

LINDA SUE PARK

Newbery Medallist for *A Single Shard*

WHEN
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NAME
WAS
KEOKO

When My Name Was Keoko

Elaine O'Quinn, Elaine J. O'Quinn



When My Name Was Keoko:

When My Name Was Keoko Linda Sue Park, 2013-04 A heartwarming tale of courage resilience and hope from master storyteller and winner of the prestigious Newbery Medal Linda Sue Park When her name was Keoko Japan owned Korea and Japanese soldiers ordered people around telling them what they could do or say even what sort of flowers they could grow When her name was Keoko World War II came to Korea and her friends and relatives had to work and fight for Japan When her name was Keoko she never forgot her name was actually Kim Sun hee And no matter what she was called she was Korean Not Japanese Inspired by true life events this amazing story reveals what happens when your culture country and identity are threatened *When My Name Was Keoko* ,2012 **When My Name Was Keoko Group Set** Booksources, The, 2009-08-01 **When My Name Was Keoko Novel Units Student Packet** Novel Units, 2019-07-15 **When My Name Was Keoko** Carol Alexander, 2008-01-01 Use Novel Ties study guides as your total guided reading program Reproducible pages in chapter by chapter format provide you with the right questions to ask the important issues to discuss and the organizational aids that help students get the most out of each book they read *When My Name Was Keoko Novel Units Student Packet 15 Pack* Novel Units, 2019-07-15 *When My Name Was Keoko Novel Units Student Packet 30 Pack* Novel Units, 2019-07-15 **When My Name Was Keoko Teacher Guide** Novel Units, Inc. Staff, 2004 *Teaching About Dialect Variations and Language in Secondary English Classrooms* Michelle D. Devereaux, 2014-10-17 Standardized tests demand Standard English but secondary students grades 6 12 come to school speaking a variety of dialects and languages thus creating a conflict between students language of nurture and the expectations of school The purpose of this text is twofold to explain and illustrate how language varieties function in the classroom and in students lives and to detail linguistically informed instructional strategies Through anecdotes from the classroom lesson plans and accessible narrative it introduces theory and clearly builds the bridge to daily classroom practices that respect students language varieties and use those varieties as strengths upon which secondary English teachers can build The book explains how to teach about language variations and ideologies in the classroom uses typically taught texts as models for exploring how power society and identity interact with language literature and students lives connects the Common Core State Standards to the concepts presented and offers strategies to teach the sense and structure of Standard English and other language variations so that all students may add Standard English to their linguistic toolboxes *Children's Book-a-Day Almanac* Anita Silvey, 2012-10-30 An expert on children s literature provides a worthwhile resource for teachers librarians and parents Booklist The Children s Book a Day Almanac is a new way to discover a great children s book every day of the year This fresh inventive reference book is a dynamic way to showcase the gems both new and old of children s literature Each page features an event of the day a children s book that relates to that event and a list of other events that took place on that day Always informative and often surprising celebrate a year of literature for children with The Children s Book a Day Almanac This has solid possibilities as a

springboard for daily reading and writing activities in the classroom or as simply a book focused way to start the day Bulletin of the Center for Children's Books **Unit Plan for When My Name Was Keoko** Cynthia K Perkins, 2020-04-10 This is a combined literature and grammar unit that contains everything you need to teach the novel and more Included in the unit are pre reading active reading and post reading activities with grammar lessons literary activities figurative language a final essay test with grading rubric and other activities just for fun NEW More activity pages added so you can vary your teaching every time you teach the book Names and Naming in Young Adult Literature Alleen Pace Nilsen, Don L. F.

Nilsen, 2007-07-05 This book shows how authors of young adult literature use the creation of names for people places events inventions animals and imaginary concepts as one of their most important literary techniques Chapters address how authors use names to stretch readers emotions to reveal ethnic values and differences to create other worlds and to establish tone Other chapters focus on how authors use names to help readers remember who is who such as J K Rowling in the Harry Potter books or to communicate separate messages to adults and to young readers as exemplified by Richard Handler in the Lemony Snicket books Names and Naming in Young Adult Literature equips readers with the interest and the skill to make similar observations about names and naming when they read other books Looking at the names an author has chosen to use is a wonderful first step in introducing readers to the concept of literary criticism as something to help readers get more pleasure and information from their reading Public and school librarians college instructors of young adult literature teachers of creative writing high school English teachers and anyone else who is interested in young adult literature will find this book extremely interesting **Deeper Writing** Robin W. Holland, 2012-11-15 A guide for teaching successful creative writing includes writing prompts mentor texts to inspire student writing and guidelines for creating original quick writes

A Single Shard - Literature Kit Gr. 5-6 Marie-Helen Goyette, 2009-10-01 Gain a sense of responsibility and knowing what it's like to have someone's fate in their hands Our resource is great for quizzes vocabulary and writing prompts Predict what will happen between Tree ear and Min and whether Tree ear will become a potter Match characters to their actions in the story Use words in a sentence to show its meaning Describe how Tree ear prepares the clay for Min and how different the process would be today Write the step by step instructions on Kang's new technique for making pottery Compare Min and Kang's work in a Venn Diagram Design a poster advertising Min's pottery Find the cities from the novel on a setting map of Korea Aligned to your State Standards additional crossword word search comprehension quiz and answer key are also included About the Novel Set in 12th Century Korea Tree ear an orphaned little boy lives under a bridge with a disabled older friend and caretaker named Crane man Tree ear is fascinated with a local potter named Min and dreams of creating his own ceramics The trade of potter is unfortunately passed down from father to son therefore Min can't teach Tree ear the trade The Royal Emissary tours the village in search for a new potter for the palace Min and Kang another pottery maker compete for the honor The emissary chooses Kang but tells Min that if he can create more work and bring it to Puyo he will

reconsider his choice Now Min's fate rests in the hands of Tree ear who must deliver the pottery to the palace *Handbook of Research on Children's and Young Adult Literature* Shelby Wolf, Karen Coats, Patricia Enciso, Christine Jenkins, 2011-04-27 This landmark volume is the first to bring together leading scholarship on children's and young adult literature from three intersecting disciplines Education English and Library and Information Science Distinguished by its multidisciplinary approach it describes and analyzes the different aspects of literary reading texts and contexts to illuminate how the book is transformed within and across different academic figurations of reading and interpreting children's literature Part one considers perspectives on readers and reading literature in home school library and community settings Part two introduces analytic frames for studying young adult novels picturebooks indigenous literature graphic novels and other genres Chapters include commentary on literary experiences and creative production from renowned authors and illustrators Part three focuses on the social contexts of literary study with chapters on censorship awards marketing and literary museums The singular contribution of this Handbook is to lay the groundwork for colleagues across disciplines to redraw the map of their separately figured worlds thus to enlarge the scope of scholarship and dialogue as well as push ahead into uncharted territory

Girls' Literacy Experiences in and Out of School Elaine O'Quinn, Elaine J. O'Quinn, 2013 Through thoughtful analysis of girls' historical literacy experiences their contemporary reading and writing lives and trends in young adult literature this book sheds new light on how teachers can better understand and create classroom experiences that make girls visible both to themselves and to others Historically the status of girls has evoked much less research than that of boys Recently emerging scholastic and strategic study concerning the vulnerability of girls is adding a vital missing component to this continually emerging discourse Looking at many aspects of girls' gendered lives this text considers the specific perspectives of the social and cultural constructions that script gender particularly as they apply to girls in our classrooms Prominent scholars in their respective fields examine the myriad forces that shape the lives of American girls from the earliest didactic records of manuals and books of conduct to current artifacts of contemporary culture By investigating both the scholarly literature on girls as well as the primary sources of a material culture the authors seek to unravel how adolescent girls learn and seek to compose identities By closely examining girls' practices in which are embedded issues of class race ethnicity immigrant status and sexuality the text considers some of the values structures and trajectories that have come to define teenage girlhood Its distinctive contribution is to unpack some of the assumptions of girls in English classrooms and to critically examine their experiences as they try to fit preconceived norms while forming their own personhood Provided by publisher

Crossing the Curriculum Vivian Zamel, Ruth Spack, 2004-02-26 As college classrooms have become more linguistically diverse the work of ESOL professionals has expanded to include research on the experiences of multilingual learners not only in ESOL courses but also in courses across the curriculum At the same time that ESOL professionals are trying to understand the academic challenges that learners face beyond ESOL courses faculty across

the disciplines are trying to meet the challenge of teaching students of differing linguistic backgrounds Crossing the Curriculum Multilingual Learners in College Classrooms responds to these issues and concerns by capturing the complex and content specific nature of students and teachers experiences and providing a nuanced understanding of how multilingual students learning can be fostered and sustained Crossing the Curriculum Multilingual Learners in College Classrooms is unique in bringing together the perspectives of researchers students and teachers These multiple lenses allow for a richly layered picture of how students and teachers actually experience college classrooms Common themes and pedagogical principles resonate across the three distinct sections of the book Part One Investigating Students Experiences Across the Curriculum Through the Eyes of Classroom Researchers consists of chapters written by ESOL and composition researchers who have investigated multilingual students experiences in undergraduate courses across the curriculum Part Two Learning Across the Curriculum Through Students Eyes consists of chapters written by two multilingual learners who chronicled their experiences as they crossed the curriculum over time Part Three Engaging Students in Learning Through the Eyes of Faculty Across the Curriculum consists of chapters written by faculty from several academic fields Anthropology Philosophy Nursing Literature Sociology and Asian American Studies who discuss their own attempts to address the needs of multilingual learners in their classrooms

Linda Sue Park Michelle Parker-Rock,2008-07-01 A biography of children s author Linda Sue Park including her childhood her path to becoming an author how she writes and her advice for young authors *Novel Unit for When My Name Was Keoko* Middle School Novel Units Inc.,2014-05-17 This is a combined literature and grammar unit that contains everything you need to teach the novel and more Included in the unit are pre reading active reading and post reading activities with grammar lessons literary activities a literary terms matching quiz a final essay test with grading rubric and other activities just for fun

To See the Wizard Laurie Ousley,2021-02-19 To See the Wizard Politics and the Literature of Childhood takes its central premise as the title indicates from L Frank Baum s The Wonderful Wizard of Oz Upon their return to The Emerald City after killing the Wicked Witch of the West the task the Wizard assigned them Dorothy the Tin Woodman Scarecrow and Lion learn that the wizard is a humbug merely a man from Nebraska manipulating them and the citizens of both the Emerald City and of Oz from behind a screen Yet they all continue to believe in the powers they know he does not have still insisting he grant their wishes The image of the man behind the screen and the reader s continued pursuit of the Wizard is a powerful one that has at its core an issue central to the study of children s literature the relationship between the adult writer and the child reader As Jack Zipes Perry Nodelman Daniel Hade Jacqueline Rose and many others point out before the literature for children and young adults actually reaches these intended readers it has been mediated by many and diverse cultural social political psychological and economic forces These forces occasionally work purposefully in an attempt to consciously socialize or empower training the reader into a particular identity or way of viewing the world by one who considers him or herself an advocate for children Obviously these wizards acting in literature can be

the writers themselves but they can also be the publishers corporations school boards teachers librarians literary critics and parents and these advocates can be conservative progressive or any gradation in between It is the purpose of this volume to interrogate the politics and the political powers at work in literature for children and young adults Childhood is an important site of political debate and children often the victims or beneficiaries of adult uses of power one would be hard pressed to find a category of literature more contested than that written for children and adolescents Peter Hunt writes in his introduction to *Understanding Children's Literature* that children's books are overtly important educationally and commercially with consequences across the culture from language to politics most adults and almost certainly the vast majority in positions of power and influence read children's books as children and it is inconceivable that the ideologies permeating those books had no influence on their development If there were a question about the central position literature for children and young adults has in political contests one needs to look no further than the myriad struggles surrounding censorship Mark I West observes for instance Throughout the history of children's literature the people who have tried to censor children's books for all their ideological differences share a rather romantic view about the power of books They believe or at least they profess to believe that books are such a major influence in the formation of children's values and attitudes that adults need to monitor every word that children read Because childhood and young adulthood are the sites of political debate for issues ranging from civil rights and racism to the construction and definition of the family indoctrinating children into or subverting national and religious ideologies the literature of childhood bears consciously political analysis asking how socialization works how children and young adults learn of social cultural and political expectations as well as how literature can propose means of fighting those structures *To See the Wizard Politics and the Literature of Childhood* intends to offer analysis of the political content and context of literature written for and about children and young adults The essays included in *To See the Wizard* analyze nineteenth and twentieth century literature from America Britain Australia the Caribbean and Sri Lanka that is for and about children and adolescents The essays address issues of racial and national identity and representation poverty and class mobility gender sexuality and power and the uses of literature in the healing of trauma and the construction of an authentic self

Unveiling the Magic of Words: A Report on "**When My Name Was Keoko**"

In a world defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their ability to kindle emotions, provoke contemplation, and ignite transformative change is really awe-inspiring. Enter the realm of "**When My Name Was Keoko**," a mesmerizing literary masterpiece penned by a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve in to the book is central themes, examine its distinctive writing style, and assess its profound affect the souls of its readers.

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When My Name Was Keoko Introduction

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