

## **Korean Literature**

**Text: *Lost Names*, by Richard Kim**

At the beginning of a new book, students often have a hard time getting started. I think it's important always for students to have sense of place (setting) when they begin a novel, so I tend to begin with maps and historical context. The more foreign the setting, the more essential the map becomes.

### **Opening Chapter of *Lost Names***

1. Hand students a map of Korea and discuss key locations as they relate to *Lost Names*.
2. In a brief lecture, about 10 minutes, I will provide students with some information about the author and history, especially as it relates to the 36-year occupation of Korea by Japanese invaders. I will also discuss the form of the book, although this is difficult since the author himself says it may be a novel or a memoir or an autobiography. And, the book opens with a flashback narrated by a one-year-old, which contradicts both autobiography and memoir to an extent.
3. Following this introductory information, I will distribute texts and ask students to silently peruse their books and examine the title, cover art, inside blurb, and chapter titles. Then they will set up a two-column chart in their notebooks and write down three predictions in the first column. In the second column, they note their reasons for their predictions. I will encourage them to use their imaginations and try to predict story details not mentioned. Their predictions should be something new, yet plausible. No alien invasions allowed.
4. After making their predictions, students will cluster and share ideas, mainly looking for points where they thought alike and where they diverged. We can then discuss their predictions as a whole class, keep a record on a poster, and even vote on the "most likely to succeed" if it seems appropriate 😊
5. Students could use any remaining time to begin reading chapter one for the next day. For homework they should use sticky notes to mark the introduction of new characters, setting details, and places where they are confused. Students will create a list of "who's who" in their notebooks to keep track of characters.
6. A follow-up for the next day after reading and discussing chapter one is to revisit the predictions and look for places where predictions must be modified, which predictions we seem to agree on, or those that deserve future consideration. The class could return to this list periodically as students read further in the book.