

TIP 3: Korea Unit – A Single Shard
6th Grade Language Arts
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Purpose: The purpose of this unit is to introduce students to Korean history and culture with a specific focus on the time period of the Koryo (Goryeo) Dynasty. Students will get an overview of ancient Korean history and culture in Language Arts class with opportunities for further examination in Social Studies class. The unit will then culminate through reading and study of the historical fiction novel *A Single Shard*.

Timeframe: The time needed for this unit will vary depending on depth and extent of cross curricular connections, but within a language arts context approximately four weeks is needed.

Ohio Standards: 1.2, 2.1, 2.2, 2.4, 2.5, 3.2, 4.3, 4.4, 4.6, 4.7, 5.4, 6.4

Materials: *A Single Shard* by Linda Sue Park
LIFT Series for Educators on *A Single Shard*
Blank map of Korea
Time for Kids excerpt on Korea (see resources)
Notebooks for journaling
Construction paper, colored pencils/markers
Quizzes (see appendix)

Procedure:

1. open with a word association game using “Korea” as the word; allow this to generate discussion about what students do and do not know about Korea regardless of accuracy; once this has run its course, create a class KWL graphic organizer on Korea
2. provide students with background information on key points in ancient Korean history, particularly with the Koryo Dynasty; use the historical introduction in the LIFT Series and chapter 4 of *Korea through the Ages: Volume 1* as entryways - pages 118-123 of *Korea through the Ages* could be copied for students to read on their own
3. distribute copies of the Time for Kids excerpt on Korea and have students read, discuss and complete the activities
4. introduce *A Single Shard* by providing some background information on the author and a book review; distribute books and assign reading as desired (an average of 10-15 pages a day is usually acceptable)
5. follow activities in LIFT Series as indicated
6. after completing Activity 9 in the LIFT series, assign the religion essay (see appendix)
7. provide periodic journal writing time to offer students the opportunity to reflect on the story, particularly the moral dilemmas it presents

8. give quiz and final assessment as desired (see appendix)
9. read aloud the author's note at the end and provide students time to journal
10. complete the "L" portion of the KWL graphic organizer
11. as a culminating activity, provide students with modeling clay and tools and have them create an object that has some personal or cultural significance for them; they may then journal about their creation and share it with the class

Resources:

Gil-sang, Lee, Sr. Researcher. *Exploring Korean History Through World Heritage*. The Academy of Korean Studies, 2006.

Gil-sang, Lee, Ed. *Korea through the Ages: Vol. 1 Ancient*. The Association of Korean History Teachers, The Center for Information on Korean Culture, The Academy of Korean Studies, 2005.

Lift Teacher Resource Book, A Single Shard. Littleton, MA: Sundance Publishing, 2003.

Park, Linda Sue. *A Single Shard*. New York: Random House, 2001.

Pickerill, Martha, Ed. "Go Places with TFK" (excerpt). *Time* 10 Dec. 2004: 1-8.

Appendix:

1. Religion Essay

Select one of the three religions you examined in Activity 9: Confucianism, Buddhism or Shamanism. Explore it further and write a 2-3 page essay on its historical foundations and major tenets.

2. Quiz 1

1. Describe one important aspect of Tree-Ear and Crane-Man's relationship.
2. Who is Kang?
3. What is the nature of Tree-Ear and Min's relationship?
4. Why is Min working so hard on the new design for his vases?
5. Why has Tree-Ear been visiting the kiln every evening?
6. What information did Tree-Ear find out about Min and his wife that surprised him?
7. Why do you think Min is so hard on Tree-Ear?
8. When Min made a special piece of pottery, he made several pieces instead of just one. Why?
9. What is a "commission"?
10. What is so important about the emissary's visit to the village?

3. Test

Read the following quotes from the book and explain, in complete sentences, how they relate to the novel as a whole.

1. "Scholars read the great works of the world. But you and I must learn to read the world itself."
2. "The same wind that blows one door shut often blows another one open."
3. "Work gives a man dignity, stealing takes it away."

Answer the following questions in paragraph form, using at least one example from the story to support your answer.

4. What message do you think the author was trying to convey through this story?
5. Discuss how Tree-Ear's journey to *Songdo* ended and explain what was important about the way it concluded.