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Korea Lesson Plan
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The Seaman's Chant by Kim Dong-in

Objective

Students will read "The Seaman's Chant" and review basic story elements. They will examine the author's style. Students will have an opportunity to discuss the spousal abuse that occurs in the story and how the main character justifies his behavior. Students will also create a brochure on abuse.

This is a one day reading with an additional two days for research to design their brochure on abuse for 9th-12th graders with each period lasting one hour.

Materials Needed

"The Seaman's Chant" by Kim Dong-in for each student, daily reflection journal and internet access for students to do research on abuse

Standards Based Upon Ohio Content Standards

Language Arts

By 11th-12th grade:

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

A. Apply reading comprehension strategies to understand grade appropriate texts.

Reading Applications: Literary Text

A. Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme) in literary text.

Writing Applications

A. Compose reflective writings that balance reflections by using specific personal experiences to draw conclusions about life.

Lesson Plan

This one day lesson plan will be part of a larger unit looking at international short stories regarding violence and abuse. This will be the last story that the students read on abuse and will culminate with a short story written by them with the theme of abuse and violence. Students will also complete their daily reflection journal.

The students have been learning that abuse can happen in any socioeconomic, cultural or ethnic group in the world. "The Seaman's Chant" by Kim Dong-in reflects on several issues including

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sibling rivalry, jealousy, and remorse. I would begin the class with a question. I would ask how each student would feel if they thought that their sibling was having sex with their girl or boyfriend. I would ask them to take 5 minutes to write their responses in their journals. I would ask one or two students to share their responses. Since we would have been working on this unit for some amount of time, I expect that the trust level would be high enough that we could have a conversation about the feelings and emotions that would be involved in this prompt. I still have to be careful as 40-50% of my students have been abused or have abused another person. I would explain that the story we will read was written in the early 1900s by a Korean.

Students would take turns reading the story aloud with me helping as well. We would stop and discuss story elements and issues as students bring them up while we read. This would take the entire hour. I will alert them to the fact that they will begin writing their own short story the next day.

The second day will be spent doing internet research on signs or symptoms of abuse. The third day, the student will write their short story which incorporates elements of violence and abuse.

We will spend a fourth day doing peer editing and revising their short story. On the final day, students will have an opportunity to share their short stories in a small group and will evaluate each other's stories.

Assessment

Students will receive a participation grade for completing their daily journal entries. The short story will be graded for content, grammar, spelling and punctuation.

Differentiated Instruction

All students will be able to complete daily entries in their journal. Templates will be provided for those students who need them. Writing guidelines will be adjusted based upon the students in the course and their level of ability.

Resources

Ji-Moon, Suh. The Rainy Spell and Other Korean Stories. Armonk: UNESCO Publishing, 1998.

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Student Positive Evaluation

What I liked best about your story is _____

One thing I would add to your short story is _____

Something I learned from your short story is _____
