



When My Name Was Keoko

Linda Sue Park

Teacher's Guide

Written By Mary Ellen Snodgrass



CLASSROOM
FAVORITES

A Perma-Bound Production

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Synopsis

1. Sun-hee (1940)

At her home outside Taegu, Korea, ten-year-old Kim Sun-hee eavesdrops on the after-dinner conversation about war rumors of her father, a vice-principal; uncle Kim Young-chun, a printer; and thirteen-year-old brother Tae-yul. She resents classes taught in Japanese and the curtailment of storytelling and publications in Korean. On the Emperor's 39th birthday on April 29, 1940, citizens have to attend temple.

2. Tae-yul

Tae-Yul observes his uncle's anger at laws requiring that Koreans register at the police station for new names. Father reveres the Kim clan for its longevity and nobility and chooses Kaneyama (mountain gold) as a new surname similar in meaning to Kim. The family takes turns pointing to the Japanese alphabet and choosing names that begin with the letter. Tae-yul becomes Nobuo.

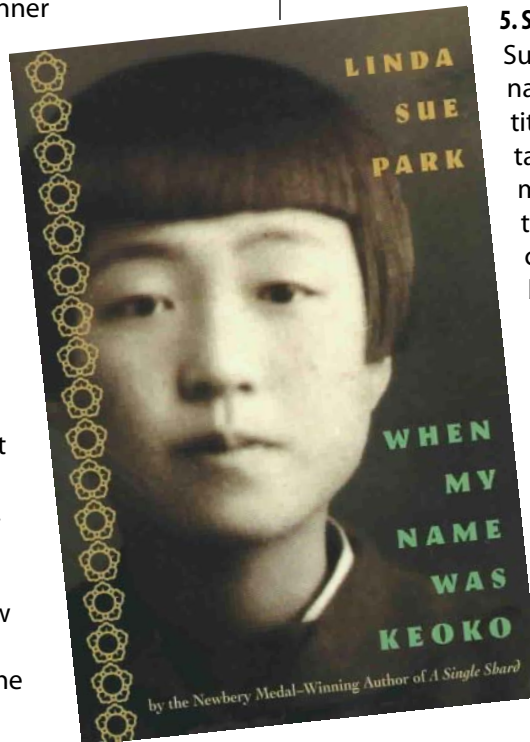
3. Sun-hee

In 1936 during the Olympics, Sun-hee recalls playing with friend Tomo, the principal's son, at hurdling, racing, and javelin throwing. They construct a mock Olympic village out of mud, sticks, and rocks and listen to sports events on the radio. Uncle teases Mother by making up a relay race in which the French pass a loaf of bread. The Japanese enter a Korean record-winning runner, Sohn Kee Chung, as Kitei Son. In disgust, Uncle turns off the radio. The children try to comprehend Uncle's anger at the insult to Koreans.

4. Tae-yul

The day after the Olympic marathon, Father brings Uncle home following a severe beating for altering the

Japanese flag and name of the Olympic runner on a newspaper photo. Uncle suffers from facial abrasions and broken ribs. Tae-yul sleeps near his frightened sister. The next morning, Uncle draws the Korean flag for Sun-hee, who has never seen it. The children bow to the flag, then burn the picture. Uncle predicts that the flag will some day fly again.



5. Sun-hee

Sun-hee is pleased that the new surname contains the family's formal identity as the Kim clan from the mountains. At school, Onishi-san, a Japanese military attaché, supervises Korean teachers. The children try to remember classmates' new names. The teacher beats Sun-hee on the leg with a bamboo cane for calling a pupil by her Korean name. Her friend Tomo makes a game of twisting "Keoko" into funny rhymes. They meet for morning assembly and for the group singing of the Japanese national anthem, Kimi Ga Yo.

Sun-hee enjoys calligraphy and character writing, which Father encourages. After she wins a badge for learning the Japanese language, a gang of bullies throws

rocks at her and calls her a Japan-lover, a name reserved for chin-il-pa or collaborators with the enemy. Father eases the hurt by reminding her that Koreans and Japanese borrowed kanji character writing from China and that her paternal grandfather was a scholar of Chinese classics.

6. Tae-yul (1941)

Tae-yul hates kanji and admits that his sister knows more characters than he. Sun-hee explains how a character fits into a fairy tale of Sim Chung. Tae-yul works out back with his uncle and admires the mechanics of speed. He tries to rebuild a rusty bike and longs to have a car or scooter. Uncle locates tires.

7. Sun-hee

Sun-hee longs to ride a bicycle. Her uncle and father lis-

ten to war news about Hitler in Europe. The family runs out of rice because of war needs in Manchuria and dines on barley or millet, which farmers use for chicken feed. Uncle encourages them to eat what Mother cooks. Although the rose of Sharon is Korea's national tree, the Japanese order removal of rose of Sharon and the planting of cherry tree shoots to increase the display of Japan's national tree. Mother breaks the law by having Tae-yul dig up the smallest rose of Sharon tree. She saves the root ball by wrapping it and storing it in a cracked pot until it can be replanted. When soldiers inspect the yard, they overlook the salvaged tree in the garden shed.

8. Tae-yul

Japanese businesses crowd out Korean shop owners, who can't get loans. Tae-yul helps at Uncle's print shop by typesetting, inking, feeding paper through the press, bundling flyers, and delivering them. At Lim's suggestion, Uncle proposes increasing business with the Japanese, but Father advises caution. Within months, increases in business cause arguments with Father. Sun-hee and her brother eavesdrop on Uncle's explanation of a dangerous mission to help Korea. Father worries about peril to the family, but doesn't make Uncle leave home. Tae-yul doesn't understand the cause of the quarrel and wonders if his uncle is a collaborator with the enemy.

9. Sun-hee

Sun-hee likes visiting her uncle's shop because he makes up headlines with her name in them. In fall, she plays cat's cradle with new friend Pak Jung-shin and takes kernels to the popcorn man. At the print shop, Uncle's face changes when he learns that Jung-shin's father, Pak Sung-joon, works at the bank. That fall, the children spy on Uncle's business. Sun-hee doesn't learn anything to report to her brother.

On December 7, 1941, after the Japanese bomb Pearl Harbor, Hawaii, Uncle needs Tae-yul's help printing government flyers. Father hesitates to let his son help. Tomo pretends to fly a Japanese plane over Pearl Harbor. His pals believe the Japanese claims that Americans kill people with black hair. The boys pretend to kill Americans. Sun-hee asks if their murder extends to babies.

10. Tae-yul (1942)

A few weeks later, Tae-yul hears a Japanese plane overhead and falls from his bike. He pretends to fly. Radio news intensifies with the advance of the Pacific war. As

the Japanese envision the spread of their empire to the United States, more planes pass over daily. The boy grows enamored of flying.

11. Sun-hee

Japanese soldiers congregate in the streets; the occupation government passes more laws curtailing civilian freedom. Neighborhoods prepare for emergencies. Mother aids Mrs. Ahn, who lives alone and speaks no Japanese. A Japanese soldier beats and humiliates Mrs. Ahn for counting in Korean. Mother intervenes on behalf of the elderly woman. Mother and Sun-hee tend to Mrs. Ahn's wounds; Sun-hee teaches her to count in Japanese. Mrs. Ahn stops Sun-hee at five and refuses to let the Japanese control any more of her thoughts. Mother instructs Sun-hee to fetch Mrs. Ahn enough to make her one of the first five households to assemble for an accounting.

12. Tae-yul (1942-1943)

Tae-yul declines to join the neighborhood accounting. The Japanese emperor gives each student a rubber ball made from rubber plantations in the tropical nations of Burma, Malaya, and Singapore. The children enjoy a day off from classes to play ball. Sung-kwon is sad that authorities forced his brother Sung-ho out of college to enlist in the Japanese military. At neighborhood assemblies, citizens must praise the enemy's victories and help with the war effort through thrift and self-sacrifice. Tae-yul ponders resentment at Japanese infringements of civil rights and property, such as the confiscation of blankets and jackets and of his bicycle. He shouts at his father for failure to save the bike.

13. Sun-hee

Uncle tries to comfort Tae-yul for the loss. Home life worsens. Uncle sometimes works all night and becomes more secretive about his work. In early summer 1943, Tomo lurks in the shadows and inquires about the signs and objects that Uncle made for the Olympic village. The odd question warns Sun-hee that Uncle is not safe. She drops the lunchbox and hurries to warn Uncle, who dispatches a worker out the back door. Uncle predicts he won't be home for a long time. He tells her to ask Tomo the rest of the secret. She returns home to learn the rest.

14. Tae-yul

Father says the family must stay in the house and must tell the truth—that they know nothing of Uncle's whereabouts. The children crouch in the garden to pull weeds and secretly share information. Tae-yul reports

what he learned the previous day—that Uncle works for the Korean resistance by printing an underground newspaper. To cover his actions, Uncle pretends to side with the Japanese. His activism projects disrespect for his scholarly older brother. Tae-yul urges his sister not to trust people, even Tomo. At an unusual nighttime accounting, the block leader commandeers all metal except basic tools. Tae-yul runs to Uncle's shop and finds it shuttered.

15. Sun-hee

Tae-yul blames his sister for sending Uncle into hiding unnecessarily. Father chooses not to summon his brother. Mother urges Sun-hee to forgive herself.

16. Tae-yul

The next night, the block leader declares Uncle a traitor. Soldiers conduct a two-hour search of the house and take Father for questioning until late at night. In defiance, Tae-yul carves the Korean flag on the bottoms of gourd bowls. Months later, children dig pine roots to supply resin for the military. While soldiers build an airstrip, Tae-yul leaves school to help. Because Japanese curriculum is meaningless, Father agrees with Tae-yul, but insists on night study of kanji. Two months later, Tae-yul joins the Japanese Youth Air Corps.

17. Sun-hee (1943-44)

Over a year without a radio, the family hears rumors of a planned American invasion. Directed by Buntaro-san, girls at the junior high school practice bayoneting with sharpened bamboo. Sun-hee fears that white people won't know Japanese from Koreans. In fall 1943, after a plane drops leaflets from General Douglas MacArthur, street guards confiscate them. Sun-ye and Tae-yul save copies for Father to translate. The message promises that Americans will not bomb Koreans.

Sun-hee keeps a diary and asks father to teach her Korean writing. He promises to instruct her someday. In spring 1944, schools teach only preparation for an invasion. Families scramble for food and cut trees from the mountains for fuel. Six girls aged sixteen and older volunteer to work in uniform factories. The principal demands 20 volunteers and chooses, then rejects Hee-won, Jung-shin's sister. Sun-hee realizes that the girl's family are collaborators.

18. Tae-yul

Tae-yul grows angry at the incident involving selection of girls for dishonorable purposes. Soldiers break in the Kim house during the night to look for evidence of trea-

son. They burn Sun-hee's diary, which she tries to rescue from the stove. Tae-yul recalls Uncle's story about soldiers removing Grandfather's topknot and stealing his scholar's button. Within months, Grandfather died. Tae-yul wonders why he and father took no action against soldiers.

19. Sun-hee

Father regrets the loss of Sun-hee's diary, which she kept for Uncle. She longs for Japan to lose the war so she can study Korean language and history.

20. Tae-yul

The block leader claims a Japanese victory at sea. He tells the story of the failure of a Mongolian invasion fleet in 1274, when a typhoon destroyed enemy ships. The military trains a special attack unit of pilots called kamikaze (divine wind). Tae-yul becomes fascinated with heroic suicide by crashing planes into enemy ships. Shinagawa-san, a guard Tae-yul calls "Spade-face," fills in details of the pre-suicide meal.

21. Sun-hee (1945)

Sun-hee tries to keep beauty in her life. Jung-shin avoids her out of shame at her father's collaboration. Sun-hee renews their friendship with cat's cradle and popcorn. In late winter, Father rages when Tae-yul enlists in the Imperial Army. Tae-yul explains that the Japanese are losing, and that the family will receive rice and clothing in compensation for a son in service. Sun-hee and Mother fear he will die in battle. Tae-yul confides that Uncle is still alive.

22. Tae-yul

A police officer drives Tae-yul to military headquarters and complains of Uncle's sedition. Tae-yul avoids trickery by claiming to have joined the Japanese military. At age seventeen, he claims to be eighteen and enlists, but conceals the details from his parents.

23. Sun-hee

Sun-hee is proud that Tae-yul supports the independence movement. After he leaves for military training, he promises to reveal thoughts in his letter to Sun-hee.

24. Tae-yul

On the train, Tae-yul treasures food from home and a rose of Sharon blossom from Sun-hee. At a training camp outside Seoul, patches on his kit and uniform indicate that they once belonged to another soldier who probably was wounded or died in combat. Indoctrination into the Emperor's code of honor

requires rote learning and brutal punishment for infractions. Tae-yul vows to remain in the corps.

25. Sun-hee

A few days after Tae-yul's departure, a soldier gives the family dried fish and rice. Mother is displeased to be rewarded for sending her son to fight for the Japanese. Four weeks later in spring, Tae-yul sends a letter describing training procedures, including memorizing the Emperor's speeches. Sun-hee reinterprets the positive message as evidence that the war is going badly for Japan. The family packs a gift box for him of bean paste, persimmons from Mrs. Ahn, a knitted scarf made from raveled mittens, and letters from his parents and sister.

26. Tae-yul

After twenty-one days, Tae-yul can write letters home. He survives by being obedient and acting like a pro-Japanese soldier. At the end of the sixth week, the box arrives minus the food. Sun-hee's letter describes how a car splashes mud on Spade-face. A week later, Tae-yul eavesdrops while serving rice at the officer's mess. He defends Korean honor by volunteering for a dangerous but unspecified war mission, which will require him to leave with three other pilots in two days.

27. Sun-hee

In May 1945, Tae-yul's second letter arrives after he leaves for Japan at a time when the enemy is doing poorly in the Pacific war. Sun-hee deduces that Tae-yul will be a kamikaze and informs her father. She proposes revealing to the military Tae-yul's admiration for Uncle, but Father assumes his son would be executed as a traitor for idolizing an underground leader. The next day, Father informs the Japanese authorities that Tae-yul is untrustworthy.

28. Tae-yul

The night before departure for Japan, Tae-yul realizes that he has joined the kamikazes. He wants to fly and to prove Korean courage. A sea journey takes him to Kagohara outside Tokyo. He joins a squad of 30 that studies plane mechanics and glider flying. There are only two trainer planes for 200 men. On the first day of flight instruction, the commanding officer implies that Japan is losing the territory it conquered. Tae-yul learns protective maneuvers, targeting a ship, and putting a plane into and out of a dive with his eyes closed.

In June 1945, Tae-yul receives a bombing mission to Operation Kikusui in four days. He leaves hair and nail trimmings in an envelope for his parents. He grows sad

and regrets not having a girlfriend like Hee-won, Jung-shin's older sister. The next morning, he dresses in a jumpsuit and ceremonial sword and toasts the Emperor's shrine with sake. Flight Lieutenant Watanabe gives directions to the target zone and reads a goodwill message from the Emperor.

29. Sun-hee

Around July 2, 1945, Mother screams on receipt of a box containing an envelope and sword. Tae-yul's letter, dated June 19, 1945, explains his need to defend Korean honor by being brave. He reveals that pilots are poorly trained because of a lack of fuel. The next day, Mother wears white mourning clothes. In mid-August 1945, the war ends. Sun-hee falls down in the street.

30. Sun-hee

The Kims learn about the American bombing of Hiroshima on August 6, 1945, and Nagasaki on August 9 and about the Japanese surrender to the Allies on August 15. Americans supervise the return of independence to Korea, where citizens avenge themselves on their oppressors. Sun-hee stares at American soldiers and rejoices at receipt of a box of rations containing cigarettes, rice, crackers, and gum, the first she has experienced. For weeks, Father brings home flour and beans from the Allies. Sun-hee says goodbye to Tomo, whose family is evacuating to Japan with other collaborators. In mid-September 1945, a soldier delivers an envelope from Miss Lim, a resistance member. She reports that Uncle was smuggled to Manchuria, where the Communists halted travel. Father discloses that Uncle hid in Mrs. Ahn's cellar before disappearing. A few days later, an American jeep delivers Tae-yul to the door.

31. Tae-yul

The family pampers Tae-yul. He reports the cloudy weather during his bomb run, when he intended to ditch his plane in the sea without hitting the target. Authorities jail the pilots for failing the mission. When he gains release weeks later, the Emperor is ready to surrender to the Allies. Tae-yul tells his sister about the joy of flying, but conceals the misery of prison, including hunger, inedible food, and rats.

Tae-yul grows restless without a job and rebukes Father for praising Uncle's courageous editorials. Tae-yul loses respect for himself and Father for their failure to fight back against the Japanese. Sun-hee divulges that, after Uncle disappeared, Father wrote underground articles criticizing Japanese education. Tae-yul realizes that the Japanese soldiers who raided the house had been

searching for Father rather than Uncle.

32. Sun-hee

The next morning, brother and sister plant the rose of Sharon tree by the front door. She plans to sew a Korean flag for display. To honor Father and Uncle, Tae-yul proposes opening and operating the print shop rather than becoming a scholar like Father. To ready her brother for print, Sun-hee teaches him the Korean alphabet.

Author's Note

To fill in gaps in Korean history from 1935 to 1945, the author collected family stories about her parents and grandfather, who was vice-principal of a school. In an era of courage exemplified by Olympic marathoner Sohn Kee Chung and resistance fighter Louise Yim, some 200,000 Korean women were forced into slavery to Japanese soldiers as "comfort women" or prostitutes, in what Park terms "one of the most horrifying aspects of the war." Those who survived were so ashamed they could not speak of it, and this atrocity was not revealed publicly until the 1970s. Although a 1998 U.N. study determined that the Japanese program constituted crimes against humanity, and some Japanese officials apologized, the Japanese government as a whole did not offer an official apology. In 2007, legislative bodies in the United States, Canada, and the European Union passed resolutions urging Japan to formally apologize and make reparations.

Timeline

1274	A typhoon destroys a Mongolian invasion fleet.
1910	Japan conquers Korea and makes Japanese the official language.
later	Soldiers throw Grandfather's topknot into the kimchee jar.
afterward	Grandfather dies several months later.
1927	Tae-yul is born.
1930	Sun-hee is born.
1936	The Kim children pretend to compete in the Olympics and build an Olympic village.
next day	Uncle comes home from a severe beating for altering the Olympic news about marathoner Sohn Kee Chung.

next morning	Uncle draws the Korean flag for Sun-hee, then throws it into the fire.
1940	Japanese officials require Koreans to change to Japanese names.
next few days	Children try to remember class mates' new Japanese names.
1941	Tae-yul rebuilds a rusty bike and helps rescue a rose of Sharon for Mother.
month later	Uncle proposes increasing business with the Japanese.
summer	Jung-shin moves to town.
months later	Father grows fearful when Uncle's business grows.
autumn	The children spy on Uncle's print shop.
November	Onishi-san shows the class a film about American atrocities toward the enemy men, women, and babies.
December 7	The Japanese bomb Pearl Harbor, Hawaii.
that morning	Uncle needs Tae-yul's help printing government flyers.
January 1942	Sun-hee enters an all-girl junior high.
later	Mother aids Mrs. Ahn after a Japanese soldier beats her for speaking Korean.
few days later	Sun-hee teaches Mrs. Ahn to count to five.
that winter	Soldiers confiscate Tae-yul's bike.
early summer, 1943	Tomo inquires about Uncle and hints that he is not safe.
that night	Tae-yul reports that Uncle works for the resistance by printing an underground newspaper.
later	The block leader commandeers metal objects.
that night	Uncle hides in Mrs. Ahn's secret cellar.
next night	The block leader declares Uncle a traitor and questions Father.
months later	Children dig pine roots for the military while soldiers build an airstrip.
two months later	Tae-yul joins the Japanese Youth Air Corps.

fall A plane drops leaflets from General MacArthur promising that Americans will not bomb Koreans.

spring 1944 Schools teach only preparation for an invasion. The principal selects twenty girls to go to Japan, ostensibly to work in uniform factories.

at night Because of Father's critical articles, soldiers break in to look for evidence of treason.

next day
August 1944 Sun-hee begins a new diary. The military trains kamikaze pilots.

1945
late winter Jung-shin avoids Sun-hee. Tae-yul enlists in the Imperial Army and trains outside Seoul.

a few days later A soldier gives the family dried fish and rice as a reward for having a son in the military.

after 21 days
a week later in spring Tae-yul can write letters home. After receiving Tae-yul's letter, the family packs a gift box for him.

two weeks later
a week later The box arrives minus the food. Tae-yul volunteers for a dangerous unspecified mission.

next night He realizes that he has joined the kamikazes.

next day He leaves by sea for Kagohara outside Tokyo.

May His second letter arrives after he leaves for Japan.

next day Father informs the authorities that Tae-yul is untrustworthy.

June 16 Tae-yul receives a bombing mission to Kikusui in four days.

June 19 He writes his parents a last letter.

next morning Flight Lieutenant Watanabe gives directions,

later The mission fails because of cloudy weather.

immediately Tae-yul goes to jail for failing the air corps.

July 2 Sun-hee abandons her diary after Tae-yul's last letter arrives.

July 3 Mother wears white mourning clothes.

August 6
August 9 Americans bomb Hiroshima. Americans bomb Nagasaki.

later
August 15 Tae-yul is released from jail. The Emperor surrenders. Uncle remains in Manchuria, where Communists halt travel. Collaborators depart for Japan.

for weeks Father brings home rations from the Americans.

mid-September A soldier delivers an envelope from Miss Lim revealing Uncle's whereabouts.

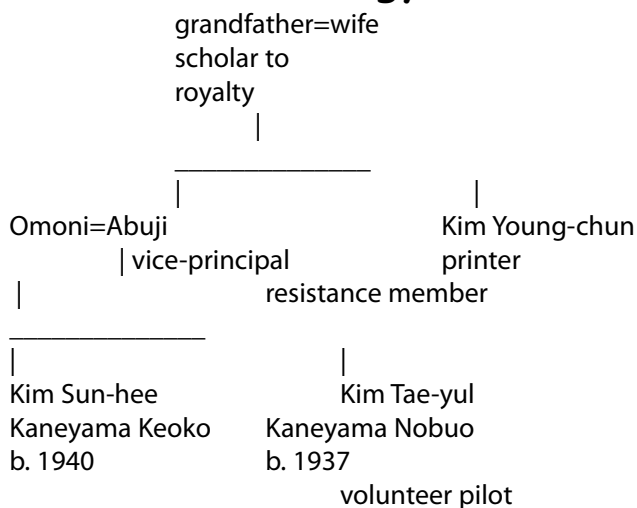
few days later An American jeep delivers Tae-yul to the door.

for weeks Tae-yul grows restless and accuses Father of cowardice.

that night Sun-hee reveals Father's courage in publishing critical articles.

July 29-August 14, 1948 Koreans participate in the London Olympics under their own flag.

Character Genealogy



Author Sketch

Linda Sue Park bloomed late as a writer and set high standards for beginning Korean-American authors. Born on March 25, 1960, in Urbana, Illinois, Park grew up outside Chicago. She was the daughter of post-World War II South Korean immigrants Eung Won "Ed" Park, a computer analyst, and Joung Sook "Susie" Kim Park, a composer, piano instructor, and English teacher.



Park's experience was a common one among families of new immigrants: while instilling traditional values in their children, Park's parents concealed the painful details of their harsh lives in the "old country"—in this case, Japanese-occupied Korea—instead emphasizing their American identity and experience, as well as the importance of the English language. Her father escorted her regularly to the library and fostered her love of *Nancy Drew* mysteries, D'Aulaire's mythology, and the *Little House on the Prairie* series. She recalls, "The strongest image I have of him is associated with his library patronage on our behalf." From kindergarten, she experimented with words and haiku, which she first published in the winter 1969 issue of *Trailblazer*. Throughout her education, she practiced gymnastics and wrote prose and verse. In 1971, she made her first visit to Korea.

At Stanford University, Park joined the gymnastics team and majored in English, which she applied in 1981 to her job as a public relations specialist for Amoco Oil. Three years later, she married Ben Dobbin, an Irish newspaperman. She studied the works of James Joyce at Trinity College in Dublin. In 1988, she completed an M.A. from Birkbeck College in London, where she gave birth to son Sean, followed four years later by daughter Anna. During her pregnancies, she perused the kinds of children's literature she wanted her family to read. She took jobs in professional journalism, in freelance editing, and in advertising as a secretary and copywriter. Of culinary subjects, she remarked, "I loved exploring the anthropology of food and its relation to place and culture." From restaurant critiques, she advanced to classroom work in English as a second language at Richmond College. After settling in Rochester, New York, in 1990, she submitted poems to small journals.

While returning to her Korean background and interviewing family members in her mid-30s, Park determined to become a storyteller of Korean folklore. She began to write picture books and children's historical fiction with *Seesaw Girl* (1997), about a seventeenth-century Korean girl. For details, she depended on interlibrary loan. She followed with *The Kite Fighters* (2000) and a story of on celadon pottery in *A Single Shard* (2001), a Newbery Award-winner that her father illustrated. She captured her parents' youth under Japanese tyranny in *When My Name Was Keoko* (2002), which refers to the change in her parents' names from Korean to Japanese during World War II. The book began with six months of research into occupation strictures and kamikaze piloting, and required thirty-seven revisions.

Of her process, she explained, "I read journals and diaries of people who had lived through the era. I looked at a lot of photographs. Sometimes the material was overwhelming." In 2008, while teaching part-time, she composed poems in sijo form of three lines in fourteen to sixteen syllables, which she published in *Staying Green*. She began writing *Breakfast Serials*, serialized novels syndicated in newspapers.

Park currently lives in upstate New York with her family. She enjoys reading, writing, travel, watching movies, watching baseball and soccer, board games, video games, and doing the New York Times crossword puzzle.

Critic's Corner

Linda Sue Park has won numerous accolades for her work, including a 2002 Newbery Medal for *A Single Shard*. *When My Name Was Keoko* won critical acclaim for skillful dialogue and portrayal of siblings coping with a sadistic fascism during World War II. At the 2002 American Library Association Conference, she left the lectern to pass her Newbery Medal to her father, Eung Won Park, for encouraging his children to read and for telling them stories of his homeland. The following year, the American Library Association selected *When My Name Was Keoko* as a Best Book for Young Adults and a Notable Children's Book. The book also received a Jane Addams Honor Award for promoting peace through literature, *Publishers Weekly* and *School Library Journal* Best Book of the Year awards, a New York Public Library citation, an ALA Notable Book for Children and Best Book for Young Adults award, a Notable Children's Trade Book in the Field of Social Studies award, a Bank Street Best Children's Book of the Year award, a Skipping Stones Honor Award, a spot on the Rebecca Caudill Young Readers Book Award Master List, a Mark Twain Award, a Maine Student Book Award, a Sequoyah book nomination, and additional state awards from Florida, Missouri, and New Jersey.

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Selected Other Works by Linda Sue Park

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- "On Meeting a Poet," "Changing the Sheets," "Mobius," "Fourth-Grade Science Project," *Avatar Review* (Summer 1999)
- The Kite Fighters*, 2000
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- The Fire-Keeper's Son*, 2004
- Bee-bim Bop*, 2005
- Yum! Yuck!*, 2005
- What Does Bunny See*, 2005
- Archer's Quest*, 2006
- Click*, 2007
- Project Mulberry*, 2007
- Tap Dancing on the Roof*, 2007
- Keeping Score*, 2008

The Importance of Setting

The settings of *When My Name Was Keoko* fluctuate frequently enough to maintain reader interest. Although the Kim family is frequently immured in the house outside Taegu, Korea, vignettes of helping out at Uncle's print shop, raids on the residence, obligatory ceremonies at the temple, locating the popcorn man, and lining up at neighborhood accountings in the street reveal the antipathies of occupation forces and the survivalism of Koreans on home turf. Contributing action are images of Sun-hee and other students at the girls' junior high school learning to bayonet straw dummies and to kill American invasion troops. The gradual separation of Tae-yul from home, beginning with his bike rides and his search of the skies for planes, broadens the awareness of wartime exigencies as laborers dig an airstrip and volunteer for service in the Japanese air corps.

In the falling action, Tae-yul's departure by sea and his arrival at a barracks in Kagohara outside Tokyo, Japan, introduces him to international warfare. The new setting divulges unpleasant truths about the military's protection of its two trainer planes in the woods away from hangars and about glider training methods that save on

fuel. Tae-yul's letters picture him doing calisthenics, running obstacle courses, climbing hill with rock-filled backpack, and eating unappetizing meals in the mess hall. His evening weariness as he recites lessons in the latrine and washes his spare uniform for the next day illustrates activities that lessen his arrogance and help him mature.

The final scenes in the Kim residence picture the normalization of lives after the Japanese occupation troops and their collaborators decamp in August 1945. Native Koreans re-establish communities and schools and welcome men like Tae-yul, who returns from the war a hero for his intent to jettison a much-needed plane into the ocean. The receipt of a letter from resistance member Miss Lim and plans to fly a flag, plant a rose of Sharon bush in a place of honor, and open Uncle's print shop under a new sign invigorate the Kims. Hopeful activities allow them to shake off the ennui of Japanese invasion and to become truly Korean once more.

Literary Terms and Applications

For a better understanding of Linda Sue Park's style, present the following terms and applications to her historical novel:

Character name: a method of displaying or revealing character traits, attributes, or attitudes through the choice of symbolic names, which may contain a descriptive term. The reassignment of names to Koreans illustrates Father's ability to select Kaneyama as an acceptable alternative to the occupation force's denigration of the respected Kim family. A unique aspect of family relations, the use of terms that illustrate relationships adds to the text an emphasis on gender differences (opah) and ages (hyungnim).

Historical or chronicle novel: a fictional work that immerses the reader in historical events. Through facts, letters, newspapers, diary entries, eyewitness reports, and author's notes, the characters relive the events that reduced Korea from a sovereign nation to a Japanese territory. The focus on the training of kamikaze pilots for suicidal attacks on fleets suggests the failure of Japan's war efforts and desperate military measures to stave off an American invasion by sea.

Suspense: anticipation of the outcome of an action or the solution to a mystery, puzzle, or uncertainty. The loss of both Uncle and Tae-yul from the household reduces the predominantly male atmosphere to Mother, Father, and Sun-hee. Gradual reintegration of the family accounts for false information about the pilot's death

and hints that Uncle is safe in Manchuria, but unable to reunite with the family under communist rule.

Related Reading

William Armstrong, *Sounder*
Joseph Bruchac, *Bowman's Store*
Pearl Buck, *The Good Earth*
Forrest Carter, *The Education of Little Tree*
Chris Crutcher, *Whale Talk*
Michael Dorris, *A Yellow Raft in Blue Water*
Robin Lee Graham, *Dove*
Esther Hautzig, *The Endless Steppe*
Irene Hunt, *No Promises in the Wind*
Gish Jen, *Who's Irish?* and "Fish Cheeks"
Jamaica Kincaid, *Annie John*
Joseph Krumboltz, *And Now Miguel*
Gus Lee, *China Boy*
Adeline Yen Mah, *Chinese Cinderella*
James Vance Marshall, *Walkabout*
Marie McSwigan, *Snow Treasure*
Ben Mikhaelsen, *Touching Spirit Bear*
Joyce Hostetter Moyer, *Blue*
Walter Dean Myers, *The Glory Field*
Ann Petry, *Tituba of Salem Village*
Conrad Richter, *The Light in the Forest*
Art Spiegelman, *Maus*
Corrie ten Boom, *The Hiding Place*
Jane Wagner, *J. T.*
Yoko Kawashima Watkins, *So Far from the Bamboo Grove*
Lawrence Yep, *Dragonwings*
Jane Yolen, *The Devil's Arithmetic*

Cross-Curricular Sources

For related reading and more information about Linda Sue Park, Korean history, the bombing of Pearl Harbor, the Pacific theater of World War II, comfort girls, Japan's domination of Korea, national flags and languages, kamikazes, the Japanese emperor, the legend of Sim Chung, the atom bomb, cat's cradle, rose of Sharon, the Korean underground, racism, divided families, wartime loss, collaborators, and American aid to Korea, consult these sources:

Articles

"Discomfort about the 'Comfort Girls,'" *U.S. News & World Report* (27 January 1992): 20.
Herman, Burt. "Torn between Two Lands," *Los Angeles Times* (30 December 2007): A4.
Kang, K. Connie. "An Apology from Japan Is Sought Over

When My Name Was Keoko

Linda Sue Park

Sex Slaves," *Los Angeles Times* (4 October 2007): B4.
Pearce, Matt. "Pearl Harbor: The Attack Begins," *World War II* (2006): 2.
"S. Korean Party Head Resigns over Father's Collaboration with Japan," *Asian Political News* (23 August 2004).

Audio CD

The 38th Parallel, Dastar

Autobiography

Annie John
Bowman's Store
China Boy
Dove
The Endless Steppe
Farewell to Manzanar
The Hiding Place
Night
So Far from the Bamboo Grove
biography
When the Emperor Was Divine

Fable

"The Lion and the Mouse," Aesop

Historical novels

Chinese Cinderella and the Secret Dragon Society
The Devil's Arithmetic
The Glory Field
Island of the Blue Dolphins
The Light in the Forest
Snow Treasure
Tituba of Salem Village

Internet

"Emperor Hirohito,"
<http://www.time.com/time/asia/asia/magazine/1999/990823/hirohito1.html>.
"How to Do Cat's Cradle,"
http://www.ifyoulovetoread.com/book/chten_cats_1105.htm.
"Kamikaze Pilots,"
<http://www.2worldwar2.com/kamikaze-pilots.htm>.
"Korean Alphabet,"
<http://thinkzone.wlonk.com/Language/Korean.htm>.
"Rose of Sharon," <http://maludan.3dtoast.com/roseof-sharon.php>.
"South Korea: 'Aegukka,'" <http://david.national-anthems.net/kr.htm>.

Music

"Flag and National Anthem of Japan," <http://www.timw-erx.net/culture/japan/hinomaru.htm>

Myth

Myths and Legends from Korea
Sim Chung and the River Dragon

Nonfiction

Band of Brothers
The Comfort Women
The Divine Wind
Hiroshima
Kamikaze: A Japanese Pilot's Own Spectacular Story
Kamikaze Diaries

Novels

Dragonswing
The Good Earth
The Kite Runner
Snow Falling on Cedars

Plays

The Diary of Anne Frank
The King and I

Poem

"Babi Yar," Yevgeny Yevtushenko
"The Ballad of East and West," Rudyard Kipling

Reference works

Encyclopedia of the Second World War

Short story

"An Occurrence at Owl Creek Bridge," Ambrose Bierce
"The Wall," Jean-Paul Sartre

Videos

Come See the Paradise
In Harm's Way
The Joy Luck Club
Nanking
Pearl Harbor
South Pacific
Thirty Seconds over Tokyo
Thousand Pieces of Gold

Themes and Motifs

A study of the central issues and situations in Linda Sue Park's *When My Name Was Keoko* should include these

aspects:

Themes

- identity
- powerlessness
- vulnerability
- patriotism
- xenophobia
- separation
- ambition
- failure
- imprisonment
- disorder
- reunion
- hope
- challenge

Motifs

- making friends with oppressors
- surveying changes in nationalism
- anticipating an invasion
- losing civil rights
- overcoming an international tragedy
- recovering from loss and sorrow

General Objectives

1. To identify sources of nationalism
2. To characterize the effects of war on civilians and schools
3. To discuss the value of character names
4. To account for sources of prejudice and intimidation
5. To contrast residential and military settings
6. To note the value of hope, dreams, and fantasy
7. To enumerate methods of coping
8. To study the conventions of wartime literature
9. To recount types of social rejection and humiliation
10. To explain the title

Specific Objectives

1. To describe the reactions of Koreans to the bombing of Pearl Harbor, Hawaii
2. To restructure events surrounding Uncle's disappearance and his immurement in Manchuria
3. To discuss the rationing of food, blankets, wood, fuel, metal objects, and war materials

4. To summarize the worth of reopening Uncle's print shop under a new sign
5. To account for the kamikazes' failed bomb run
6. To characterize training methods for kamikaze
7. To list ways of learning to write kanji
8. To evaluate changes in Tae-yul after he learns the whole truth about his family's involvement in the underground
9. To describe the heightening of suspicion of collaboration
10. To validate letters, diary entries, and parcels as evidence of love and courage

Meaning Study

Below are significant words, phrases, or sentences from the historical novel. Explain each in context. Chapter names and page numbers pinpoint each entry so you can re-read the passage in which it appears.

1. Nobody ever told me anything. I always had to find out for myself. (1. Sun-hee (1940), p. 2)
(The lone girl in the Kim family, Sun-hee discovers that persistence and ingenuity relieve her curiosity about men-only discussions and war news. At war's end, she is surprised to learn that a woman, Miss Lim, is a valuable member of the resistance.)
2. People weren't even supposed to tell old Korean folktales. But Uncle did sometimes—funny stories about foolish donkeys or brave tigers, or exciting ones about heroes like Tan-gun, the founder of Korea. (1. Sun-hee (1940), p. 3)
(Uncle cleverly turns beast fable into satire of the status quo under Japanese dominion. He tells origin stories from the 114-volume Chinese chronicle Book of Wei (554 A. D.). The text introduces Tan-gun, who was son of a bear-woman and grandson of the sun god. Tan-gun set up his kingdom south of Manchuria at the walled city of Pyongyang in 2333 B. C. and called it Choson (Morning Calm). He ruled for 1,500 years before being made into a god.)
3. In a moment or two we should be able to see the leader. ... There he is now! It's Kitei Son! Kitei Son of Japan—" (3. Sun-hee, p. 9)
(The first Korean to win gold in the Olympics, Sohn Kee-Chung (1912-2002), an outspoken nationalist, was 24 when he ran the marathon in the Berlin summer games on August 9, 1936. He wept at the medal ceremony because he had to stand for the Japanese national anthem under the Japanese flag. At age 76,

he carried the Olympic torch for Korea at the opening ceremony at the Seoul Olympic Stadium.)

4. "Bow," he whispers. "Bow to the Korean flag." (4. Tae-Yul, p. 14)
(Before Japan seized Korea in 1882, the imperial Korean flag consisted of a red-on-navy blue yin/yang figure and four black trigrams copied from the Chinese I Ching (Book of Changes, 1144-206 B. C.) arranged on a white background. At top, the three straight lines to the left represent force; to the left, the two split lines encasing a straight line imitate a gorge. At bottom left, the two straight lines encasing a split line betoken radiance; to the right, the three split lines mean field.)
5. The third system, which most of my classmates found terribly difficult, was called kanji. (5. Sun-hee, p. 19)
(The Japanese character-writing system derives from Chinese pictographs imported into Japan in the first century A. D. Gradually, users adapted Chinese writing to Japanese syntax and punctuation.)
6. They threw a final volley of pebbles at me, then ran away, chanting: "Chin-il-pa! Chin-il-pa!" (5. Sun-hee, p. 22)
(Throughout World War II, communities overrun by the German Nazis, Italian Black Shirts, and Japanese targeted collaborators for supporting foreign occupation forces. For decades after the war, nationalists hunted down turncoats and forced them out of positions of authority in punishment for their profiteering at the expense of patriots, many of whom died at the hands of the enemy.)
7. There was a war in Europe, and a lot of news about a German leader named Hitler. (7. Sun-hee, p. 29)
(As of 1940, Adolf Hitler had been führer, or leader, of Germany for six years and inciter of the Holocaust and World War II in Europe since the invasion of Poland in 1939. While Japan was assaulting China, the Luftwaffe or German air force bombed England, and Nazi forces invaded Norway, Holland, Belgium, and France.)
8. They were rose of Sharon trees, the national tree of Korea. (7. Sun-hee, pp. 31-32)
(The Hibiscus syriacus or althea is a tall, rangy shrub bearing white, fuchsia, or lavender-pink blossoms with dark red throats. The flowers symbolize immortality and the Yi family, Korea's royal dynasty.)

9. On this particular day I had had enough of cat's cradle and thought of something else to do. (9. Sun-hee, p. 43)
(A pervasive string game worldwide, cat's cradle involves the looping of a circlet of string over both hands and the manipulation of individual lengths by one or two players into identifiable shapes—diamonds, sawhorse, cup and saucer, swing, bed, candles, chopsticks, mirror, chessboard, cat's eye, fish in a dish, clock, or manger.)
10. ... spectacular victory ... Pearl Harbor ... Hawaii ... important military base ... enemy completely taken by surprise ... heavy damage ... (9. Sun-hee, p. 46)
(According to the first radio reports, the first wave of 183 Japanese attack planes bombed, torpedoed, and strafed the north end of Oahu, Hawaii, at 7:48 A. M. on a Sunday morning, December 7, 1941. The second wave of 171 planes struck Ford Island, Hickam Field, Wheeler Field, and Bellows Field at Kaneohe. The destruction of the USS Arizona produced half of the day's combat deaths. The sinking of the USS California and the USS Shaw helped the Japanese block the harbor with wreckage and prevent pursuit by sea.)

Comprehension Study

Answer the following questions in your own words. There is not always a right answer. Your judgment is important. Be ready to defend your answers by referring to passages in the historical novel.

Character Interaction

1. Why do children learn to kill?
(As the war shifts into American favor, children at the girls' junior high take classes in invasion procedures. Among their duties is the stabbing of American soldiers with sharpened bamboo bayonets. Sun-hee and her friends practice methods of engaging and slaying the enemy, in part by surprising them with the military skills of young girls. The methods of attack involve pairing with classmates to immobilize the enemy one by one.)

Action

2. How does Tae-yul achieve his ambition?
(While serving rice at a Japanese officers' mess, Tae-yul battles outrage that his superiors believe that all Koreans are cowards. By eavesdropping on a dangerous mission, he determines to volunteer to defend his nation's honor. He is surprised to learn that he

has chosen to enter the Japanese air corps and to fly a one-man kamikaze plane on a suicide mission into American fleets. While learning to pilot a glider, then a plane, he delights in the freedom of flying.)

Exposition

3. What does the novel indicate about the family's wartime situation?

(Under Japanese control, Koreans must remain courteous and compliant with their overlords, who ban the Korean national anthem and flag and even strip families of their Korean names. During neighborhood roll call, families drop everything and hurry to the street. At mealtime, they scrimp on food and substitute animal feed of barley or millet for rice, which the Japanese redirect to the military. The loss of metal objects, jewelry, blankets, jackets, and bikes forces family members into poverty and discomfort. They learn Japanese script, count aloud in Japanese, and attend temples and birthday celebrations to honor the emperor. Uncle conceals his resistance work by overtly courting Japanese business for his print shop.)

History

4. How does the action ally with the history of 1940-1945?

(In 1940, the Kim family keeps abreast of war news by listening to Radio Tokyo reports of Hitler in Europe and the Allies in the Pacific. Although the news is slanted to favor Japan, evidence of lack of clothing, food, and fuel repudiates their lies of a great sea victory for the emperor. After the early morning bomb run on December 7, 1941, by Japanese MIGs over Hickam Field and Pearl Harbor, Hawaii, the American people find themselves plunged into a world war that began in Europe, Korea, and China in the 1930s. Koreans are confused about American attitudes toward their nation, but find that rumors of barbarity and racism are false. The arrival of jeeps and the rapid departure of occupation troops and collaborators introduce the Kim children to gum and chocolate candy, gifts from benevolent American soldiers, who seem unusually tall. By novel's end, the movement of the Chinese communists from Manchuria into North Korea reduces the Kim family's hopes for Uncle's return.)

Setting

5. Why does Tae-yul go to jail?

(After Tae-yul joins the squad of 30 kamikazes in Kagohara, Japan, he readies himself for the danger-

ous mission by mastering plane mechanics and glider flying and by practicing in one of the two trainer planes. He studies protective maneuvers, targeting a ship, and diving with his eyes closed. On June 16, 1945, Tae-yul receives a bombing mission called Operation Kikusui set for June 20. With longitude and latitude from Flight Lieutenant Watanabe, the four fliers suit up and set out, but incur cloudy weather. Because the pilots return without dropping their bombs, authorities jail them as failures.)

Interpretation

6. Why is Uncle a model of civil disobedience?

(Uncle maintains an outward appearance of the compliant Korean. While courting new business from the Japanese for his print shop, he continues publishing news articles and propaganda defying the occupation government and its diminution of Korean culture. To his niece and nephew, he teaches the value of patriotic fables and myths and the symbolic meaning of the Korean flag. At the base of his rebellion is his belief that Korea will one day regain control of the motherland and rid the people of Japanese names, language, laws, and oppression.)

Literary Foils

7. How does Father contrast his brother?

(The Kim children get the wrong opinion of their father, who appears less courageous than his younger brother. As a scholar, Father demands study of kanji and insists that his son and daughter value reading and learning as humanistic endeavors. He justifies character writing as a gift of the Chinese and encourages love of books. When Father fails to stop the soldiers from taking Tae-yul's bike, the boy begins to form a faulty notion that Father lacks the spunk of Uncle, who openly spurns Japanese principles.

Upon Tae-yul's return from prison after the war, he idolizes Uncle for leading the resistance. With a rude outburst, he demeans Father for taking no action to revolt against an occupation force. It is Sun-hee who reveals to her brother that Father was a writer for the resistance. For material, he spied on Japanese educational lapses and reported in the underground press on the need of local children for training in Korean language, history, and culture.)

Theme

8. What does the novel reveal about courage?

(The narrative stresses that individuals make their own contributions to the war effort. Mother contin-

ues making nourishing meals out of insufficient staples, sews and gardens, and tries to convey normalcy in a time of crisis. She sets the example of on-the-spot courage by rescuing Mrs. Ahn from vicious Japanese soldiers. To cover her boldness, she insists that people respect the elderly. Sun-ye supports Mother by helping with meals, sewing, weeding, and laundry and by gathering information about Tae-yul during training.

From a masculine point of view, her brother believes that courage is a brazen act of self-sacrifice. He formulates a plan to subvert Japanese authorities and to ditch a kamikaze bomber in the sea. Upon his demobilization, he muddles through memories of the war years and finds his father lacking in overt defiance of the enemy. Only after learning all the details of the packet that Miss Lim delivers does Tae-yul realize that each citizen contributed to the victory—Sun-hee by keeping her diary and spying on the print shop, Father by writing articles for the resistance movement, Mother by concealing Uncle’s hiding place, and Mrs. Ahn for maintaining a secret cellar.)

Tone

9. Why does the novel’s tone depend on an appreciation of Korean kamikaze pilots?

(The shortened training and commissioning of suicide pilots to stop the advance of Allied fleets in the Pacific illustrates a number of issues in the book. From the Japanese perspective, the need for such drastic measures proves that, despite their lies about sea victories, occupation forces know they are losing the war. From the Korean point of view, volunteering for flight training defends national pride and retrieves young men from the sidelines into an action that will rapidly end the war and return Korea’s independence. Through the reader’s eyes, the pilot Tae-yul illustrates the complex thinking of a subjugated people who have limited opportunity to reclaim their homeland. The horror of grooming young fliers to kill themselves in their first bomb run also expresses the extremes of a world war that reduces individuals to expendable combat fodder.)

Style

10. Why does the author alternate speakers?

(The presentation of the war story from the perspective of a spunky young female and her idealistic brother offers evidence of gender differences, especially during hard times. Sun-hee, like Mother, clings to home roles of cook and housekeeper, seamstress

and gardener. In what free time is left, the girl bends language to her own use by reading and learning kanji and by applying logic to the predicaments of Father, Uncle, and Tae-yul. Her brother, who has the freedom to dream big, chooses flight as a career and works his way toward airplanes by performing manual labor at the airstrip and by volunteering for the Japanese youth air corps. Although Tae-yul moves into the heart of the Pacific war as a bomber pilot, he lacks his sister’s outlook on civilian contributions to the war effort. When restlessness consumes Tae-yul in August 1945 on his return from the dead, it is his homebody sister who clarifies the true nature of endurance and survivalism.)

How Language Works

Linda Sue Park reveals character traits with individualized commentary.

1. Omoni makes no justification of her breaking of the law against rose of Sharon shrubs. After Tae-yul rescues the plant, Omoni speaks to the tree: “The time will come when you will be free to grow in a place of honor. I will see that you live until then—that is a promise.”
2. To his rebellious younger brother, Father, the Korean traditionalist, insists on his rightful place as family elder: “You show great disrespect by not heeding my desires.”
3. Tomo, one of many Koreans who believe Japanese propaganda about victory over the Allies, declares, “The Imperial forces have huge fleets of these planes. The American don’t stand a chance.”
4. To Tae-yul’s prediction that his family will receive food and clothing if he enters the Japanese military, his sister explains the greater view: “You—you pig head! Don’t you know I’d rather have a thousand patches in my clothes than lose my brother?”
5. In explaining Father’s concealment of his underground activity, Sun-hee explains to her brother their father’s reason for not divulging his anti-Japanese writings: “That isn’t his way. He did what he did but felt no need to talk about it.”

Across the Curriculum

Science

1. Draw a mural explaining the difference between guiding a glider and flying a one-pilot plane. Include information about wings, rudder pedals, propellers, and bombing.

2. Outline the fermenting vegetables into kimchee in a special kimchee jar. Explain how homemakers keep pollutants out of the mix while the container is buried in the ground.
3. Compare the importance of the rose of Sharon in Korea to the chrysanthemum and cherry blossom in Japan, the rose in England, the maple leaf in Canada, the fleur de lis in France, the tulip in Holland, the shamrock in Ireland, the prickly pear cactus in Mexico, the thistle in Scotland, the edelweiss in Switzerland, the lotus in Egypt, and the American beauty rose in the United States.
4. Compose a leaflet on jade. Explain why Grandfather's loss of a jade scholar's button was a terrible blow to his pride.

Language

1. Compose a chalk talk in which you explain the creation of the military term "jeep." How does the name honor the vehicle for its adaptability to a variety of needs and circumstances?
2. Place these vocabulary terms into categories. Mark each either abstract or concrete under these topic headings: descriptions, places, objects, people, food, science, activities, and educational and geographic terms: magenta, opah, careen, millet, barley, rose of Sharon, nib, root ball, hyungnim, kimchee, abuji, eliminate, character writing, trowel, disgust, wrench, loftily, go-kam, raucous, stunned, jade, topknot, dismissive, cat's cradle, kanji, endeavor, primer, kimchee jar, rice cake, mime, calligraphy, omoni, nutritious, shrine, prod, sool, and fervent.
3. Compose a lecture on xenophobia. Outline the dangers of stereotyping an entire ethnic group or culture, such as the Japanese insistence that Koreans are too cowardly to assume the job of kamikaze pilots.

Social Studies

1. Explain in a theme how the author describes the coercion of Korean families during regular neighborhood accountings. Why is Mrs. Ahn above suspicion of treason? Why do the families of Tomo and Jung-shin depart quickly after the Japanese surrender?
2. Compose a brief timeline of World War II history and geography that incorporates these terms: strategy, mode, resin, traitor, rudder, tarmac, chin-il-pa, corps, occupation, ration, saving face, glider, procedures, atrocity, evasive, commandeer, kamikaze, realm, Tan-gun, rescript, resistance, divine, Hitler,

sake, taunt, Radio Tokyo, raid, tactic, recruit, paramount, perimeter, spiel, Tropics, lockstep, demobilized, throttle, Hangul, enlistment, reveille, CO, bayonet, MacArthur, firestorm, agitation, lurch, formation, scan, headset, kit bag, longitude/latitude, cockpit, slander, and grovel.

3. List the types of Koreans most likely to become collaborators with the Japanese occupation force, for example, food and uniform suppliers, local authorities, factory owners, financiers, landowners, and celebrities. Why would a Korean printer and an Olympic marathoner refuse to comply with the Japanese? How does Miss Lim stand out among dissidents?

Music

1. Read aloud the words of "Aegukka" (Patriotic Song, 1896), the Korean national anthem, written by Yun Ch'iu-Ho and Ahn Eaktay, and of "Kimi Ga Yo" (May Your Reign Last Forever, 1869), the Japanese national anthem, composed by Irish bandmaster John William Fenton. Explain how honor to a nation unites people and helps them endure hardships and threats to themselves and their culture. How do the lyrics contrast the more militant American and French national anthems?

Composition

1. Make an oral report on the people who masterminded the Korean resistance, especially those who published underground newspapers and leaflets and who charged the Japanese with such war crimes as kidnapping civilians, forced dissolution of the Korean empire, assassination of royalty, concubinage of Korean girls, obligatory military service, assaulting children and the elderly, mistreating the sick and wounded, starving prisoners, looting of homes and pantries, forced name changing, propagandist education, and banning of the Korean flag and national anthem and of oral and written Korean language.
2. Compose a first person account of the training of Korean volunteers for a dangerous kamikaze mission to bomb an American fleet. Choose your role as a Korean glider pilot, Japanese officer or CO, plane mechanic, government inspector, mess hall servant, barracks buddy, soldier's parent or sibling, perimeter guard, or flight instructor.

Geography and Computers

1. On an Internet map of the Pacific war, locate places where kamikaze pilots engaged Allied fleets,

including the USS Intrepid on Luzon; the HMS Formidable, HMS Victorious, and HMS Hose at Okinawa; the USS Sonoma in San Pedro Bay; and the USS Franklin, USS Sangamon, USS Suwannee, USS Santee, USS White Plains, USS Kalinin Bay, USS Kitkun Bay, USS St. Lo, USS Indiana, and HMS Australia in Leyte Gulf. Explain why volunteers received special meals, ceremonial swords, sake, and honors from the emperor before their fatal flights.

- Using the Flight Lieutenant's directions, pinpoint the location of the kamikazes' failed bomb run.
- Using an electronic map of the Pacific and Asia, locate Korea, Japan, Kagohara, Pearl Harbor, Hawaii, Manchuria, Burma, Taegu, Hong Kong, Malaya, Seoul, Philippines, Attu, New Guinea, and Singapore. How far is Kagohara from Pearl Harbor? from Hiroshima? from Nagasaki? from Manchuria? Where did the Japanese emperor and the Korean royal family live out the war years?

Research

- Create a bulletin board mapping the shift in Korean sovereignty throughout the 20th century. What is the significance of the 38th parallel to World War II? to the Korean War? to current separation of North and South Korea?
- Divide the class into small groups to research differences in Asian languages. Make posters illustrating the written alphabets of China, Taiwan, Japan, Korea, and Vietnam. Include the number of characters in each language.

Journalism

- Compose brief commentary for Radio Tokyo about these events:
 - bombing of Pearl Harbor
 - kidnap of Korean schoolgirls
 - celebration of the emperor's birthday
 - the emperor's surrender
 - formation of a Korean underground
 - suppression of the Korean flag
 - the rise of communism in Manchuria
 - participation of Korea in the 1936 summer Olympics
 - revolt of Koreans against occupation forces
 - kindness of American soldiers to Koreans
- Outline a cartoon strip featuring the wartime adventures of these groups:
 - neighborhood patrols
 - heroes volunteering for kamikaze training
 - girls at bayonet practice

- builders of an airstrip
- disappearance of resistance members and collaborators

Reading

- Read aloud other literary descriptions of racial or cultural divides. Include Walter Dean Myer's *Fallen Angels*, Laurence Yep's *Dragonwings*, Sandra Cisneros's *Caramelo*, Joyce Moyer Hostetter's *Blue*, Jane Yolen's *The Devil's Arithmetic*, Gus Lee's *China Boy*, Adeline Yen Mah's *Chinese Cinderella*, Gary Soto's *Taking Sides*, Sheila Gordon's *Waiting for the Rain*, Joseph Bruchac's *Bowman's Store*, Yoko Kawashima Watkins's *So Far from the Bamboo Grove*, Julia Otsuka's *When the Emperor Was Divine*, Chris Crutcher's *Whale Talk*, Mildred Taylor's *The Land*, Forrest Carter's *The Education of Little Tree*, Jean Craighead George's *Julie of the Wolves*, Theodore Taylor's *The Cay*, Ann Petry's *Tituba of Salem Village*, Ben Mikaelson's *Touching Spirit Bear*, Michael Dorris's *A Yellow Raft in Blue Water*, Jamaica Kincaid's *Annie John*, William H. Armstrong's *Southerner*, James Vance Marshall's *Walkabout*, Art Spiegelman's *Maus*, and Gish Jen's *Who's Irish?* and "Fish Cheeks." List behaviors that welcome outsiders, such as aiding elderly neighbors, celebrating holidays, planning community events, receiving letters and parcels, offering help for cleaning yards and homes, training a local militia, and integrating classrooms.

Literature

- Using improvisational charades, act out characteristics of these minor figures in the story: Mrs. Ahn, kamikaze trainees, Tomo, Sohn Kee Chung, Onishisan, Pak Jung-shin, plane mechanics, popcorn man, Pak Sung-joon, Sung-kwon, the Emperor, Sung-ho, block leader, General MacArthur, Grandfather, Spade-face, recruits, CO, Hee-won, seasick volunteers, Flight Lieutenant Watanabe, Miss Lim, Louise Yim, jeep driver, jail inmates, and comfort women.
- Place the following events in chronological order: a ceremonial sword arrives, the siblings plant a rose of Sharon shrub in a place of honor, Tae-yul fights off prison rats, Uncle pretends to greet Sun-hee and her friend at the print shop, free rations arrive for parents of soldiers, Grandfather loses his top-knot and jade scholar's button, neighbors celebrate the emperor's birthday at a temple, Tomo warns Sun-hee that Uncle is not safe, Jung-shin moves away, the kimchee is ruined by

Grandfather's hair, Sun-hee eavesdrops on male conversations at the table, Mother stops wearing white, Sun-hee starts keeping a diary, Uncle remains in Manchuria, Father agrees to imply that Tae-yul is a traitor, Watanabe instructs the pilots on the location of a bombing mission, Sun-hee and Tomo build an Olympic village, and Sun-hee gets a new name.

3. Discuss scenes from the novel that describe acts of patriotism, thrift, scholarship, curiosity, respect for elders, family honor, caution, discourtesy, and daring. Note scenes that incorporate contrasting themes, for example, ambition and hatred of the enemy when Tae-yul learns to fly or courtesy and civil disobedience when Uncle welcomes Sun-hee to the print shop.

Psychology

1. Contrast Father's roles as a teacher, parent, brother, husband, citizen, scholar, son, and rebel. Discuss why Tae-yul twice accuses his father of cowardice.
2. Describe changes in Tae-yul after he returns from jail. What causes restlessness and emotional outbursts? Why do everyday actions comfort him? Why is his sister an effective comforter?
3. Create a character study of Sun-hee by summarizing her relationship with an American jeep driver, Tomo, Mother, the block leader, Jung-shin, Mrs. Ahn, Father, Uncle, the school principal, Japanese soldiers, the popcorn man, and Tae-yul. Why does Miss Lim's heroism alter Sun-hee's view of women's place in espionage?

Cinema

1. Sketch a neighborhood accounting as though photographed from the air. Explain how the camera angle determines the viewer's perception of Korean humiliations and face-saving actions, such as lifting an elderly woman from the street and piling rose of Sharon trees on a bonfire.
2. Explain how these contrasting scenes reveal unique aspects of the war: the cockpit of a glider, Tomo's departure for Japan, the dropping of leaflets from General MacArthur, Uncle's boarded-up print shop, Mother's persimmon tree, Mrs. Ahn's secret cellar, bayonet practice at the girls' junior high, a neighborhood accounting, take-off for a bomb run, Tae-yul's jail cell, the beginnings of an airstrip, Miss Lim's letter, Jung-shin's avoidance of her old friend, girls volunteering to work in Japanese uniform factories, and the kamikaze trainee barracks.
3. Create posters advertising films featuring Asian cul-

tures and cultural pride, e.g., *Farewell to Manzanar*, *In Harm's Way*, *Pride*, *The Joy Luck Club*, *Exodus*, *The Good Earth*, *Flower Drum Song*, *Empire of the Sun*, *MASH*, *The Painted Veil*, *The Kite Runner*, *Madame Butterfly*, *The Last Emperor*, *The Killing Fields*, *A Town Like Alice*, *A Passage to India*, and *Snow Falling on Cedars*. Outline how filmmakers reveal universal human qualities, including parental discipline, patriotism, courtesy, intelligence, thrift, forgiveness, self-sacrifice, ambition, friendship, cooperation, and courage.

4. After viewing the film *South Pacific*, explain why the creation of an airstrip on Midway was crucial to the war effort.

Art, Costume Design, and Music

1. Using desktop publishing or other media, design several of these projects: contrasting flags of Korea and Japan, a map of the kamikaze hangars showing two trainer planes hidden in the woods, an imperial notice to kamikaze pilots or to block leaders, a list of Japanese rules about Korean language and family names, a family tree including Grandfather and Uncle, a boat schedule from Korea to Japan, a censored letter or death letter, a three-way view of a glider or a one-pilot plane, instructions on making kimchee or go-kam, a summary of events beginning and ending World War II in the Pacific, a business card for a printer or vice-principal, the shape of a persimmon tree or a rose of Sharon bush, and lessons in kanji or the Korean national anthem.
2. Create a bulletin board or mural illustrating character victimization. Include lashing men during calisthenics, attacking Japanese occupation forces after the war, rifling private homes in search of metal objects or evidence of treason, ridiculing all Koreans as cowards, attacking American forces at Pearl Harbor, Mother's grief for her son, raiding the print shop, stealing Grandfather's jade scholar's button, calling Father a coward, stealing a boy's bicycle, conscripting Korean college students for the Japanese army, confiscating blankets and jackets, requiring Koreans to honor the emperor at a temple, and forcing Mrs. Ahn to learn to count in Japanese.

Drama and Speech

1. Write a telephone conversation, text message, or email exchange between Sun-hee and Tomo or Jung-shin describing how Korean junior high schools change from 1944 to 1948. Include her

memories of learning to bayonet a dummy and prepare for an Allied invasion and teaching her brother kanji.

2. Highlight dominant emotions during the disappearance of Uncle, as Korean characters receive new names, while the family digs up the rose of Sharon, as Sun-hee reads Father's commentary on Japanese education, after Tomo alerts Sun-hee to Uncle's endangerment at the print shop, and after Tae-yul returns home alive.
3. Summarize your reaction to the fate of soldiers who displease the Japanese hierarchy. How does the arrest save face? Why is it counterproductive for officers to jail failed kamikaze pilots? Propose reasons for the inmates' release in August 1945.

Alternate Assessment

1. List in chronological order and describe these significant events: burning a paper flag, making a new sign for the print shop, washing uniforms at the barracks, receiving a coded message from Tomo, reciting a speech, translating a radio broadcast for Mother, escorting Mrs. Ahn to the accounting, concealing facts about prison rats and meals, splashing Spade-face with mud, losing Jung-shin as a friend, burning a hand in the stove fire, planting a rose of Sharon shrub, lying about victory at sea, sending free food to families of soldiers, wearing a patched uniform, eavesdropping on men, fearing Tae-yul's execution, borrowing go-kam, removing white clothes, and teaching Tae-yul the Korean alphabet.
3. Compose brief definitions of collaboration, kamikaze, and emperor as they apply to *When My Name Was Keoko*. What changes in the text would explain Mother's inability to translate radio broadcasts? offer more information about Korean volunteers to the army? account for Grandfather's sudden death? justify the imprisonment of kamikazes? reveal Tae-yul's plans for a career?
4. Summarize scenes that depict conflict, particularly animosity toward Koreans, practicing for an invasion, reading news about Uncle, countering the suspicion of collaboration, avoiding block leaders, dressing for a bomb run to Kikusui, killing American soldiers, taking volunteer females to Japan, closing the Manchurian border, ignoring laws against the Korean language, defending Korean honor, and accusing Father of cowardice.

Vocabulary Test

A. Match each term in boldface with a synonym from the list that follows.

- _____ 1. destroy: disgust, eliminate, prod, careen, raid
- _____ 2. enlist: recruit, spiel, lurch, scan, taunt
- _____ 3. runway: rescript, rudder, corps, throttle, tarmac
- _____ 4. first: dismissive, fervent, primer, paramount, endeavor
- _____ 5. script: calligraphy, tactic, perimeter, agitation, grovel
- _____ 6. vegetables: millet, magenta, barley, kimchee, rice cake
- _____ 7. method: reveille, mode, formation, resin, commandeering
- _____ 8. attack: ration, mime, lockstep, firestorm, nib
- _____ 9. outrage: atrocity, strategy, Tan-gun, kamikaze, occupation
- _____ 10. holy: saving face, divine, realm, sool, evasive

B. Which unused term means:

- | | | | |
|------------|-------|-----------------|-------|
| 1. uproar | _____ | 6. control | _____ |
| 2. kingdom | _____ | 7. synchronized | _____ |
| 3. wakeup | _____ | 8. helm | _____ |
| 4. poke | _____ | 9. attempt | _____ |
| 5. imitate | _____ | 10. reader | _____ |

Comprehension Test A

Part I: Matching (30 points)

Match the following descriptions to the names or places each refers to:

- _____ 1. sends leaflets by plane
- _____ 2. stands guard
- _____ 3. loses a topknot
- _____ 4. challenges Japanese education
- _____ 5. sends a message to kamikazes
- _____ 6. wears white
- _____ 7. departs with other collaborators
- _____ 8. operates a press
- _____ 9. readies pilots for a mission
- _____ 10. counts to five and stops
- _____ 11. works for the resistance
- _____ 12. ravel mittens for yarn
- _____ 13. hides in a secret cellar
- _____ 14. kicks rats
- _____ 15. realizes that Tae-yul is learning to fly

- | | | |
|-------------------|-------------------|--------------|
| A. Kim Young-chun | F. Mrs. Ahn | K. Tomo |
| B. Abuji | G. Sun-hee | L. Watanabe |
| C. Miss Lim | H. Spade-face | M. Tae-yul |
| D. Omoni | I. Grandfather | N. Emperor |
| E. Jung-shin | J. Sohn Kee Chung | O. MacArthur |

Part II: Identification (20 points)

Name the following items:

- _____ 1. knitted gift
- _____ 2. ceremonial weapon
- _____ 3. Tae-yul's first job
- _____ 4. character writing
- _____ 5. source of resin
- _____ 6. unknown sweet
- _____ 7. American vehicle
- _____ 8. food contaminated with hair
- _____ 9. burned drawing
- _____ 10. death gift in an envelope

Part III: Settings (20 points)

Identify where these events take place.

- 1. hiding of a shrub _____
- 2. distribution of rubber ballas _____
- 3. door is boarded up _____
- 4. keeping a diary _____
- 5. bayonet practice _____
- 6. an invasion fleet departs _____
- 7. shredding a blossom _____
- 8. offering go-kam _____
- 9. washing a uniform _____
- 10. experiencing a first flight _____

Part IV: Essay Questions (40 points)

1. Account for anger at the banker and the school principal.
2. Summarize Uncle's attitude toward civil rights.
3. Compare Tae-yul before and after his enlistment.
4. Cite examples of civilian harassment.
5. Describe the honoring of a kamikaze pilot.

Comprehension Test B

Part I: True/False (30 points)

Mark each statement either T for true or F if any part is false:

- _____ 1. The block leader commandeers metal objects.
- _____ 2. Abuji needs Tae-yul's help printing government flyers.
- _____ 3. Because of Father's critical articles, soldiers break in to look for evidence of treason.
- _____ 4. Sun-hee teaches Mrs. Ahn to count in kanji.
- _____ 5. A typhoon destroys a kamikaze invasion.
- _____ 6. The children spy on Uncle's print shop.
- _____ 7. Onishi-san shows the class a film about American atrocities.
- _____ 8. Tomo inquires about Uncle and hints that he is not in Manchuria.
- _____ 9. Clouds prevent a kamikaze bombing mission.
- _____ 10. An American jeep delivers the death letter to the door.
- _____ 11. In 1948, Koreans participated in the London Olympics under their own flag.
- _____ 12. Tae-yul goes to jail for failing the mission.
- _____ 13. The scarf and persimmons are missing from the parcel.
- _____ 14. Americans bomb Hiroshima and Nagasaki.
- _____ 15. The Emperor surrenders after his capture.

Part II: Fill in the Blanks (20 points)

Fill in the blanks with terms that make a true statement:

1. Tae-Yul observes his _____ anger at laws requiring that Koreans register at the police station for new _____
2. The family runs out of _____ because of war needs in Manchuria and dines on barley or _____ which farmers use for chicken feed.
3. Tae-yul helps at Uncle's _____ by typesetting, inking, feeding paper through the _____ bundling flyers, and delivering them.
4. In fall, _____ plays cat's cradle with new friend Pak Jung-shin and takes kernels to the _____ man.
5. Tae-yul hears a _____ overhead and falls from his _____

Part III: Multiple Choice (20 points)

Choose the correct answer to complete each statement below:

- _____ 1. Tomo believed that Americans kill
 - A. Asian babies.
 - B. people with black hair.
 - C. the Emperor's family.
 - D. collaborators.
- _____ 2. Outside the hangars, soldiers hide
 - A. planes in the woods.
 - B. Uncle.
 - C. Korean volunteers.
 - D. gliders.
- _____ 3. Soldiers beat Mrs. Ahn for
 - A. demanding her daughter back.
 - B. hiding a rose of Sharon bush.
 - C. welcoming Tae-yul home.
 - D. counting in Korean.
- _____ 4. The Kim children spy on
 - A. Miss Lim.

B. the airstrip.

C. Uncle.

D. Spade-face.

_____ 5. The Japanese confiscate

A. bags of millet.

B. blankets.

C. ceremonial swords.

D. bamboo bayonets.

_____ 6. Tomo asks a strange question about the

A. Olympic village.

B. stolen bike.

C. Korean national anthem.

D. diary.

_____ 7. Tae-yul carves a flag on

A. the side of his airplane.

B. Grandfather's jade scholar's button.

C. the cracked flower pot.

D. gourd bowls.

_____ 8. The principal rejects

A. straw dummies.

B. Sun-hee's father as a staff member.

C. Hee-won as a volunteer.

D. Abuji's published article.

_____ 9. The Japanese call the pilots

A. divine wind.

B. ceremonial sword carries.

C. chin il pa.

D. untrustworthy.

_____ 10. Before the mission, pilots

A. write letters to girlfriends.

B. train only with unfueled gliders.

C. toast the emperor with sake.

D. discover that the communists have halted travel from Manchuria.

Part IV: Essay Questions (40 points)

1. Explain how Father reacts to his son's outbursts.

2. Account for the need for suicide missions.

3. Describe the duties of a block leader or flight instructor.

4. Explain why Father is courteous to the enemy.

5. Discuss evidence that Japan is losing the war.

Answer Key

VOCABULARY TEST

- A. 1. eliminate 6. kimchee
2. recruit 7. mode
3. tarmac 8. firestorm
4. paramount 9. atrocity
5. calligraphy 10. divine
- B. 1. agitation 6. commandeer
2. realm 7. lockstep
3. reveille 8. rudder
4. prod 9. endeavor
5. mime 10. primer

COMPREHENSION TEST A

Part I: Matching (30 points)

- | | | |
|------|---------|-------------|
| 1. O | 6. D | 11. A, B, C |
| 2. H | 7. E, K | 12. D |
| 3. I | 8. A, M | 13. A |
| 4. B | 9. L | 14. M |
| 5. N | 10. F | 15. G |

Part II: Identification (20 points)

- | | |
|---------------|-----------------------------|
| 1. scarf | 6. gum |
| 2. sword | 7. Jeep |
| 3. airstrip | 8. kimchee |
| 4. kanji | 9. Korean flag |
| 5. pine roots | 10. hair and nail trimmings |

Part III: Settings (20 points)

- | | |
|----------------|---------------------|
| 1. garden shed | 6. Mongolia |
| 2. Korea | 7. train to Seoul |
| 3. print shop | 8. Mrs. Ahn's house |
| 4. Kim home | 9. barracks |
| 5. school | 10. glider |

Part IV: Essay Questions (40 points)

Answer will vary.

COMPREHENSION TEST B

Part I: Multiple Choice (30 points)

- | | | |
|------|-------|-------|
| 1. T | 6. T | 11. T |
| 2. F | 7. T | 12. T |
| 3. T | 8. F | 13. F |
| 4. F | 9. T | 14. T |
| 5. F | 10. F | 15. F |

Part II: Fill in the Blank (20 points)

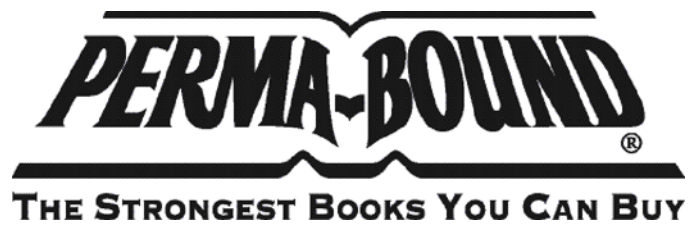
1. uncle's, names
2. rice, millet
3. print shop, press
4. Sun-hee, popcorn
5. plane, bike

Part III: Multiple Choice (20 points)

- | | |
|------|-------|
| 1. B | 6. A |
| 2. A | 7. D |
| 3. D | 8. C |
| 4. C | 9. A |
| 5. B | 10. C |

Part IV: Essay Questions (40 points)

Answer will vary.



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