

4. **Lesson Plan Number Three**
Kim

Korea: Reading Lost Names by Richard

Purpose:

Reading *Lost Names* as a whole class novel will introduce students to the history and culture of Korea.

Rationale:

By reading *Lost Names*, I hope to encourage students' further exploration into Asian literature and interest in Asian cultures. I have many selections on my shelves that are neglected by my students when it comes time to choose a book for independent reading. Additionally, my hope is that Asian literature may complement succeeding world cultures history classes and foster positive attitudes toward Asian peoples.

Materials/Resources:

- A minimum of six copies of *Lost Names* by Richard Kim with thirty-three copies, one for each student and one teacher copy, as ideal.
- A map of Asia
- A collection of Japanese male and female names, www.japan-guide.com; www.rootsweb.com;
- www.rumandmonkey.com/widgets/toys/namegen/969/; for name interpretation
- http://www.abcb.com/misc/pron_oo.htm/ for help with pronunciation

Activities:

Day one, Begin the class with a five-minute free write in writers' notebooks about the importance of the student's name. Who named him or her? What does name mean to him or her? Is it special or valued? Responses will vary. Share some of the responses. Announce that from this time forward, students must abandon their family names during reading class time and accept their new names as chosen by lot. Allow students to randomly pick a new Japanese name from the appropriate male or female containers. Discuss proper pronunciation. Discuss their feelings about having to accept new names and reject their given names. Refer to the map of Asia and the countries of North Korea and South Korea. Find out what students know about the countries. Give background of the Japanese occupation. Introduce *Lost Names* and begin reading.

Days two, three, four, and five read silently or aloud or read to students stopping at appropriate times to discuss the events of the story, to check understanding and comprehension.

Week two and three continue through the book to its completion. Plan on approximately 20 pages per day.

Culminating Activity take the students to the computer lab and allow them to research their given name as a Japanese name using www.rumandmonkey.com/widgets/toys/namegen/969/ Share their Japanese names and meanings with the rest of the class.

Assessment:

Students will dialogue with teacher in reading logs (spiral bound notebooks), a minimum of one page of thoughts, reactions, connections and reflections with the story each week. Students submit on a staggered basis, so that teacher can respond to the logs, assess on a point scale, and return logs the following day. At the completion of the book, students will be asked to reflect again on the value of their names and submit a one to two page, double spaced, type written paper that explores the importance of their names and their reactions to temporarily losing their names during this unit. These papers will be assessed on a 6-1 rubric similar to the rubric used in state mandated writing proficiencies. (See Appendix C.)

Grade Adaptations:

The target grade for this lesson is seventh grade. It can easily be adapted to seventh through ninth grades with little or no revision beyond a change in the length of time it takes to complete the book. I find that my eighth grade students love to be read to; therefore, I think this book would work well as a read aloud for any grade seventh through ninth.

5. A list of resources has been provided previously within each TIP under the heading: **Materials/Resources**

C. Rubric for the Name Piece

5 & 6 These high level papers will engage the reader with a good lead. They will contain interesting, rich details that give a clear picture of the significance of the writer's name and the difficulty experienced in abandoning that name. Voice will be strong. Development will be good and the paper will sound complete. MUGS will be good.

3 & 4 These papers will address the prompt; however, development may be uneven, or the papers may lack a richness of details. These are generally good papers that need an additional revision to strengthen. There may be more “telling” than “showing.” Lead may need work to engage the reader. Flow may need help by adding transitions. MUGS will not detract from the meaning of the piece.

1 & 2 These papers are clearly underdeveloped and lacking in details. They are too short to give the reader any sense of the importance of the writer’s name or the effect of the name changing exercise on the student. What details there are may be unclear or vague. This may look more like a rough draft than a finished piece. MUGS errors may impede the understanding or clarity of the piece.