

## Teaching About East Asia: *Lost Names* by Richard Kim

Spring 2015

Reading Recovery class

- high school class, but most of the students read in the 3<sup>rd</sup>—4<sup>th</sup> grade level, so texts with high interest, low structural/vocabulary demands are easiest; scaffolding and collaboration will support them through harder texts.

### Unit Overview

Overall Objectives:

The purpose of this unit of study is to build my students' knowledge base of Korean history and culture while concurrently increasing their reading fluency as well as strengthening and widening their use of reading strategies.

This class revolves around the reading of two novels in 18 weeks.

Our second novel will be *Lost Names* by R. Kim.

Our class time is organized around four routines:

- 10" free write about ideas/words they remember from the previous day's reading
- 30" read aloud; round-robin with everyone reading from a sentence to a paragraph in length aloud.
- 30" focused strategy practice.
  - \*reading strategies based on the **ACTIVE** acronym (Ask questions, Connect to world/text/self, Theme, Infer, Visualize, Eureka!)
  - \*writing strategies for both creative and research based writing.
- 10" tutoring 3<sup>rd</sup> grade readers (Six Minute Solution)

*Lost Names* is conveniently broken up into seven named chapters. The first two chapters will be used as a teacher- student models; subsequent chapters will be student/small group driven.

### Lesson #1

### K—W—L

Strategy emphasis: building Connections (world/text/self)  
note-taking: level one categories (who/what/where/when)

Length: 2- 3 days; introduced in the first chapter and then practiced throughout the book.

Rationale: the gaps in the students' knowledge of history and culture hinder their comprehension.

Goal: students will create an on-going *story* time line of events/places/cultural references from the book. After the day's reading, students will research the same events/places/cultural references and create a *factual/visual* time-line.

Materials: two banners, each about 24" X 14' (divided into seven sections, 24" per chapter)  
-- one is for what we found in the text, the other for what we found by research.  
one banner, 24"X14', with *Lost Names* on it – the header banner, used in lesson #3  
one pack of small sticky notes per pupil  
classroom set of *Lost Names*  
pens/pencils  
desk-top computers/printer – for images

Strategy:

Part I-- introduce the **K-W-L** (what do you Know-Want to know-Learn) strategy with chapter one. Before reading, discuss and have the class list what they know about Korea now and Korea during WWII. Be prepared to prompt: what about North Korea? How did that come about? What kind of foods/sports/religion/schooling... does Korea have now/then? When they think they are done/all empty, remind them to consider the environment, activities, food, work, clothing, trends, male-female relations, and age-specific situations. Sort out the findings and as a class, label them as examples of who/what/where/when. Have the students \* the findings that they think are the most "important". Ask students to also come up with at least one "Want to Know" subject. Place this K-W list to the left of the *Lost Names* banners.

--Explain that as the class reads the book, we will find text evidence to either support/clarify/add to/ or delete what we as a class originally knew about Korea.

-- Hand out the packs of sticky notes; explain that as we read, if we come to something that was on our **What We Know** list (or we think should be on the list), they should write down the page #, the category (**who/what/where/when**) and a bit of the quote. At the end of the day's reading, we will place the sticky notes up on the *story* banner for the relevant chapter.

--Start reading chapter one (round-robin, aloud). As soon as page three is finished – Eureka!

Model writing down on the sticky note: page 3, where, "...Tuman river separates Korea, Manchuria and Siberia." and, page 3, when, "1933..."

Finish reading chapter one aloud, students placing sticky notes on the story banner for chapter one at the end of the day's reading time.

Part II – after reading for 30", or when chapter one is finished, stop reading and move to research. Explain that each day, we will research on-line whatever topics we wrote on our sticky notes. The first day's research's focus is **where** is Korea? Have students go on-line to find maps, remind them that the maps need to be from 1930-1933. Have students practice (trace it, side-by-side draw it, then draw by memory) drawing rough maps of the countries listed.

Learning Objectives:

The student will:

Students will be able to freehand draw a map of SE Asia, correctly placing China, Russia, Manchuria, Japan and Korea on their maps; the focus will be on the accuracy of proportions and spatial arrangement. Their maps will be hung on the wall for a class critique and discussion. Maps maybe cut apart and enlarged/trimmed or rearranged until every student's map is accurate.

Assessment:

-Grades for the project will be based on class participation, completion of sticky notes, and overall thoughtfulness and accuracy (scale and spatial relationships) of their maps.

**Lesson #2:**                    **Text Says—I say—And so**    or, how to make an inference

Length:

- introduced in the second chapter, and then an on-going routine while reading
- lesson is taught over two days

Rationale:        struggling readers often don't know when or how to use what they know to help them make sense of what they read.

Materials:

- Paper, pen/pencil
- markers and white board
- index cards
- quotes from the text
- access to the internet for research

Learning Objective: given a quote, the student will list information from world/text/or self that can be used to help them create an inference about the quote's meaning.

Activities:

**Day 1:**

-Teacher introduces the concept of "inferences", discussing the importance of being able to make meaning from things that are "incomplete" –i.e. taking the concrete text and adding prior knowledge to it to create a new, un-written meaning. Discuss how inferences are "level two" thinking –they take at least two sources of information to create. Level two thinking is often the result of asking "Why?" or "How is this related?" (Note that who/what/when/where are level one questions – the answers are typically written out in the text.)

-Index card examples of inference scenarios are presented based on common daily occurrences. For example, on one side of an index card write,

                  "Sally ran out of the room, slamming the door so hard the house shook." (text)

and on the other side write,

                  "Why would you slam a door?" (self)

The card is read aloud by a student volunteer, why question side first, and the class answers the why question, then the scenario side is read, the teacher asks a why question of the scenario (Why did Sally slam the door?) and the students give an inferential answer. The teacher fills in a 3 column chart on the board labeled **Text Says/I say/And so...** with the results of the scenario practice.

Point out that the “and so” part is the inference answering why? Why did Sally slam the door? The card doesn’t say why, but I say that I slam doors when I am angry, so I *infer* that Sally was angry. Go through each index card with the class as a whole to create a completed 3 column chart of inferences.

### **Day 2:**

-While reading chapter two, students will use their sticky notes to note (page # and quote) sections where they get lost – where they don’t know **why** something happened. They will then pair up, and as a pair, the students will generate a list of possible reasons why the action happened. **Why** did this happen? **How** is this related to Korean culture? If they get stuck, they may also look up key terms on the internet. Students will share out their findings in the format of the **Text said:...We say...and so we think** that ...After class discussion, label each sticky note with a category: where, when, what, who and add them to the Text banner.

--teacher should model this with the quote from chapter two:

**Text:** “They all bow to her as they leave the porch...” (pg. 49)

**I say:** I bow only in my karate class, to my superiors in rank (self). In the old days, people would bow to kings and queens too (world). Confucian ideals taught people to respect their elders (world).

**And so:** The boys respected his mother. In Korea, in 1933, it was important to show one’s respect for one’s elders by bowing to them. Confucian thought was very influential in Korea.

The sticky note should be labeled (discuss whether they think Confucian ideals are, a who or a what?) and then placed on the story banner.

Expect each student to create one inference per chapter; at the end of each chapter go through their inferences in a class discussion. It should get lively!

Assessment: Grades for the project will be based on class participation, completion of sticky notes, and overall thoughtfulness and depth (does it add something new and important about Korean culture?) of their inferences.

### **Lesson #3: --- (after finishing the book) Theme analysis: “My Name”**

Length: 3–5 days

Rationale: to share the idea that while cultures may differ, themes are cross-cultural; one’s history, culture and values are expressed through theme.

Purpose: Encourage students to examine their own cultural environment and beliefs, and create a brief poem that represents all the names they have/have been given/would give

themselves. Also, to get students to extend their inferences into the realm of figurative language, allowing them to evaluate the theme of “names”, lost or found.

Materials:

- paper, pen/pencil
- copies of “My Name” by Sandra Cisneros
- graphic organizer 3 way venn diagram

Strategy: Ask the students to fill out one of the circles of their venn diagram with everything we know about the boy’s “names”: his Japanese family name “Iwamoto”; its translation: foundation of rock; its Biblical allusion; Boy, Master...and all the inferences we can make about what we know and what we don’t know (his Korean name!). Then, pass out the short essay/almost free-verse poem, “My Name” by Cisneros:

### **My Name - written by Sandra Cisneros**

In English my name means hope. In Spanish it means too many letters. It means sadness, it means waiting. It is like the number nine. A muddy color. It is the Mexican records my father plays on Sunday mornings when he is shaving, songs like sobbing.

It was my great-grandmother's name and now it is mine. She was a horse woman too, born like me in the Chinese year of the horse--which is supposed to be bad luck if you're born female-but I think this is a Chinese lie because the Chinese, like the Mexicans, don't like their women strong.

My great-grandmother. I would've liked to have known her, a wild horse of a woman, so wild she wouldn't marry. Until my great-grandfather threw a sack over her head and carried her off. Just like that, as if she were a fancy chandelier. That's the way he did it.

And the story goes she never forgave him. She looked out the window her whole life, the way so many women sit their sadness on an elbow. I wonder if she made the best with what she got or was she sorry because she couldn't be all the things she wanted to be. Esperanza. I have inherited her name, but I don't want to inherit her place by the window.

At school they say my name funny as if the syllables were made out of tin and hurt the roof of your mouth. But in Spanish my name is made out of a softer something, like silver, not quite as thick as sister's name Magdalena--which is uglier than mine. Magdalena who at least- -can come home and become Nenny. But I am always Esperanza. would like to baptize myself under a new name, a name more like the real me, the one nobody sees. Esperanza as Lisandra or Maritza or Zeze the X. Yes. Something like Zeze the X will do.

<http://www.theliterarylink.com/mangostreet.html>

Cisneros, Sandra. The House on Mango Street. New York: Vintage Books, 1984. 25-27.

Go through Cisneros’s text, reading it aloud, asking the students to annotate the text in the margins for what kind of categories Cisneros uses when she talks about Esperanza’s name: family history, the color of words, the “feel” of them, the power of naming yourself...explain

Cisnero's use of figurative language, and how figurative language is like the ultimate application of inferences: "...It is like the number nine. A muddy color..."

Ask the students to add the Cisnero's name categories to the second circle of the Venn diagram. Then, ask them to fill in the third circle for themselves, using all of their "names", given/taken/created/slurred...Ask the students to share their Venn diagrams with a partner, getting and giving feedback via "Two stars and a Wish". Lastly, ask students to write their own "My Name" paragraph poem, making sure that it includes several examples of figurative language, and lets the reader know what the student thinks about all of the names they've been given as well as the names they would give themselves. Print off two copies of the students' polished work, so that we can:

### Celebrate!

On the first top banner (that only has the title of Kim's book on it), cross off with red marker the work "Lost" and write above it "Found". Glue all the students' name poems/essays all over the banner. Have a sharing day, where students sit in a circle, not for round-robin reading of their book, but for their "My Name" poem. After everyone has shared, point out how much the K-W-L banner has changed too by their thoughtful reading of the book: how much they have learned about Korea, reading, and themselves. Briefly encourage them to reflect on each part of the whole reading process used for *Lost Names* - what worked, what didn't work, what was the most useful...and why.

Learning Objectives: students will be able to apply a theme from a Korean text to themselves, and so doing, appreciate the scope of human experience.

Assessment: participation in the final reflection, the writing of their Name poem, the depth of their connections, and their ability to give/receive feedback about their work.

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### Overall resources:

Asiasociety.org: Interesting short articles for kids to read about Korean culture, past and present—lots on North Korea, which most kids seem to be fascinated by, thanks to the movie *The Interview*.

<http://asiasociety.org/search?s=korea&x=0&y=0>

Easy and colorful-- by the National Geographic --need I say more?

[http://kids.nationalgeographic.com/content/kids/en\\_US/explore/countries/south-korea/](http://kids.nationalgeographic.com/content/kids/en_US/explore/countries/south-korea/)

General Korean History site: the last two paragraphs on the page called "Korea Under Japanese Rule" is like a synopsis of *Lost Names*.

<http://countrystudies.us/south-korea/>