# Me, Too

# **LEARNING TARGETS**

Prepare for reading Lost Names Initiate comparative analysis.

#### PREPARATION

One copy of <u>Lost Names</u> 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, <u>Lost Names</u>, 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 <u>Lost Names</u>. 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 <u>Lost Names</u> 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.