

Tale of Hungbu and Nolbu
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World History and Social Studies
Grades 6-8

Purpose: A Korean expression is derived from the Tale of Hungbu and Nolbu. It is Nolbu-shimsa, which means "thinking and acting like Nolbu," or being wicked, perverse, ill-natured, cross, etc. This story will help the students understand the family structure of Korean, as well as how we treat those who are different from the norm.

Essential Questions:

What role do relationships and tradition play in everyday life?

What insight does the moral of the story give us about Korean culuter?

Rational: By having students retell the Korean Tale of Hungbu and Nolbu in their words and art, will develop a better understanding of the family relationships that apply to Korean tradition.

Materials:

Tale of Hungbu and Nolbu

(Yu, Chai-Shin, Kong, Shui L. and Yu, Ruth W. Korean Folk Tales. Seoul, Korea: Kensington Educational, 1986. ISBN: 0-9692005-0-3)

Study questions (Handout D)

Activities:

1. Students will read the story of Hungbu and Nolbu.
2. After discussion, students will work on study questions. (Handout D)
3. Students will be asked to tell how they think life in Korea differs from life in the United States in terms of family relationships.
4. Ask questions throughout the lesson in order to assess students' understanding.
5. Create a collage depicting the scenes in the story, using headlines, pictures and photographs from magazines and newspapers to depict the plot.
6. Draw a timeline of the events in the story. Illustrate the timeline with pictures that are either drawn, computer generated or cut out of magazines and newspapers.
7. Guide students on their projects that focus on the issues of the story.

Assessment: Grades should be based on the students' preparation in answering the questions, comprehension of the story,

Grade Adaptation:

This lesson is intended for a sixth grade social studies class.

In order to enrich the activity the teacher can ask students to research their own families' "disagreements" that had happy endings.

Then have them report to the class on why their families fought and how the issue was resolved.

Have students pretend to be either Hungbu or Nolbu and have them write an editorial for the local newspaper telling how the experience with the swallow changed them.

Standards:

People in Societies Standard

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

Name _____

HUNGBU AND NOLBU STUDY QUESTIONS

1. What are the names of the two brothers?
2. Who is called the greedy one?
3. Who is the oldest?
4. Which brother has a lot of money at the beginning of the story?
5. Which brother needs money at the beginning of the story?
6. How do Hungbu and his wife treat the injured swallow's wound?
7. What does the swallow give Hungbu when it returns in the spring?
8. What do they plan to do with the pulp from the gourd?
9. What do they plan to do with the outside of the gourd?
10. What three things come out of the gourd when it is opened?
11. How do they feel when they see the inside of the gourd?
12. When Nolbu learns about his brother's fortune, how does he treat the swallow he finds?
13. How many seeds does Nolbu ask the swallow to bring?
14. How much money does Nolbu plan to have when the gourds ripen?
15. What comes out of Nolbu's first gourd?
16. What does the shaman require Nolbu and his wife to do?
17. What comes out of Nolbu's second gourd?
18. What does the goblin do to Nolbu and his wife?
19. Who arrives to take Nolbu to his own house?
20. What does Hungbu say he would do for Nolbu and Nolbu's wife?
21. Are Nolbu and Hungbu ever reconciled? How do you know?
22. Which brother is saddened by their argument? Why?
23. What did you learn from the tale's moral?
24. Why is the tale meaningful today?