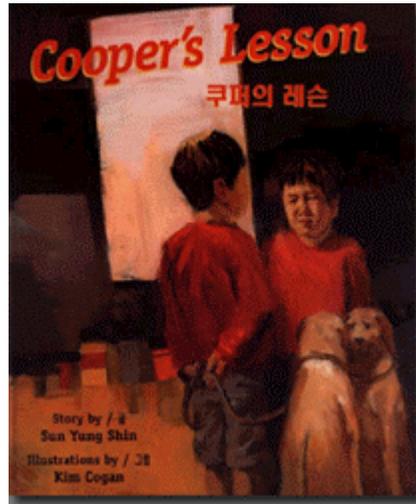


Cooper's Lesson

Written by **Sun Yung Shin**

Illustrated by **Kim Cogan**



WHAT'S IT ALL ABOUT?

What could a biracial, bicultural child and a Korean grocer have in common? Much more than appearances might lead us – or them – to believe. Cooper feels that he does not belong in either the Korean or the white community, and he brings his frustration and anger to Mr. Lee's market. Mr. Lee sees Cooper's confusion and reaches out to him, showing Cooper a way into the community that has seemed so closed off to him. In the process, Cooper learns several valuable lessons about himself and his community. Cooper and Mr. Lee may not always speak the same language, but their cross-cultural, intergenerational friendship teaches them both what it means to be both Korean and American.

Sun Yung Shin writes that, in *Cooper's Lesson*, she “wanted to capture what can be lost and gained as different generations adapt to and influence their adopted cultures.” Her story expresses the difficult questions facing a boy who is trying to understand himself and his community. Kim Cogan's paintings beautifully illustrate the conflicts that face Cooper and those who surround him. As students explore the book, they will also explore the assumptions they make about others and themselves.

Most of the activities described in this guide are designed to expose children to the Korean American population in the United States. However, you may have children in your classroom that are themselves Korean American. In either situation, be sure to tailor the lessons to your student population and be sensitive to the needs of the individuals in your class. Korean American students can be seen as a resource for questions and issues that are raised in the book but, as Cooper knows all too well, no one child can be seen as representing the entire Korean community.

COMMUNITY: Korean American

THEMATIC UNITS

Identity: biracialism and biculturalism; language; stereotypes

Community: neighborhoods; immigration; cultural roots

Justice: right and wrong; behavior, decision-making, and consequences; honesty

ABOUT THE AUTHOR



Sun Yung Shin was born in Seoul, South Korea, in 1974. She was adopted by American parents in 1975 and grew up in the Chicago area. A poet, essayist, and teacher, Sun Yung has contributed to publications such as *Rain Taxi Review of Books*, *The Korean Quarterly*, *XCP: Cross Cultural Poetics*, and *American Poets & Poetry*, among many others. She lives in Minneapolis with her husband and two young children.

Cooper's Lesson is Sun Yung's first book for children. The book addresses issues of language and identity, and she based the story on her own experiences as a Korean-born American. Having *hapa* (mixed-race) children of her own inspired her to create a story that would represent the struggles of children who are caught between two cultures. "I would like children to learn that it's okay and even desirable to struggle with the difficult issues of race in the U.S.," she says. "I want them to know that immigrating is hard work, and learning English is hard work, and that connecting with people in our neighborhoods can be surprising and good."

ABOUT THE ARTIST



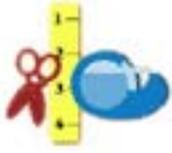
Kim Cogan was born in Pusan, Korea, in 1977. After coming to the United States to live with a loving family who adopted him, Kim grew up in the Bay Area and currently lives in San Francisco, CA. The recipient of several prestigious awards, Kim has participated in over a dozen shows nationwide.

Kim's refined oil paintings capture contemporary life in all its beauty and absurdity. Kim paints directly from life, occasionally using photographs when a single sitting will not suffice. His process is flexible, allowing his spontaneous nature and curious eye to guide his artistic direction. To create the characters in *Cooper's Lesson*, Kim used several models, including an actual convenience store owner a block away from a studio where he used to work.

Our thanks to the Irwin Home Equity Foundation for their support in the production of this Teacher's Guide.

GETTING THE CLASSROOM READY

Mr. Lee's Corner Store



Traditional Korean foods and objects found in a Korean grocery store (see www.koreanfeast.com/korean_markets_in_the_us.htm); world map; photographs of Korea; images of the Korean alphabet; and books about Korean Americans

- Create a neighborhood store modeled on Mr. Lee's grocery in a corner of your classroom. Stock the shelves with items you would find in a Korean market, such as gingerroot, powdered ginseng, soaps, rice crackers, canned goods, and tea. With your students, discuss the differences and similarities between objects found in their kitchens, such as cabbage, and those from traditional Korean cooking, such as *kimchee*. What would they find in a Korean market that they would not see where they go grocery shopping?
- Help students to learn about Korea, Mr. Lee's birthplace. Set aside an area of your classroom for materials about Korea, including a map of the world with Korea highlighted, photographs of the Korean countryside and people, and letters from the Korean alphabet. Include books about Korean Americans and Korea (see Resources for ideas).

GETTING READY FOR READING

One Time I . . .

Students reflect on and share lessons they have learned about right and wrong. They connect their actions to consequences and make predictions about the book based on their discussion.



30 minutes



Whole group

CA Reading Standard 2.4: Students make and modify predictions about forthcoming information.



Paper and pens

1. Read the title of the story and show the cover of the book to the class. Ask students to think about the word *lesson*. What does it mean? How does somebody learn a lesson? Where have they learned lessons?
2. Ask students to think of a time when they learned a lesson about right and wrong. Have them take a piece of paper and *anonymously* write down something they did that they knew was wrong and ended up being punished for. What happened? How did they feel? What were the consequences of their decisions? What did they learn?
3. Next, ask students to form a community circle. Have students crumple up the papers they wrote on and throw their paper into the middle of the circle. Pick some of the papers randomly and read them aloud. Ask students to think about the patterns they hear. When do people make bad decisions? What might help them make better choices in the future?
4. Tell students that, sometimes, people learn lessons they wouldn't expect from doing something wrong. That's what ***Cooper's Lesson*** is all about.

EXPLORING THE BOOK

Diving In



20 minutes



Whole class; small groups; pairs

Introduce the book to students in a large or small group. The focus of this first reading should be reading for pleasure—encouraging students to enjoy the beauty of the book and the story it tells. In order to foster this enjoyment, try some of the following activities:

- Discuss the cover, the title, and the illustrations. Ask students what story they think the book tells, and how each part of a page might tell that story differently. Also ask students to predict what lessons Cooper might learn. List these predictions and ask students to check them after the reading is complete.
- Point out that this book is *bilingual* – it is written in two languages. Ask students why a book might be written this way. Why does it matter what language an author uses? How does a language change how a story is told or who hears it? Tell students that sometimes, even in the English story, they will find Korean words that they might not know. What could they do when they find these words? Encourage them to identify strategies – and to think about the strategies that Cooper uses as they listen to the story.
- Read page 4 aloud to the class. Ask students why Cooper’s cousin might call him “half and half.” What does that mean? How can a person be half-and-half? How could it make someone feel? Ask them to keep this question in mind as they read the book on their own, in pairs or small groups, or as they listen to you read the book aloud.
- Encourage students to further explore the book actively by taking a “picture walk” through the book, thinking about the story as it is told in the illustrations. What do they see in the pictures? How are these illustrations like or unlike illustrations in other books?

FIRST TIME AROUND: VOCABULARY DEVELOPMENT

Making Meaning

Students identify and practice strategies for understanding new words in the story.

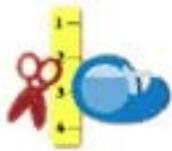


30 minutes



Whole class and pairs

CA Reading Standard 1.6: Student use sentence and word context to find the meaning of unknown words.



Flipchart and markers

1. Ask students what English or Korean words they didn't know when they first looked at or listened to the book. Ask how they were able to figure out what those words meant. Use a flipchart to list strategies they brainstorm, including:
 - looking at the pictures
 - looking at the word in the context of the phrase, sentence, and paragraph
 - using the dictionary
 - asking a friend
 - asking a heritage Korean speaker or consulting a Korean-English dictionary (in the case of defining unfamiliar words in Korean)
2. Apply these strategies to the non-English words in the English text. Point out that, in the English text, some words are in italics—these words are in Korean, although they are written in the same characters English uses. In general, the strategy of using the context to determine the general meaning of the word will work best for these words. Discuss why this is so with your students. For your reference, the Korean words in the English text are:
 - p. 3: *Kamsahamnida* - Thank you
 - p.4: *insam* - Ginseng
 - p. 6: *An yong* - Hi
 - p. 6: *An yong ha se oh* - Greeting, like “hello”

- p. 12: *Ye* - Yes
 - p. 12: *Mullon imnida* - It is trouble
 - p. 18: *Aigo* - Gosh or Alas
 - p. 20: *Namu* – tree
 - p. 29: *Saenggang* – ginger
 - p. 30: *Igosul Hanguk-o-ro mworago malhamnikka?* – How do you say this in Korean?
3. Next, work to identify and understand challenging or unfamiliar English words in the story. Discuss additional strategies that students might use with English words, such as word roots, prefixes, or suffixes. Some challenging English words in the story include:
- p. 3: allowance, insisted
 - p. 4: miniature, skyline
 - p. 6 : aisles
 - p. 10: expectantly
 - p. 12: prickles
 - p. 14: gripped, stammered
 - p. 24: register, chemist, blurted
 - p. 30: awkward, mingling

If there are Korean speakers in your class, ask them to find similarly difficult words in the Korean text.

4. After students read the book, ask them what new words they found and what strategies they used to figure them out. Add any new strategies to the flipchart and post the list in your classroom.

SECOND TIME AROUND: READING COMPREHENSION

Lessons Learned

Students identify and discuss the challenges facing Cooper and the lessons he learns throughout the story.



45 minutes



Whole class and small groups or pairs

CA Reading Standard 2.6: Students extract appropriate and significant information from the text, including problems and solutions.

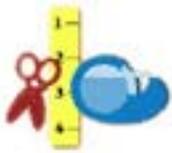


Chart paper and markers; pencils and paper

1. Once you have finished reading the book, ask your students to revisit its title. What lesson, or lessons, does Cooper learn? Point out to the class that there might be more than one correct way to answer this question. In order to figure out some of the possible answers, the first thing to do is to identify the challenges Cooper faces.
2. As a group, brainstorm some of the problems that Cooper has to deal with, such as not understanding Korean; struggling with people's stereotypes and assumptions about him; understanding the difference between right and wrong and the problems with stealing; feeling separate from the Korean community; and feeling as if Mr. Lee does not like him. Create a chart like the one below and fill in the first box with your students' ideas.

Cooper's Problem

Evidence in the Book

Cooper's Lesson

3. Assign students in small groups or pairs to work on one of Cooper's problems. Ask them to look in the book for *evidence* of this struggle. Explain that this evidence might be a sentence or a page that illustrates the challenge Cooper faces. The more evidence they can find, the better.
4. Ask students to share the evidence they find. Chart their responses and have the class give feedback on their findings. If more than one pair or small group is working on the same problem, compare the evidence they find and discuss whether it makes sense.
5. As a group, discuss the lesson that Cooper learned in dealing with each challenge. Record the lesson on the appropriate line in the chart. If students disagree, point them to the book in search of evidence to back up their arguments.

AFTERWORDS: LITERARY RESPONSE AND ANALYSIS

Inside Out

Using a graphic organizer, students analyze how characters change over time, both emotionally and in others' perceptions.

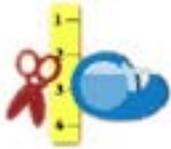


45 minutes



Individual or small group

CA Reading Standard 3.3: Students determine what characters are like by what they say or do and by how the author or illustrator portrays them.



Inside/Outside Graphic Organizer (see page 13) on transparency for overhead projector; copies of Inside/Outside Graphic Organizers for class or chart paper and markers

1. Ask your students to think about one time that they learned a lesson. How has that lesson changed them? Ask class members to think further about how they would know if somebody has changed. Prompt them to identify someone's words and actions as indications that somebody has changed.
2. Point out to the class that Cooper changes a lot in the story. Ask the class to think about what lessons Cooper learned and how they changed him. However, he was not the only one that changed. Mr. Lee changes, too. And to make things more interesting, Cooper and Mr. Lee change how they see and treat each other. Ask students to share some examples of the ways Cooper and Mr. Lee change throughout the story.
3. Using an overhead projector, show the class the Inside/Outside Graphic Organizer. Explain that inside the outlines of the body, students can put words or phrases that describe how somebody feels. Outside, students write down words or phrases that describe how other people see them. As a group, identify some words you could use to describe how Cooper feels at the beginning of the story. These words will go in the inside of Cooper's body.

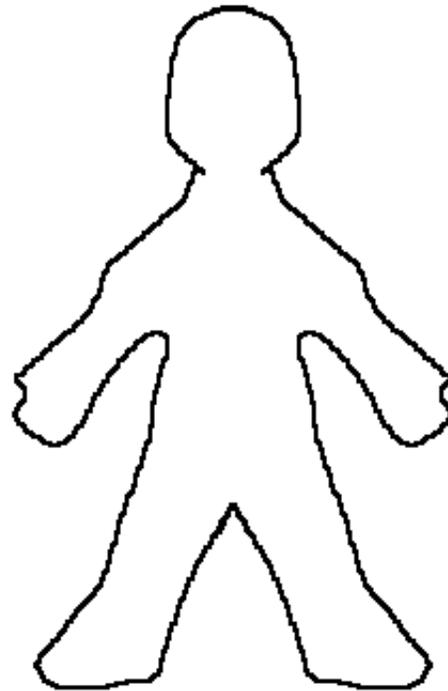
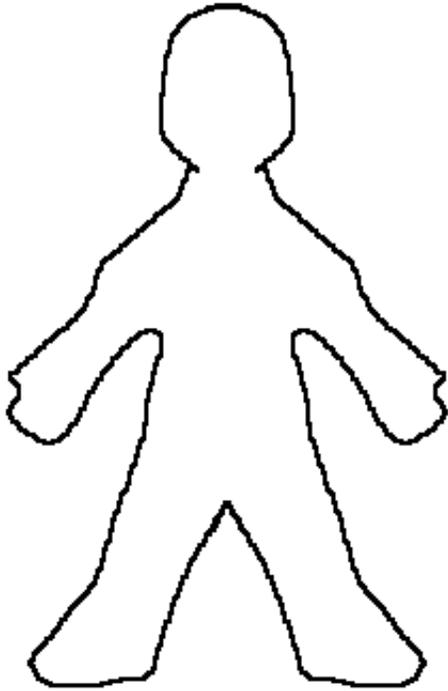
4. Next, talk about how Mr. Lee sees Cooper at the beginning of the story and figure out how Mr. Lee would describe Cooper at this point of the story. Come up with a list of words and phrases and explain that those words or phrases would go outside of the outlines. Record these examples in the appropriate places on the overhead projector.
5. Next, ask students to come up with some more words to add to their own copy of the graphic organizers. Then, tell them to think about how Cooper changes throughout the story. What new words might they put inside of Cooper's body to describe how he feels now? What words might they use to describe how Mr. Lee sees Cooper now? Have them fill out the graphic organizers accordingly. Point out that some things might stay the same, but many things about Cooper will have changed by the end of the story.
6. Finally, ask students to fill out the graphic organizer for Mr. Lee, describing how he feels and how Cooper sees him at the beginning and ending of the story. Ask them to pay attention again to how Mr. Lee changes, both inside and in Cooper's perceptions.
7. Alternatively, have students work in small groups. Rather than copying the individual graphic organizers, draw the outlines of the body using markers on chart paper and ask students to work together on the diagram using markers.



Cooper's Lesson
Inside/Outside Graphic Organizer

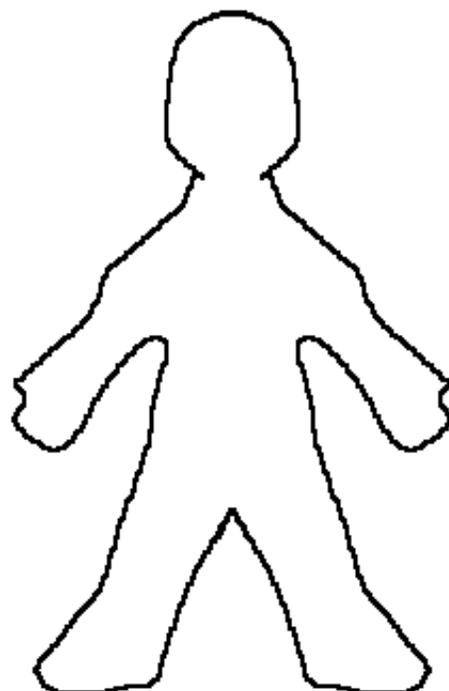
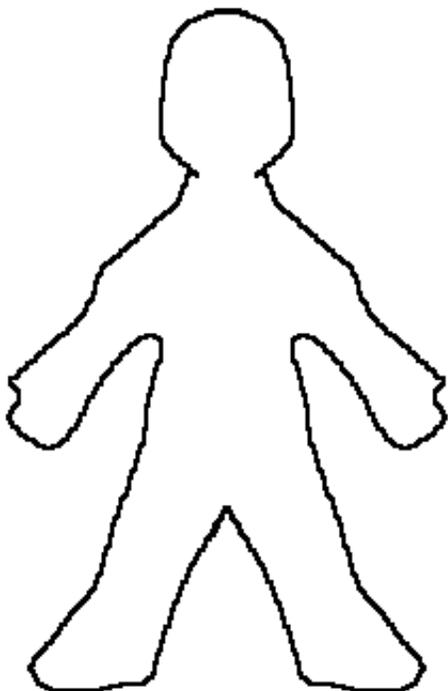
Beginning of the story: Cooper

End of the story: Cooper



Beginning of the story: Mr. Lee

End of the story: Mr. Lee



LANGUAGE ARTS

Describe, Don't Just Tell

Students practice using figurative language and sensory details in their writing.

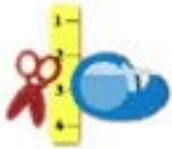


30-40 minutes a
day over one week



Large group and individual

CA Writing Standard 1.0: Students progress through the stages of the writing process.



Paper and pens or pencils; highlighters or colored pens

Plan

- In a large group, point out places in the story where the author uses figurative language to describe how Cooper feels. Some examples include page 10, “his tongue lay as heavy and still in his mouth as a dead fish;” page 12, “The Korean writing on the cans and boxes seemed to dance off the labels” and “Cooper felt hot prickles under his skin;” and page 20, “The Korean word for *tree* rose in his mind, surprising him, like a fish breaking the surface of a calm pond.” As a class, discuss what these descriptions mean and how they make the reader understand Cooper’s experiences.
- Together, brainstorm other ways that authors can make readers see and feel what their characters are experiencing. Ask students to find examples of sensory details, active verbs, and strong adjectives in the book that inspire them.
- Tell students that they’re going to write their own stories describing a time they learned a lesson. Remind students that, as in *Cooper’s Lesson*, their stories will be more interesting if they *describe* how the characters see and feel rather than *telling* the reader about it.
- Ask students to plan out their writing by making notes about what they saw, heard, smelled, and touched in their stories. Then, ask them to think about some similes and metaphors they might use to explain how they felt, in the same way Sun Yung Shin uses figurative language to describe Cooper’s emotions. Finally, tell students to write out the lesson they learned in a sentence that starts “I learned . . .” – and then to

cross out that sentence. Then encourage them to *describe* how they learned that lesson without saying so explicitly.

Draft

- Using their notes, students draft their narratives. Remind students as they write that they want to make sure each story has a beginning, a middle, and an end, and that they include as many sensory details, active verbs, and examples of figurative language as possible.

Revise

- Have students share their stories with a partner. Ask the partners to use a colored pen to underline or highlight examples of *describe don't tell* descriptions that they really like. Then, ask the partners to write underneath the story what lesson they think the character in the story learned.
- Ask students to reread their stories and their partner's feedback. Places where they don't see a lot of underlining or highlighting should be their focus for revision. How can they add figurative language, active verbs, and sensory details to their story?
- Ask authors to look at the lessons their readers wrote down under the stories. Do they match the lessons they learned? If not, how can they change their story to better show themselves learning that lesson?

Edit

- Ask students to reread and edit their drafts for spelling, punctuation, and grammar. Read their drafts and mark errors for correction. Encourage students to use a word wall, a dictionary, personal punctuation rules lists, or other classroom references as they edit.

Publish

- Publish final drafts by posting them on a bulletin board, sharing them through an "author's chair," or binding them and adding them to your classroom library.

OTHER WRITING ACTIVITIES

- ***Stories from the Past:*** Talk with your class about how Cooper was surprised by Mr. Lee's past. Have them interview an elder about their personal histories and write essays in the first person telling their stories.
- ***Half and Half:*** Ask students to write about a time when they've felt like they were "half and half," or like they didn't fit in with a group of people, like Cooper feels at the beginning of the story. Alternatively, ask students to write "I belong here" essays about places that they feel connected to.

SOCIAL STUDIES

Crime and Punishment

Students discuss the ways that Cooper's theft could impact him, Mr. Lee, and the community. They draw connections between these consequences and the legal system. Finally, students consider the positive roles that they can play in their community.



30 minutes



Whole class and pairs

CA Social Studies Standard 3.4.1: Students determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.



Blackboard and chalk, or chart paper and markers.

1. Ask your students to think about what would have happened if Cooper had successfully stolen the hairbrush from Mr. Lee. What might have been the consequences of this action, for Cooper, for Mr. Lee, and for their community? On a piece of chart paper or the blackboard, record student responses.
2. Ask the class whether they think there should be a rule against stealing. Why or why not? Encourage them to think about the consequences of Cooper's action as they present their opinions.
3. Explain to students that a law is a special kind of rule that is made and enforced by the government. Some laws work to protect the wellbeing of individuals and their community. Discuss with students how a law against theft could help Cooper, Mr. Lee, and the community as a whole. What do students think should be the punishment for stealing?
4. Ask students what they would have done if they were Cooper's friends and they saw him steal the hairbrush. How could they help him understand the consequences of his decision? With partners, have students role-play the situation. Have pairs share the strategies they developed with the class.

OTHER SOCIAL STUDIES ACTIVITIES

- ***Breaking Stereotypes:*** Discuss the different stereotypes that Cooper and Mr. Lee face. Ask your students how they make decisions about people, and whether they think those decisions are always fair. What might they not know about people based on their appearance or how they speak a language?
- ***Immigration Stories:*** Ask students to interview immigrants they know about their experiences, both as young people in their home countries and as newcomers to the United States. Encourage students to explore cultural and other differences between the two countries.
- ***Korean American Connections:*** As a group, explore Mr. Lee's journey from Korea to the United States. On a map, identify Korea, the United States, and the distance between the two. What traditions do immigrants bring with them? What do they have to leave behind? Have students do research on the Korean community in the United States by interviewing immigrants, reading books, or looking on the Web.
- ***Drawing Words:*** Explore the graphic nature of the Korean alphabet with students. Compare written Korean words with Chinese ideographs and Japanese writing to understand the differences between Asian writing systems. Practice writing simple words in each language.

ART

Reflected Selves

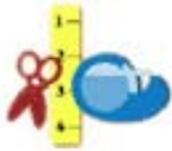
Students create self-portraits illustrating what they hope to find reflected in the mirror, based on the cover of *Cooper's Lesson*.



45 minutes



Individual



Construction paper and oil pastels, or standard copy paper and colored pencils.

1. With your students, examine the cover image from *Cooper's Lesson*. Ask students what they think Cooper sees in his reflection. Remind them that this scene is taken from the beginning of the book; it is a variation of the image on pages 4 and 5. Ask students how the image might be different if it were at the end of the book, once Cooper has learned so many lessons.
2. Next, ask class members to think about what they might see in their own reflections. What would they hope to find inside of themselves? How might those characteristics show in their faces? If they were to use their imaginations, what might characteristics that people normally don't see look like in a reflection?
3. Ask students to draw self-portraits of themselves looking in a mirror. These images should include their actual faces – what other people might see in them – and their reflected faces illustrating what they see in themselves.
4. Create an art gallery to showcase student work.

OTHER ART ACTIVITY

- **Mood Portraits:** Ask the class to look at the colors that Kim Cogan uses in the illustrations for *Cooper's Lesson*. How do the different colors express Cooper's feelings? Ask students to create their own illustrations of an emotion, using colors to convey how they feel.

MATH AND SCIENCE

Making Soo Jung

Students practice multiplication and division skills to change the quantities of a recipe for a Korean sweet ginger drink. They use measurement and estimation to follow the recipe steps. As they follow the recipe, they make predictions, observations, and conclusions about the nature of physical and chemical changes.



Day One: 1 hour
Day Two: 30
minutes



Whole class

CA Math Number Sense Standard 2.0: Students calculate and solve problems involving addition, subtraction, multiplication, and division.

CA Math Measurement and Geometry Standard 1.1: Students choose the appropriate tools and units (metric and U.S.) and estimate and measure the length, liquid volume, and weight/mass of given objects.

CA Science Standard 1.f: Students know evaporation and melting are changes that occur when the objects are heated.

CA Science Standard 1.g: Students know that when two or more substances are combined, a new substance may be formed with properties that are different from those of the original materials.

CA Science Standard 5.c: Students will use numerical data in describing and comparing objects, events, and measurements

CA Science Standard 5.d: Students will predict the outcome of a simple investigation and compare the result with the prediction.

CA Science Standard 5.e: Students will collect data in an investigation and analyze those data to develop a logical conclusion.



Chart paper and markers; an overhead transparency with the recipe for *soo jung* (see page 21); gingerroot; cinnamon sticks; brown sugar; water; pine nuts; solid and liquid measuring cups; assorted measuring spoons; soup pot; stove top or range; pitcher and cups.

1. Remind students that Cooper originally went to Mr. Lee's store to buy ginger. Tell students that they are going to make *soo jung*, which is a Korean drink made from

gingerroot. Before they can make it, however, they have to figure out how much to make.

2. Show students the recipe for *soo jung* on the overhead projector. Point out that this recipe only serves 10 people. Ask students what they need to do to the quantities shown in the recipe to make it for their whole class. Have the class multiply the recipe by the appropriate factor to meet your class's needs.
3. Once students have decided how much of a recipe they need to make, ask them to look at the ingredients. What do they observe? Ask them to be as specific as possible and to use all of their senses in making their observations. Record their observations about each ingredient on a piece of chart paper.
4. Now that all of the observations are recorded, ask students to help you add the ingredients to the pot. As you add each ingredient, ask students to use their estimation skills to decide which measuring cup or spoon to use. On your chart, record how much of each ingredient you added to the mixture.
5. Look at the quantities of your ingredients. Add them together, calculating the total volume of what you have put in the pot. Ask the class to practice estimating the volume of the spices as you do so.
6. Before you boil the mixture, ask the class to predict what they think will happen to the ingredients. What will they see, hear, and smell? Record these predictions on a piece of chart paper. As steam rises, explain the concept of evaporation.
7. Next, ask volunteers to observe the mixture as it comes to a boil. Record their observations next to the class's original predictions. Again, prompt for data based on what students see, hear, and smell.
8. Before you put the mixture away, ask the class to make additional predictions. What will happen when the *soo jung* cools overnight? Why?
9. The next day, have the class observe the finished drink. Compare these observations to their observations from the day before. How did the mixture change after being chilled? Why did it change more from being boiled?
10. Finally, measure the total volume of the liquid. Compare the new volume to the total volume of the original ingredients and discuss why it is smaller. Ask the class to make conclusions about the nature and causes of the changes that they see.

Soo Jung
Recipe makes 10 servings

Ingredients:

A piece of gingerroot half the size of an adult's fist
3 cinnamon sticks
1 1/2 cups of brown sugar
10 cups of water

Steps:

1. Combine all ingredients in a large pot.
2. Bring the mixture to a boil.
3. Let mixture cool to room temperature.
4. Refrigerate overnight.
5. Serve chilled the following day.

OTHER MATH ACTIVITIES

- ***Calculating Earnings and Savings:*** Create word problems to help your students practice thinking about the value of their money. Give Cooper an hourly wage at Mr. Lee's store and ask students to calculate how much money he earns in one week. How long would Cooper need to work to buy the hairbrush for his mother? How much would he have to save over time to buy himself a present? To make a donation to a group of people he wants to help?
- ***Grocery Shopping:*** Ask students to pretend that they are Mr. Lee and that they have to make change for people who are buying groceries. Develop word problems that help students practice addition and subtraction skills by totaling up the cost of items, adding tax, and subtracting the total from \$5, \$10, or \$20 bills.

OTHER SCIENCE ACTIVITIES

- ***Understanding Chemistry:*** Before Mr. Lee came to the United States, he was a chemist. What is chemistry? What do chemists do? Where do they work? Have your class research the questions.
- ***Plant Life Cycles:*** Cooper's mother asks him to buy some gingerroot. With your students, use ginger as an example, as you identify the different parts of a plant and the roles they play in plant life cycles. If your class has access to a microscope, have students take a look at a piece of ginger under the microscope.
- ***Observation Skills:*** Distribute small pieces of gingerroot to the class. Ask students to practice their observation skills and to describe their pieces as specifically as possible. As a group, come up with some common characteristics of all the pieces of gingerroot. Then, provide a very specific description of one particular piece of gingerroot and ask the class to figure out which piece it is.

RESOURCES

Related Titles from Children's Book Press

Aekyung's Dream. Written and illustrated by Min Paek.

The Two Mrs. Gibsons. Story by Toyomi Igus and pictures by Daryl Wells.

Books from Other Publishers

Balgassi, Haemi. *Peacebound Trains*. Clarion Books, 1996. (Available online at <http://korea50.army.mil/peacebound/index.html>)

Choi, Sook Nyul. *Yunmi and Halmoni's Trip*. Houghton Mufflin, 1997.

Choi, Sook Nyul. *Halmoni and the Picnic*. Houghton Mifflin, 1993.

Choi, Yangsook. *The Name Jar*. Alfred A. Knopf, 2001.

Na, An. *A Step from Heaven*. Front Street, 2001.

Pak, Soyung. *Dear Juno*. Viking, 1999.

Recorvits, Helen. *My Name is Yoon*. Frances Foster Books, 2003.

Websites:

The Korean American Museum includes a time line of Korean American history, information about Korean American community organizations, writings about Korean American art and literature, and relevant online exhibits: www.kamuseum.org

Los Angeles Connections describes the history and current state of the Korean community in Los Angeles, one of the largest in the United States:

<http://www.msmla.edu/ccf/LAC.Korean.html>

Korean American Websites is a list of links to all types of information on the Korean American community: <http://www.duke.edu/~myhan/s-kawww.html>

Omniglot has information about the Korean writing system, as well as other Asian writing systems: www.omniglot.com/writing/korean.htm

The Secret of Korean Food includes many recipes as well as a description of the characteristics of traditional Korean recipes:

<http://iml.jou.ufl.edu/projects/STUDENTS/Hwang/home.htm>

CONTRIBUTORS

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TIPS FROM THE PROS

Please share your own ideas for how to use *Cooper's Lesson* in the classroom. We'll be pleased to post your work on the website for other teachers to use. Email us your lesson plans at communityprograms@childrensbookpress.org.