

Lesson Guidance 14	
Grade	6
Unit	4
Selected Text(s)	When My Name Was Keoko Chapter 18 & 19
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 how the Japanese soldiers erase Korean culture and identity and Tae-yul's growing understanding of his father

Explore Sunhee's response to the Japanese soldiers burning her diary

Explain the significance of when Abuji says "they burn the paper, not the words"

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.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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.

SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

End of lesson task *Formative assessment*

Task 1

Using [ERASING KOREAN CULTURE ORGANIZER](#) from the lesson, students engage in [THINK PAIR SHARE](#) to explore and discuss ways that the Japanese soldiers attempted to erase Korean identity and culture.

Task 2

Students respond in writing to the following prompt:
Write a letter to Uncle from Tae-yul's perspective describing his first person account of Sunhee's response to the Japanese soldiers burning her diary.



Task 3

Abuji comforts Sun-hee after her diary was burned and she shrugs it off and attempts to act as if it was “nothing.” Abuji responds by saying that “It was not nothing.” He goes on to say “But do not forget, Sun-hee – they burn the paper, not the words.”

Display [JAMBOARD](#) on the board with the words “Burn the paper, not the words.” Discuss with students how these 6 words summarize a greater meaning or message that Abuji is sharing. Challenge students to write their own “[6 Word Account](#)” paraphrasing what Abuji is saying. Students write their final thoughts- in just six words -on post-its on the [JAMBOARD](#). Students take a few minutes to read each other's post-its and share their thoughts as a whole group.

Background Knowledge

- [The Politics of Hair](#) provides background knowledge about the traditions and importance of hairstyles in Korean culture

Key Terms *(domain specific terms to analyze the text)*

- **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

Vocabulary Words *(words found in the text)*

Explicit Instruction (before reading)

- **Treasonous:** involving or guilty of the crime of betraying one's country
- **Benevolent:** well meaning and kindly
- **Leniency:** the fact or quality of being more merciful or tolerant than expected; clemency

Implicit Instruction (while reading)

- **Brusque:** abrupt or offhand in speech or manner
- **Topknots:** the representative hairstyle worn by men after marriage or coming-of-age
- **Kimchi pot:** large terracotta pots where the kimchi is stored until it can be eaten or until it ferments

Knowledge Check

What do students need to know in order to access the text?

Core Instruction

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

Opening Activity:

Diary Entry:



Students respond in writing: Imagine for a moment that you are Sun-hee and write a paragraph diary entry about the incident in Chapter 17 on the school yard where Jung-shin's sister is returned to line and Sun-hee realizes that Jung-shin's father is a *chin-il-pa*. Use metaphors and other figurative language to describe the incident instead of writing the events out explicitly with the worry that Japanese soldiers might somehow see the entry during a raid. (Provide students 5-10 mins to write)

Share:

Have students share entries in small groups of 4 or 5. (Discuss for approx 3-5 mins)

Discuss:

As a whole group students share specific metaphors or lines from diary entries that they found interesting, intriguing or well-written.

Explicit Vocabulary Instruction:

1. Introduce each word with these student-friendly definitions.
 - a. **Treasonous**: involving or guilty of the crime of betraying one's country
 - b. **Benevolent**: well meaning and kindly
 - c. **Leniency**: the fact or quality of being more merciful or tolerant than expected; clemency
2. Model how each word can be used in a sentence.
 - a. His **treasonous** behavior caused great harm to the country.
 - b. The **benevolent** king gave away much of his wealth to the people.
 - c. The criminal asked for **leniency** from the judge when he was being sentenced.
3. Vocabulary slide deck [here](#).
4. Active practice:
 - a. Would it be accurate to say that it is a good thing to be **treasonous**?
 - b. Should a teacher be **lenient** with a student who isn't sorry for cheating? Why or why not?
 - c. How is it different to state that someone is **benevolent** as opposed to mean?

Content Knowledge:

Background:

In Chapter 18 during Tae-yul's flashback he tells about Uncle's account of his father, Tae-yul's grandfather, having his topknot cut off. For further understanding of the importance of the topknot in Korean culture. Use [The Politics of Hair](#) as a [JIGSAW](#) activity.

Review the following Key Terms as needed:

- **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

Optional Video: [Flashback in Literature](#)

- **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

Activity:

Students take a moment to recall ways the Japanese soldiers have tried to erase Korean culture so far in the novel and jot notes of the [ERASING KOREAN CULTURE ORGANIZER](#) that will be used throughout the lesson.

Shared Reading:

Chapter 18

Pages 99 - 103 (stop after "He just stands there.")

1. Sun-hee tells Tae-yul about the incident at school with Jung-shin's sister and her suspicions about

Jung-shin's father. Consider Tae-yul's reaction. Why does Tae-yul display varied emotions in just a few moment's time? Cite Evidence.

2. After the soldiers leave Tae-yul says "I pace and clench my fists, wishing there were something I could do" and he observes Abuji saying, "his face worried...He just stands there." Analyze Tae-yul's observation of his father in comparison to himself and his own reaction to the soldier's raid.

Activity:

Students take a moment to add to [ERASING KOREAN CULTURE ORGANIZER](#), jotting down additional information about ways the Japanese soldiers have tried to erase Korean culture.

Pages 103 - 105 (stop after "What could any of us do?")

3. In Tae-yul's flashback about his Uncle, it is clear that his Uncle highly regarded his own father. At one point Tae-yul asks "But where was Abuji ...maybe he could have helped?" What does this reveal about Tae-yul's opinion of Abuji?
4. After his flashback about Uncle, Tae-yul experiences an internal conflict. Tae-yul ponders "Those soldiers tonight, tearing apart our house. And me? I'd stood there, frozen. And I'm three years older than Abuji was then." Analyze in writing Tae-yul's growing understanding of Abuji.

Activity:

Students take a moment to add to [ERASING KOREAN CULTURE ORGANIZER](#), jotting down additional information about ways the Japanese soldiers have tried to erase Korean culture.

Discuss:

Share information students gathered using [ERASING KOREAN CULTURE ORGANIZER](#) as a whole group.

Independent Reading:

Chapter 19

Pages 105 - 107 (stop after "If words weren't so important, they wouldn't try so hard to take them away.")

5. Sun-hee attempts to save her diary by putting her hands in the fire, burning her fingers. Despite her sore fingers, she begins to write a new diary the very next day. Analyze her reaction.
6. Sun-hee says "If words weren't so important, they wouldn't try so hard to take them away." What does this line reveal about the importance of language in one's identity and culture?

Discuss:

Discuss student responses to questions 5-6 from Independent Reading.

Formative Assessment:

Task 1

Using [ERASING KOREAN CULTURE ORGANIZER](#), students engage in [THINK PAIR SHARE](#) to explore and discuss ways that the Japanese soldiers attempted to erase Korean identity and culture.

Task 2

Students respond in writing to the following prompt:

Write a letter to Uncle from Tae-yul's perspective describing his first person account of Sunhee's response to the Japanese soldiers burning her diary.

Task 3

Abuji comforts Sun-hee after her diary was burned and she shrugs it off and attempts to act as if it was “nothing.” Abuji responds by saying that “It was not nothing.” He goes on to say “But do not forget, Sun-hee – they burn the paper, not the words.”

Display [JAMBOARD](#) on the board with the words “Burn the paper, not the words.” Discuss with students how these 6 words summarize a greater meaning or message that Abuji is sharing. Challenge students to write their own “[6 Word Account](#)” paraphrasing what Abuji is saying. Students write their final thoughts- in just six words -on post-its on the [JAMBOARD](#).

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Fluency, Comprehension and Writing Supports

Fluency	Fluency Protocols
Sentence Comprehension	Juicy Sentence Protocol Sample sentence: “If words weren’t so important, they wouldn’t try so hard to take them away.”
Writing	Pattan Writing Scope and Sequence Suggested writing skills for this lesson: II. 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 14 SpEd Accommodations
MTSS Practices	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access