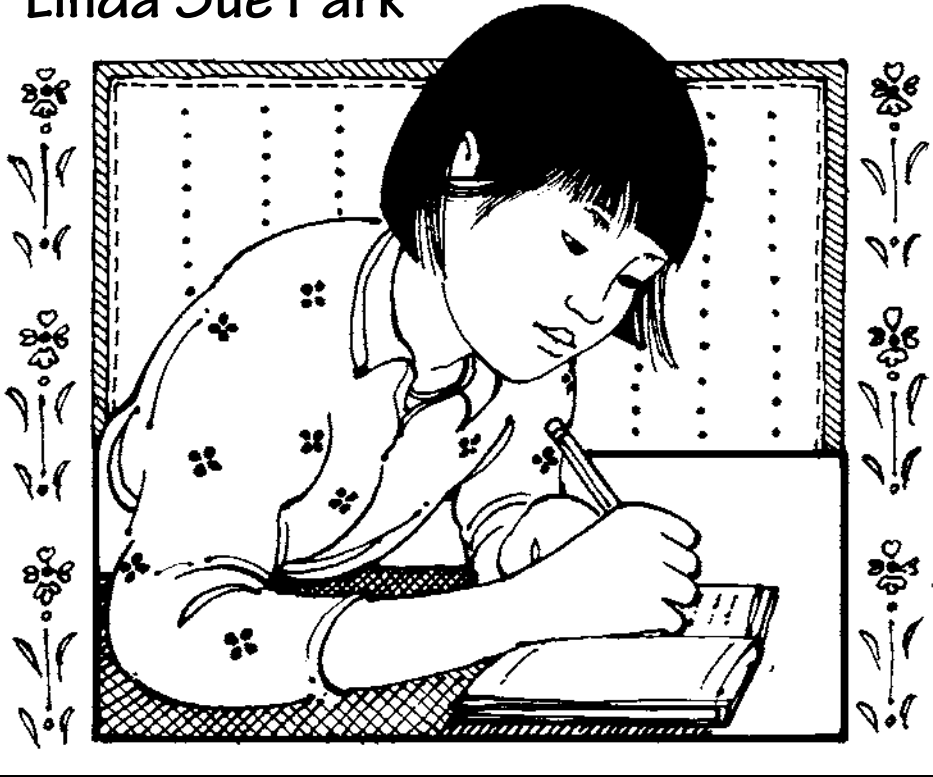


Novel·Ties

When My Name Was Keoko

Linda Sue Park



A Study Guide

Written By Carol Alexander

Edited by Joyce Friedland and Rikki Kessler

LEARNING LINKS

P.O. Box 326 • Cranbury • New Jersey 08512

TABLE OF CONTENTS

Synopsis	1
Background Information	2
Pre-Reading Activities	3 - 4
Chapters 1 - 7	5 - 8
Chapters 8 - 12	9 - 11
Chapters 13 - 17	12 - 14
Chapters 18 - 24	15 - 17
Chapters 25 - 28	18 - 19
Chapters 29 - 32, Author's Note.	20 - 22
Cloze Activity	23
Post-Reading Activities.	24 - 25
Suggestions For Further Reading.	26
Answer Key	27 - 29

Novel-Ties® are printed on recycled paper.

The purchase of this study guide entitles an individual teacher to reproduce pages for use in a classroom. Reproduction for use in an entire school or school system or for commercial use is prohibited. Beyond the classroom use by an individual teacher, reproduction, transmittal or retrieval of this work is prohibited without written permission from the publisher.

For the Teacher

This reproducible study guide to use in conjunction with the novel *When My Name Was Keoko* consists of lessons for guided reading. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its own reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for reading development by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits, formed by practice in focusing on interpretive comprehension and literary techniques, will be transferred to the books students read independently. Passive readers become active, avid readers.

PRE-READING ACTIVITIES AND DISCUSSION QUESTIONS

1. Preview the book by reading the title and the author's name and by looking at the illustrations on the cover of the book. What do you think this book will be about? When and where do you think it takes place?
2. **Social Studies Connection:** What do you know about Korean history, in particular, the period when Korea was occupied by the Japanese? Read the Background Information on page two of this study guide and do some additional research. Then brainstorm with a small group of classmates to fill in the first two columns in a K-W-L chart, such as the one below. When you finish the book, record what you learned in the third column.

What I Know -K-	What I Want to Know -W-	What I Learned -L-

3. **Social Studies Connection:** On a world map or globe, identify North Korea and South Korea, Manchuria, and Japan to familiarize yourself with the setting of the story.
4. Have you read any other books or stories set during World War II? Jot down whatever you can remember from your reading. After you have finished reading *When My Name Was Keoko*, compare the facts and observations in your notes to those you discovered while reading this book.
5. In this novel, some of the characters join an underground resistance movement against the ruling political regime. If possible, interview someone who has taken part in a resistance movement or go to a search engine online, using the key words "resistance fighters," "audio," "video." You will learn how people can work to resist oppression.
6. Prejudice is the result of stereotyping, which fosters an oversimplified image of a group of people. Stereotypes and prejudice cause people to behave unjustly and sometimes with great cruelty. How might such negative and unfair ways of viewing others give rise to violence? What examples of prejudice have you witnessed or experienced?
7. **Cooperative Learning Activity:** Work with a small group of classmates to discuss the basic rights of human beings in both private and public life. Make a list of the rights mentioned in your collaborative group. As you read *When My Name Was Keoko*, notice how a nation may be deprived of basic rights when a foreign country imposes its rule.

CHAPTERS 1 – 7

Vocabulary: Antonyms are words with opposite meanings. Draw a line from each word in column A to its antonym in column B. Then use the words in column A to complete the sentences below.

- | <u>A</u> | <u>B</u> |
|--------------|------------------|
| 1. solemn | a. fail |
| 2. sternly | b. descendants |
| 3. abrupt | c. light-hearted |
| 4. traitor | d. order |
| 5. excel | e. mildly |
| 6. ancestors | f. forbidden |
| 7. required | g. gradual |
| 8. clutter | h. patriot |

-
- If you _____ at drawing and painting, you might have a career as an illustrator.
 - Our _____ established many of the customs we still follow today.
 - In a(n) _____ voice, the judge read the sentence for the court to hear.
 - After students complete their _____ courses, they may choose such interesting classes as photography, weaving, or dance.
 - It is hard to find what you are looking for in all this _____!
 - The spy was captured and declared a(n) _____ to his country.
 - The teacher scolded the class _____ for forgetting to do their assignment.
 - With a(n) _____ motion, the speaker raised her hand to call for silence.

Read to find out why the lives of Sun-hee and her family changed dramatically.

Questions:

- Why didn't Omoni want to discuss important matters with Sun-hee? What did her attitude reveal about the roles of men and women in Korea in the mid-twentieth century?
- How did the Japanese take over Korea in 1910? How did this affect the lives of the Korean people?
- How did Sun-hee and the other members of the Kim family react to the new law that was declared by the Emperor of Japan?