

# Me, Too

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## LEARNING TARGETS

Prepare for reading Lost Names Initiate comparative analysis.

## PREPARATION

One copy of Lost Names per student. List of questions for Chapter One. (See Appendices.) An area map showing Korea with Manchuria.

## GETTING STARTED

Ask the students how Sookan's experience might have been different if she had been a boy. Would she have acted more assertively? Would a boy have accompanied the men when they left or were taken away?

## DEVELOPING UNDERSTANDING

Explain that Richard Kim wrote a story about a young Korean boy living under Japanese occupation like Sookan's family. Mr. Kim's story is drawn from his experiences and those of his friends. The title of the story, Lost Names, gives an indication of a similar occurrence in Mr. Kim's experience. Ask, "To what might Mr. Kim be referring in choosing this title?" Ask students to write two or three predictions.

## ACTIVELY ENGAGING THE LEARNER

Distribute the list of questions for Chapter One of Lost Names. Read the questions to the students. Ask the students to consider how Sookan's family identity and the boy's family identity were similar and different. Distribute copies of Lost Names to the students. Read the beginning of the story aloud to the students: pages 3-5. Ask students to finish the chapter and answer the questions.

## ASSESSMENT

Consider the degree to which the student was able to imagine life under occupation from the perspective of a boy.