

ALL ABOUT KIMCHI

GRADES: 5-9

AUTHOR: Rose Marie Duchesneau

SUBJECT: Social Studies, Geography

TIME REQUIRED: Two class periods for research and writing; three to five days for the fermentation of the kimchi

OBJECTIVES:

1. Locate and gather information
2. Understand facts and main ideas
3. Express ideas and information in writing
4. Make kimchi

MATERIALS REQUIRED:

- Computer with Internet access
- Handout: Spool Paper Planning Sheet (attached)

BACKGROUND:

Using the five W's (who, what, when, where and why) students will create a newspaper article that will inform readers about kimchi. Kimchi is a food is eaten by Koreans at almost every meal. Students will use a spool paper planning sheet to develop their article from research notes.

Kimchi is a dish made from fermented cabbage and peppers. The fermentation process preserves the vegetables for long periods of time. Kimchi was developed by Koreans as a way of ensuring that they would be able to consume vegetables during the winter, when fresh produce is rare.

Experts believes that kimchi may have evolved from the Chinese pickle. Chinese pickles were brought to Korea and were modified to form several types of kimchi to suit the taste of Koreans during the Silla (654–935 AD) and Koryŏ (918–1392) kingdoms. Until the Koryŏ kingdom, the main vegetable used in kimchi was radish. Records also show cucumbers, eggplants and green onions were used to make pickled vegetables at that time. Whole-cabbage kimchi, and other kimchi prepared with hot red pepper, became popular after the middle of the Chosŏn kingdom (1392–1910). Peppers were imported to Korea in the early part of the seventeenth century, and the first record of it being used as an ingredient of kimchi dates from 1766.

In the past, the Korean people had to find a way to preserve foods so that they could eat them all year round. The way they found was fermentation and, over time, they perfected this process. In kimchi, fermentation is used to preserve vegetables. Because they eat kimchi, Koreans are able to get the right vitamins, even during the long winters when there are hardly any fresh vegetables.

PROCEDURE:

1. Introduce the lesson with several copies of a newspaper article about food for students to read.
2. Review with students the elements of a well-written article. The spool paper planning sheet will help them begin to write the article. (See handout)
3. Have students research as much as they can about the foods that Koreans eat, especially kimchi. What is it? Why is it eaten? When is it eaten? Have students take notes as research is conducted.
4. After researching, have students write a three paragraph article on what they learned about this food.
5. Using a recipe found during research, or a recipe they bring in from home, have students work with partners to prepare kimchi for their classmates to sample.

EVALUATION:

Completed articles will be assessed on accuracy, comprehension, creativity and clear and effective communication.

ENRICHMENT:

- Using pictures cut from magazines, have students work together with a partner to create a collage of pictures of the ingredients used in kimchi. What nutritional value does each ingredient have? Create a table to show the vitamins and minerals contained in kimchi's ingredients.
- Have students create a local advertising campaign for the type of kimchi of their choice that would cater to the people in the area in which the resource can be found. They may need to be very persuasive. Each student should create either a poster or a 30-second radio advertisement. Students who have never seen kimchi may enjoy watching how it is made. A video can be found at <http://www.kimchi.or.kr/eng/main.jsp>. This may inspire students to create more interesting advertisements.

RESOURCES:

<http://www.kimchi.or.kr/eng/main.jsp>

<http://www.asianinfo.org/asianinfo/korea/food.htm#The%20Humor%20in%20Kimchi>



HANDOUT: SPOOL PAPER PLANNING SHEET

Introductory Paragraph:

Lead: _____

1. Thesis statement: _____

Body Paragraph 1:

2. Topic sentence: _____

3. Detail sentence: _____

4. Supporting sentence: _____

3. Detail Sentence: _____

4. Supporting sentence: _____

Body paragraph 2:

2. Topic sentence: _____

3. Detail sentence: _____

4. Supporting sentence: _____

3. Detail sentence: _____

4. Supporting sentence: _____

Body paragraph 3:

2. Topic sentence: _____

3. Detail Sentence: _____

4. Supporting sentence: _____

3. Detail Sentence: _____

4. Supporting sentence: _____

Concluding paragraph:

1. Restatement of Thesis Statement (Power 1): _____

Conclusion: _____