

Understanding Korea

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LEARNING TARGETS

Clarify understanding of Korean culture and values.

Develop understanding of elements of character which are reflected in behavior.

PREPARATION

Korean Flag.

Venn diagram for Sookan and The Boy.

GETTING STARTED

Explain to the students that when we speak of strength of character we are alluding to aspects of the personality and identity that may be revealed through observing someone's behavior. Ask students to think of someone who has a hero or heroine image, perhaps Christopher Reeve, Mother Theresa, etc. Ask students to tell why that person/those persons inspire admiration. Students may mention courage, strength, humility, perseverance, charity, fortitude, self-discipline. When students describe a particular behavior, provide the description so that the terminology for character traits becomes familiar. As students mention the character traits, write the terms on the chalkboard.

DEVELOPING UNDERSTANDING

Ask students to think of people in their families or from their circles of friends who are very good people. Ask students to identify character traits of those persons. Students may mention honesty, helpfulness, loyalty, faithfulness, patience. Add these terms to the list on the chalkboard.

ACTIVELY ENGAGING THE LEARNER

Direct student attention to Sookan and the boy in Lost Names. Ask students to describe the character traits of Sookan, citing examples of her behavior from the story. Continue with the boy's character traits. Ask students to justify their examples with references to particular events in the stories. Add lotus petals to the displays if the character traits have not been identified earlier.

If time permits, use the Venn diagram for Sookan and The Boy to further clarify the traits exhibited by both children and those of the individual.

Lead students to identify elements of the Korean character through analysis of the behaviors of the Korean people in the stories. What character traits would apply to Korean people in general? How might this be confirmed through other sources of information?

Refer to the Korean Flag for additional examples of cultural value that the Korean people reflect in daily life. Which of those elements were evident in the stories? Do these elements indicate common character traits for Koreans?

Ask students to write a journal entry, selecting from these topics:

- Sookan/The Boy would be a good friend because...
- The Korean people have been tested during the Japanese and Russian occupation of their country. Describe the Korean character traits that were evident during occupation.
- Important Character Traits for Americans to Have (with amplification)

ASSESSMENT

Can each student use the term “character trait” correctly? Did examples cited from the stories confirm the identified trait? Identify the level of understanding of the concept of character that is reflected in the journal entry.