

Lesson Guidance 3	
Grade	6
Unit	4
Selected Text(s)	When My Name Was Keoko: Chapter 2
Duration	1 day

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

Learning Goal(s) <i>What should students understand about today's selected text?</i> Explain why names are important to the Kim family and how their response to the Japanese order demonstrates resistance	
CCSS Alignment	<p>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p> <p>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.</p> <p>W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
End of lesson task <i>Formative assessment</i>	<p>In this chapter the reader learns that the Japanese are forcing the Koreans to change their names. Explain why names are important to the Kim family and how their response to the Japanese order demonstrates resistance. Write a well-organized paragraph using specific evidence from the story to support your answer.</p>
Knowledge Check <i>What do students need to know in order to access the text?</i>	<p>Background Knowledge</p> <ul style="list-style-type: none"> Korean Name Traditions: Each Korean name usually consists of three syllables. The first is the family name while the second and third are the given name. <p>Key Terms <i>(domain specific terms to analyze the text)</i></p> <ul style="list-style-type: none"> Motif: A meaningful pattern; an image, idea, or symbol that repeats throughout a text and helps to develop the theme First Person Point of View: The narrator is a character in the story, may be unreliable (not relating the literal truth about events) <p>Vocabulary Words <i>(words found in the text)</i> <i>Explicit Instruction (before reading)</i></p> <ul style="list-style-type: none"> Register: an official list or record, for example of births, marriages,

- and deaths, of shipping, or of historic places
- **Clan:** a family, especially a large one

Implicit Instruction (while reading)

- **Primer:** a small book for teaching children to read

Core Instruction

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

Opening Activity: Whole Group:

Use the Lesson 3 [OPENING ROUTINE](#) slide to project the quote and questions.

THINK PAIR SHARE

“A person’s name is to him or her the sweetest and most important sound in any language.” – Dale Carnegie.

Project the quote above on the screen for students. Ask students to evaluate the meaning behind the quote concerning the importance of a person’s name. Then have students pair with another student to share responses. Finally, have them share out to the whole group.

THINK PAIR SHARE

Pose the following questions to students. After providing think-time, have students partner with another student and discuss. Have students share out with the whole group.

1. Do you believe that a name can impact a person’s perception of you? (Ex. Due to possible association with Ethnicity, religion, etc)
2. Do you agree that a person’s name can shape his or her identity? (Ex. Your father’s name, a grandfather’s name, or your family last name). Why or why not?

EXTENSION ACTIVITY

This opening activity requires students to examine the origin of their names and the connection between their names and other aspects of their identity, so they can begin to empathize with the Korean people, who were required to change their name and identity as a result of the Japanese occupation and the subsequent policy known as Soshi-kaimie, which will be introduced in this chapter.

Preparation:

Students will explore the origin of their first and last names in advance of the activity by completing the task below.

Task: Ask parents/guardians or other family members and/or conduct research on the following:
 First Name: Who chose your first name, and why? Are there any interesting stories about your first name?
 Last Name: Do you know the origin of your last name? Are there any interesting facts/stories about the origin of your last/surname?



***Note to teacher:** If students do not have access to a family member, they can research the generic origin of their first and last name.

Activity:

Directions are below and also on slide one for display. Second slide has the organizer for the [IDENTITY CHART](#). Make copies of the chart for students.

Directions:

1. Write your name in the center.
2. At the ends of arrows pointing outward write words or phrases that you consider to be key aspects of your identity.
3. At the ends of the arrows pointing inward, write labels others might use to describe you.
4. Add more arrows if needed.

Resource:

This [VIDEO](#) provides one example of an Identity chart

Notes to Teacher: You may want to create your own identity chart in advance and display it for students. Not only will this serve as a model for your students, but it also provides an opportunity to get to know you! If your students have completed an identity chart prior to this lesson, have them revisit it, and add on to it, perhaps writing labels others use to describe them.

Explicit Vocabulary Instruction:

1. Introduce each word with these student-friendly definitions.
 - a. **Register:** an official list or record, for example of births, marriages, and deaths, of shipping, or of historic places
 - b. **Clan:** a family, especially a large one
2. Model how each word can be used in a sentence.
 - a. We looked up our birth certificates on the **register**.
 - b. He proudly wore the kilt of his Scottish **clan**.
3. Vocabulary slide deck [here](#).
4. Active practice:
 - a. Would it be accurate to say that a **register** office keeps files?
 - b. How is it different to state that you are part of a **clan** as opposed to a family?

Content Knowledge:

1. Building Background for Korean name traditions:
Watch and discuss [How Korean Names Work \[TalkToMeInKorean\]](#)
2. Review motif.
Remind students that the key aspect is that a motif repeats, and through this repetition helps to illuminate the dominant ideas, central themes, and deeper meaning of a story. Students will make additions to a [NAMES MOTIF MAP](#) throughout the novel in order to note the ongoing use of names as a motif. Students will note any information from the story pertaining to the motif “names.” The map helps students organize their thoughts.
3. Ask students to notice the name, Tae-yul, at the start of Chapter 2. Point out that the chapters will switch from two different characters, Sun-hee and Tae-yul, telling the story in first person narrative. Lead a discussion about how this will allow students to see the events throughout the story through the lens and perspective of two different characters. Discuss pros and cons.

Shared Reading:

Pages 4 - 5 (stop after “Uncle is pacing around like crazy.”)



1. Who is the narrator of this chapter?
2. How does the first person point of view give the reader a deeper understanding of the events?
3. Is Tae-yul reliable as a narrator?

Pages 5 - 6 (stop after “What’s he doing?”)

4. Why is Uncle angered by the words “graciously allowed” used in the order given by the Emperor in relation to his Korean identity?
5. How are the Kims feeling about having to change their names?
6. Uncle says “my name is my soul!” What does this reveal about the importance of names in Korean culture?

Independent Reading:

Students independently read Pages 5 - 6 (stop after “What’s he doing?”) and make notations on their [NAMES MOTIF MAP](#)

Motif Map Directions: Remind students that the key aspect is that a motif repeats, and through this repetition helps to illuminate the dominant ideas, central themes, and deeper meaning of a story. Consider the Big Idea: A person’s name and home language are an important part of their identity; stripping away a person’s name and home language strips a part of their identity. Students will make additions to a NAMES MOTIF MAP throughout the lesson in order to note the ongoing use of names as a motif. Students will note any information from the story pertaining to the motif “names.” The map helps students organize their thoughts and serves as a centralized place for them to jot down notes and ideas.

Discuss:

What evidence from the story illustrates that in Korean culture a person’s name and home language are an important part of their identity?

Students share notations they made on their [NAMES MOTIF MAP](#)

Shared Reading:

Pages 6 - 7 (stop after “My new name: Kaneyama Nobuo.”)

7. Why does Abuji select “Kaneyama?”
8. Why is Uncle satisfied with this selection and how does it relate to our Big Idea: A person’s name and home language are an important part of their identity; stripping away a person’s name and home language strips a part of their identity?
9. Abuji tells the others that they will close their eyes and point to select the letter of their new Japanese name. How is this a form of resistance?

Independent Reading:

Pages 6 - 7 (stop after “My new name: Kaneyama Nobuo.”) and make notations on their [NAMES MOTIF MAP](#) (Review Directions as needed.)

Discuss:

What evidence in the story illustrates that forcing the Korean people to take Japanese names strips away their identity?

Students share notations they made on their [NAMES MOTIF MAP](#)

Formative Assessment:

In this chapter the reader learns that the Japanese are forcing the Koreans to change their names. Explain why names are important to the Kim family and how their response to the Japanese order demonstrates resistance. Write a well-organized paragraph using specific evidence from the story to support your answer.



[Writing a TDA Style Prompt](#)

Fluency, Comprehension and Writing Supports

Fluency	Fluency Protocols
Sentence Comprehension	Juicy Sentence Protocol Sample sentence: Abuji reads out loud from the newspaper: “By order of the Emperor, all Koreans are to be graciously allowed to take Japanese names.”
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 3 SpEd Accommodations
MTSS Practices	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access