KOREAN LITERATURE
BASED CONTENT-AREA
RESOURCE GUIDE

New York State Education Department
Office of Bilingual Education
Board of Education of the City of New York
Office of English Language Learners
Asian Languages Bilingual Education Technical Assistance Center
Korean Literature Based Content-Area Resource Guide

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INTRODUCTION

As NYC Public School classrooms continue to be filled with faces of students from diverse cultures and the demands to have these students achieve high standards intensified, educators need to find materials that are meaningful and appropriate for them. Teachers working with these students have indicated that when students of diverse cultures are presented and taught with books and materials from their native culture, students learn eagerly and effectively. Research findings also report that students improve their cognitive and academic language skills while they are engaged in those classroom activities.

Having conducted needs assessments with field staff, ALBETAC put together this Literature Based Content Area Resource Guide to help teachers of K-6. Although this curriculum guide uses folktales and literature translated into English from Korean, any teacher who wishes to conduct genre studies, theme studies, and other subject areas can use this guide.

The folktales selected for this guide contain universal themes such as good vs. evil, hard work being rewarded, the importance of interdependence, and reward of honesty. These themes usually appeal to students of all ages and backgrounds. After considering the thematic appropriateness, the authors then had to figure out the content-area connections. Without the useful content area connections aligned with the new standards, this guide would be of no use to teachers.

Each story is aligned to content area lessons. There is a content-area web for each story. Each web contains five subject areas: Language Arts, Mathematics, Science, Social Studies and Arts. Under each content-area, there is a list of suggested activities. Some suggested activities are accompanied by activity sheets which can be duplicated for use in the classroom.

Any activity outlined in this guide can be adapted to fit the needs of each class. The activities can be modified to make them more appropriate for the grade level or for a particular student population. Teachers can always modify any segment of the web in order to adapt the activities with classes and lessons. Students and educators can explore the world of literature in a content-friendly manner that fulfills the requirements of the English Language Arts standards.
ACKNOWLEDGEMENTS

The Asian Languages Bilingual Education Technical Assistance Center (ALBETAC) staff extends their deep appreciation to the following individuals for their assistance in the production of Korean Literature Based Content-Area Resource Guide:

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The story, *Blindman's Daughter*, is about the unconditional love that exists between a blind man and his daughter. The daughter decides to sacrifice her own life so that her father may be able to see. After she is sacrificed to the Sea Dragon King, he sends her back to her father's world in a lotus flower because the King is so moved by her beauty and kindness. The king on earth finds the flower and his son, the prince, falls in love with the girl. She invites all the blind men of the kingdom to the palace for a wedding banquet and there, she is reunited with her father. At their reunion, the father regains his sight.
BLINDMAN’S DAUGHTER

Story Retold

Long, long ago there lived a girl, named Shim Chung, who was raised by her blind father because her mother died when she was just born. Chung was very kind and loving. She cared for her father dearly. Her blind father was unable to work, so the daughter worked for other people so that she could get food for herself and her father. She was strong and healthy and she was a hard worker. People all throughout the village knew of her good skills. Many people wanted her to work for them. The daughter was very busy, going from here to there, working at different jobs.

One day she went to work in a village that was far from her home. She was busy all day long. Finally, when it was time for her to go home, it was already dark outside. While waiting at home, her father became very worried about her. He decided to go outside and wait for her. He was trying to cross the bridge that led to the village but he stumbled and fell into the stream under the bridge. “Help! Help!” he cried out. At that time, a Buddhist monk was passing by. He heard the father’s cries for help and pulled him out of the water.

“Thank you. Thank you so much!” said the blind man. The monk replied, “Dear friend, if you bring 300 bags of rice to the temple, I am sure that you will be able to see again.” “I’ll be able to see? Could it be possible?” The blind man was so excited that right then and there, he promised to bring 300 bags of rice to the temple. After the monk left, the blind man began to worry about how he could possibly get 300 bags of rice.

When the daughter finally returned home, she could tell that something was bothering her father. “Father, what is it? What’s wrong?” she asked. Her father told her about everything that happened. “How can I possibly bring 300 bags of rice to the temple when we hardly have enough rice to eat for ourselves?” said father. “Don’t worry,” said the daughter. “Everything will be all right.”

A few days later, the daughter heard about some sailors who wanted to buy a young girl to sacrifice to the Sea Dragon King. They had to make this sacrifice so that they could pass safely through the sea. The blind man’s daughter went to the sailors and told them about her father, his sight and the bags of rice. The sailors were impressed with her kindheartedness and said, “Don’t worry about your father. We will give you the 300 bags of rice.”

The daughter told her father that she was going to work for some people in a village far away. She told him that they paid her 300 bags of rice as payment for her service. The daughter then left with the sailors. As their ship sailed through the sea, a strong wind began to blow. Waves started crashing against the ship and the sailors began to worry. They tried to give food offerings to the Sea Dragon King, but the waves and wind were still very strong. The daughter saw that the ship would be crushed. She knew what she had to do. She threw herself into the angry sea and the sea suddenly grew peaceful.
Several days passed and the daughter woke up in a beautiful room. "Where am I?" she wondered. She looked out of the windows and saw fish of every color and size passing by. "Welcome to the Dragon Palace," she heard. She turned around and saw the Sea Dragon King himself. "You are beautiful, kindhearted, and brave." said the Sea Dragon King. "When you sacrificed yourself to save the ship, I knew that you were a remarkable young lady. Stay here and rule with me as my very own daughter." The Sea Dragon King could see that she was not pleased with this. He asked her to explain how she came to be on the ship with those sailors. The daughter told him the whole story and the King was moved to tears. "Not only are you beautiful, kindhearted, and brave, but you are also a loving and devoted daughter." The Sea Dragon King put her inside the petals of a lotus flower and sent her back to the land of her father.

The daughter was safely tucked inside the flower and was rocked to sleep by the gentle waves. Out on the sea, some fishermen spotted the beautiful flower. "A flower this beautiful has to be brought to the king," they decided. They pulled the flower out of the water and brought it to the king. The king looked at the magnificent gift, when suddenly, the petals began to slowly open. "Look! Someone is in the flower!" The daughter woke and stood up. Everyone in the court admired her beauty, especially the prince. He immediately fell in love with her and asked her to be his wife.

The prince and the blind man's daughter were married. The princess believed that her father was still blind so she invited all the blind men of the kingdom to a feast at the palace. It was at this feast that the princess hoped to find her father. Many blind men arrived at the palace and ate delicious food and were entertained by the court musicians. The feast was held for many days but she did not see her father. It was the last day of the feast and the princess had almost given up hope. Suddenly, as old, blind man in tattered clothes, stumbled into the court. "Father!" cried out the princess. She ran to the old man and hugged him. As the princess wept, her tears of joy landed on the blind eyes of her father. "Who is it that calls me father?" he cried. The blind man opened his eyes and, to his wonder, he was able to see. Father and daughter were reunited and they all lived happily ever after.
BLINDMAN'S DAUGHTER
Summary of Suggested Activities

Language Arts:

1 - Plot Organizer: Map the sequence of the story. Use the Plot Organizer to identify and recall each significant event in the story. Have students use the plot organizer to retell the story. (L.A. 1)

2 - Cause and effect: How does one event affect the story? In what way does each event lead to the following event? (L.A. 2a)

   How can one cause produce multiple effects? How can multiple causes produce one effect? (L.A. 2b)

3 - Diamond Poetry: Tell the story of the Blindman's Daughter using a few but powerful words in a rhythmic flow. (L.A. 3)

Math:

1 - Division: Word problems using story situations. (M. 1)

2 - Conversion: Metric vs. Standard
   Metric measurement conversions (1 kg. of rice = ? grams) (M. 2)

3 - Coordinate Geometry: Use a grid to make a map of the village and plot the various significant places from the story on the map using coordinates. (temple = -12, 11 Blindman's house = 8, 4 etc.) (M. 3)

4 - Measurement: What are the appropriate units of measurement? (M. 4)

Science:

1 - The Five Senses: The blind man was unable to see. What are the senses which we use each day (sight, hearing, taste, smell, touch) and how do we use them throughout the course of our daily lives? What would life be like without the use of a particular sense? (S. 1)

2 - Mystery Box: Use one sense or a combination of two or three of the senses to identify the mystery objects. (Touch cotton, smell onions, taste sugar, hear coins, etc.) (S. 2)

3 - Water Plants vs. Earth Plants: How do water plants live and grow differently from earth plants? How are they similar and how are they different? What are the different parts of the plants? Why do they have different parts? How does environment affect plant structure? (S. 3)
BLINDMAN'S DAUGHTER
Summary of Suggested Activities

Social Studies:

1 - Study of rice in different countries: Rice is a staple found in many different countries. How are they similarly eaten? How are they different? What are the different ways of preparing rice? What are the different types of rice?

2 - Study of climates for rice growth in different areas: How is rice cultivated and grown? What are the conditions needed for rice growth? How does geography influence rice growth?

3 - Human sacrifice practices: Why did some cultures practice human sacrifice rituals? What are some of the stereotypical attributes of those who are sacrificed (virginity, beauty, youth, etc.)? Why? What are some examples of how and why people were sacrificed?

4 - Compare social classes; nobility, clergy, commoners: How did the different classes live? How were they treated differently? Compare with today's class structure (economic, educational, celebrity, etc.)

Arts:

1 - Performing Arts - Drama: In cooperative groups, write an original script following the story line. Act out the play.

2 - Asian Calligraphy: Study brush writing. Learn how and why Asian cultures use this technique to illustrate and express various ideas.

3 - Compose music with poetry: Identify the different moods of the various parts of the story. Compose music to accompany the mood (sadness - slow and melodic, fear - sharp and abrupt sounds, happiness - light and upbeat, etc.)
Use this plot organizer as an example to elicit responses from students. Map out the specific events of the story.

Father and daughter love each other very much.

Father and daughter are reunited and the father is able to see.

To regain his sight, the father must bring 300 bags of rice to the temple.

Out of her love for her father, the daughter sells herself to sailors to be used as a sacrifice to the Sea dragon.

300 bags of rice are brought to the temple and the daughter is sacrificed into the sea.

Knowing that she wanted to return to her father, the Sea Dragon King put the daughter in a lotus flower to send her back to the land of her father.

The Sea Dragon King admires the daughter's beauty and wants to adopt her as his own daughter.

The daughter is married and invites all the blind men of the kingdom to a feast in the hopes of finding her father.

The lotus blossom is taken to the king and the prince falls in love when the lotus blossom opens and reveals the daughter.
Blindman’s Daughter: Language Arts Activity - Plot Organizer  (L.A. 1)

Write out or make a picture for each event that occurred. Make sure the story is told in the proper sequence.
**Blindman's Daughter:** *Language Arts Activity - Cause and Effect* (L.A. 2a)

Directions - Identify the effects a particular situation produced. Identify the cause for each effect.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
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<tr>
<td>The water was fierce and the ship was being tossed</td>
<td>The daughter was sacrificed to the Sea Dragon.</td>
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<tr>
<td>The monk told the father that if he brought 300 bags of rice to the temple, he would be able to see.</td>
<td>The daughter sells herself to sailors for 300 bags of rice.</td>
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Blindman's Daughter: Language Arts Activity – Multiple Causes and Effects (L.A. 2b) Identify the multiple effects of one cause.

Identify the multiple causes for an effect.
Blindman's Daughter: Language Arts Activity – Diamond Poetry (L.A. 3)

Each line of the poem has a different instruction for the type of words that are to go in the lines. Follow the instructions to develop your own poem. A sample poem has been done for you.

Daughter
(character – 1 word)

Self
(describing words – 2 words)

Sacrificing

Like
(simile – 3 words)

an

Offering

Thrown
(story fact – 4 words)

Into
the
Sea

Reunited
(story conclusion – 3 words)

With
Father

Tearful
(describing words – 2 words)

Joy

Sight
(conclusion – 1 word)
Blindman's Daughter: Math Activity – Division (Teacher Resource)  (M. 1)

The daughter had to deliver 300 bags of rice to the temple. She could not carry them all at one time. How could she divide the work so that she could deliver all the bags in equal amounts at one time?

Example: How many bags would she have to carry at a time if she made ten trips?

\[
\begin{array}{c}
30 \\
10) 300
\end{array}
\]

Answer: She would have to carry 30 bags at a time.

How many bags would she have to carry at a time if she made

30 trips? Answer: 10
60 trips? Answer: 5
5 trips? Answer: 60
15 trips? Answer: 20
150 trips? Answer: 2
75 trips? Answer: 4
**Blindman’s Daughter: Math Activity – Coordinate Geometry**  (M. 3)

Directions: Label the different axes and points on the x and y of the graph. Plot the various significant places from the story using the coordinates. Make your own coordinates for other places from the story (actual or inferred). Plot them on the graph.

Blindman’s house – (8,4)
Temple – (-12,11)
Ship’s port – (16,-9)
Bridge – (10,0)
Blindman's Daughter: Math Activity – Measurement  (M. 4)

What are the units of measurement that are used to measure:

- The depth of the sea?
- One grain of rice?
- One bag of rice?
- The weight of the boat?
- The amount of water in the lotus flower?
- The length of the lotus' stem?
- The distance from the house to the shore?
- The amount of water seeping into the boat?
Which sense did you use? What did you see, smell, hear, touch, or taste? Fill in the chart.

**The Five Senses**

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<th>Touch</th>
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TWO BROTHERS AND THEIR MAGIC GOURDS

This folktale is about two brothers. One is good and the other is evil. The evil brother mistreats his good brother and tries to change his fate by intentionally harming a peaceful bird. The evil brother faces consequences for his evil deeds. He becomes bankrupt and is invaded with plagues and monsters. The good brother is blessed with wealth and happiness. In spite of the past, the good brother forgives the evil brother and they live happily ever after.

Language Arts
1 - Good vs. Evil
2 - Points of view
3 - Character map
4 - Story map
5 - Prediction: Alter the ending
6 - Farm life vs. City Life

Math
1 - Family tree fractions
2 - Ordinal number vs. Cardinal numbers
3 - Factoring: growth of gourds
4 - Metric conversions

Science
1 - Bird migration
2 - Agricultural production
3 - Prey vs. Predator
4 - Use of natural resources

Arts/Music
1 - Collage of farm landscape
2 - Comparison of "evil" music and "good" music
3 - Compose a rap about the two brothers

Social Studies
1 - Significance of nature in Korean culture
2 - Compare and contrast the uses of and significance of gourds in various cultures
3 - Compare roles of men and women in various cultures
TWO BROTHERS AND THEIR MAGIC GOURDS

Story Retold

A long, long time ago, there lived two brothers named Nolbu and Hongbu. Their father's health was failing and he told the older son, Nolbu, and the younger son, Hongbu, to be good to each other even after his death. Both brothers promised to honor and look after one another.

After the father's death, the two brothers lived together, with their families, under the same roof. For a few years, the two families lived together peacefully. But the greedy older brother wanted to have all of the family's possessions for himself and so he kicked the younger brother out of the house.

Poor Hongbu and his wife helplessly moved into a tiny shack with their two children. They were cold and hungry but Hongbu never resented or complained about his older brother, Nolbu.

Spring came and the birds migrated from the south. A family of birds built a nest under the roof of Hongbu's house. One day, a huge snake crawled toward the nest and was about to attack the baby birds. A baby bird fell from the nest and broke a wing. Hongbu chased the snake away and nursed and treated the baby bird with tender loving care. He helped mend the wing and returned the bird back to his nest.

One day, Hongbu and his wife were working out in the fields and heard a familiar sound. The once injured baby bird was fully recovered and was flying happily around the courtyard. The bird then dropped three peculiar looking seeds in front of Hongbu and his wife. Hongbu picked up the seeds and upon close examination, saw that they were gourd seeds. Hongbu planted the seeds in his backyard that very same day.

Only a few weeks after planting the gourd seeds, three giant gourds grew rapidly tight before their eyes. Hongbu's family was amazed at how quickly these gourds were growing. They were eager to eat the inside, dry the empty gourds, and sell them in the market.

Once he saw that the gourds were ripe, Hongbu picked one of them, and began to slice it in half. The family could not believe their eyes. The gourd was filled with silk, gold, and precious jewels. When they opened the second gourd, a mountain of rice piled up before them. Finally, from the third marched male and female servants who bowed down to Hongbu and his family and began building a beautiful house. Hongbu could not believe what had just happened to him. He was totally shocked! He and his family had instantaneously become very wealthy.
News of Hongbu's great fortune traveled quickly. When Nolbu heard of his brother's fortunes, he fumed with jealousy. He found out exactly what had happened and how the bird that Hongbu helped, gave him the seed from which the treasure-filled gourds grew. Nolbu went to look for a bird's nest. He found one and struck it with a stick. A baby bird fell from the nest and broke its wing. Mean-spirited Nolbu applied a dirty rag to the injured wing and commanded the bird to bring him a gourd seed. The fragile bird somehow survived and flew away a few weeks later.

Nolbu was anxiously awaiting the arrival of spring. He was sure that the bird would bring him a magic gourd seed. Once spring arrived, a bird did come to his house and dropped three seeds in front of Nolbu. Nolbu was overjoyed and immediately planted the seeds in his yard. He was afraid that someone might steal his gourds, so he patrolled the yard, day and night, without sleeping a wink. Soon, the gourds grew to a gigantic size. Nolbu and his family couldn't wait to open them up.

As soon as the gourds ripened, Nolbu hastily picked one up and began to cut it open. He was shocked to find that the first gourd was filled with snakes, frogs, and poisonous insects. They went out into the field and completely destroyed all his crops. He cut open the second gourd and muddy water poured out of the gourd and ruined his home. When the third gourd was opened, an army of evil goblins marched out and smashed his house and all of their belongings. Nolbu and his family were left with nothing.

Nolbu and his family had nowhere to turn. He went to his brother's house, got on his knees and begged for forgiveness. Kind Hongbu embraced his brother and invited his family to live with them. From that day forward, they all lived together in peace and happiness.
TWO BROTHERS AND THEIR MAGIC GOURDS
Summary of Suggested Activities

Language Arts:

1 - Values Lesson: Students can define, "good" and "evil"
Discuss how values are defined culturally. Further discuss the similarities and differences of values in different cultures. (L.A. 1)

2 - Point of View: Discuss the definition of point of view by reading books such as The True Story of the Three Little Pigs, The Encounter, and Steck-Vaughn 'Point of View' Flip Books. Discuss the points of view of the two brothers. (L.A. 2)

3 - Character Web: Have the students make a Character Web and write about the character in descriptive, expository writing. (L.A. 3)

4 - Have the students make a story map, outlining the setting, character, plot, problem, climax and resolution. (L.A. 4)

5 - Have students predict the outcome of the story after reading part of the story. Have students alter the ending of the story after reading the entire story.

Math:

1 - Family Tree Factors: Have the students interview family members, make a family tree, and understand the multiplicity of reproduction.

2 - Ordinal and Cardinal Numbers: Distinguish between first, second, third, and one, two, three

3 - Fraction: Growth of Gourds - Patterns, multiples, factors (M. 3)

4 - Metric Conversion: Convert weight from standard measurement to metric units. Estimate the weight of gourds.
TWO BROTHERS AND THEIR MAGIC GOURDS
Summary of Suggested Activities

Science:

1 - Study bird migration by conducting research using computer software, reading informational scientific books, brochures, and reference materials. Compare bird migration with human migration/immigration/emigration.

2 - The concept of nature in different cultures:
   From the book, discuss the significance of nature and examine the necessity for a delicate balance in nature. (preservation, recycling, etc.)

3 - Discuss the relationship between prey and predators. Extend the idea to human relationships, situations, and nature.

Social Studies:

1 - Agricultural Production:
   Identify the natural resources in various countries. Discuss and learn the methods of agricultural practices.
   How do geography and natural resources relate to the type of products that are produced in each country?
   What products are produced and how do people use their products? (usage of raw materials, cooking, etc.)

2 - The significance of gourds: Compare the uses of gourds as seen in this story with some other uses that other cultures have for gourds.

3 - Gender Roles: Have students role-play and act out roles of the opposite gender. Role play various hypothetical situations given by the teacher. (S.S. 2)

4 - The Use of Natural Resources: Discover the various natural resources found in each region selected and list the ways in which these resources are used.

Arts:

1 - Make a collage, using magazines and color paper to depict farm life.

2 - Discuss timbre, rhythm, beat, melody, etc. in deciphering the music which depicts "good" and "evil."

3 - Have the students write and perform a RAP song about the brothers.
**Two Brothers and Their Magic Gourds:** Language Arts Activity - Good vs. Evil (L.A. 1)

Directions: Fill in the chart below.

**WHAT IS GOOD AND WHAT IS EVIL?**

<table>
<thead>
<tr>
<th>GOOD</th>
<th>EVIL</th>
<th>WHY</th>
<th>CULTURAL INTERPRETATION</th>
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</thead>
<tbody>
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</tbody>
</table>
**FROM WHOSE EYES?**

Direction: Complete the Point of View chart.

**TITLE:**

<table>
<thead>
<tr>
<th>CHARACTER</th>
<th>IDEA</th>
<th>POINT OF VIEW</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Two Brothers and Their Magic Gourds: Language Arts Activity – Character Web (L.A. 3)

CHARACTER WEB

Direction: Complete the Character Web.

Character's Name

A describing word

Reasons

A describing word

Reasons

A describing word

Reasons
Two Brothers and Their Magic Gourds: Language Arts Activity – Character Web (L.A. 3)

Directions: Put the name of one of the characters in the center of the web. Fill in the other spaces with words to describe that character.

CHARACTER WEB

CHARACTER

CHARACTER
Two Brothers and Their Magic Gourds: Language Arts Activity – Story Map (L.A. 4)

A STORY MAP

Direction: Complete the chart and add your own illustration in the middle.
Two Brothers and Their Magic Gourds: Language Arts Activity – Story Map (L.A. 4)

ELEMENTS OF A STORY

Setting

Characters

Plot:
Beginning

Middle

End

Problem

Climax

Resolution

Conclusion
MULTIPLICITY OF GOURDS
FACTORIZING

Direction: Use the graphic organizer to create a factor tree.
Two Brothers and Their Magic Gourds: Social Studies Activity – Compare and contrast the uses of and significance of gourds in different cultures (S.S. 2)

IF I WERE IN YOUR SHOES.....

Direction: Complete the Venn Diagram.
SEVEN KOREAN SISTERS

The story, Seven Korean Sisters, is about the love that sisters have for one another. The mother is unable to make new dresses for all the girls, so the six older sisters agree that their mother should make one special dress for the youngest. Though they agree on whom the dress should be for, each sister has a different opinion as to what color the dress should be. Mother finally finishes the dress in time for New Year’s celebration and to everyone’s surprise, the dress has all the colors that each girl wished for. This story provides a basis for lessons in language arts, science, math, social studies, and the arts.

**Language Arts**
1- Persuasive writing
2- Similes and Metaphors
3- Native Language Arts

**Math**
1- Calendar word problems
2- Ordinal numbers

**Science**
1- Colors from nature
2- Making natural dyes

**Art**
1- Colors of the rainbow
2- Mixing colors
3- Patterning with color combinations

**Social Studies**
1- Significance of certain colors in clothing
2- Korean New Year's Day practices
3- Significance of birth order and inheritance
Once there were seven sisters who lived with their mother in a small village in Korea. Jean-Hee, Sun-Hee, Mee-Hee, Jung-Hee, Sook-Hee, Hyun-Hee and Young-Hee were kind and tried to help their mother as often as possible. The older girls cared for and loved the youngest most of all.

New Year's Day would be here soon. They were all looking forward to this exciting holiday but they knew that Mother was sad. Each year, Mother made new dresses for all the girls. But this year, Mother did not have enough money. The old sister had an idea. While Young-Hee, the youngest, was sleeping, Jean-Hee spoke with the others. "We can wear our dresses from last year. Then Mother can make one beautiful dress for Young-Hee. The other sisters agreed and they hurried to tell Mother.

Mother was pleased with the idea. All she had to do now was to decide on the color for the dress. Jean-Hee, the oldest, said, "Young-Hee should look as pretty as a flower! The most beautiful flower is the red rose. That's why the dress should be red!"

The second sister Sun-Hee disagreed. "Mother, do you remember the beautiful chrysanthemums that grew in our backyard last fall? They were such a pretty yellow color. Just like the sun! I think yellow should be a good color for the dress."

Mee-Hee, the third sister said, "Red and yellow are pretty, but blue is best. The dress should be blue. Then Young-Hee would look as lovely as the morning glories I picked last summer."

"The white lily is the best flower," said Jung-Hee, the fourth sister. "It has the sweetest smell. Young-Hee will look just like a beautiful moon fairy as she is dressed in white."

"No," said Sook-Hee, the fifth sister. "Pink is the prettiest color in the whole world! Pink plum blossoms are the best flower. They are the first ones to bloom in the spring. The dress should be pink!"

The sixth sister, Hyun-Hee, did not agree. "I think Young-Hee's dress should be green like the color of a four-leaf clover. The she will have a lucky new year!"

Mother didn't know which color to choose. All the girls were right in their own way. Mother thought long and hard. Finally, on New Year's Eve, Mother began making the dress. The sisters were worried. "Will the dress be ready by tomorrow?" they asked. "Don't worry." Mother replied. "Young-Hee will have a beautiful new dress in the morning."
The sisters woke up early the next morning. They hurried to find Young-Hee in her new dress. "Oh! It's beautiful!" said Jean-Hee. "Yes! It is!" said Mee-Hee and Jung-Hee. Hyun-Hee and Sook-Hee clapped their hands in joy. Young-Hee's new dress had all the colors the sisters suggested. It was red, yellow, blue, white, pink, and green. "Everyone will want a beautiful dress like that." Said Sun-Hee. She was right. On special days, may Korean girls wear this colorful dress. It is called Sek-Dong-Juh-Goh-Rhee.
SEVEN KOREAN SISTERS
Summary of Suggested Activities

Language Arts:

1 - Persuasive Writing: Students learn different strategies to defend their own opinions or beliefs. They are motivated to develop reasoning skills to justify their positions. Students will see the correlation of reason and subject. They will argue their positions to sway others to accept the given position. This will enhance persuasive writing strategies. (L.A. 1)

2 - Similes and Metaphors: Students will use various figures of speech to convey meaning through the use of rich and expressive language. They will use images to convey meaning. (L.A. 2)

Math:

1 - Calendar Word Problems: Calculate various word problems about days, weeks, months and years. (M. 1)

2 - Time calculation: Add and subtract minutes and hours. Convert seconds, minutes and hours. Time word problems. (M. 2)

3 - Ordinal Numbers: Match the sisters and their ordinal numbers (first, second, third, fourth, fifth, sixth, seventh) (M. 3)

Science:

1 - Colors from nature: What are some of the colors we can see and use from the natural things around us? (S. 1)

2 - Making Natural Dyes: What can we use to make paint or dyes from nature (beets = red, grass = green, lily pollen = yellow, etc)? (S. 2)
SEVEN KOREAN SISTERS
Summary of Suggested Activities

Social Studies:

1 - Significance of certain colors in clothing: What are some differences in the significance of certain colors in the clothing of various cultures? Colors for celebration, marriage, death, etc.? (S.S. 1)

2 - Korean New Year holiday practices: How is Korean New Year’s Day celebrated? What are some of the traditional foods, dress, games, customs, etc? Compare with our New Year’s celebration. (S.S. 2)

3 - Significance of birth order and inheritance: Examine how some cultures use birth order to determine the inheritance of property.

4 - Naming practices: Examine how Korean families use repeated names among siblings of like gender (All the girls in the story have the same second syllable in their names; Jean-Hee, Sun-Hee, Mee-Hee, etc.)

Arts:

1 - Colors of the rainbow: What are the colors of the rainbow? Teach the pneumonic device, Roy G. Biv (red, orange, yellow, green, blue, indigo, violet). (A. 1)

2 - Mixing colors: How can we make colors by mixing the primary colors red, yellow and blue? Red and yellow = orange. Red and blue = purple. Yellow and blue = green. (A. 2)

3 - Patterning with color combinations: Use different color combinations to repeat patterns. (A. 3)

4 - Role play with reasoning skills: Use reasons developed from the language arts activity to develop a drama. Act out the roles of the seven sisters and use drama to emphasize the importance of persuasive language. (A. 4)

5 - Sol Nal Song: Learn the melody, words, and meaning to this popular children’s song for Korean New Year’s Day. (A. 5)
Seven Korean Sisters: Language Arts Activity: Persuasive Writing (L.A. 1)

Giving Reasons

What color would you want the dress to be?

__________________________________________________________

__________________________________________________________

__________________________________________________________

What can you compare that color to?

__________________________________________________________

__________________________________________________________

__________________________________________________________

Why would this color be best for the dress?

__________________________________________________________

__________________________________________________________

__________________________________________________________

Why is this a better color choice than another color?

__________________________________________________________

__________________________________________________________

__________________________________________________________

Now develop a paragraph using all of the previous responses. Explain what color you would want the dress to be and defend your position using strong arguments for your color choice.

__________________________________________________________

__________________________________________________________

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33
**Seven Korean Sisters:** *Language Arts Activity - Similes* (L.A. 2)

**Similes**

Fill in the appropriate information for each column to complete the sentence. One has been done for you.

<table>
<thead>
<tr>
<th>Sister</th>
<th>likes the color</th>
<th>just like</th>
<th>because</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jean-Hee</td>
<td>red</td>
<td>a red rose</td>
<td><em>it is the most beautiful flower.</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>likes the color</th>
<th>just like</th>
<th>because</th>
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<tr>
<td>(People in your class)</td>
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34
<table>
<thead>
<tr>
<th>Name of sister</th>
<th>Color preference</th>
<th>Compared to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jean Hee</td>
<td>red</td>
<td>a red rose</td>
</tr>
</tbody>
</table>

Compare each color.

As red as a ____________________________

Yellow like a ____________________________

Blue as a ____________________________

As green as the ____________________________

White like the ____________________________

Pink as a ____________________________
Ordinal Numbers

Directions - Match the name of each sister with the correct ordinal number.

MATCH

First       Sun Hee
Second      Jung Hee
Third       Young Hee
Fourth      Mee Hee
Fifth       Sook Hee
Sixth       Jean Hee
Seventh     Hyun Hee
THE MAN WHO BOUGHT THE SHADE OF A TREE

The story, *The Man Who Bought the Shade of a Tree*, is about a rich old man who sells the shade of a tree for a few copper coins to a hard-working young man who is looking for some rest and comfort. When the shade of that tree extends even into the greedy, rich man's courtyard and over his house, the young man uses his wits and follows the shade of the tree that he now owns. The rich man is ridiculed for his greed and leaves the village in shame. The young man acquires the house and all the villagers are invited to enjoy the shade of the tree.

Diagram:

- **Language Arts**
  - 1- Nouns
  - 2- Adjectives
  - 3- Logical Reasoning

- **Math**
  - 1- Money
  - 2- Subtraction
  - 3- Word Problems

- **Science**
  - 1- Shadows
  - 2- Position of the Sun
  - 3- Time
  - 4- Value of trees

- **Arts/Music**
  - 1- Shadowing
  - 2- Role Play
  - 3- Rhythms and Dance

- **Social Studies**
  - 1- Community
  - 2- Ownership
  - 3- Particular Trees in Particular Regions
THE MAN WHO BOUGHT THE SHADE OF A TREE

Story Retold

A long time ago there lived a rich, old man. He was a very greedy old man. In front of his house there was a big tree that provided cool shade and a nice resting place. During the hot days of summer, the old man often took his naps in the shade of this big tree. But, he did not let other people sit under this tree and share its shade.

In this same village, there lived a young man who was very poor. This young man was poor but he was also very smart! One hot, summer day, the young man stopped working in the fields to cool off and rest. He sat under the big tree and rested in the cool shade. While the young man was resting, the greedy old man came and woke him from his nap. The old man was very angry and shouted, “How dare you sit under my tree! How dare you sit in my shade! Get out of here right now!” The young man calmly replied, “Sir, I only came here to get some rest. I’ve been working in the field all day and I needed to cool myself.” The old man was getting even angrier. “You fool! This is my tree and my shade! I don’t care about what you need! Get out of here right now!” But the young man was not so easily discouraged. He replied, “Sir, how can this tree belong to you? This tree belongs to all the people of the village.” The old man’s face grew red as he exclaimed, “This tree was planted by my great-great-grandfather. It grows on the land that belongs to me and only me. Now get off my land before I have my servants come and throw you out!”

The smart young man thought of a plan to teach this greedy old man a lesson. “Sir, you are right. I was wrong. This is your tree and your shade and I should not have come on to your property. But sir, if you would be so kind, would you possibly consider selling me this shade of yours?” The old man pondered for a while. He thought to himself, “What a fool. How can he want to buy shade? Sure, I’ll sell him the shade.” The two agreed on a price and the young man said, “So from now on this shade is mine, right?” “Right,” the old man replied. “This shade is yours.” From that time on, the young man stopped to rest in the shade whenever he needed a cool break.

One day, the young man was taking a nap in the shade. As the sun traveled further west, the shadow grew longer and extended into the front yard of the greedy old man’s house. The young man followed the shade and went into the front yard. The shadow grew even longer and reached the living room of the old man’s house. The young man plopped himself down on the floor of the living room. The old man returned home and saw this dusty field worker lying down in his house. “How dare you come into my house! What do you think you are doing? Get out! Now!” The young man stayed right where he was and smiled at the old man. He replied, “Sir, don’t you recognize me? I am the fool to whom you sold your shade to. All I am doing is sitting in the shade that I now own.” The old man could not believe that this lowly field worker had tricked him. News of how the old man had been tricked spread throughout the village. The greedy old man was too embarrassed to remain in the village. He sold his house and left for another village. Now, on a hot, sunny day, you can see many villagers resting in the shade of that old man’s tree.
THE MAN WHO BOUGHT THE SHADE OF A TREE:
Summary of Suggested Activities

Language Arts:

1 - Nouns and Adjectives: List the people, places and things from the story. What are some words that be used to describe the nouns? (L.A. 1)

2 - Point of View: Tell the story from the young man's point of view. Tell the story from the greedy man's point of view. Compare and contrast. (L.A. 2)

3 - Logical Reasoning: What are some things money can buy? What are some things money cannot buy? (L.A. 3)

Math:

1 - Money: Five copper coins = five cents = a nickel. (M. 1)

2 - Subtraction: Buy and sell. (M. 2)

3 - Word Problems: Work out story related money word problems. (M. 3)

Science:

1 - Shadows: When and why do shadows grow longer or shorter?

2 - Position of the Sun: Examine the position of the sun during different times of the day. Is the sun moving or is the earth moving?

3 - Time: Experiment with making shadows during different times of the day. (S. 3)

4 - Value of Trees: Why are trees important for our world's survival? How are trees used as a natural resource? In what ways do people and animals use and depend on trees? (S. 4)
THE MAN WHO BOUGHT THE SHADE OF A TREE:

Summary of Suggested Activities

Social Studies:

1 - Community: What are ways in which a community can work together to help all of the members of that community? What are different roles and responsibilities of a productive citizen? (S.S. 1)

2 - Ownership: Examine things that are not owned by individuals, but belong to the community. How is public or community property different from personal property? What kinds of things can become personal property? Compare. (S.S. 2)

3 - Regions and Trees: Why do different types of trees grow in different areas? How do geographic regions and climates affect tree growth? (S.S. 3)

Arts:

1 - Shadowing: Use of lighter and darker shades on a given image.

2 - Role Play: Act out the story through movement and body language and convey the meaning of the story without the use of words (mime).

3 - Rhythms and Dance: Use different rhythms to accompany the mime during the different scenes. Use dance as an expression of different emotions within the story.
**The Man Who Bought the Shade of a Tree:** Language Arts Activity – Adjectives (Teacher Resource) (L.A. 1)

Directions: Use words from the story or other words you know to describe people, places or things. One has been done for you.

<table>
<thead>
<tr>
<th>Describing words</th>
<th>People, Places or Things</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yellow, bright, glowing</strong></td>
<td>sun</td>
</tr>
<tr>
<td><strong>Small, busy, crowded</strong></td>
<td>village</td>
</tr>
<tr>
<td><strong>Lazy, greedy, rich</strong></td>
<td>man</td>
</tr>
<tr>
<td><strong>Beautiful, warm, sunny</strong></td>
<td>day</td>
</tr>
<tr>
<td><strong>Long, cool, dark</strong></td>
<td>shade</td>
</tr>
<tr>
<td><strong>White, dirty, wide</strong></td>
<td>floor</td>
</tr>
<tr>
<td><strong>Many, shiny, new</strong></td>
<td>coins</td>
</tr>
<tr>
<td><strong>Tall, brown, healthy</strong></td>
<td>tree</td>
</tr>
</tbody>
</table>
The Man Who Bought the Shade of a Tree: Language Arts Activity – Adjectives (L.A. 1)

Directions: Use words from the story or other words you know to describe people, places or things. One has been done for you.

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The Man Who Bought the Shade of a Tree: Language Arts Activity - Money Web (L.A. 3)

What are some things that money can buy?

MONEY

What are some things that money cannot buy?
The Man Who Bought the Shade of a Tree: Math Activity – Word Problems (Teacher Resource) (M. 3)

Here are some sample word problems on a variety of ability levels. Develop other word problems to address specific math skills (multiplication, time, fractions, addition, decimals, graphs, etc.)

Subtraction: If the young man bought the shade of the tree for $5.00 and gave the greedy rich man a $10.00 bill, how much should the young man get back?

Addition: The greedy rich man wants to sell the shade of the tree, the rays of light from the sun, and the raindrops falling from the sky. The shade is $430.00, the sunlight is $573.92 and the raindrops are $63.09. How much will he get if he sells the shade and the raindrops? How much will he get if he sells the sunlight and the raindrops? How much will he get for the shade and the sunlight? How much will he get for all three?

Multiplication/Percentages: The young man agreed to pay the greedy rich man $17.00 for the shade of the tree. If there is an 8.25% sales tax, what is the total amount the young man has to pay?

Multiplication: If the shade of one tree extends over two houses, how many houses will the shade of four trees extend over if the size of the trees and houses are all alike?

Multiplication: The young man bought the shade of the tree from the greedy rich man for $127.00. The greedy rich man wanted the shade back and agreed to pay the young man 3 times the price he received. How much did the greedy rich man pay to get the shade of the tree back?

Division: If three of the young man's friends agreed to pay for the shade of the tree equally, and the price was $500.00, how much does each man have to pay?

Multiplication: The greedy rich man agreed to sell the shade of the tree by the length of the shadow. He is selling the shade for $17.50 per foot. If the shade of the tree measures 12 feet, how much must the young man pay?

Time: The young man sleeps under his newly acquired shade for 2 and ½ hours. If he started sleeping at 12:45, what time did he wake up?
MR. MOON AND MISS SUN

This story is a tale that explains how the moon and the sun came into existence. Two children lose their mother to a mean tiger. The tiger has eaten the mother while she was out in the woods. After eating the children's mother, the tiger goes to the children's home and tries to enter their house so he can devour them. The clever children outwit the tiger. They climb up a tree to escape from the tiger and a heavenly rope is thrown down to them. They are carried into the sky where the boy becomes the moon and the girl becomes the sun.

1 - Compare with "Little Red Riding Hood"
2 - Point of View
3 - Story sequence
4 - Persuasive writing using reasoning skills

1 - Measurements
2 - Estimation
3 - Probability

1 - Resistance vs. Friction
2 - Sound waves

1 - Patterns
2 - Performing Arts: Drama
3 - Songs using call and answer
4 - Visual arts: Reflect the setting of the story

1 - Study sibling relationships as defined by culture
2 - Compare "western" and "eastern" architecture
3 - Korean holidays and practices
4 - Role of single mothers
5 - Home alone: Different views
MR. MOON AND MISS SUN

Story Retold

A long time ago, there was no light in the land. People had to live in the dark. There were many dangers that lurked in the dark. There once lived a widow and her two children. The widow had to make a living by doing anything she could. She cleaned other people's houses. She helped cook for other families. She even brought rice cakes out to the market to sell them.

One day, the mother was returning home from a long day's work in another village. The mother was carrying rice cakes on her head. She planned to take them home and sell them in the market the next day. It was getting late and the mother tried to hurry along as best as she could. Suddenly, she heard a low growling roar behind her. She turned around and saw a ferocious tiger ready to pounce on her. Knowing that he was probably hungry, the mother offered the tiger a rice cake. He eagerly gulped it down. Then she fed him another. One by one, the tiger ate all of the mother's rice cakes. But when they were all gone, his appetite was still not satisfied. The tiger then pounced on the mother and swallowed her whole.

The tiger found the cape that the mother had been wearing. He put it on and went over to her house, expecting to find her children there. Back at home, the two children were anxiously waiting for their mother. Suddenly, there was a knock at the door. The children asked, "Who's there?" The tiger disguised his voice and replied, "Children, open the door. Mother's home." The children didn't recognize the voice so they asked to see the hands. The tiger showed his hairy paws and urged them to open the door saying, "Children, look! My hands are so rough from all the work that I've been doing all day. Open the door so that mother can rest." Although they had their doubts, they opened the door.

The tiger entered the house and went into the kitchen. He pretended to make dinner for the children. The brother knew something fishy was going on. He peeped into the kitchen and saw a long, furry tail sticking out from the dress. He took his sister and they immediately sneaked out of the house and went into the backyard. They climbed up a huge ginkgo tree and hid behind the leaves.

Meanwhile, the tiger was whetting his appetite in anticipation of his delicious meal. He entered the room but the children were not there. He frantically searched for the children, but they were nowhere to be found.

In the backyard, in front of the ginkgo tree was a huge well. The tiger came to the well and looked down. The tiger saw the faces of the children being reflected in the water. He urged them to come out. They could not control their laughter and when the tiger heard their giggles, he looked up and found the children hiding in the tree.
“How did you get up there?” the tiger asked. The children replied, “Put sesame oil on your paws. We put sesame oil on our hands and it helped us climb the tree.” The tiger rushed into the kitchen and applied sesame oil all over his paws. He then went outside and tried to climb the tree. But with each attempt, he simply slid right back down and fell on his behind.

The children laughed hysterically. Then without realizing it, the sister told the tiger the real trick to climbing the tree. “Silly tiger, all you have to do is use an ax to cut steps into the tree.” Soon after realizing that she had made a huge mistake of revealing the secret, the children started to tremble and began to pray. “If only heaven would send down a rope for us to climb. If heaven wants us to live, we’ll get a golden rope. If heaven wants us to perish, we’ll get a rotten rope.” Suddenly, a golden rope came down and the brother and sister climbed this golden rope to heaven.

The tiger realized what had just happened. He too prayed for a rope. Out of the sky came down a long rope. The tiger held tight and started to climb after the children. Unfortunately, this rope was rotten and so it snapped and the tiger fell straight down to the ground. The children were safe in the great space in the sky. They hoped that no one else would have to fear for their safety in the dark, so the sister became the sun and the brother became the moon. Now, at any time of the day, there is some light to help you find your way.
MR. MOON AND MISS SUN

Summary of Suggested Activities

Language Arts:

1 - Make a comparison between Little Red Ridinghood and Mr. Moon and Miss Sun. Compare the characters, setting, plot, problem, climax, and resolution. Conduct a story analysis. (L.A. 1)

2 - Writing: Pose questions like, if you were in Miss Sun's position, what might you have done? If you were the grandmother of Little Red Ridinghood, how would you have protected yourself from the big bad wolf? Teach "if-then" clauses. (L.A. 2)

3 - Story Sequence: (L.A. 3)

4 - Reasoning and Persuading Skills: Discuss good reasoning skills. Have the students write a persuasive essay or letter.

Math:

1 - Measuring of height, weight, length, etc. using both metric and standard units of measurement.

2 - Estimation: Estimate the distance between earth to the sky, the weight of the wolf, the length of the rope, etc.

3 - Probability: Word problems involving the concepts of probability:
   What is the probability of the mother becoming devoured if there were two wolves? What is the probability of the wolf finding the children's house if there was another way to get there?

Science:

1 - Physical Science: Resistance, Friction, Potential energy, Physical energy etc. Ask the students about the rope climbing in terms of resistance, friction, potential energy, physical energy, etc.

2 - Compare sound waves to hills. Vocabulary: crest, trough, basin, cycle, frequency, etc. Make charts and tables.
MR. MOON AND MISS SUN

Summary of Suggested Activities

Social Studies:

1 - Sibling relationship: Investigate different sibling relationships as they are defined by culture. Investigate and determine what aspects are universal and what aspects are culturally specific.

2 - Architecture: Find pictures of eastern style architecture and compare them with "western" style architecture.

3 - Holidays: Students will learn the significance of holidays in Korean culture. They will select one holiday, investigate the components of the holiday and present an oral and written report on it.

4 - Role of Single Mothers: Examine the roles of mothers in a single-mother household. Have students depict the role of single mothers. Also, have the students identify various factors that make such a household different from or similar to the two-parent household.

5 - Home Alone: What are some varying cultural views regarding leaving children home alone.

Arts:

1 - Drama: Consolidate the story of the Little Red Ridinghood and Mr. Moon and Miss Sun.

2 - Sing songs involving call and answer (i.e. Gregorian chants, shipyard work songs). Then analyze the components of an opera, musical, solo, chorus, etc. Create an opera. (A. 2)

3 - Depict the scenes of the story by drawing, painting, making collages, three-dimensional construction, clay sculpturing, etc.

4 - Create movement that depicts the content of the story. Consolidate movement and music.
Mr. Moon and Miss Sun: Language Arts Activity, Arts Activity - Compare with the story, Little Red Ridinghood. (L.A. 1 and A. 2)

DRAMA

Directions: Recreate Little Red Ridinghood and Mr. Sun and Miss Moon by adding more characters, creating a different problem, and by developing a different ending. Refer to the Story Map (L.A. 3) and include the elements of a story when writing a skit. When finished, assign a new title and author to the story. Also remember that a skit contains dialogue. You may want to read and refer to a play before writing a skit. Perform the skit with your classmates.
FROM WHOSE EYES?

Direction: Complete the Point of View chart.

TITLE: __________________

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Directions: Fill in the different shapes with various events that occurred in the story using the proper sequence in which they occurred.
REFERENCE

Adams, Edward B. *Blindman's Daughter*  

Hahn, Jae Hyun, Miekok S. Han, Joyce Jennings. *Seven Korean Sisters*  
National Asian Center for Bilingual Education, 1980.

Kim, Youg-kols & Mark Mueller. *The Man Who Bought the Shade of a Tree*  

Sur, Kingsley C. *A Blind Bachelor and a Crippled Maiden*  

Vorhees, Duance & Mark Mueller. *Two Brothers and the Magic Gourds*  

Vorhees, Duance & Mark Mueller. *Mr. Moon and Miss Sun*  
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