

**Teacher Implementation Plan**  
**Due: June 1, 2011**

Name: Ashley Quinn  
2011

Date: May 31,

School Central Catholic High School

Name of Collaborators (if any): \_\_\_\_\_

Unit Title: Lost Names: Delving into the Art & Culture of Naming

Unit Abstract: This unit is designed to not only study the novel *Lost Names* by Richard E. Kim, but also to look at the art of naming. Students will read the novel while also completing a project that researches the history of their own name, whether it be their family name or their given name. Study will also focus on the art of naming in other cultures.

**Content Standards Targeted/End of Cluster Benchmarks:**

**Pennsylvania State Standards for Reading, Writing, Speaking, and Listening (Secondary)**

- 1.1.12.A Apply appropriate strategies to construct meaning through interpretation and to analyze and evaluate author's use of techniques and elements of fiction and nonfiction for rhetorical and aesthetic purposes.
- 1.1.12.D Demonstrate comprehension/understanding before reading, during reading, and after reading o a variety of grade level texts to support understanding of a variety of literary works from different cultures and literary movements.
- 1.2.12.E Identify, analyze, and evaluate the structure and the format of a variety of complex informational texts for clarity, simplicity, and coherence, as well as appropriateness of graphics and visual appeal
- 1.3.12.A Analyze the way in which a work of literature is related to the themes and issues of its historical period
- 1.3.L.A Describe and compare the differing characteristics that distinguish the fiction and nonfiction forms of narrative, poetry, drama, and essay and determine the how the form relates to meaning. AND Evaluate the impact of diverse cultures and writers on the development and growth of literature. AND Examine literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres
- 1.3.L.B Examine the important philosophical, religious, social, political, or ethical ideas of the time.
- 1.3.12.C Analyze the effectiveness of literary elements used by authors in various genres.
- 1.4.C Content: Substantial, relevant, and illustrative content that demonstrates a clear understanding of the purpose.
- 1.4.12.C Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning

- 1.5.12.A Write with a clear focus, identifying topic, task, and audience.
- 1.5.12.B Develop content appropriate for the topic
- 1.5.12.C Write with controlled and/or subtle organization
- 1.5.12.F Use grade appropriate conventions of language when writing and editing.
- 1.6.12.A Listen critically and respond to others in small and large group situations.
- 1.6.12.B Demonstrate awareness of audience using appropriate volume and clarity in formal presentations.
- 1.8.12.A Formulate a clear research question and design a methodology for gathering and evaluating information on the chosen topic.
- 1.8.12.B Conduct inquiry and research on self-selected or assigned topics, issues, or problems using a wide variety of appropriate media sources and strategies. AND Demonstrate the sources have been evaluated for accuracy, bias, and credibility. AND Synthesize information gathered from a variety of sources, including technology and one's own research, and evaluate information for its relevance to the research question. AND Demonstrate the distinction between one's own ideas from the ideas of others, and includes a reference page.
- 1.9.12.A Use media and technology resources for research, information, analysis, problem solving, and decision making in content learning.

**Content Area(s):** English (World Literature)

**Targeted Grades:** 12, but would work in grades 10 or 11

**How Will This Unit Be Integrated into Your Curriculum:** In the World Literature course, I spend time focusing on areas of the world. Within those units, I integrate both culture and literature in order to give the students a better sense of the area that the literature occurs. This will be incorporated into a larger unit on Asian Literature.

**Time of Implementation (how and when will the unit be implemented):** I usually give my seniors about 2 weeks to read a book, but this book is a lower reading level and very easy to read and then time to complete other activities and projects. This unit would work best if it were given about 3-4 weeks. A week and a half for the book and another week and a half to two weeks for the ensuing activities and project.

**Big Idea:** Students will understand that names are important in any culture, but Asian culture emphasizes it even more than other cultures. They will also understand that sometimes a name is just a name, but in some instances, a name is actually who you are.

**Essential Questions (Do these questions reflect the core idea as judged by experts in the discipline):** Why are names important?  
How are people named in America? In Korea? In other countries in the World?  
How did I get my name?  
What is the history of my name?

## Why are names so important in Korean culture or Asian cultures, in general?

Lessons (3-4 smaller lessons that are integral to the unit and lead to the realization of big ideas):

### Lesson 1: An introduction to *Lost Names*

- This lesson will introduce the IMPORTANCE OF NAMES. We will discuss names in our culture, because that is what they are most accustomed to, and then gradually make our way into other cultures.
- Students will be given *Lost Names* and a Reading Schedule that will include benchmarks – when they need to have a certain number of pages read.
- Students will also be introduced to the ongoing Research/Presentation project that will incorporate what they learned about their names.

### Lesson 2: Discussing *Lost Names*

- After reading the first assigned section of *Lost Names* students will get into small groups of 3 or 4 to discuss what they've read thus far. Each group will develop 5 discussion questions.
- Discussion questions will be read by each group and time will be given to respond. Other groups will participate and add their own insights to the discussion. Students will be asked to be courteous and respectful during the discussion.

### Lesson 3: Learning the Hangul Alphabet

- Students will be given a worksheet from *Korean Voices* that will have the Hangul Alphabet on top.
- This lesson will be incorporated after reading the section on the Japanese requiring the adoption of Japanese names. We will continue discussing the importance of our own names.
- Students will practice writing their full name in Korean.
- Students will be given larger pieces of paper to write their name in Korean for display. They will be asked to make this visually appealing in some way, whether it is through the use of colors or pictures.

### Lesson 4: Identifying with “the boy”

- After reading *Lost Names*, it is important to continue our attempt to relate to the main character.
- Students will first write in a paragraph or two how they can relate to “the boy” and then get into small groups to discuss.
- One person in each group will record the reasons why he and his group relate to “the boy”
- A larger discussion with the class will result and the teacher will list the ways the students relate to the character.
- The discussion will culminate with a “What if” discussion. “What if you had been in the position that ‘the boy’ was in? What if you had to change your name?”
- Students should be given time to think about the question and formulate their answers.
- Students will discuss the questions with the large group.

**Culminating Lesson/Activity (the final lesson/activity that ties all lessons together):**

Students will complete a project throughout this unit that will end with a presentation. The presentation will serve as an assessment of what the students learned during the unit and through their research. The project is as follows:

- Interview someone in his family. The interview will consist of questions that are developed in class to discover the history of not only his given name (why he was given the name he was), but also his family name. Where did his family come from? What does his family name mean?
- Research his name. A day or two will be given in class to research his given and family name. What is the meaning of his name? How does it relate to what the person he interviewed said?
- Find a family crest. This will be part of the research. Students will be instructed to find his family crest. This could be part of the interview. Perhaps the interviewee has a copy of the crest or if not, the student will find one online.
- Update your crest. Students will be asked to use the family crest as a basis, but to update it in some way to incorporate what the student takes to be the essential elements of his family.
- Presentation. Students will be asked to present their findings to the class in a presentation. This presentation should include segments of the interview whether it is a voice recording or a video recording, research that was conducted, and the two crests (original and updated) along with explanations of the crests.

While this project seems like a lot, it will begin the day we begin the book and the students will be given 3 weeks to complete it. Presentations will be about 10-15 minutes apiece.

**Assessment: What evidence of learning will you accept?**

While the presentation will be the biggest factor of my assessment, I will use other forms of assessment throughout the unit.

**Informal:**

- **Discussion Days** – on days that we have a class discussion on either the book or the study of names, I will monitor each time a student adds something to the discussion. This can be as simple as a comment to a question or as complex as another discussion question
- **Class Work** – each day I will monitor the effort each student puts in to the class. This will be especially helpful when the students are given time in class to research.

**Formal:**

- **In class writing** – students will be given a prompt and asked to respond to it in a given amount of time. The writing will correspond with the reading. This will be one way to monitor that they are reading and engaging with the novel.
- **Quizzes** – while I don't typically give reading quizzes, sometimes it is necessary. Quizzes will be given two or three times during the unit to, once again, monitor reading.

**Resources Needed (please list specific resources):**

- *Lost Names* by Richard E. Kim (a copy for everyone)
- *Korean Voices: Growing Up During a Time of Crisis* – Lessons 1, 2, modifications of Lessons 11-19, and Appendix: Questions for *Lost Names* (Teacher copy)
- Computers & Internet for research
- MLA worksheet
- Project Guidelines
- Projector
- Teacher created quizzes, writing prompts, & discussion questions
- Background information on Korean names/culture (Teacher presented)
- Video Camera (for loan to students for their interviews)
- Voice Recorder (for loan to students for their interviews)
- Materials for creating crests (for students who don't have access to them at home)

**An explanation of how the seminar helped you develop the plan:**

Had I not taken this class, I probably wouldn't have read *Lost Names*. Obviously that is the simplest way to explain it, but without this class I wouldn't have learned about Korean culture either. I think it is important to show students exactly what other cultures are like and give them some insight into those particular cultures, whether it be through reading or discussion. By giving them a book that they might be able to relate to on some level and one that they will enjoy reading, I can give them the tools they need to understand and appreciate the culture of Korea. Also, through the project they can more closely relate to the character in the novel. I pulled some ideas for the curriculum unit, *Korea Voices*, and will adapt them to be a bit more challenging and more interesting for my seniors.

NOTE: we may upload your implementation plan as an "Uploaded Contribution" to the University of Pittsburgh NCTA online portal, so that it may be shared with other teachers. Please let us know below whether you agree (or not) to this.

I agree to have my implementation plan (or portions thereof) uploaded to the NCTA online portal.

No, please do not make my implementation plan available on the NCTA online portal.