

Korean Traditional Clothing- Hanbok Lesson Plan

TITLE: Finding Korean Culture through Hanbok: Children's Hanbok

GRADE LEVEL: 6-8th

TIMELINE: 1 Hour

Aim/ Goal of the three- week Curriculum:

Hanbok is clothing that embodies the culture and history of Korea. Students will learn about the central role Hanboks play in defining Korean identity, its connections to Korean culture and history, and its usage. They will also realize that clothing is a vehicle to commemorate important moments in life in the belief that clothes contain memories and history. Students will weave stories that connect their memories and experiences reflecting on their importance. In this exercise, students will draw clothes inspired by the colors and designs of Hanbok that relate significant meaning and stories about themselves and their family. Students will also explore the history and context of Hanbok and learn how longstanding traditions can be passed on to younger generations and how traditions and the future are connected .

STANDARDS

Illinois Visual Arts Standards

VA:Cr1.2.8a Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.

VA:Cr2.3.8a Select, organize, and design images and words to make visually clear and compelling presentations.

VA:Re7.1.8a Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.

VA:Cn11.1.8a Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.

Common Core Standards for English Language Arts

CCSS.ELA-LITERACY.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Social Emotional Standards

1B.3a. Analyze how personal qualities influence choices and successes.

2C.3a. Analyze ways to establish positive relationships with others.

3A.3a. Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions.

OBJECTIVES

Creative/Productive Objectives:

1. Students familiar with Western costumes with Western perspectives will learn the unique identity and design of Korean traditional clothing, Hanboks.
2. The students will analyze the concepts of shapes and colors, as well as the meanings of Korean children's Hanbok compared to Western clothing.
3. The students will make a drawing of themselves wearing significant national holidays clothes that convey personal or sociocultural meanings inspired by the colors and designs of Korean traditional clothing, Hanbok.

Multicultural/ Historical Objective:

1. The students will define the nature of Korean culture by discussing how the culture has treated children and celebrated children's birthdays through Hanboks.
2. The students will research and write about the similarities and differences between the design and symbols behind children's cloth in Korean culture and their own cultures.
3. The students will discuss about how Hanboks have their own context and history as the subject of art.

Affective/ Expressive Objective:

1. The students will use their imagination about the Hanbok maker's motivations at certain times in history, for example, for Hanboks in 19th century Korea, have students role-play as a Hanbok designer to talk about the choice of colors, fabrics and meaning and the purpose of Hanbok.
2. The students will talk about how clothes can convey or contain history and memory.
3. The students will write a short paragraph about their, or their family's, significant stories or events that involved memorable clothes.

Concepts/ Vocabulary:*Multicultural/ Historical Concepts:*

Baji: Men's trousers

Jeogori: is composed of gil, somae, git, seop, dongjeong and goreum.

Baeja: are sleeveless clothes worn over jeogori.

Chima: is comprised of pleats, and waist strings

Eumyangohaeng theory: The theory of Yin and Yang

Obangsack: Five cardinal colors

Natural plant dyes

Sackdong: Obangsack color combination

Affective/ Expressive Concepts:

Line, color, shape

Sleeve shapes

Sleeve designs

Chima/Baji shapes

Color schemes

Teacher Materials:

Power point presentation of Korean Hanbok (Produced by KCCoC)

Books: (Korean Cultural Center of Chicago Resource Center)

Samuel Songhoon Lee (2013). *Hanbok: Timeless Fashion Tradition* (Korea Essentials No. 16): Korea Foundation.

Woo Na Young(2019) *HanBok Story: Korea Traditional Clothes*: Hanz Media.

Learner Materials:

Handout of Hanbok

Blank Paper

Colored pencils or watercolors

A photo wearing clothes with personally and culturally important meaning.

Motivation:

1. The students will view a powerpoint presentation which will introduce them to Korean Hanboks for young people from the 19th century to the present.
2. They will talk about the history of Hanboks and how traditional designs can maintain their relevance and integrity in a modern context.
3. The students will share their photo with their own culturally significant clothes during culturally important events with their peers.
4. The students will also watch a video about K-POP stars introducing Korea's traditional and modern styles of Hanbok.
5. The students will touch and try on Hanboks from the museum of Korean Cultural Center of Chicago.

PROCEDURES:

Step 1. The students talk about their and their family's clothes that embody their personally and culturally meaningful stories. They will share photos of themselves or their family wearing these clothes with the class. (10min)

Discussion Questions:

Do you have clothes that are passed down through the generation? Where did you get the garment? When do you wear these clothes? Do you know who made this costume? Could you tell me why these clothes are important to you and your family?

Step 2. The students watch the powerpoint slides and learn about the images and history of Korean Hanboks. (20 min)

Discussion Questions:

Does anyone know what the word Hanbok means? Has anyone seen people wearing Hanboks? The color of Hanbok has sociocultural meaning. What do colors represent in your culture? When comparing Hanboks to Western dress, what parts are similar and what parts are different?

Step 3. Students will make a drawing of themselves wearing clothes for significant national holidays or celebrations that convey personal or sociocultural meanings inspired by the colors and designs of Hanboks. (10 min)

Step 4.

Students will write a short paragraph reflecting on the process they went through creating their drawings of Hanboks. They may share their drawings and stories with their peers in small groups. (10 min)

Closure/ Assessment:

Does this lesson teach the students to respect those who lead their lives in different ways?

Does this lesson help the students understand the cultures in which they live?

Does this lesson help the students to feel pride in themselves and their own cultural background and connectedness to people in other cultures?

RESOURCES/BIBLIOGRAPHY/CREDITS

EXPLORE - <https://explore.chicagocollections.org>

Korean Culture Box - <https://www.youtube.com/watch?v=fRuwNk6-cDg>

Korean Culture Box Exhibition - <http://www.kccoc.org/wps/en/project/k-culture-box/>

Cult Of Pedagogy - <https://www.cultofpedagogy.com/curation/>

The unique lines of Hanbok- <https://www.youtube.com/watch?v=MU428kvux6U>