# KOREAN VOICES

Growing Up During a Time of Crisis

# Introduction:

Korean Voices: Growing Up During a Time of Crisis is a literature-based teaching unit for students in middle schools and junior high schools. The unit includes two novels, Year of Impossible Goodbyes (Sook Nyul Choi. Boston: Houghton Mifflin, 1991) and Lost Names (Richard E. Kim. New York: Universe Books, 1998). Set in Korea near the end of World War II, the stories detail the lives of two Korean families living under the Japanese occupation of Korea, which lasted from 1910 to 1945. Year of Impossible Goodbyes includes the Russian occupation of the northern part of Korea for three years, following the surrender of Japan in World War II that liberated Korea from the Japanese occupation.

The unit begins with the development of the concept of name and identity as well as the various cultural and ethnic elements in naming. The powerful connections between a person's name and that person's identity are illustrated in these two novels and will help students develop an essential appreciation of their identities. The novels will also inform students of the impact of the Korean peoples' loss of their identity during the Japanese occupation.

Throughout the nineteen lessons of the unit, students will gain thorough knowledge of and appreciation for Korean culture and history. Literary analysis skills as well as critical and creative thinking skills will be developed. In addition to name and identity, concept development includes loss, character, freedom, and liberty. Special attention is given to human rights and abuse of power with the Universal Declaration of Human Rights as the standard for evaluation. December 10, 1998 was the 50th anniversary of the adoption of the Universal Declaration of Human Rights by the United Nations. Master copies are provided for transparencies and handouts.

Teachers are strongly encouraged to gather support materials about Korea, its culture and history by visiting the web sites:

http://www.koreasociety.org
http://korea.net
http://www.fas.harvard.edu/~korea
http://kf.or.kr/koreana

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# Name and Identity

## LEARNING TARGETS

Appreciate the role of the name in identity.
Become aware of the cultural variations in naming.

## PREPARATION

Sent letter to parents. (See sample.)

> **Note :** Many children do not live with both of their biological parents. Be alert to any special considerations or sensitivities that might be necessary.

Have a collection of books about names available from a library.

## GETTING STARTED

Ask the students what they found out about their own names. Make notes on the board when major elements are mentioned: named for family member, named for famous person, last name of father/mother/combination, ethnic origin of family name, etc.

## DEVELOPING UNDERSTANDING

Explain that in American families, we usually have three names: first or given name, middle name, and family name. (Note: Teach students that the given name is the first name they have. We will use the term "given name" for clarity. To say that the first name comes last, etc. becomes confusing.) Usually when a girl marries, she takes her husband's last name and her own family name is called her "maiden" name. Provide an example of someone that the class knows. Write the three names on the board and indicate how the woman's name changes with marriage. Explain that some women keep their own family names such as when a couple uses a hyphenated version of the man's and the woman's family names. Usually in American culture, the children carry the father's last name.

Refer to a book about naming for additional examples of variations. The following information is from WHO TALKS FUNNY? by Brenda S.Cox, Linnet Books, North Haven, Connecticut, 1995.

In Vietnam, the family name comes first. The middle name is "Thi" for girls and "Van" for boys. The given name is last. The children take their father's family name. When a woman marries, she usually keeps her family name.

In Arab countries, the family lineage on the father's side is important. A child has a given name first but the father's name is next followed by the grandfather's name. A family name may come last. Sometimes the child is called by the relationship to the father: Ibn Sa'ud (son of Saud). In the Bedouin culture, the mother is called by her son's name: Abu Nassar (mother of Nassar). If only daughters are born, the mother keeps her own name. It is only with the birth of the first son that her name changes.

Old Irish names with O' before the family name meant "son of" as Mac or Mc indicated in Scottish family names. Some English family names actually included "son" in the name: Robinson, Martinson, Stevenson.

Russian names are interesting, too. First is the given name, then the father's given name with "Vich" ending for boys and "Vna" ending for girls, then the family name. A daughter uses the family name with the addition of a final a. "Natasha daughter of Peter of the Dolgov family would be Natasha Petrovna Dolgova. Her brother Ivan would be Ivan Petrovich Dolgov." (Cox, p.97)

In some Asian countries, age is so important that it is included in the name. In Burma, a person has two names. They are like our first and middle names. Usually, there is no family name. Marriage does not change names. The prefixes put in front of the names indicate age and sex such as "ma"(sister for girl) or young woman, "daw"(aunt) for older woman, "maung"(brother) or "ko"(older brother) for a boy or young man, and "U"(pronounced oo) for an older man. A younger boy would address an older boy named Htun as Ko Htun, but an older man would call the same boy Maung Htun. The prefix U actually means "uncle," so the Burmese diplomat U Thant (Secretary General of the United Nations, 1962-1972) was "Uncle Thant." Thant was his first name. He was called Maung Thant as a young man.

In Malayalam and other languages of India, a person goes by his own first name and then his father's first name. The family name is rarely used. A girl who gets married goes by her first name followed by her husband's first name. When Lakshmi, daughter of Ram, marries Biju, her name changes from Lakshmi Ram to Lakshmi Biju (Cox, p. 98).

Chinese and Koreans have the father's family name come first and then the given name. When a woman marries she keeps her name. Each generation in a Korean family has a special word incorporated into each person's name which indicates the generation. For example, all the brothers and sisters in the family may have "Jin" in their names while all their children's names may have "Han."

## ACTIVELY ENGAGING THE LEARNER

Using the Names Worksheet, have the students reconstruct their names using the patterns of the listed countries.

Explain that our identities are closely tied to our names. Introduce the biography poem format if your students are not familiar with it. Sometimes called a bio-poem, the form has varying numbers of lines and particular information. (A master for a transparency is at the end of this lesson.) Create a bio-poem using your name as a sample so that students may understand how to form their versions. Remind the students to copy the words introducing the lines that have three dots in them.

- Line 1: first name
- Line 2: four words to describe you or "named for…"
- Line 3: brother or sister of… or son or daughter of…
- Line 4: loves… (three ideas or people)
- Line 5: needs… (three ideas)
- Line 6: gives… (three ideas) (continued)
- Line 7: fears… (three ideas)
- Line 8: would like to see…
- Line 9: wishes to…
- Line 10: resident of…
- Line 11: last name

## ASSESSMENT

Review the Names Worksheet and Bio-Poem for accuracy.

## EXTENSION

Students can celebrate their names through creating an artistic representation of their names: illustrate bio-poems, color arrays around the name, patterns from the names, design stamps to use with stamp pads, etc.

# NAMES Worksheet

Your full name _____

1. Vietnamese: family name, “Thi” for girls/”Van” for boys, and given name.

2. Arabic: given name, father’s given name, grandfather’s given name, family name.

3. Irish: given name, middle name, last name is father’s given name with O’.

4. Scottish: given name, middle name, last name is father’s given name with Mac.

5. Russian: given name, father’s given name with “Vich” for boys and “vna” for girls, then the family name (Remember to add the “a” at the end of the family name for girls).

6. Burmese: given plus middle name, with prefix of “ma” for girls and “maung” for boys.

7. Korean: father’s family name first, then your given name. Choose a generation word for you and your siblings. Incorporate the generation name into your name.

8. Malaysian: given name then father’s given name.

## Question:

What would your mother’s name be?
(Remember that her given name with her father’s given name remains until she marries, then, she has her given name with her husband’s given name.)

# Bio-Poem

Line 1: first name

Line 2: four words to describe you or “named for…”

Line 3: brother or sister of… or son or daughter of…

Line 4: loves… (three ideas or people)

Line 5: needs… (three ideas)

Line 6: gives… (three ideas)

Line 7: fears… (three ideas)

Line 8: would like to see…

Line 9: wishes to…

Line 10: resident of…

Line 11: last name

# Dear Parents,

On Monday we will begin a new unit with a lesson on the meanings of our names and how our names were given to us. Please share this family information so that your child will be able to participate in our discussion.

Points to consider: who named your child, why that name was chosen, why the family name is what it is (perhaps a cultural indicator), the ethnic origin of the family name, any known meanings of the given or family name, changes that might have occurred in the family name's spelling (for example, during the family's immigration to America).

If your child was named after someone, a family member or famous person, provide a photo or information about that person.

The second lesson continues our study of identity by considering celebrations and traditions within a family. How does your family celebrate birthdays, anniversaries, weddings? Are there religious observances in your family? Christenings or Naming Parties? How do the children participate?

Perhaps your family has items that have been passed down through the generations. Share those with your child, telling of the origins and significance. Perhaps a family member has received an award or has a special skill or talent. Be sure that your child hears about these points of family pride and honor.

For some children, this study of names and origins may hold memories of sadness or loss and be painful. Please alert me to any considerations needed for your child.

Thank you for your help. Ask your child about our discussion of names and celebrations. They will have much to share with their families about our study.

Sincerely,

# Traditions and Celebrations

## LEARNING TARGETS

Investigate family traditions and national celebrations that heighten the sense of identity.
Develop further awareness of the Korean family and culture.

## PREPARATION

Display the quotes about names (pp. 73-83).
Have available some large photos of ceremonies and celebrations such as baptisms, weddings, Kwanzaa, etc.
*Hangul* worksheet

## GETTING STARTED

Refer to the quotes. Ask students to choose the two quotes that convey the strongest messages to them. Discuss the choices and reasons for the choices.

## DEVELOPING UNDERSTANDING

Explain that many societies have special ceremonies or celebrations when a child is born and named. Some religious groups have special dedication ceremonies. Families have parties to celebrate. Family celebrations and traditions develop the child's identity. Some celebrations involve entire communities or countries.

Ask the students about celebrations for naming that they have attended. What other traditions or celebrations do their families celebrate? Are there community or country celebrations that their families enjoy? Listing the examples on the board sparks extended participation.

Tell the students about the Korean tradition of celebrating the baby's first birthday. The celebration is called *Tol* . Special foods are served: white steamed rice cake for the child to have a pure and clean spirit, red bean cakes to ward off evil spirits, and stuffed rice cakes in half moon shapes for good things to eat through life, jujubes and fruits so that there will be many descendants and much prosperity, and noodles and thread for long life. During the celebration, a collection of things is placed on the table. The gifts include money, calligraphy brush and ink stone, and bow and arrow. It is thought that if the baby reaches for the brush and ink stone, he will be a scholar. If he reaches for the money, he will be rich. If he reaches for the bow and arrow, he will be courageous. Girl babies usually have colored paper, ruler and thread to symbolize the highly valued sewing skills.

## ACTIVELY ENGAGING THE LEARNER

Remind the students that Independence Day, July 4th, is the national holiday of the United States, marking our identity, from 1776, as a country independent of England. Tell the students that Koreans have a unique national holiday. It is Alphabet Day, celebrated on October 9th each year. *Hangul* , the Korean alphabet, is a unifying and defining element in Korean identity.

Explain that Korea's alphabet was created at the direction of one of their kings many years ago. The alphabet is called *Hangul* . (Show the *Hangul* alphabet.) During the Japanese occupation of Korea from 1910-1945, the use of *Hangul* was outlawed. The people were forbidden to speak Korean. In December, 1921, a small group of teachers in private schools organized the Korean Language Society. They stated their mission as "contributing to the education of our next generation by studying the principles of the Korean language." Today, Hangul Day celebrates the unique identity of the Korean people.

"Koreans all speak and write the same language, which has been a crucial factor in their strong national identity. Modern Korea has several different dialects, but they are similar enough that speakers do not have trouble understanding each other." (Facts about Korea published by Korean Information Services)

The Korean alphabet, called *Hangul* , was invented in 1446 by a group of scholars under the direction of King Sejong the Great (1418-50). Before the invention of *Hangul* , the Korean language was written in Chinese symbols. "Learning Chinese literature was so time-consuming that only a handful of privileged aristocrats were able to master it." (ibid.) King Sejong wanted an alphabet for people to write their language in their own way, and to educate people on Confucian ideals and advancements in agriculture and medicine. The Koreans celebrate their unique alphabet on Alphabet Day, October 9th.

*Hangul* is considered a very scientific writing system. It consists of 10 vowels and 14 consonants. "It is simple, but systematic and comprehensive at the same time. *Hangul* is easy to learn and print, which has greatly contributed to Korea's high literacy rate and advanced publication industry. It is also easily applicable to computer systems." (ibid.)

Demonstrate how to write names in *Hangul* . Distribute the *Hangul* worksheet and allow time for the students to practice writing their names in *Hangul*.

Conclude the lesson by having students choose one of the prompts for a journal entry.

Prompts:
Which quote makes the strongest statement about the importance of names?
Which quote is most meaningful to you and why?
How does the meaning of your name relate to who you are?

## ASSESSMENT

Evaluate the level of interest that the learner exhibited in the various topics of the lesson. Offer assistance or extension as needed.

# Map of East Asia

# HANGUL Worksheet

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Vowels** | ㅏ | ㅑ | ㅓ | ㅕ | ㅗ | ㅛ | ㅜ | ㅠ | ㅡ | ㅣ |
| | a | ya | ŏ | yŏ | o | yo | u | yu | ŭ | i |
| **Consonants** | ㄱ | ㄴ | ㄷ | ㄹ | ㅁ | ㅂ | ㅅ | ㅇ | ㅈ | ㅊ |
| | k,g | n | t,d | r,l | m | p,b | s | ng | ch,j | ch' |
| | ㅋ | ㅌ | ㅍ | ㅎ | | | | | | |
| | k' | t' | p' | h | | | | | | |

Melissa: 메리사

Amanda: 아멘다

Sarah: 새라

Nick: 니크 or 닉

Mike: 마이크

Chris: 크리스

Marie: 머리

Maria: 마리아

Paul: 폴

David: 데이비드

Helen: 헬렌

Judy J. Harris: 쥬디 제이 해리스

Melissa M. Kaiser: 메리사 엠 카이저

Theresa K. Olson: 테레사 케이 올손

# Year of Impossible Goodbyes

## LEARNING TARGETS

Compare life under Japanese occupation (1910-1945) with life prior to the occupation.
Understand the relationships in the traditional Korean family.
Identify major elements of Korean culture.

## PREPARATION

One copy of Year of Impossible Goodbyes per student.
One copy of questions for Chapters One and Two per student.
Remove the Korean flag if it has been on display.
Hang a Japanese flag in its place if possible.
(Note: an audio tape of the story may be necessary for some students.)

## GETTING STARTED

Ask the students to imagine how life would be different for them if another country took over the United States and imposed their ideas on them. This is what happened in Korea under the occupation. The Year of Impossible Goodbyes tells the story of one family through the eyes of a young girl.

## DEVELOPING UNDERSTANDING

Explain that the author, (Choi Sook-nyul), was born in Pyongyang, North Korea. She was a teacher in New York City schools for almost twenty years while raising her two daughters. She lives in Massachusetts now and devotes her time to writing. The author lived through the difficult time of the Second World War in Korea. She explains, "So little is known about my homeland, its rich culture and its sad history. My love for my native country and for my adopted country prompted me to write this book to share some of my experiences and foster greater understanding."

## ACTIVELY ENGAGING THE LEARNER

Distribute the books. Ask students to look through the book. Examine the map opposite page one. Note the date at the beginning of Chapter One. Comment about the connection to World War II in Europe. Distribute the list of questions for Chapters One and Two and read through them with the class. Read the first page of Chapter One aloud to the class. Ask them to read the rest of Chapter One and Chapter Two and answer the questions. Have each student keep individual word lists for vocabulary development with a minimum of three words per chapter. Ask that a definition or sentence indicating meaning be included for each word. (Teachers may wish to create a system that separates Korean and English vocabulary.) See directions for Korean Bingo below.

## ASSESSMENT

Monitor progress in reading, vocabulary, and answering of the questions by a checklist, point system or pop quizzes as needed.

## EXTENSION

Consider creating a vocabulary wall of cards with the words most commonly identified on the individual word lists. Enhance the vocabulary with illustrations when possible.

A KOREA Bingo game is fun and strengthens the knowledge of Korean terminology. When the list of Korean words from the story and from the expanding knowledge of Korea is sufficient, write words and definitions on index cards. Have students write the words on their grids in any order. The caller gives the definitions and students place markers over the correct terms. The game continues until someone calls “Korea” when markers cover in a vertical, horizontal or diagonal line. Students may suggest other patterns such as cover-all, four corners, or postage stamps (the four boxes in the upper right hand corner).

| K | O | R | E | A |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

# Year of Impossible Goodbyes

## LEARNING TARGETS

Discuss the differences between Choson Korea and Korea:1910-1945.
Identify the major characters and supporting characters in the story.

## PREPARATION

Have chart "Choson Korea/Korea:1910-1945" available for each student.
Post copy of picture of scholar and calligraphy.
One copy of questions for Chapters Three and Four per student.

## GETTING STARTED

Review the answers to questions for Chapters One and Two. Discuss the emotions that the students felt as they read about the oppression of the occupation forces. Ask if the tree could have been a symbol. Of what? Discuss the concept of "loss." Ask students to identify what has been lost in the story.

## DEVELOPING UNDERSTANDING

Post the charts for Choson Korea/Korea:1910-1945/Korea Today. Distribute the charts for "Choson Korea/Korea:1910-1945" and have the class complete entries, sharing ideas. Ask students to consider how each of these elements changed: homes, possessions, food, work, celebrations, clothes, religion, schools, fun. Use the Korea Today chart for the growing collection of newspaper clippings and information from other sources.

Add information and interests for follow up to the KWL chart from Lesson Two. Ask the students to list the major characters from the story. Have students describe the character and predict future behavior.

## ACTIVELY ENGAGING THE LEARNER

Distribute the list of questions for Chapters Three and Four and read through them with the class. Read the first two paragraphs of Chapter Three aloud to the class. Ask them to read the rest of Chapters Three and Four and answer the questions. Remind the students to make necessary additions to their individual word lists.

## LEARNING TARGETS

Note how well each student identified the changes that occurred in Korea during 1910-1945 occupation. Were the students able to identify and describe the major characters?

| Choson Korea | | Korea: 1910-1945 |
|---|---|---|
| | Homes | |
| | Possessions | |
| | Food | |
| | Work | |
| | Celebrations | |
| | Clothes | |
| | Religion | |
| | Schools | |
| | Fun | |

# Choson Korea

# Korea: 1910-1945

# Korea Today

# Sookan and Her Family

## LEARNING TARGETS

Identify character traits

## PREPARATION

Ample supply of lotus petals.
(Students can cut the lotus petal shapes from 8 1/2 × 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

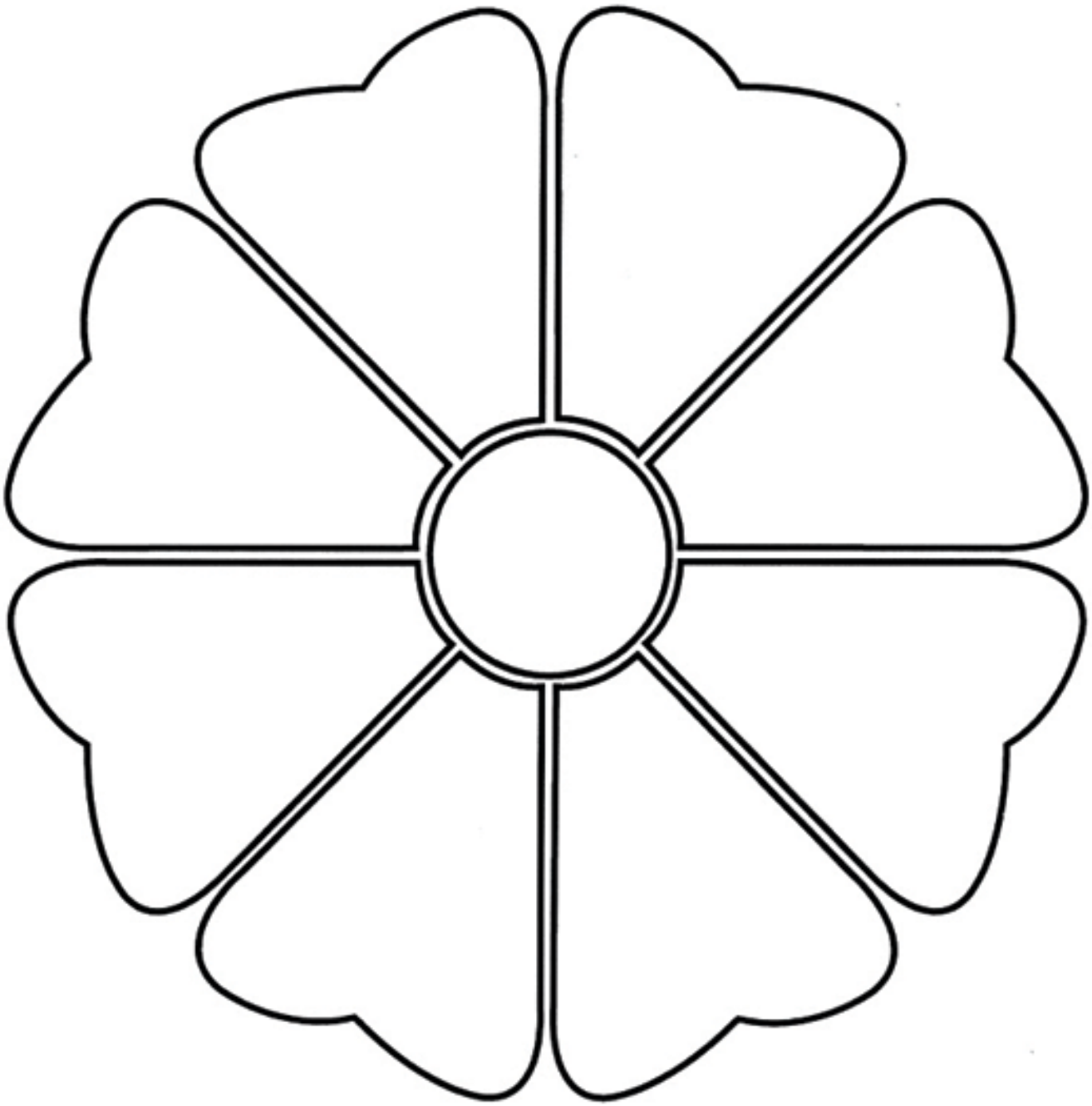
Ask students to share their journal entries during individual or group conferencing time. Through reflection, consider how each student's writing and class participation indicates an individual response to the power of the story. Provide additional support as needed.

## 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.



# What Next?

## LEARNING TARGETS

Introduce Chapters Five and Six of Years of Impossible Goodbyes.

## PREPARATION

Questions for Chapters Five and Six. (See Appendices.)

## GETTING STARTED

Explain that the Japanese wanted the Korean children to attend Japanese schools. Ask the students to imagine what such a school would be like. Who would be the teachers? What kinds of characteristics would the teachers have to possess?

## DEVELOPING UNDERSTANDING

Tell the students that the next two chapters cover many events: the Japanese school experience and a few surprises. Distribute the questions for Chapters Five and Six and read through them with the class.

## ACTIVELY ENGAGING THE LEARNER

(Students will be eager to read on. Some teachers may wish to read chapters aloud to the students.)

## ASSESSMENT

None

# Celebration Time?

## LEARNING TARGETS

Understand the joy of Sookan's family when they are free to "be Korean" again.
Describe how family identity is expressed in celebrations.

## PREPARATION

Materials for making Korean flags (paper versions).
Suggestion: If possible, assemble Korean foods for tasting; white rice, kimchee (available in some supermarkets).
Photo of the traditional outfit of Korean women, the "hanbok."
Recordings of Brahms lullabies, Beethoven's Ninth Symphony, Mozart Sonatas, "Home on the Range," "My Darling Clementine."

## GETTING STARTED

Ask the students if the Japanese school was as they expected. Discuss the details of Sookan's experience. Ask students to predict what will happen next.

## DEVELOPING UNDERSTANDING

Add the school information to the charts comparing Choson Korea with Korea:1910-1945.
Provide additional sheets as necessary. Discuss elements of the celebration of liberation. How did the family become Korean again? Play Beethoven's Ninth Symphony in rousing volume.
How do our families express heritage in celebrations? What music do we play? Are family heirlooms displayed?

## ACTIVELY ENGAGING THE LEARNER

Arrange several learning centers for student choice. At the flag center, students could create Korean flags to decorate the room. At a food center, students could sample white rice and kimchee. At a listening center with headphones, students could listen to the music that Sookan loved. At a calligraphy center, students could practice artful writing. At an art center, students could create portraits of Sookan and her family in traditional clothing at the celebration.

Ask students to write journal entries. They could write about their reasons for center choices, celebrations of their own families, their own ethnic traditions, and their reactions to Sookan's experience in the Japanese school.

## ASSESSMENT

Conclude the lesson by making additions to the KWL charts.

## COMMUNITY CONNECTION

This is a time for a Korean or Korean-American to be invited to model the traditional costumes of Korea. Students could interview the guest to confirm information about family celebrations. Customs related to particular Korean holidays would be interesting for the students.

# Occupation Again

## LEARNING TARGETS

Explain the impact of moving from Japanese to Russian Occupation and the ephemeral quality of Korean liberation.
Understand the Korean appreciation for cosmic tensions in the pursuit of harmony.

## PREPARATION

List of questions for Chapters Seven and Eight. (See Appendices.)
Worksheet for *Um* and *Yang* / Harmony.

## GETTING STARTED

Take a few minutes to insure that the vocabulary lists, including the class one, include all new terminology. Review the symbolism on the Korean flag and its significance to the Korean people.

## DEVELOPING UNDERSTANDING

When Sookan was thinking about her Grandfather? death, she remembered something that he had said. (p.46) "I thought of his lessons on Um and Yang - darkness and light, pain and joy, evil and good. Grandfather told me that all these tensions and conflicts were necessary in the struggle for perfect harmony. Harmony. That was the word he used. 'Harmony will prevail, 'he used to say. 'After darkness, there will be light. The light cannot come without the darkness. Better days are bound to come now'."

Ask the students to provide examples from the story of darkness/light, evil/good, abuse/kindness, and pain/joy. Invite the students to identify other oppositional forces and give examples from the story.

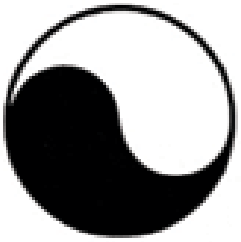
Suggest that today's journal entry could develop the idea of *um* and *yang* or related ideas.

## ACTIVELY ENGAGING THE LEARNER

Distribute the lists of questions for Chapters Seven and Eight, reading them aloud for the students. Explain that the Russian occupation was different from the Japanese occupation in some ways but similar in other ways. Note: Teachers may need to explain the progress of World War II world-wide and the implication for the Korean situation. Social Studies teachers could provide material and instructional support.

## ASSESSMENT

From discussion and journal entries shared during conferencing, evaluate the level of understanding that the student has for the Korean value for harmony.



# Harmony

When Sookan was thinking about her Grandfather's death, she remembered something that he had said.

"I thought of his lessons on *Um* and *Yang* - darkness and light, pain and joy, evil and good. Grandfather told me that all these tensions and conflicts were necessary in the struggle for perfect harmony. Harmony. That was the word he used. 'Harmony will prevail,' he used to say. 'After the darkness, there will be light. The light cannot come without the darkness. Better days are bound to come now'."(page 46)

Provide examples of dark/light, evil/good, abuse/kindness, pain/joy, and any other oppositional forces from the story.

# Oppression and Escape

## LEARNING TARGETS

Compare Japanese and Russian occupation.
Analyze the options of the Korean family.

## PREPARATION

Two long pieces of ribbon or rope (nine or ten feet in length) in different colors for making a Venn diagram on the floor, or two different colors of chalk for making the diagram on the board or a transparency of the Venn diagram.
List of questions for Chapters Nine and Ten. (See Appendices.)

## GETTING STARTED

Initiate a discussion of the Russian occupation by putting the words "Russian Occupation"on the board. As students identify elements of the occupation, list their ideas on the board.

## DEVELOPING UNDERSTANDING

Ask them how the Russian occupation compared to the experiences under the Japanese. Refer to the Choson Korea/Korea:1910-1945 charts and make additions to include the Russian occupation.

## ACTIVELY ENGAGING THE LEARNER

Arrange the Venn diagram circles. Identify one circle with a sign for the Japanese occupation and the other for the Russian occupation. Ask students to provide examples of similarities and differences, writing their information on paper slips for placement inside the appropriate circle or inside the overlapping section for elements common to both the Japanese and Russian occupations. Some students may be able to view the occupations from the position of the invading forces.

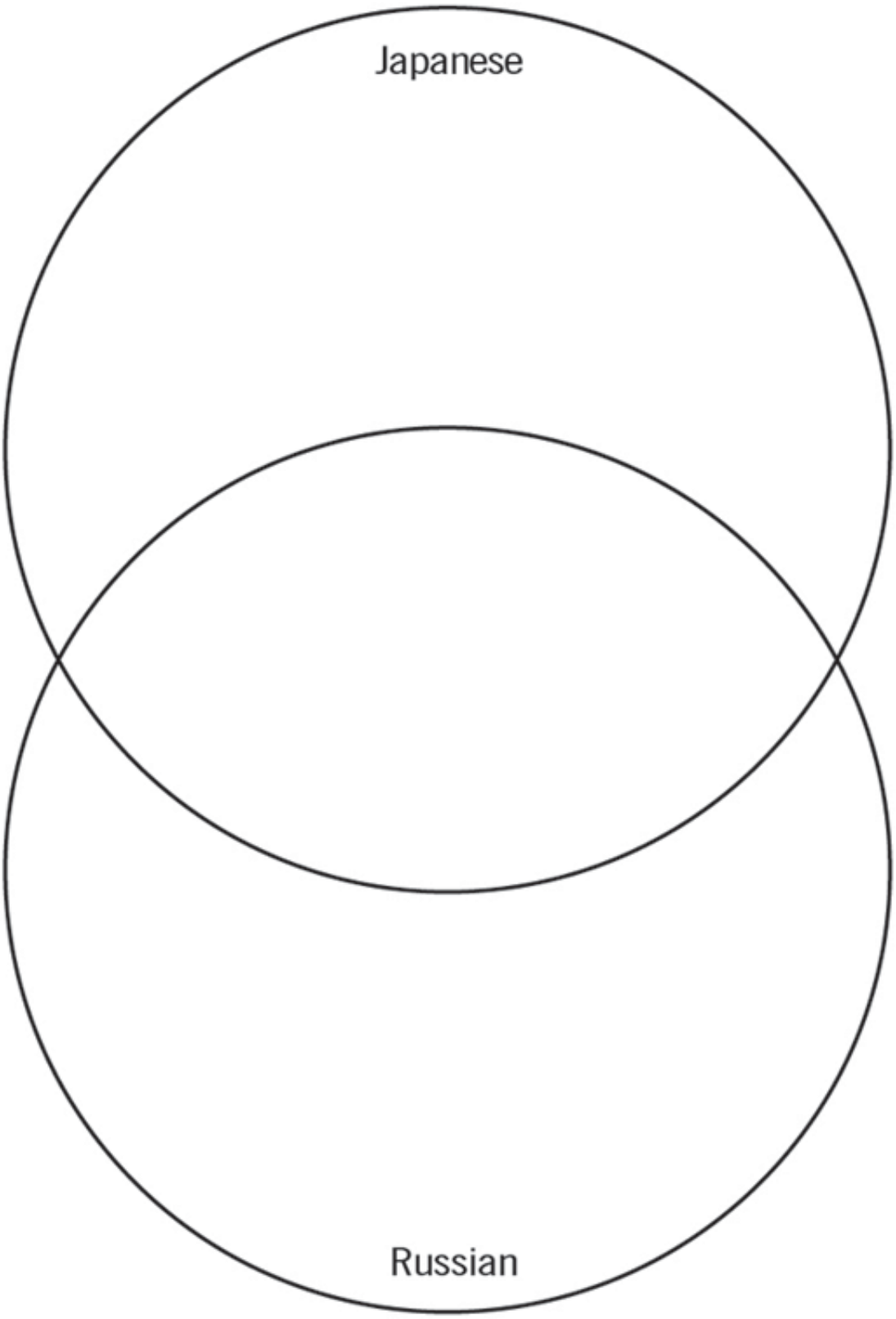
Add new vocabulary to the word lists. Make additions to the lotus petal character traits for each character as necessary. In traditional Korean design, lotus petals can go around additional times, forming a second row around the first round of petals.

The lists of questions for Chapters Nine and Ten. Read aloud beginning on page 137, third paragraph, “No mother, no money, no passport…” through the first paragraph of Chapter Nine. Ask the students to finish the story and answer the questions from the list.

## ASSESSMENT

Analyze responses during the creation of the Venn diagram for indications of strength or weakness in understanding the nature of the occupations and the impact on the Korean people.

## Occupation



LESSON 10

# Seeing the Whole Picture

## LEARNING TARGETS

Analyze using a story map.

## PREPARATION

Copies of headings for story map.
Bio-Poem directions from Lesson One.

## GETTING STARTED

Revisit the KWL chart. Allow time for students to update their individual records.

## DEVELOPING UNDERSTANDING

Initiate a discussion of Year of Impossible Goodbyes by asking students to complete this sentence: I never realized… Encourage them to "Say more" to plumb deeper into their thinking about particular aspects of the content.

## ACTIVELY ENGAGING THE LEARNER

Explain that the discussion can continue as the story map reminds students of other insights or new awareness.

Post the headings for story map. If students are productive and enjoy working in small groups, assign headings to particular groups. Ask the students to make a preliminary list as they discuss the heading and then record their best information concisely on the chart.

When all groups are finished, they should present their information. Begin with Setting, then, Theme, Characters, Events, Conflicts, and Resolutions. When differing opinions arise, encourage students to defend their choices and support their positions with examples. Encourage others to raise relevant questions.

Ask students to select one character from the story and create a bio-poem for that character. Offer the option of a line-down poem in which a name is written vertically, one letter per line. Each letter then becomes the first letter of the word for that line of the poetry.

Such a young girl,
Oppressed,
O
K
A
N

## ASSESSMENT

Consider the group behaviors, interactions, and responses. Evaluate the quality of information discussed and the depth of understanding revealed in the poems.

Essay questions could be used for grading. A sample test is at the end of this lesson.

# Essay Test

1. What do you think is the meaning of the title? Explain why you think the author chose this phrase as the title for the story.

2. Would you recommend this novel to other American teens? Why or Why not?

3. "Buddhism teaches that there is dignity in each living being; all life deserves compassion and respect; and each person must find his or her own path to enlightenment and an understanding of the meaning of life. It also prohibits killing, stealing, lying, adultery, and intoxicants." ("Buddhists' Holy Day, Cincinnati Enquirer, May, 1998.

Many Koreans, like Grandfather, were Buddhists. Given this Buddhist understanding of life, explain why Koreans were so distressed about the Japanese occupation. Support your explanation with examples from the novel.

# Setting

# Theme

# Characters

# Events

# Conflicts

# Resolutions

## Note

The rest of the unit compares the account in Year of Impossible Goodbyes with the account of the same time period in Korea from a young man's perspective. The book, Lost Names , is used.

If a teacher is limited to just the one book, Year of Impossible Goodbyes , the remaining lessons may be used with slight modifications. In another option, the teacher could read the selections from Lost Names to the students from the teacher's copy of the book.

The concepts of identity/name, human rights and abuse of power, loss, freedom/liberty, and character may be developed using the examples from Year of Impossible Goodbyes only.

LESSON 11

# Me, Too

## 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.

LESSON 12

# Name, Family, Identity

## 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?

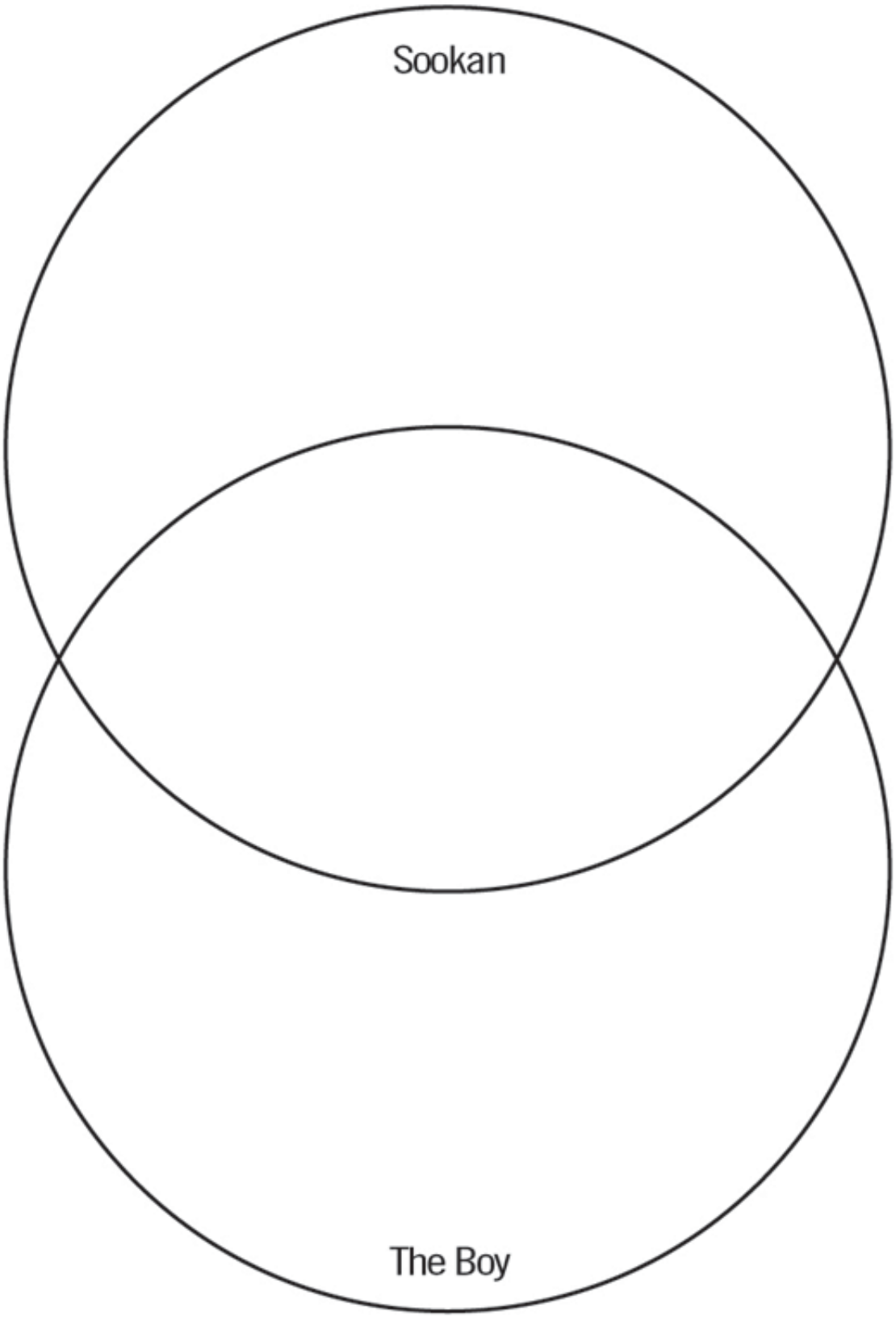
Ask students to consider the many benefits they have enjoyed from living in a country that is not under occupation, from living with a family that is not under siege by a foreign giant, and by having basic needs met for shelter, food, schooling.

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.

## ASESSMENT

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


Sookan
The Boy

LESSON 13

# The School Experience

## LEARNING TARGETS

Compare the two experiences in schooling under the Japanese occupation.

## PREPARATION

List of Questions for Chapter Two, Lost Names. (See Appendices.)

## GETTING STARTED

Ask students if any of them have younger brothers or sisters about six or seven years of age. Ask them to comment about how that sibling would behave going to a new school for the first time in the middle of the school year. What thoughts might the young sibling have? What concerns? How might a family support the child in this time of transition?

## DEVELOPING UNDERSTANDING

Explain that the young boy in Lost Names is going to school for the first time in Chapter Two. Ask students to anticipate the type of experiences he might expect based on Sookan's experience. Distribute the questions for Chapter Two.

## ACTIVELY ENGAGING THE LEARNER

Allow time for reading of the chapter, encouraging students to maintain entries in the vocabulary lists as they encounter new words.

## ASSESSMENT

Was the student able to make logical predictions based on Sookan's experience?

# Human Rights/ Abuse of Power

## LEARNING TARGETS

Understand the concept of human rights.

## PREPARATION

A Copy of the Universal Declaration of Human Rights per student.
A Worksheet for each student.
Questions for Chapter Four of Lost Names. (See Appendices.)

## GETTING STARTED

Ask students to describe the boy's experience in school. Ask students to comment on his peers' reactions and the responses of his teachers.

## DEVELOPING UNDERSTANDING

Explain that conditions such as these in many countries moved the United Nations to draft a Universal Declaration of Human Rights. The document was adopted by the General Assembly of the United Nations and proclaimed on December 10, 1948. The General Assembly asked all member nations to publicize the new document and "cause it to be disseminated, displayed, read and expounded principally in schools and other educational institutions, without distinction based on the political status of countries or territories."

Explain that the document is so powerful that every year December 10th is celebrated as "Human Rights Day." 1998 marked its 50th anniversary and special events were planned. Ample information is available at the Internet site.

Distribute copies of the document to students. Have students read aloud, right by right, boys/ girls, left side of room/right side of room. Ask students to consider the conditions under which Sookan and her family and the boy's family lived.

## ACTIVELY ENGAGING THE LEARNER

Arrange the class into six groups. Using the worksheets, ask each group to evaluate conditions for Sookan and her family under Japanese occupation and under Russian occupation, and then to evaluate the conditions of the boy's family.

When the groups have had time to complete the assignment, reassemble them for reports on their findings. Be ready to explain that the Universal Declaration of Human Rights is the basis for international prosecution of war crimes. Using recent clippings from newspapers or television coverage, connect the Universal Declaration of Human Rights to current events.

Ask the class to predict the future for the boy. Distribute the questions for Chapter Four of Lost Names. Ask students to read that chapter and answer the questions.

## ASSESSMENT

Consider the level and intensity of participation in the group assignments. Did the student grasp the nature of human rights by the examples named? Did the student have emotional as well as intellectual responses to the issue of human rights?

## EXTENSION

If students desire more information have them visit Internet sites.

http://www.un.org/overview/rights.html
http://134.84.205.236/udhrabbrev.html
http://www.umn.edu/humanrts/education/pihre/partfive.html

# Comparative Analysis - Universal Declaration of Human Rights

**Directions**: Read through the Articles assigned to your group. Discuss how each stated right applies to the circumstances of Sookan's life and that of her family under Japanese occupation and then under Russian occupation. Consider how the right applies to the circumstances of the family in Lost Names. Briefly list the examples.

- Group One: Articles 1, 7, 13, 19, 25
- Group Two: Articles 2, 8, 14, 20, 26
- Group Three: Articles 3, 9, 15, 21, 27
- Group Four: Articles 4, 10, 16, 22, 28
- Group Five: Articles 5, 11, 17, 23, 29
- Group Six: Articles 6, 12, 18, 24, 30

**Articles**

Sookan's Family/Japanese Occupation
Sookan's Family/Russian Occupation
Lost Names/Japanese Occupation

# Simplified Version of the Universal Declaration of Human Rights

**Summary of the Preamble**

The General Assembly recognizes that the inherent dignity and the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world; human rights should be protected by the rule of law, friendly relations between nations must be fostered; the peoples of the UN have affirmed their faith in human rights, the dignity and the worth of the human person, the equal rights of men and women, and are determined to promote social progress, better standards of life and larger freedom and have promised to promote human rights and a common understanding of these rights.

**A Summary of the Universal Declaration of Human Rights**

1. Everyone is free and all should be treated the same way.
2. Everyone is equal despite differences in skin color, sex, religion, or language, for example.
3. Everyone has the right to life and to live in freedom and safety.
4. No one has the right to treat you as a slave nor should you make anyone your slave.
5. No one has the right to hurt you or torture you.
6. Everyone has the right to be treated equally by the law.
7. The law is the same for everyone; it should be applied to all.
8. Everyone has the right to ask for legal help when rights are not respected.
9. No one has the right to imprison you unjustly or expel you from your own country.
10. Everyone has the right to a fair and public trial.
11. Everyone should be considered innocent until proved guilty .
12. Everyone has the right to ask for help if someone tries to inflict harm. No one can enter your home, open your letters, or bother you or your family without good reason.
13. Everyone has the right to travel.
14. Everyone has the right to go to another country and ask for protection if being persecuted or in danger of being persecuted.
15. Everyone has the right to belong to a country. No one has the right to prevent you from belonging to another country if you wish.
16. Everyone has the right to marry and have a family.
17. Everyone has the right to own property and possessions.
18. Everyone has the right to practice and observe all aspects of a religion and change religion if desired.

19. Everyone has the right to speak freely and to give and receive information.
20. Everyone has the right to take part in meetings and to join associations in a peaceful way.
21. Everyone has the right to help choose and take part in the government of his or her country.
22. Everyone has the right to social security and to opportunities to develop skills.
23. Everyone has the right to work for a fair wage in a safe environment and to join a trade union.
24. Everyone has the right to rest and leisure.
25. Everyone has the right to an adequate standard of living and medical help if ill.
26. Everyone has the right to go to school.
27. Everyone has the right to share in the community's cultural life.
28. Everyone must respect the 'social order' that is necessary for all these rights to be available.
29. Everyone must respect the rights of others, the community, and public property.
30. No one has the right to take away any of the rights of this declaration.

# Reflection

## LEARNING TARGETS

Understand the cost for freedom under occupation.

## PREPARATION

Questions for Chapter Five of Lost Names. (See Appendices.)

## GETTING STARTED

Revisit the KWL chart and add new information from Lost Names. Make additions to the vocabulary collections. Provide time for informal class sharing of their thoughts about the issues and events recorded in the stories. If students have written work that they are willing to share, offer time for that.

## DEVELOPING UNDERSTANDING

Ask students how Sookan's family maintained their identities and personal effects/memorabilia during the occupations. Why was that important? Is maintaining identity important today? Are there threats to identity today? What forms do the threats take today? Are there threats to our personal possessions? What forms do the threats take today? What protections do we have in our community/society? Middle school students will appreciate the role played by one's friends.

## ACTIVELY ENGAGING THE LEARNER

Explain that the boy's difficulties are not over. In Chapter Five, he must take part in a play in honor of the birthday of the Japanese prince. Distribute the questions for Chapter Five and read them with the class. Ask the students to read that chapter and answer the questions.

## ASSESSMENT

Consider how the students' understanding of identity and family artifacts is developing over the course of the stories. Is the student able to make connections to our society? Is there an evolving sense of gratitude for the freedoms and protections we enjoy? Is the student able to articulate feelings and understandings?

LESSON 16

# Lost Souls

## LEARNING TARGETS

Understand the concept of compassion.

## PREPARATION

List of questions for Chapter Seven of Lost Names. (See Appendices.)

## GETTING STARTED

Ask the students to describe the events surrounding the collecting of the rubber balls. If students draw conclusions, ask them to find a part of the chapter to read aloud to justify their statements. Stop the discussion just after the boy is taken home to recuperate.

## DEVELOPING UNDERSTANDING

Invite the students to follow along as you read from Chapter Five of Lost Names . Begin on page 137 through the end of the chapter. Ask students how they would have felt to be part of the cast of that play. How would they feel about the boy? What do you suppose the people of the village were saying privately?

Read again page 142 slowly. Ask the students to answer the questions for the boy. What did the mother mean by "wounded souls?" How might the conquerors be wounded souls, too? Is Captain Narita in Year of Impossible Goodbyes a wounded soul? How might the Korean collaborators be wounded souls?

Are there wounded souls in our circles? What should be our responses to their situations? How do we show compassion? (Realize that some of the questions might have no ready or simple answers but provide points for significant reflection on the universal conditions of humankind.)

## ACTIVELY ENGAGING THE LEARNER

Using the story analysis materials from Lesson Nine, complete the information for Lost Names.
Ask students to make journal entries about their learning in today? lesson. Suggest that they write about their evolving understanding of "wounded soul."Free verse, lament, or ballad might be modes for expression.

## ASSESSMENT

Consider the responses of the class and the individual responses (verbal and nonverbal). Encourage students to express their feelings through writing. More verbal students may need to "talk through" their feelings before writing or having someone serve as a scribe.

LESSON 17

# Liberation

## LEARNING TARGETS

Analysis of character.

## PREPARATION

Lotus petals for the boy's character traits.
List of questions for Chapter Seven of Lost Names. (See Appendices.)

## GETTING STARTED

Revisit the KWL charts and the Choson Korea/Korea:1910-1945 charts. Add information as needed. Add vocabulary words and illustrations to the class list.

## DEVELOPING UNDERSTANDING

Ask students how the boy's human rights were violated in the last chapter.

Ask the students to consider what they know about the boy. (His name is never revealed.) Lead the students to create a lotus representation for the boy to correspond to the lotus representation for Sookan.

## ACTIVELY ENGAGING THE LEARNER

Read aloud to the students from page 159 beginning with "By the dusty, rutted road…" through the end of the chapter. Explain that the situation continued to be very difficult for the family. But we know how history wrote the ending to the occupation. The Koreans were liberated with the end of World War II. However, compared to Sookan's family, the ending was very different.

Distribute the list of questions. Read them aloud with the students. Ask them to read the chapter and answer the questions.

## ASSESSMENT

Consider the degree of accuracy and understanding in the students' responses.

LESSON 18

# Lost Dreams?

## LEARNING TARGETS

Compare the two stories.

## PREPARATION

Venn diagram materials from Lesson Twelve.
Small strips of paper.

## GETTING STARTED

Engage the students in a discussion of how the boy's family experienced the liberation. Ask them to compare the endings of the two stories.

## DEVELOPING UNDERSTANDING

Create Venn diagram circles on a large area of the floor with ropes, ribbon, or crepe paper streamers. If possible, use red for Sookan's circle and blue for the boy's circle. Overlap the center part of the two circles. Ask students to list descriptions of Sookan and the boy. Write the first ones on strips of paper and have the students place the strips in the appropriate places in the circles. Continue as students write additional descriptions and place them. Adjust the overlapping portion as necessary during the activity.

## ACTIVELY ENGAGING THE LEARNER

Remind students of the bio-poem format. Project the transparency from Lesson One. Ask students to select Sookan or the boy and create a bio-poem for that character. Allow time for sharing the poems.

## ASSESSMENT

Consider the student responses during the Venn diagram exercise. Review the bio-poem of each child for depth of understanding.

## EXTENSION

A display of the bio-poems might be timely. Perhaps a large illustration could center the display.

LESSON 19

# Understanding Korea

## 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.

# Appendices:

- **Questions for Year of Impossible Goodbyes**
- **Questions for Lost Names**
- **Selected Quotations**
- **Universal Declaration of Human Rights**
- **Background Information for Teachers**

# Questions for Year of Impossible Goodbyes

## Chapter One

- When and where does this story take place? How do you know?

- How were Sookan and Inchun educated? Would you like to be educated in that way?

- In the morning, the Koreans were taken to the Shinto temple to pray and give offerings. What were they to pray for? Why? How would you feel to be in their place?

- Do any of the story characters remind you of someone that you know? Please explain.

- How would you feel to have soldiers watching you constantly? Please explain.

- Why would Sookan's family prefer to eat rice cakes instead of millet cakes?

- Describe the tone of the book in Chapter One.

- Why was a shack on Sookan's family property?

- What were some of the rules that Sookan had to follow? What are some of the guidelines you follow at home? Compare your home rules to Sookan's. How are they similar? How are they different?

- Why did the sock girls have a quota? What would happen if they didn't meet the quota? How do you think the sock girls felt about making the socks?

- Why do you think Sookan's family wants to plant flowers? Are flowers important to your family? Why? Why not?

- Why was Mother's silver pin precious to her? Do you have something that is precious to you? Please explain.

## Chapter Two

- Why did Mother take such risks to get a birthday gift for Haiwon? Why was it risky?

- What did Captain Narita do when he discovered the celebration? How would you feel if you were Haiwon? Why?

- Captain Narita ordered policemen to cut down Grandfather's pine tree. What was his purpose? How would you feel if you were Grandfather?

## Chapter Three

• Why was it important to Grandfather for Inchun and Sookan to know their family history and see pictures to accompany the history? Have your older family members told you interesting stories about your family? Please explain.

• What is the meaning of a scholar's topknot?
Why did the Japanese cut off Grandfather's topknot? How did this affect Grandfather?

• Sookan's family saved a box of pictures from the fire. What would you take if you had to leave your home immediately?

• Do you believe Grandfather died because his tree was cut down? Please explain.

• Describe Sookan's relationship with Grandfather. How did Grandfather's death affect the family? Has a death affected your family? Please explain.

## Chapter Four

• How did Mother react to Grandfather's death? Please explain why she might have acted that way. How would you have felt if you were Sookan? Please explain.

• Captain Narita did not pay for the socks on time. What do you think was his reason? Why did the family have so little food?

• What do you think will happen to Mother? Will she die or recover? Why?

• On page 56, Aunt Tiger says, "They use us, they toy with us and eventually they'll kill us all one way or another. Our lives are worth no more than a fly's". Why does Aunt Tiger feel this way?

• Why did the soldiers take the sock-making machines? Please explain.

## Chapter Five

• Why were the Koreans forbidden to speak Korean? What happened if they spoke Korean? Imagine that you were forbidden to speak English and could only speak in a new language. Explain your feelings

• Imagine Sookan's first day at the Japanese school. What might happen?

• Were there any surprises for you in this chapter? Please explain.

• Compare the beginning of the school day at the Japanese school with the beginning of your school day. Similarities? Differences?

• Imagine that your name was changed to a strange foreign one. Explain your feelings.

• What happened to Sookan on the second day of school? Describe how Narita Sensei feels about Sookan. Please explain.

• Why would the Japanese put sand in the Koreans' rice?

## Chapter Six

• What might help Mother recover? Please explain.

• What did Inchun and Sookan do as soon as they heard the war was over? Would you have done the same thing? Please explain.

• How did Sookan's family feel to be free from the Japanese? Will their freedom last? Please explain.

• Will Sookan's father and brothers and Aunt Tiger's husband return safely from the war? Please explain.

• What news does Kisa have about the Russians? If you were Sookan, how would you feel about this news? Why?

• Were the Russians friendly to the Koreans? Please explain.

• Describe how Sookan and Inchun reacted when the Russian soldiers entered their house.

## Chapter Seven

- The Americans are not coming to Korea. Please explain.

- The Koreans are trying to flee. Where are they going? Why?

- Will Sookan and her family flee? Please explain.

- How do Mother and Aunt Tiger feel about being Town Reds? Please explain.

- Why would the leaders of the Little Proletariat School ask the children about their parents' activities? Did Sookan and Inchun reveal Kisa's activity? What would you have done? Please explain.

- What are Pinks?

## Chapter Eight

- What good news did Kisa bring to Sookan's family? How did you feel about that news?

- Aunt Tiger acts like she is a true Town Red. Do you think she is brave? Please explain.

- Will Mother, Sookan, and Inchun reach the South safely with the guide? Please explain.

- What happened when the guards were checking passports? Would you have gone on? Please explain.

- What would you do if you were separated from your mother and also found out that your guide was a double agent? Please explain.

## Chapter Nine

- At the risk of being killed, Sookan and Inchun ask Russian soldiers about their mother. Were Sookan and Inchun brave or foolish? Please explain.

- At the risk of being killed, Sookan and Inchun ask Russian soldiers about their mother. Were Sookan and Inchun brave or foolish? Please explain.

- The Russian soldiers tell the children to take a train back home. What will the children do? Please explain.

## Chapter Ten

- List ways that Sookan and Inchun are very courageous in Chapters Nine and Ten.

- The children trust the old man's instructions. When they encounter a river and railroad tracks before they get to the barbed-wire fence, do you think they feel betrayed? Please explain.

- Describe the effect this story has had on you. Please explain.

- Identify a theme for this story. Why did you choose this theme?

- Did you believe that the children would arrive safely in the South? Please explain.

# Questions for Lost Names (Impossible Goodbyes)

## Chapter One

(IG Chapters One and Two)

## Concepts - NAME, IDENTITY

- Who is the narrator?
- What do we learn about his family?
- Who is the father? What is his reputation? How does the reputation help or hurt his family?

## Chapter Two

(IG Chapters Three and Four)

## Concepts - HUMAN RIGHTS, ABUSE OF POWER

- What did the Japanese do to show their power over Korean children?

- What happens to the narrator on the first day of school? Please explain why it happens. Is this fair?

## Chapter Four

(IG Chapter Five)

## Concept - LOSS

- Why do the Korean people lose their names?
- What else do the boy and his family lose?
- Why did the boy's father choose a particular name?
- Why were the Korean people in mourning? Why was the grief so intense?

## Chapter Five

(IG Chapters Six, Seven, Eight)

## Concepts - FREEDOM, LIBERTY

- What is the boy trapped into doing at school?
- What are all Korean families forced to do?
- From what did the Koreans need to be freed?

## Chapter Seven

(IG Chapters Nine, Ten)

## Concept - CHARACTER

- How did the Koreans react to the news of liberation?
- How did the boy's response to the Shinto priest indicate the boy's character?
- How did the father's actions reveal his character?
- How did the boy and his father show leadership?
- Why were some Koreans ashamed of their recent history?
- What does the father mean when he says, "It's your world now."?

# Selected Quotations:

All tension and conflict are necessary in the struggle for perfect harmony.

*(Reference to Um/Yang) Impossible Goodbyes p.46*

Though a man dies,
he leaves his name;
Though a tiger dies,
he leaves his skin.

*Korean Proverb*

A good name is rather to be chosen than great riches.

*Proverbs 22:1*

But he who takes from me my good name robs me... and makes me poor indeed.

*Shakespeare, Othello*

I have said everything when I have named the man.

*Pliny the Younger, Epistles*

# When we were happy, we had other names.

*Shakespeare, King John*

Take away my good name and take away my life.

*John Ray, English Proverbs , 1670*

The beginning of wisdom is to call things by their right names.

*Chinese Proverb*

# Power tends to corrupt and absolute power corrupts absolutely.

*Jee Dalbert, 1834-1902*

# The greater the power, the more dangerous the abuse.

*Edmund Burke, 1771*

# Universal Declaration of Human Rights

Adopted and proclaimed by General Assembly Resolution 217 A (III) of 10 December 1948

On December 10, 1948, the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights, the full text of which appears below. Following this historic act the Assembly called upon all Member countries to publicize the text of the Declaration and "to cause it to be disseminated, displayed, read and expounded principally in schools and other educational institutions, without distinction based on the political status of countries of territories."

## Preamble

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in all the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the people of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, Therefore THE GENERAL ASSEMBLY proclaims

THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1. All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2. Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3. Everyone has the right to life, liberty and security of person.

Article 4. No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5. No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6. Everyone has the right to recognition everywhere as a person before the law.

Article 7. All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8. Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9. No one shall be subjected to arbitrary arrest, detention or exile.

Article 10. Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and
of any criminal charge against him.

Article 11. (1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence. (2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12. No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13. (1) Everyone has the right to freedom of movement and residence within the borders of each state. (2) Everyone has the right to leave any country, including his own, and to return to his country.

Article 14. (1) Everyone has the right to seek and to enjoy in other countries asylum from persecution. (2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15. (1) Everyone has the right to a nationality. (2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16. (1) Men and Women of full age without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution. (2) Marriage shall be entered into only with the free and full consent of the intending spouses. (3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17. (1) Everyone has the right to own property alone as well as in association with others. (2) No one shall be arbitrarily deprived of his property.

Article 18. Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom whether alone or in community with others and in public or private, to manifest his religion of belief in teaching, practice, worship and observance.

Article 19. Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20. (1) Everyone has the right to freedom of peaceful assembly and association.
(2) Everyone has the right of equal access to public service in his country.

Article 21. (1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives. (2) Everyone has the right of equal access to public service in his country. (3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22. Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international cooperation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23. (1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment. (2) Everyone, without any discrimination, has the right to equal pay for equal work. (3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection. (4) Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24. Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25. (1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control. (2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26. (1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace. (3) Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27. (1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28. Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29. (1) Everyone has duties to the community in which alone the free and full development of his personality is possible. (2) In the exercise of his rights and freedoms. everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society. (3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30. Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

# Background Information for Teachers - Overview of Korean History

"The history of human activity in Korea can be traced far into the Paleolithic period.

The beginning of Korean history is often dated to 2333 BC when King Tangun, a legendary figure born of the son of Heaven and a woman from a bear-totem tribe, established the first kingdom named Choson, literally meaning the 'Lang of the Morning Calm.' It is known that clan communities that combined to form small city-states characterized ancient Korea. They rose and fell so that by the end of the first century BC there were three kingdoms. Koguryo, Paekche and Silla."

Ever since Silla unified the peninsula in 668, Korea was ruled by a single government and maintained its political independence and cultural and ethnic identity in spite of foreign invasions. (Facts About Korea)

King Sejong's gift of the Hangul alphabet further unified the Korean people.

Korea's flag, created in 1882, symbolizes many ideas that define the Korean people. Students may be familiar with the yin and yang image. In Korea the image is called "um" and "yang." The red upper section is the yang image; the blue lower section, the um .

"…an ancient symbol of the universe -- of the great cosmic forces that oppose each other but achieve perfect harmony and balance: fire and water, day and night, dark and light, construction and destruction, masculine and feminine, active and passive, heat and cold, plus and minus, and so on. The three bars at each corner also carry the ideas of opposition and balance. The three unbroken lines stand for heaven; the opposite three broken lines represent earth. At the lower left-hand corner are two lines with a broken line between, symbolizing fire. Diagonally opposite is the symbol of water. The white background symbolizes the purity of the Korean people and their peace-loving spirit. The flag as a whole symbolized the ideal of the Korean people developing forever in harmony with the universe." (Facts About Korea)

From 1894 until 1905, Korea was caught in the middle of expansionist moves from China, Japan and Russia. The Russo-Japanese War of 1904-1905 resulted in Korea becoming Japan's protectorate. The international community, which did not allow Russian expansion into Manchuria and Korea, helped Japan win the war, not realizing the devastating and world-wide impact of Japan's imperialistic goals. Korea became the "rice bowl" for Japan.

From Korea, Japan exported rice and other necessities to feed the Japanese people. Korea's standard of living was reduced by one half. Japan annexed Korea officially on August 22, 1910. The harsh occupation continued until 1945. As World War II ended, the Soviets were advancing deep into Korea. American and the allies feared the spread of Communism. A hasty international decision established the 38th parallel as the Russians' stopping point.

Russian influence in the part of Korea north of the 38th parallel created a Communist government. American influence in the south insured a democratic government. The Republic of Korea was established in the south on August 15, 1948. The Democratic People's Republic of Korea in the north, supported but the Soviets and later by the Chinese, has remained communist until now.

Locate the 38th parallel on the map of Korea. On that world map, trace the 38th parallel across the Pacific Ocean, across the United States. Students in states such as Kentucky will realize that the 38th parallel cuts their state, too. The connection to the divisive Civil War in the United States may be obvious.

# Explaining the KWL Process

"Know, Want to Know, Learned (KWL) is a strategy to focus the process of learning through high student engagement. The three stages evolve throughout the segments of a particular study.

In the Know phase, students list things they think they already know about the topic to be studies. All information that the students provide is listed without teacher corrections. This segment helps the teacher understand the present quality of student knowledge. With this information, the teacher can make necessary modifications in the planned study.

In the Want to Know phase, the students list all the elements that the teacher would not have thought of, providing greater relevance and support to the students as the study is initiated.

The 'Learned' portion is completed as the study ends. Students list specific knowledge or understands that resulted from the study. The Learned segment provides the opportunity for the students to share their knowledge and understanding. During this time, students realize that different people may take varying knowledge and understanding away from a learning experience. The discussions promote mutual understand and benefit among the classmates. The development of this segment allows the teacher to assess the depth and breadth of each student's learning in ways that typical assessment instruments might miss.