

USC Us-China Institute Crossing Boundaries Curriculum Project
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Unit Title: Self-Introduction--Greetings/Country

Lesson Title: The Influence of KPOP Music in East Asia

Introduction: This lesson will allow the students to study background information and brief history behind Korean pop music, known as KPOP and its development in East Asia. In this unit, the students will learn to say self-introduction with the information of which country they are from and whether they like KPOP music in Chinese. They will also learn to identify the countries in East Asia and know the influence of KPOP within and outside East Asia. The student learning activities include viewing videos, conducting online research, and the unit will end with a student presentation.

Subject(s)/Grade level(s): Mandarin Chinese/ 9th grade

Duration of lesson: 1-2 lessons

Connection to standards/common core (2-3 standards):

Ohio's Learning Standards for World Languages and Cultures:

Intercultural Communication (ICC): 1. Identify typical products and practices to help understand perspectives in native and other cultures using the target language. 2. Interact at a survival level in everyday contexts with people in and from other cultures using the target language and appropriate rehearsed behaviors.

PRESENTATIONAL Communication (P-C): 1. Present prepared or spontaneous information on very familiar, everyday topics through written, spoken or signed language. 2. Inform, narrate and express preferences and opinions using a variety of practiced or familiar words, phrases and simple sentences.

Can Do Statement--Presentational: I can present information on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases and simple sentences through spoken, written or signed language.

Essential Questions (2-3 questions):

1. Why is KPOP music so popular in East Asia?
2. What brought KPOP music to the U.S?
3. What is the global impact of KOP music in East Asia and outside East Asia?

Learning Objectives:

1. Students will be able to do a self-introduction by using a variety of practiced or memorized words, phrases and simple sentences through spoken and written form in Chinese.
 2. Students will be able to identify and name the countries in East Asia in Chinese.
 3. Students will be familiar with the global impact of KPOP music and be able to compare KPOP music with the American pop music.
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Materials Needed:

Video--Lecture Digital Diplomacy in East Asia by Dr. Sejung Park. (If permitted). EdPuzzle link will be provided to students in class.

<https://u.osu.edu/ncta2020/>

East Asia map

<http://www.globalcitymap.com/asia/east-asia-map.html>

Cultural discussion worksheet

https://docs.google.com/document/d/17vdCN6UWPs8g1NvV8z5dzG_bnid9z11smG2vKk5taY/edit?usp=sharing

Kahoot Quiz (link will be provided to students in class)

Pre-Assessment of Prior Knowledge:

The students will take a Kahoot quiz about KPOP groups and a brief background information of East Asia and the history. They will also do an informal practice introducing themselves and by telling their name in Chinese and naming one country where they are (or they wish they are) from.

Lesson Activities/Instructional Strategies (5-7 steps):

1. The students will complete a pre-assessment activity by taking a Kahoot quiz about KPOP groups and a brief background information of East Asia and the history. The students will then identify the East Asian countries on the map and do an informal practice introducing themselves (and with imaginary friends from East Asian countries).
2. The students will watch the video of the lecture *Digital Diplomacy in East Asia* by Dr. Sejung Park on Edpuzzle (link will be provided in class) and answer discussion questions and do a think-pair-share activity to discuss their answers with their peers.
3. The students will find and research on their own favorite KPOP group if they have any favorite one. For those who are not familiar with KPOP music, they will choose one group from the list and start their research. They will need to find out which KPOP group has non-Korean members and identify one key reason why KPOP is influential. They will find out one important example regarding the KPOP development, member selecting process, the song style, etc. to support their statement.
4. The students will then use Google slides to create a presentation about the KPOP music and its influence. Their presentation will have two parts. The first part will be in Chinese and the students will only need to introduce the group by their names and identify where the group members are from (two sentences in Chinese for each KPOP member). The second part will be in English and the students need to share their reflection about studying this particular group. They will write a paragraph to explain why they think KPOP plays an essential role in digital diplomacy in East Asia with a supporting example. On each slide, a related image/photograph should be attached with the description.

5. The students will record their presentation at home through Google Meet. They will share their presentation slides during recording. The time limit for the presentation recording is 3-5 minutes.

6. The students will submit their presentation recording to Google Classroom. The presentation recording will be played in class.

7. After viewing each presentation recording, the students will ask the presenter a question in Chinese and in English. They will post their comments on Google Classroom.

Resources:

The Birth of Korean Cool: How One Nation is Conquering the World Through Pop Culture. Euny Hong, 2014.

Holcombe, Charles. A History of East Asia: From the Origins of Civilization to the Twenty-first Century. 2nd ed., Cambridge [etc.], Cambridge UP, 2017. pp. 1-11.

Neuman, W. Lawrence. East Asian Societies. Ann Arbor, Association for Asian Studies, 2014. pp. 92-102.

Clark, N Donald. Korea in World History. Ann Arbor, Association for Asian Studies, 2014. pp. 1-10.

Closing/Reflection Activity:

After each recording presentation, the students will ask the presenter a question in Chinese and post a comment in English. The presenter will answer the questions orally in class and reply to the comments posted on Google Classroom with a response in English.

Post-Assessment:

The students will take a written quiz to show their language learning by identifying the vocabulary in Chinese characters and being able to ask and answer a question with a written response.

Extension Activities/Extending the Lesson/Cross-Curricular Connections (2-3 ideas):

The extension activities can be done in Chinese club:

1. East Asian pop music fun time. Students create a playlist of their favorite Chinese, Korean or Japanese pop music. Students will listen to the music during Chinese club meeting and vote the best top 5 of their choice.

2. Find out what are the popular Korean beauty products. Bring one from home if they have any.
