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NCTA Tip - Korea
Grades 9-12 Language Arts
Created March 2008

Lost Names & Identity

Purpose: This lesson will allow students to develop an understanding of the political and social situation in Korea during and after WWII, gain a basic interpretation of Confucian ethics in everyday situations, begin to develop an understanding of the tragedy of war in general, as well as understand Identity and the value in names.

Estimated Duration: 5-6 45 minute class periods

Materials and Resources:

Maps of Korea *Lost Names: Scenes from a Korean Boyhood*,
Richard Kim
Pen/Pencil Lost Names Study Questions Paper

Teacher Preparation:

Background on the Japanese occupation of Korea
Background on Richard Kim
This lesson can be cross curricular with Social Studies exploration of Korea.

Procedure (pace of class will depend on length of discussions):

- Begin by addressing the idea of a civil war.
 - What is a civil war? What is identity?
 - How does it affect the people involved?
 - What affect did the civil war have on America?
 - How did it change the IDENTITY of the country and the people?
- Spilt children into two groups, one for and one against a specific cause. This cause generates an upheval and the nation splits apart. How does it change the feelings and actions of the groups? How do they feel about each other? What does this do to their "group" and the country as a whole?

1. Discuss the location of Korea, the pros and cons of the location
2. Discuss the historical background of Japan and Korea, prior to WWII
3. Introduce Richard Kim
4. Assign the short story "Lost Names" from Kim's book to the class
(Can be done in Literature Circles to help develop understanding)
5. Students then complete the study questions that accompany the story
6. Discuss Identity and the idea and value of names
7. Discuss how hope seems to prevail in the story
8. Discuss the idea of war, specifically civil war, and the problems that exist in trying to live in a war torn country.
9. Reflective Writing/Research- have students reflect on Kim's story. Also, have them research what their own name means and represents, and then reflect on what their name means to them, how important it is, and how it plays into their identity and individuality.
10. Discuss identity and individuality in relation to the story

Name _____

"Lost Names" Question Responses

1.) Why have the Korean farmers stopped growing extra food?

2.) "My father is wearing a Korean man's clothes: white platoon-like trousers, with the bottoms tied around his ankles, a long sleeved white jacket, a blue vest, and a gray topcoat. My father is seldom seen in our native clothes, except when he has to attend a wedding or a funeral. He is wearing a black armband on the left sleeve of his gray topcoat. He is not wearing a hat." (p.100) Why is the father dressed this way?

3.) What does the name "Iwamoto" mean?

4.) Why do you think he chose that name?

5.) Explain the sense of shame the father and the Japanese teacher feel. How are they different?

6.) What is the meaning of the black armband?

7.) What is the symbolic meaning for the loss of their names?

8.) Why have the Japanese insisted on the name changes?