

Name, Family, Identity

12

LEARNING TARGETS

Compare the elements of name, family and identity for the boy and girl in the two stories.
Explain how family history influences identity today.

PREPARATION

Venn diagram for Sookan and The Boy as a transparency or with ropes on the floor or chalk on the chalkboard.

GETTING STARTED

Explain that we know much more about the girl because we have finished reading her story. However, begin a list of relevant information for identifying both the girl and the boy, placing the information in the appropriate sections of the diagram. (The students will realize that the boy's name is not given. Is the story autobiographical? Will the name be revealed later in the story?)

DEVELOPING UNDERSTANDING

Help the students understand how the grandfathers and fathers provided the primary identity for the Korean families. Develop the career histories of Sookan's grandfather and the result of his identity as a scholar and the careers of the boy's father and grandfather. Ask students if the roles of the fathers and grandfathers were helpful or hurtful to their families. What happens when fathers and grandfathers suffer for their beliefs? How does that affect the family? What impact will this early beginning have on the boy?

ACTIVELY ENGAGING THE LEARNER

Ask students to consider how family identities are established in the local community or in America. Help students analyze the factors that heighten identity. Does the father's career influence family identity? How? Does the mother's career influence family identity? How and to what degree? Are there differences in the influence? To what might those differences be attributed? What else contributes to our family identity? Schools attended? Sports accomplishments? Service and volunteerism? Religion? Where the family lives?

Next consider the role of individual identities. Ask what individuals do to create or extend their identities. Mention the rise of historical figures from lowly status to high levels of respect. What opportunities exist in the community or in America for each individual to excel and enhance identity?

Ask students to consider the many benefits they have enjoyed from living in a country that is not under occupation, from living with a family that is not under siege by a foreign giant, and by having basic needs met for shelter, food, schooling.

Oprah Winfrey talks about Gratitude Journals. In such journals, the writer lists those things that make life worth living: little things, big things, private things, public things.

Ask students to create a section in their journals for statements of gratitude. Encourage students to expand the list with explanations and examples.

ASSESSMENT

To what degree did the student analyze the elements of influence in identity?

