

Lost Names: Delving into the Art & Culture of Naming

Developed by:

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

Course: World Literature

Grade: Developed for 12th grade, but could be adapted for 10th or 11th

Time: 3-4 weeks

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.

Objectives: At the culmination of this unit, students will be able to:

- ✓ identify on some level with the main character and his plight.
- ✓ understand the importance of naming in his culture as well as the culture in the novel.
- ✓ prepare interview questions.
- ✓ interview someone in an appropriate manner and setting.
- ✓ analyze themes and symbols within the novel.
- ✓ discuss topics found within the novel.
- ✓ relate topics found within the novel to things in the current society.
- ✓ research his name on the Internet.
- ✓ identify reliable Internet sources.
- ✓ develop a family crest based on his family's original crest.
- ✓ create a presentation that explains the research completed.
- ✓ create a resources list that is done correctly in MLA format.

Standards: Pennsylvania State Standards for Reading, Writing, Speaking, and Listening

- **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.

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)

Lessons:

Lessons 1-2: An introduction to *Lost Names*

- Warm-up: Why are names important?
- Discuss why students believe names are important.
- Explain the importance of names in our culture.
- Question: What do you know about names in Asian culture?
- Explain names in other countries, focusing on Asian countries, particularly Korea.
- Class Activity: Choose students to "rename" using the formulas from [Korean Voices Lesson 1](#)
- Hand out *Lost Names* and the reading schedule
- Introduce Name Project
- HW: Begin reading, choose interviewee,

Lesson 3: Discussing *Lost Names*

- Warm-up: What do you think will happen next?
- Question: Do you have any questions about what you've read so far? Anything you don't understand?
- Get into groups of 3 or 4
- Discuss the novel with your group. Things that you think are important in the novel so far.
- Come up with 5 discussion questions with your group.
- Large group discussion using developed questions from your group
- HW: Continue reading

Lessons 4-5: Writing good interview questions

- Warm-up: Write an interview question that you would like use for your project
- Question: What makes a good interview question?
- Explain how to write a good interview question. The importance of specificity.
- Choose a partner and write 5 questions to use for an interview with that person.
- Explain the way to conduct an interview.
- Practice interview with partner
- Partner rates your interview based on guidelines of a good interview.

- HW: Read & Write at least 15 GOOD interview questions for your interviewee

Lessons 6-8: Learning the Hangul Alphabet

- Warm-up: Why do you think Chinese, Japanese, and Korean are difficult to learn? Pay specific attention to the writing systems.
- Hand out chart with [Hangul Alphabet](#) on it.
- Explain how Hangul works and how simple it actually is, at least to write.
- Demonstrate on the board how to write own name using the Hangul Alphabet.
- Students spend time practicing writing their own names in Korean.
- Give students, who need it, larger paper to write their names on it in a more creative, visually appealing way.
- Students create visuals of their name to be displayed in the room.
- HW: Continue reading & complete your interview

Lesson 9-10: Identifying with “the boy”

- Warm-up: What did you think of the end of the novel?
- In class writing: How do you relate to “the boy”? Find at least 2 ways you relate to him and explain those in 1-2 paragraphs.
- Get into small groups of 3 or 4
- One person in each group records the reasons why he and his group relate to “the boy”
- Large class discussion – How do the students relate? Teacher records them on the board.
- “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.
- HW: Bring your interview responses to class

Assessment:

Informal:

- Discussion Days
- Class Work
- Research Time
- Attention to presentations

Formal:

- In class writing (2-3)
- Reading Quizzes (2-3)
- Interview Write Up

- Research Notes
- Presentation

Resources:

From *Korean Voices*: Lesson 1

Your full name:

1. Vietnamese: family name, Thi for girls / Van for boys, and given name.
2. Arabic: given name, father's given name, grandfather's given name, family name.
3. Irish: given name, middle name, last name if father's given name with O' preceding.
4. Scottish: given name, middle name, last name is father's given name with Mac preceding.
5. Russian: given name, father's given name with "vich" for boys and "vna" for girls, then the family name (add "a" at the end of the family name for girls)
6. Burmese: given plus middle name, with prefix of "ma" for girls and "maung" for boys.
7. Korean: father's family name first, then your give name.
8. Malaysian: given name then father's given name.

From *Korean Voices*: Lesson 2

●Consonants:

ㄱ	ㄴ	ㄷ	ㄹ	ㅁ	ㅂ	ㅅ	ㅇ	ㅈ
\k,g\ kiyok	\n\ niun	\t,d\ tikut	\r,l\ riul	\m\ mium	\p,b\ piup	\s,sh\ siot	\ng\ iung	\ch,j\ chiut

ㅊ	ㅋ	ㅌ	ㅍ	ㅎ
\ch\ ch'iut	\k\ k'iuk	\t\ t'iut	\p,f\ p'iup	\h\ hiut

●Vowels

ㅏ	ㅑ	ㅓ	ㅕ	ㅗ	ㅛ	ㅜ	ㅠ	ㅡ	ㅣ
\a\ la	\ya\ lya	\eo\ leo	\yeo\ lyeo	\o\ lo	\yo\ lyo	\u\ lu	\yu\ lyu	\eu\ leu	\ee\ lee