Lost Souls

LEARNING TARGETS

Understand the concept of compassion.

PREPARATION

List of questions for Chapter Seven of Lost Names. (See Appendices.)

GETTING STARTED

Ask the students to describe the events surrounding the collecting of the rubber balls. If students draw conclusions, ask them to find a part of the chapter to read aloud to justify their statements. Stop the discussion just after the boy is taken home to recuperate.

DEVELOPING UNDERSTANDING

Invite the students to follow along as you read from Chapter Five of Lost Names . Begin on page 137 through the end of the chapter. Ask students how they would have felt to be part of the cast of that play. How would they feel about the boy? What do you suppose the people of the village were saying privately?

Read again page 142 slowly. Ask the students to answer the questions for the boy. What did the mother mean by "wounded souls?" How might the conquerors be wounded souls, too? Is Captain Narita in Year of Impossible Goodbyes a wounded soul? How might the Korean collaborators be wounded souls?

Are there wounded souls in our circles? What should be our responses to their situations? How do we show compassion? (Realize that some of the questions might have no ready or simple answers but provide points for significant reflection on the universal conditions of humankind.)

ACTIVELY ENGAGING THE LEARNER

Using the story analysis materials from Lesson Nine, complete the information for <u>Lost Names</u>.
Ask students to make journal entries about their learning in today? lesson. Suggest that they write about their evolving understanding of "wounded soul."Free verse, lament, or ballad might be modes for expression.

ASSESSMENT

Consider the responses of the class and the individual responses (verbal and nonverbal). Encourage students to express their feelings through writing. More verbal students may need to "talk through" their feelings before writing or having someone serve as a scribe.