

# Seeing the Whole Picture

10

## LEARNING TARGETS

Analyze using a story map.

## PREPARATION

Copies of headings for story map.  
Bio-Poem directions from Lesson One.

## GETTING STARTED

Revisit the KWL chart. Allow time for students to update their individual records.

## DEVELOPING UNDERSTANDING

Initiate a discussion of Year of Impossible Goodbyes by asking students to complete this sentence: I never realized... Encourage them to “Say more” to plumb deeper into their thinking about particular aspects of the content.

## ACTIVELY ENGAGING THE LEARNER

Explain that the discussion can continue as the story map reminds students of other insights or new awareness.

Post the headings for story map. If students are productive and enjoy working in small groups, assign headings to particular groups. Ask the students to make a preliminary list as they discuss the heading and then record their best information concisely on the chart.

When all groups are finished, they should present their information. Begin with Setting, then, Theme, Characters, Events, Conflicts, and Resolutions. When differing opinions arise, encourage students to defend their choices and support their positions with examples. Encourage others to raise relevant questions.

Ask students to select one character from the story and create a bio-poem for that character. Offer the option of a line-down poem in which a name is written vertically, one letter per line. Each letter then becomes the first letter of the word for that line of the poetry.

Such a young girl,  
Oppressed,  
O  
K  
A  
N

## ASSESSMENT

Consider the group behaviors, interactions, and responses. Evaluate the quality of information discussed and the depth of understanding revealed in the poems.

Essay questions could be used for grading. A sample test is at the end of this lesson.

# Essay Test

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1. What do you think is the meaning of the title? Explain why you think the author chose this phrase as the title for the story.

2. Would you recommend this novel to other American teens? Why or Why not?

3. "Buddhism teaches that there is dignity in each living being; all life deserves compassion and respect; and each person must find his or her own path to enlightenment and an understanding of the meaning of life. It also prohibits killing, stealing, lying, adultery, and intoxicants." ("Buddhists' Holy Day, Cincinnati Enquirer, May, 1998.

Many Koreans, like Grandfather, were Buddhists. Given this Buddhist understanding of life, explain why Koreans were so distressed about the Japanese occupation. Support your explanation with examples from the novel.

# Setting

# Theme

# Characters



# Conflicts



# Resolutions

## Note

The rest of the unit compares the account in Year of Impossible Goodbyes with the account of the same time period in Korea from a young man's perspective. The book, Lost Names , is used.

If a teacher is limited to just the one book, Year of Impossible Goodbyes , the remaining lessons may be used with slight modifications. In another option, the teacher could read the selections from Lost Names to the students from the teacher's copy of the book.

The concepts of identity/name, human rights and abuse of power, loss, freedom/liberty, and character may be developed using the examples from Year of Impossible Goodbyes only.