

Sookan and Her Family

LEARNING TARGETS

Identify character traits

PREPARATION

Ample supply of lotus petals.

(Students can cut the lotus petal shapes from $8\frac{1}{2} \times 11$ sheets of plain white paper.)

GETTING STARTED

Review the answers to the questions for Chapters Three and Four. Take time to allow the students to express the sense of loss that they may have experienced as the questions are reviewed. Students may remember news coverage of weather damage to homes and how the families hurried back to gather photos and mementos.

DEVELOPING UNDERSTANDING

Ask students what Sookan and her family lost. Make additions to the “Korea: 1910-1945” chart based on the information from Chapters Three and Four.

ACTIVELY ENGAGING THE LEARNER

Focus the students’ attention on the list of major characters: Sookan, Grandfather, Inchun, Mother, Aunt Tiger, Kisa, Captain Narita. Divide the class into five groups. Assign a character per group, with Inchun and Kisa combined in one group. Ask the students to list defining characteristics for the characters.

When the group has clarified the list (no more than eight characteristics per character), have the students in the group put the characteristics on lotus petals, one per petal. Assemble the petals to form a flower with the character’s name in the center.

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

- How I feel about Captain Narita
- Grandfather’s Courage
- Sookan? Feelings about Grandfather

ASSESSMENT

Ask students to share their journal entries during individual or group conferencing time. Through reflection, consider how each student's writing and class participation indicates an individual response to the power of the story. Provide additional support as needed.

EXTENSION

Students may wish to investigate calligraphy further. They may locate information at the Internet sites. "Calligraphy: vitality, rhythm, and economy of strokes." "The art of calligraphy: necessary process of mental discipline for a cultured gentleman." "our Stationery Treasures/Four Friends of the Scholar: good ink, ink stone, good brush, good paper (silk)." Keep the art teacher informed about this study. Art lessons on calligraphy would be timely. If possible, have a calligraphy interest center in the classroom with good ink, ink stone, good brushes and practice paper. In spare time, students could practice calligraphy using English or *Hangul* samples .

COMMUNITY CONNECTION

There may be a calligrapher in your community. Schedule a demonstration or elective field trip.

