

Lesson Guidance 25	
Grade	6
Unit	4
Selected Text(s)	When My Name Was Keoko- Chapters 31 & 32
Duration	2-3 days

Plan with guidance from the [ELA Instructional Expectations Guide](#)

Learning Goal(s)

What should students understand about today's selected text?

Explore the similarities and differences between Tae-yul and Abuji when it comes to resistance.
 Analyze the simple actions in Chapter 32 and the deeper meanings that they infer.

CCSS Alignment

RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RL.6.5 Analyze how a particular sentence, chapter, scene or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

W.6.3B Use narrative techniques such as dialogue, pacing, and description to develop experiences, events and/or characters.

End of lesson task *Formative assessment*

Task #1 Using textual evidence, write a well developed paragraph in response to the following prompt:

Explore the similarities and differences between Tae-yul and Abuji when it comes to resistance.

List:

- Tae-yul's thoughts and actions when it comes to the resistance movement.
- Abuji's thoughts and feelings when it comes to resistance.

List:

- The differences and similarities and differences between Tae-yul and Abuji when it comes to resistance.

Use this [Organizer](#) to capture your thoughts

Task #2 With a partner reread Chapter 32.

- Working with your partner, use this [organizer](#) to record simple actions in Chapter 32 that infer deeper meaning. Check the oval if you and your partner agree on the evidence in the chapter.



	Mixed Partner Share: Find another pair in the room and share your evidence. Is your evidence similar or different? Share with the whole group. Optional: *Use this PEER SHOUT OUT template to have students shout out peers based on what they observed during this process!!
Knowledge Check <i>What do students need to know in order to access the text?</i>	Background Knowledge • [Knowledge that is key to understanding the text] Author's Note: "This book ends in 1945. In 1948, after three years of strike, Korea was divided with a Communist government taking control in the north and a nominal democracy in the south. Many people like Uncle were thus separated from their families. In 1950 the Korean War broke out, and the nightmare of Koreans killing Koreans began in a large scare. The war ended in 1953, but the country remains divided today." Key Terms <i>(domain specific terms to analyze the text)</i> • Dynamic Character: A dynamic character is one who learns a lesson or changes as a person (for the better or worse.) • External Conflict: struggle with a force outside one's self; character vs character, character vs nature, character vs society, character vs fate/the Supernatural • First Person Point of View: The narrator is a character in the story, may be unreliable (not relating the literal truth about events) • Flashback: scene that interrupts the chronological sequence by interjecting a previous event • Internal conflict: struggle within one's self; struggles with one's own choices, limitations, behaviors, thoughts, feelings, etc • Internal Dialogue: an opportunity to get inside your character's head, allowing the reader to experience the character's innermost thought patterns, point of view, and opinion • Metaphor: a comparison between two unlike things • Mood: the overall feeling of a scene for the reader created by the author (the overall emotional atmosphere of a literary work) • Simile: literary device that compares two things using the word "like" or "as" Vocabulary Words <i>(words found in the text)</i> <i>Explicit Instruction (before reading)</i> • Altitude: If something is at a particular altitude, it is at that height above sea level. • Demobilized: If a country or armed force demobilizes its troops or if its troops demobilize, its troops are released from service and allowed to go home. • Indignantly: If you are indignant, you are shocked and angry, because you think that something is unjust or unfair.

- **Scrawny:** If you describe a person or animal as scrawny, you mean that they look unattractive because they are so thin.
- **Skulking:** If you skulk somewhere, you hide or move around quietly because you do not want to be seen.
- **Stern:** Someone who is stern is very serious and strict.

Core Instruction

Text-centered questions and ways students will engage with the text

Opening Activity:

Slide Deck for [OPENING ROUTINE](#).

Student [TEMPLATE](#)

Students will complete the **BEFORE** reading component of the 3-2-1 BRIDGE activity from Harvard Thinking Routines. Directions: [3-2-1 BRIDGE](#)

Students will [THINK PAIR SHARE](#).

Students will read both articles independently or with a partner.

[SILENT PROTESTS](#) [ACTIVISM](#)

Students will complete the **AFTER** reading component of the 3-2-1 BRIDGE activity from Harvard Thinking Routines.

Students will complete the **BRIDGE** piece to the 3-2-1 BRIDGE activity.

Students will [THINK PAIR SHARE](#).

Follow-Up Questions if Time Allows:

Do you agree that people can support a cause through activism and/or resistance in different ways?

If you supported a cause, which one of the 12 ways from the second article do you identify with?

Explicit Vocabulary Instruction:

1. Introduce each word with these student-friendly definitions.
 - a. **Altitude:** If something is at a particular altitude, it is at that height above sea level
 - b. **Demobilized:** If a country or armed force demobilizes its troops or if its troops demobilize, its troops are released from service and allowed to go home
 - c. **Eaves:** The eaves of a house are the lower edges of its roof
 - d. **Indignantly:** If you are indignant, you are shocked and angry, because you think that something is unjust or unfair
 - e. **Scrawny:** If you describe a person or animal as scrawny, you mean that they look unattractive because they are so thin
 - f. **Skulking:** If you skulk somewhere, you hide or move around quietly because you do not want to be seen
 - g. **Stern:** Someone who is stern is very serious and strict
2. Model how each word can be used in a sentence.
 - a. It was difficult to breathe at the top of the mountain due to the high **altitude**.
 - b. The army unit was **demobilized** at the end of the war to the excitement of the soldiers.
 - c. The **eaves** were visible from the front of the house.



- d. The defendant was **indignant** that she had been accused of a crime.
 - e. The **scrawny** boy didn't have enough energy to walk the whole way home.
 - f. The burglar was **skulking** outside of the house waiting for a good opportunity to break in.
 - g. The **stern** teacher would not let any students in the class speak during recess.
3. Vocabulary slide deck [here](#).
 4. Active practice:
 - a. Would it be accurate to say that a mountain peak is at a high **altitude**?
 - b. Should you **demobilize** soldiers in the middle of a battle? Why or why not?
 - c. How is it different to state that someone is **indignant** as opposed to remorseful?
 - d. How is it different to state that someone is **scrawny** as opposed to thin?
 - e. Would it be normal to **skulk** at the grocery store? Why or why not?
 - f. What are some good attributes of someone who is **stern**?

Content Knowledge

You may need to review some of the key terms: Dynamic vs. Static Characters, Mood, Flashback, Internal and External Conflict, and Internal dialogue.

Shared Reading

Chapter 31

Pgs. 180

1. Explain how Omoni's outfit contributes to understanding the current mood and atmosphere at this point in the novel.

Pg. 181

2. Explain the meaning of Tae-yul's words, "Here I am, back from the dead."

Pg. 182

While Tae-yul grins as he is explaining his plan as a kamikaze pilot, noting that it would be a double feat, Sun-hee gasps, and Abuji nods in agreement.

3. Explore the differences in Tae-yul's and Sun-hee's assessment of this plan.

Pg. 185

4. Explain why Tae-yul no longer sees himself as a student.

Reread with a Partner

Discuss

Pgs. 185

Tae-Yul talks about Omoni's cooking, the gathering in the living room each night, and even not minding the never-ending questions posed by Sun-hee. He states, "Funny how the war made ordinary things seem special again."

5. **Personal Connection:** Have you ever taken something for granted, and then realized just how special it was when you no longer had access to it?

Partner Read

Pgs. 186 - 189 (Stop after Chapter 31)

6. Analyze the **internal and external** conflicts that Tae-yul is experiencing in Chapter 31.

Chapter 32

Shared Reading

Pg. 190 (Paragraph 5)

8. While Sun-hee is talking to Tae-yul about Uncle's shop, she has a *flashback*. Explain why the author chose to include a *flashback* at this point in Chapter 32?

Pg. 191

9. Explore the reasons why Sun-hee raises doubts about the future possibility of becoming a scholar.

Pg. 192

10. Explain how Sun-hee was able to convince Tae-yul to learn the Korean alphabet despite the fact that he doesn't see himself as a student.

Reread

Coming of Age is defined as the time when a person or protagonist, in a novel, has transitioned from being a child to being recognized as an adult.

11. Analyze how the last chapters confirm that Sun-hee and Tae-Yul, our dynamic characters, have come of age.

Formative Assessment

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Fluency, Comprehension and Writing Supports

Fluency	Fluency Protocols
Sentence Comprehension	Juicy Sentence Protocol Sample sentence: So there we were, supposedly having accomplished this great mission, and instead we had to go skulking back to the base without having reached the target site.
Writing	Pattan Writing Scope and Sequence Suggested writing skills for this lesson: Content A. Connect ideas to a topic B. Write a series of related sentences and elaborate on ideas

Additional Supports

ELD Practices	Practices to promote Tier 1 access
SpEd Practice	Lesson Guidance 25 SpEd Accommodations
MTSS Practices	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access