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Lesson 3 – Korea  
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### **Lost Inside My Own Skin: A Korean Woman's American Adoption**

**Purpose:** Students will be asked to examine their identity and how they see themselves fitting in to the world around them. They will then evaluate how Deann Borshay Liem views her identity as a Korean-American woman who was adopted by white family in California. Students will watch the documentary, take notes, and answer response questions after the film.

**Objectives:** Students will be able to

- explore "identity" in a personal and meaningful way
- compare and contrast the aspects of identity within a family
- observe a documentary - *First Person Plural*
- define identity as a combination of shared personal, familial, and cultural traits
- share their conclusions about identity and the film in roundtable format

**Methods:**

5 minutes	Settle and Lesson Introduction
10 minutes	Journal Writing - see prompt below
50 minutes	Watch Video/Take Notes
10 minutes	Answer Questions
15 minutes	Classroom Discussion

**Class:** Minority Perspectives - Colerain High School - Cincinnati, Ohio  
This course attempts to give student a wider literary and cultural view of the world we live in. While traditional literature courses are obviously important for the literary foundation they have established, this course allows students to see where the written word has taken us in the modern period, and hopefully, inspires our students to tell their story too.

**Level:** English Elective  
Open to any student who has successfully completed English I.  
Student abilities includes Honors, Advanced, General, IEP, and Special Ed.

**Length:** 90 minutes - Block Scheduling

**Materials:** Pens  
Paper  
PowerPoint/LCD  
Journals

**Ohio Standards:***Writing Process:*

- A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience

*Writing Application:*

- A. Compose reflective writings that balance reflections by using specific personal experiences to draw conclusions about life.

*Writing Conventions:*

- A. Use correct spelling conventions.
- B. Use correct punctuation and capitalization.
- C. Demonstrate understanding of the grammatical conventions of the English language.

*Communication:*

- A. Use a variety of strategies to enhance listening comprehension.
- B. Evaluate the clarity, quality, effectiveness and overall coherence of a speaker's key points, arguments, evidence, and organization of ideas, delivery, diction and syntax.

**National Standards:** from [www.mcrel.org](http://www.mcrel.org)*Language Arts - Media*

10. Understands the characteristics and components of the media

*Self-regulation*

2. Performs self-appraisal
5. Maintains a healthy self-concept

*Behavioral Studies*

1. Understands that group and cultural influences contribute to human development, identity, and behavior
3. Understands that interactions among learning, inheritance, and physical development affect human behavior

**Journal Prompt:** *Students will respond to the prompt.*

Talk about a time when you have felt isolated from the people around you. You felt like no one understood you, couldn't appreciate how you were feeling, had never felt the way you felt. What brought those feelings on? How did you handle this? Did you feel like you were different or did you feel like everyone goes through something like this at some point?

**Class Brainstorm before Video Watching:** (As we discuss, teacher will list key words students suggest on the board).

1. Students should think about what identity means, and how we establish and define our own identity. (What factors into it?)
2. Students should think about how family influences identity, if it influences identity and what makes up a family unit – this allows them flexibility due to the extensive variety of what we call family in this day and age.
3. Tell the students to pay special attention to the mention of the words "identity" and "family" in the video.
4. Students should read through the discussion questions, and then set them aside to watch the video.

***Watch the video!***

***Questions after the Video:***

Students will answer on paper, so we can then circle up for discussion.

1. How did you feel after watching the video?
2. What do you think made you feel that way?
3. What do you think Ms. Liem meant when she said she was “seeing parts of herself” when she visited Korea?
4. Did she like or dislike this? Why?
5. How does the video relate to our discussion identity and family?
6. What would you say to Ms. Liem and her families, both Californian and Korean, if you could?
7. How does the video and identity and family discussion relate to our journal?

***Discussion with Students***

***Assessment:***

1. Check journals for completion grade – minimum of 10 sentences.
2. Collect and assess student responses to questions.
3. Develop a rubric for participation in the classroom discussion.