

When My Name Was Keoko
(A 6th Grade Lesson Plan Relating to Korea)
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- I. Purpose
 - A. Big Concept: Let's have a Book Banquet to help us recall and enjoy food eaten in Korea during the 1940s.
 - B. Essential Questions
 - 1. Which foods are familiar to us...in our culture, today?
 - 2. Which foods are new (unfamiliar) to us?
 - 3. How did the Japanese occupation of Korea affect which foods were available to Koreans?
 - 4. How did Japan's increasing involvement in World War II affect the availability of food in Korea?
 - 5. How was food prepared, served, and eaten?
 - 6. What new foods were introduced to Koreans following the defeat of Japan by the Americans (the end of World War II)?

- II. Rationale: An End-of-the-Novel Culminating Activity
 - A. Literature Appreciation (Student Responses)
 - 1. Interactive/creative response to the novel
 - 2. Written response: writing a summary of a passage
 - 3. Verbal response: oral presentation to class
 - B. Building a Community of Classroom Learners
 - 1. Social interactions with classmates
 - 2. Fun way to do a book report
 - C. Appreciation of Other Cultures
 - 1. Economics and historical contexts
 - 2. Compare and contrast

- III. Materials
 - A. Class set of novels: When My Name Was Keoko, by Newbery Award recipient Linda Sue Park (Dell Yearling, New York: 2002).
 - B. Book Banquet handout (one for each student).
 - C. Chart paper for entire class to see.
 - D. Food items (brought to class by students).

IV. Activities

- A. Assuming this novel will be read together as a class, the teacher informs the students during the first chapter or so that we will be having a Book Banquet together when we have finished reading the entire book. This will be a fun way to replace a "traditional" end-of-novel book report.
- B. In the meantime, using chart paper posted prominently in the room, the teacher and students will start to list all food items that are mentioned throughout the course of the novel (including the page number where mentioned for easy reference later). As each new item is added to the list, teacher and students discuss the "Essential Questions" recommended for this lesson.

List of Food Items (and page numbers where found)

rice	30
barley	30
millet	30
squash	31
sweet potatoes	31
cucumbers	31
<u>duk</u> (sweetened rice cake)	43
popcorn	44
apple	59
red beans	109
fish	109
rice and beans	159
"mystery meat"	159
crackers	171-172
chewing gum	172
flour	173
canned peaches	173

- C. After the entire book has been read, students reflect on the book and decide which food item they would like to bring to the Book Banquet. The teacher should give the students at least a

week's notice, scheduling the Book Banquet on a Monday so that students and their parents will have adequate time to purchase ingredients, prepare the food, etc. Students also complete the Book Banquet handout before coming to class, ready to share the information on their handouts the day of the Book Banquet.

- D. The day of the Book Banquet: Teacher helps students set out their food items on a large table. Students take turns sharing what they have written on their handouts by making brief, informal oral presentations to their classmates (emphasis is on which food item the student brought, and why). Students serve themselves and enjoy the food. Then, while students are dining, teacher asks them to take turns reading aloud their pre-selected "favorite" passages of the book (a page or so).
- E. Teacher models good manners and appreciations by praising everyone for their contributions, leading the group in a round of applause for each other's efforts, etc. Plan on enough time so students will help with clean-up at the end. Also collect all Book Banquet handouts (assignments) for grading.

V. **Assessment(s)**

- A. Book Banquet handout (written response to novel)
- B. Students' oral presentations
- C. Students' participation in class discussions
- D. Food items prepared and shared

VI. **Intended Grade Level: 6th Grade**

- A. Scale down to 4th or 5th grades: Teacher should use the novel as a read-aloud to students (rather than as a class novel for students to read). Use the Book Banquet idea at the end of the read-aloud (adapt the handout so students are not required to choose a passage to read to the rest of the class).
- B. Scale up to 7th or 8th grades: Use the lesson plan, as given, for 6th graders, except that the teacher should ask for more in-depth oral presentations at the 7th and 8th grade levels.