

Lesson Guidance 12	
Grade	6
Unit	4
Selected Text(s)	When My Name Was Keoko: Chapters 15 & 16
Duration	2 Days

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

Learning Goal(s)

What should students understand about today's selected text?

Analyze the family's response to Sunhee's mistake and what it reveals about each person's concerns
 Explore Tae-yul's developing identity in relation to being a Korean, a student, and a son

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.

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*

Using the [Chapter 15 Reaction Analysis Chart - Keoko](#) completed during Independent Reading, students will take a closer look at evidence in order to more deeply analyze what is revealed about a specific character's concerns over Sun-hee's mistake. Students will design a [BOOKSNAP](#) in Google Slides.

- Students first select a character to analyze.
- Students then select a portion of the text related to the character and their reaction to Sun-hee's mistake.
- Students then design a BOOKSNAP by highlighting reactions to and connections to the specific parts of a text they selected using various elements, like text, images, gifs, hashtags, and emojis.

Where technology is available for students to take photographs of their novels, students can photograph sections of their text or use SCREENSHOTS available [HERE](#).

As a whole group share the google slides and discuss.



	After all students share their slides and have read Chapter 16, review any/all slides about Tae-yul and discuss. Complete a JAMBOARD where students jot notes about Tae-yul's identity as a KOREAN, a STUDENT, and a SON.
Knowledge Check <i>What do students need to know in order to access the text?</i>	Background Knowledge <ul style="list-style-type: none">• Korea continues to struggle with the fallout of Japanese colonization Key Terms (<i>domain specific terms to analyze the text</i>) <ul style="list-style-type: none">• First Person Point of View: The narrator is a character in the story, may be unreliable (not relating the literal truth about events)• Internal conflict: struggle within one's self; struggles with one's own choices, limitations, behaviors, thoughts, feelings, etc• Characterization: the techniques an author uses to build understanding of a character Vocabulary Words (<i>words found in the text</i>) <i>Explicit Instruction (before reading)</i> <ul style="list-style-type: none">• Wrenched: pull or twist (someone or something) suddenly and violently• Abruptly: suddenly and unexpectedly• Treason: the crime of betraying one's country, especially by attempting to kill the sovereign or overthrow the government• Meekly: in a quiet, gentle, and submissive manner• Contradict: assert the opposite of a statement made by (someone) <i>Implicit Instruction (while reading)</i> <ul style="list-style-type: none">• Raid: a surprise visit by police to arrest suspected people or seize illicit goods• Airstrip: a strip of ground set aside for the takeoff and landing of aircraft• Spade: a tool with a sharp-edged, typically rectangular, metal blade and a long handle, used for digging or cutting earth, sand, turf, etc

Core Instruction

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

Opening Activity:

In small groups students read the following article: [Overlooked No More: Yu Gwan-sun, a Korean Independence Activist Who Defied Japanese Rule](#)

In small groups students complete [IDENTITY ORGANIZER](#) in relation to Yu Gwan-sun as a Korean, a student and a daughter.

Discuss responses as a whole group.

Explicit Vocabulary Instruction:

1. Introduce each word with these student-friendly definitions.



- a. **Wrenched**: pull or twist (someone or something) suddenly and violently
 - b. **Abruptly**: suddenly and unexpectedly
 - c. **Treason**: the crime of betraying one's country, especially by attempting to kill the sovereign or overthrow the government
 - d. **Meekly**: in a quiet, gentle, and submissive manner
 - e. **Contradict**: assert the opposite of a statement made by (someone)
2. Model how each word can be used in a sentence.
 - a. She **wrenched** the phone out of her friend's hand because she was annoyed and in a hurry.
 - b. We stopped talking **abruptly** when the teacher came into the room.
 - c. The soldier was accused of **treason** and put on trial.
 - d. The quiet girl sat **meekly** in the corner, away from all of her new classmates, because she was too shy to introduce herself.
 - e. The boys' versions of how the window broke **contradicted** each other.
3. Vocabulary slide deck [here](#).
4. Active practice:
 - a. Would it be accurate to say that you shouldn't **wrench** something away from another person?
 - b. Should you walk away **abruptly** from a conversation with a friend? Why or why not?
 - c. Should you commit **treason** if you don't like a particular law?
 - d. How is it different to state that someone spoke **meekly** as opposed to authoritatively?
 - e. Would it be normal to **contradict** your boss in front of others?

Content Knowledge:

Background Knowledge Teacher Resources:

- [How Japan took Control of Korea](#)
- [High-Definition Pictures of Japanese Colonial Era Revealed](#)
- [Japan Agrees to Return Korean Artifacts](#)

Review the following terms:

- **First Person Point of View**: The narrator is a character in the story, may be unreliable (not relating the literal truth about events)
- **Internal conflict**: struggle within one's self; struggles with one's own choices, limitations, behaviors, thoughts, feelings, etc
- **Characterization**: the techniques an author uses to build understanding of a character

Shared Reading:

Chapter 15

Pages 77 - 79 (stop after "There was no answer.")

1. The family has just learned that Sun-hee mistakenly warned Uncle that the Japanese were coming for him because of his involvement with the resistance. How does Tae-yul react to her mistake?
2. How do Abuji and Omoni react to Tae-yul's outburst?
3. What is revealed through Sun-hee's first person narration of the internal conflict she is experiencing about her mistake?
4. What does Abuji's response to Sun-hee reveal about his character and his identity as a father?

Shared Reading:

Pages 79 - 81 (stop after "But who know when that would be?")

5. Why did Sun-hee share the details about where each member of the family sleeps?
6. Omoni says "a mistake made with good in your heart is still a mistake, but it is one for which you must forgive yourself." What does this reveal about Omoni?
7. Although Sun-hee knew Omoni said it to comfort her, why do Omoni's words upset Sun-hee?

Independent Reading:

Students reread Chapter 15 (p. 77- 81) independently and complete [Chapter 15 Reaction Analysis Chart - Keoko](#)

Discuss:

Share notes students recorded in [Chapter 15 Reaction Analysis Chart - Keoko](#)

Shared Reading:

Chapter 16

Pages 81 - 84 (stop after “Small, but still a smile.”)

8. Coming of age as a man has been an ongoing theme for Tae-yul throughout the novel. After Abuji had been at the police station he tells Omoni that he is going to go to headquarters and he is quickly silenced by her. Analyze Tae-yul’s identity as a son in relation to his desire to check on Abuji and his reaction to Omoni.
9. Why didn’t the guards assault Abuji like they did Uncle?
10. Tae-yul is struggling with Uncle’s absence. What does his first person point of view reveal about how he is coping in Uncle’s absence and how he’s healing his relationship with Sun-hee?

Shared Reading:

Pages 84 - 86 (stop after “She doesn’t know the first thing about planes.”)

11. How has the war effected Tae-yul’s life as a student?
12. Tae-yul speaks to his father about his desire to work on the airstrip. How does this interaction illustrate how Tae-yul is becoming a man?
13. How does Tae-yul’s work on the airstrip challenge his identity as a Korean?

Formative Assessment:

Using the [Chapter 15 Reaction Analysis Chart - Keoko](#) completed during Independent Reading, students will take a closer look at evidence in order to more deeply analyze what is revealed about a specific character’s concerns about Sun-hee’s mistake. Students will design a [BOOKSNAP](#) in Google Slides.

- Students first select a character to analyze.
- Students then select a portion of the text related to the character and their reaction to Sun-hee’s mistake.
- Students then design a BOOKSNAP by highlighting reactions to and connections to the specific parts of a text they selected using various elements, like text, images, gifs, hashtags, and emojis.

Where technology is available for students to take photographs of their novels, students can photograph sections of their text or use SCREENSHOTS available [HERE](#).

As a whole group share the google slides and discuss.

After all students share their slides and have read Chapter 16, review any/all slides about Tae-yul and discuss. Complete a [JAMBOARD](#) where students jot notes about Tae-yul’s identity as a KOREAN, a STUDENT, and a SON.

Fluency, Comprehension and Writing Supports

Fluency

[Fluency Protocols](#)



Sentence Comprehension	Juicy Sentence Protocol Sample sentence: “As if my mind needs somewhere to hide.”
Writing	Pattan Writing Scope and Sequence Suggested writing skills for this lesson: I. Focus A. Tell about a topic with 2 or more facts B. Include illustrations C. Developing the Topic F. Incorporate details relevant to the topic

Additional Supports	
ELD Practices	Practices to promote Tier 1 access
SpEd Practice	Lesson Guidance 12 SpEd Accommodations
MTSS Practices	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access