

NAME:

BLOCK:

CENTRAL HISTORICAL QUESTION(S)

WHAT IS A NATIONAL IDENTITY?

WHY DOES A NATIONAL IDENTITY SEEM TO MATTER SO MUCH TO PEOPLE?



LESSON OBJECTIVE(S)

- 1.) CONNECT *identity to history*
- 2.) DEFINE *nationalism in thorough detail*

PART I: WARM UP

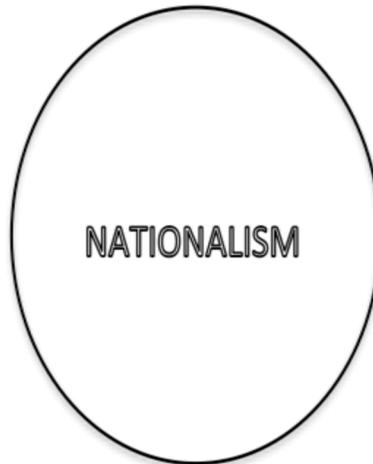
DIRECTIONS: Respond to the Warm Up question. Make note of any meaningful comments in the following mini-discussion.

PART II: WHAT DOES NATIONALISM LOOK LIKE?

DIRECTIONS: As we move through the images, record the words that we as a class use to describe the images underneath their respective image numbers in the space provided.

IMAGES 1 - 4

IMAGES 5 -8



HOMEWORK

ASSIGNMENT RATIONALE: Richard Kim's *Lost Names* is dominated by the theme of *identity*. Issues of *nationalism* also dominate much of Kim's experience as a Korean boy under Japanese occupation. In the following class, we will be briefly exploring how the historical context surrounding *Lost Names* and evaluating the role of identity and nationalism. Therefore, it is important that you take a moment to sort out your thoughts to identify examples of nationalism in *Lost Names* and explain its connection to the concept of identity.

DIRECTIONS: Find an example of each mode of nationalism (*ie civic and ethnic*) in Richard Kim's *Lost Names*. You can bullet-point these examples, but, be sure to be explicit enough so that another member of the class can understand it as it is written. Then, briefly (2-3 sentences) respond to the subsequent question.

CIVIC NATIONALISM	ETHNIC NATIONALISM

How is the concept of identity connected to the concept of nationalism? Provide an example from *Lost Names* that supports your response. (2-3 sentences)
