sentences below. They are "free" and "not free" statements. Mark on the line the letter **F** if the sentence is "free," and **N** if the sentence is "not free."

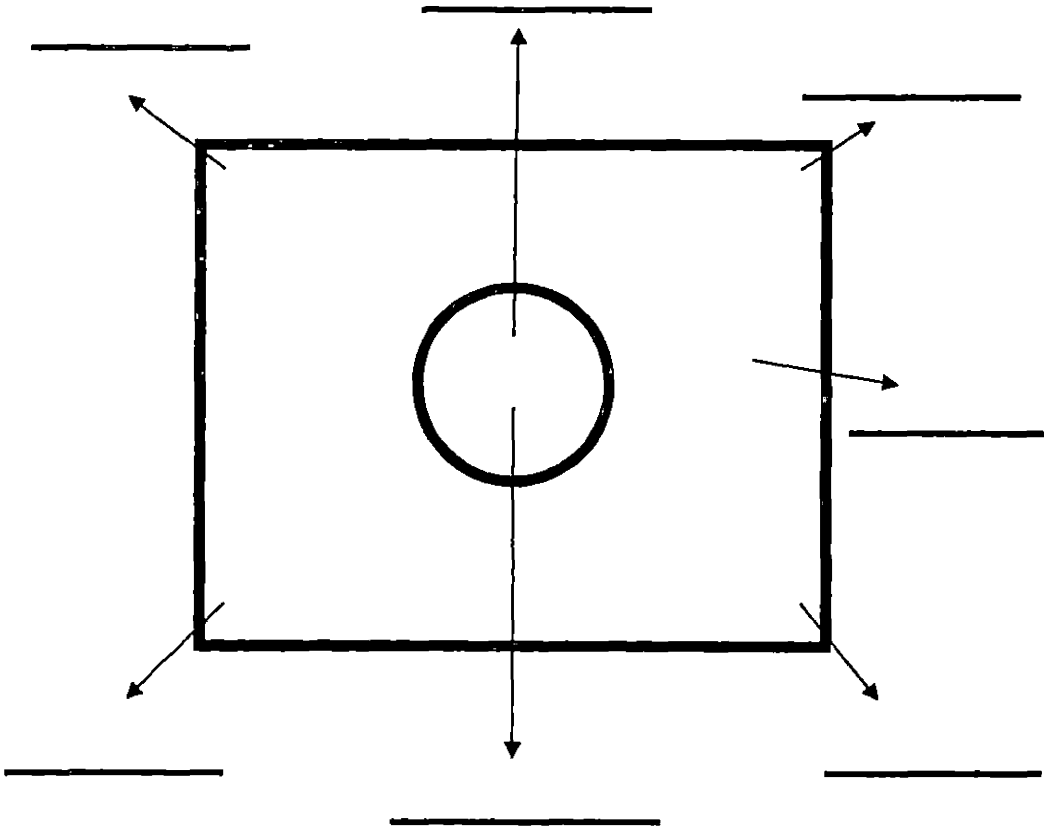
1. _____ I can practice any religion.
2. _____ I must spend my money the way people tell me to.
3. _____ I listen to any music I want to.
4. _____ I cannot live where I want to.
5. _____ I must work for the country.
6. _____ I always have choices.
7. _____ I am the same as everyone else.
8. _____ I am different from everyone else.
9. _____ I can watch any movie I want.
10. _____ I can be anything I want to be.

Work Sheet 5.2

South Korean Flag - *T'aegukki*

Directions: Read the meanings of the flag in the box below. Draw in the missing parts of the flag. Match the meanings to the correct part of the flag. Write the words on the blanks next to the arrows.

Yang (+)	Earth	White(pure)
Yin (-)	Water	*t'aegukki*
Heaven	Fire	Flag



Assessment Sheet 5.1

Student Assessment

Teacher: Fill out assessment of objectives for each student. Score from 1-3; write comments of assessment on observation and participation during the lesson.

Score 1 = unsatisfactory, low performance
Score 2 = satisfactory, average performance
Score 3 = exceptional, high performance

Names	Content Objective	Learning Strategy	Language-Writing	Observation Comments

Lesson Six

Making *Kimbap*

Grade/Level: 2nd/Advanced Fluency

Objectives

Content: Make and eat *kimbap*, the traditional Korean dish from Halmoni and the Picnic
Learning: Follow step-by-step directions to make *kimbap*
Language-Writing: Write clear/coherent sentences that maintain consistent focus, grammar, and punctuation in Work Sheet 6.2

Materials

- Small paper plates
- Clear instructions written on paper in step-by-step fashion (there will be 8 stations)
- Work Sheets 6.1 and 6.2
- Assessment Sheet 6.1
- Ingredients/Recipe (for class of 20)
  - 7-8 cups cooked sticky rice
  - 3-4 cups cut and cooked spinach
  - 3-4 cups steamed shredded carrots
  - 3-4 cups pickled radish
  - 3-4 cups fried and finely sliced scrambled egg
  - 20 sheets of pressed seaweed wrap

Pre-Planning

- The teacher should send letters home with students announcing the cooking activity, with questions regarding any possible food allergies a student may have
- The teacher should have substitute snacks for any who are allergic

Warm-Up/Introduction

- The teacher tells students they will be making and eating *kimbap*, a very traditional dish, as the children did in Halmoni and the Picnic
- The teacher informs the students that *kimbap* means rice rolled up in seaweed in Korean, and to guess-what the recipe could entail

Procedure

1. The teacher explains that students will be making *kimbap*, the same dish that Halmoni made for the students in the story. The teacher goes over the recipe and instructions, writing it twice, once on the board for students to copy, and another set on paper at each station.
   As follows:
   Instructions
   - Step 1- Pick up one paper plate
   - Step 2- Put one sheet of seaweed on the plate
   - Step 3- Take spoonful of rice and spread on top of seaweed
   - Step 4- Spread one forkful of spinach
   - Step 5- Spread forkful of shredded carrots
   - Step 6- Spread one forkful of sliced egg
   - Step 7- Put one slice of pickled radish on top
   - Step 8- Roll up the seaweed wrap from one end
2. The teacher sets up the flow of ingredients on table with clear instructions.
3. The teacher instructs students to wash hands before coming up to "cook," verbally checking.
4. The recipe is reviewed, showing and explaining the ingredients.
5. The teacher models the steps for making the dish, checking for understanding.
6. The teacher needs to establish the rules:
   a. everybody must wait until everyone else has a plate, then can eat.
   b. everyone must try it at least once, but don't have to finish it.
   c. while waiting, think of other possible vegetables/items to put in *kimbap*.
7. Parent helper should get cups of water ready and serve to students to avoid "roamers" around the room or spillage.
8. Only one table at a time may go (4-5 students); the table that is the most ready will go first (teacher picks when ready).
9. The students can eat and enjoy!
10. The students clean-up in orderly fashion, one table at a time.

Guided/Independent Practice

1. The teacher hands out Work Sheet 6.1 and has students write/draw in the instructions for making *kimbap* before starting
2. The teacher hands out Work Sheet 6.2 and goes over instructions with the students

Assessment

1. Did students follow directions and eat?
2. The teacher evaluates Work Sheets 6.1 and 6.2.
3. The teacher fills out Assessment Sheet 6.1.

Work Sheet 6.1

Making *Kimbap*

Directions: Write or draw the steps in making *kimbap*.

Step 1	Step 5
Step 2	Step 6
Step 3	Step 7
Step 4	Step 8

Work Sheet 6.2

Eating *Kimbap*

Directions: Answer the questions below in complete sentences.

1. What did you like best about the taste of *kimbap*?

2. What did you like least about *kimbap*?

3. What was your favorite ingredient? Why?

4. Would you make this dish again? When?

5. What was the hardest thing about making *kimbap*?

6. How is this popular food different from America's hamburgers?

Assessment Sheet 6.1

Student Assessment

Teacher: Fill out assessment of objectives for each student. Score from 1-3; write comments of assessment on observation and participation during the lesson.

Score 1 = unsatisfactory, low performance
Score 2 = satisfactory, average performance
Score 3 = exceptional, high performance

Names	Content Objective	Learning Strategy	Language-Writing	Observation Comments

APPENDIX B

RECOMMENDED KOREAN-AMERICAN CHILDREN'S LITERATURE

Choi, S. N. (1993). Halmoni and the picnic. Illus. by Dugan, K. Boston, MA: Houghton Mifflin.

Choi, S. N. (1997). Yunmi and Halmoni's trip. Illus. by Dugan, K. Boston, MA: Houghton Mifflin.

Choi, S. N. (1997). The best older sister. Illus. by Wright, C. & Hu, Y. Delacorte, NY: Bantam Books.

Choi, Y. (2003). The name jar. New York, NY: Bantam Books.

Climo, S. (1993). The Korean Cinderella. Illus. by Heller, R. New York, NY: Harper Collins Publishers.

Girard, L. (1992). We adopted you, Benjamin Koo. Illus. by Shute, L. Niles, IL: Albert Whitman & Co

Han, O., & Plunkett, S. (1993). Sir Whong and the golden pigs. New York, NY: Dial Books.

Heo, Y. (1995). Father's rubber shoes. New York, NY: Orchard Books.

Kim, R. (1997). I am Korean American. New York, NY: Rosen Publishing Group.

Kraus, J. (1992). Tall boy's journey. Illus. by Ritz, K. Minneapolis, MN: Carolrhoda Books.

Kwon, H. (1993). The moles and the mireuk. Illus. by Hubbard, W. Boston, MA: Houghton Mifflin.

O'Brien, A. (1993). Princess and the beggar: A Korean folktale. New York, NY: Scholastic Press.

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Rattigan, J. (1993). Dumpling soup. Illus. By Hsu-Flanders, L. Boston, MA: Little Brown.

Recorvits, H. (2003). My name is Yoon. Illus. by Swiatkowska, G. New York, NY: Farrar, Straus and Giroux.

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