# Table of Contents

## Introduction .................................................................................................................. 3

## Sample Lesson Plans .................................................................................................. 4

## Before the Book *(Pre-reading Activities)* ................................................................. 5

## About the Author ......................................................................................................... 6

## Book Summary ............................................................................................................ 7

## Vocabulary Lists .......................................................................................................... 8

## Vocabulary Activity Ideas ........................................................................................... 9

## Section 1 *(Chapters 1–2)* ............................................................................................ 10

- Quiz Time
- Hands-on Project—Making Clay
- Cooperative Learning Activity—Animal Symbols
- Curriculum Connections—*Geography*: Korea
- Into Your Life—Reading Response Journals

## Section 2 *(Chapters 3–4)* .......................................................................................... 15

- Quiz Time
- Hands-on Project—Soap Whittling
- Cooperative Learning Activity—Listen and Learn
- Curriculum Connections—*Math*: Telling Time Without Clocks
- Into Your Life—Observation

## Section 3 *(Chapters 5–7)* .......................................................................................... 20

- Quiz Time
- Hands-on Project—Mat Weaving
- Cooperative Learning Activity—Folktales
- Curriculum Connections—*Cooking/Art*: The Art of Inlay
- Into Your Life—Tangible and Intangible Gifts

## Section 4 *(Chapters 8–10)* ......................................................................................... 25

- Quiz Time
- Hands-on Project—Making Maps
- Cooperative Learning Activity—The Korean Market
- Curriculum Connections—*History*: Korea’s Many Invasions
- Into Your Life—Laws and Traditions

## Section 5 *(Chapters 11–13)* ....................................................................................... 30

- Quiz Time
- Hands-on Project—Fun with the Pottery Wheel
- Cooperative Learning Activity—Ancient Korean Roles
- Curriculum Connections—*Literature*: Similes and Metaphors
- Into Your Life—Shut Door, Open Door

## After the Book *(Post-reading Activities)* .................................................................... 35

- Any Questions? ............................................................................................................. 35
- Book Report Ideas ...................................................................................................... 36
- Research Ideas ............................................................................................................. 37

## Culminating Activities ................................................................................................ 38

## Unit Test Options ........................................................................................................ 43

## Bibliography of Related Reading ................................................................................ 46

## Answer Key .................................................................................................................. 47
Quiz Time

Answer the following questions about Chapters 1 and 2.

1. Why is Tree-ear concerned about taking the rice from the ground?

2. What does Crane-man tell Tree-ear about stealing?

3. How did Tree-ear get his name?

4. How did Crane-man get his name?

5. How did Tree-ear come to live with Crane-man?

6. Why does Tree-ear enjoy watching Min?

7. Describe the pottery Tree-ear sees outside Min’s house.

8. Why does Tree-ear offer to work for Min?

9. Why is Tree-ear disappointed on his first day of work with Min?

10. Describe Tree-ear’s experience of chopping wood for the kiln on his first day of work.
Making Clay

Potters in 15th-century Korea dug clay from the ground and shaped it into beautiful vases and ornamental boxes. Later, these pieces were glazed and fired. Clay has been used by almost every culture to form dishes and pots, as well as to create beads and other decorations. Outside Min’s house, Tree-ear examines a ceramic duck which a painter would use to hold water for mixing ink.

Tree-ear stared at Min’s duck. Though it was now a dull gray, so detailed were its features that he found himself half listening for the sound of a quack. Min had shaped and then carved the clay to form curve of wing and tilt of head. Even the little tail curled up with an impudence that made Tree-ear smile.

Clay is a unique type of soil. Its particles are small. Some are one thousand times smaller than the particles found in sandy soil. Each particle can be coated with water, which helps the particles stick together.

Materials
- clay bed (easily found alongside a river or near a highway or house foundation—or even in the schoolyard!)
- water
- large coffee can
- shovel
- hammer
- newspapers
- sieve or piece of screen
- bowl
- old cloth
- airtight container

(Note to teacher: You may choose to use purchased clay from a craft store instead of digging for it.)

Directions
1. Fill a large coffee can with clean, clayey soil. If the soil is moist, set it out on newspapers in the sun.
2. Let it completely dry out. Then, remove twigs and rocks from the dry clumps of soil. Use a hammer to smash the clumps into powder.
3. Using a sieve (or screen), sift the powder back into the coffee can. Cover this powder with water. Add more water as it soaks in. Use your hands to break up lumps. Let the creamy mixture sit overnight.
4. The next day, pour off the extra water. Then line a bowl with an old cloth. Pour the wet clay into the bowl and let the clay dry out.
5. When the clay feels soft enough to handle easily, it’s ready to mold into animals and other shapes. Store moist clay in an airtight container.
Animal Symbols

Animals have long been used as symbols in both life and literature. In *A Single Shard*, characters are named after animals. This is what Crane-man says about his name:

> When they saw my leg at birth, it was thought I would not survive. Then, as I went through life on one leg, it was said that I was like a crane. But besides standing on one leg, cranes are also a symbol of long life.

In groups of four, read through the pages suggested below. Then write down what each animal or insect symbolizes. Decide which animal best symbolizes you and explain your choice in a paragraph (below.) The chapter in which each animal or insect appears is given in parentheses.

<table>
<thead>
<tr>
<th>Animal</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rabbit</td>
<td>3</td>
</tr>
<tr>
<td>Gnat</td>
<td>4</td>
</tr>
<tr>
<td>Lion</td>
<td>6</td>
</tr>
<tr>
<td>Dragon</td>
<td>6</td>
</tr>
<tr>
<td>Tortoise</td>
<td>6</td>
</tr>
<tr>
<td>Donkey</td>
<td>7</td>
</tr>
<tr>
<td>Tiger</td>
<td>7</td>
</tr>
<tr>
<td>Fox</td>
<td>7</td>
</tr>
<tr>
<td>Monkey</td>
<td>9</td>
</tr>
</tbody>
</table>

What animal or insect best symbolizes you? Explain your answer.

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
Korea

Korea is a peninsula in Asia, southeast of China. Its history is rich with different foods, musical instruments, religions—and, of course, the celadon pottery that Tree-ear wants so badly to make.

Korea has also been marked by political unrest. Different countries have invaded this peninsula at different points in history. Nevertheless, Korea retains its culture and its pride as a distinct country.

Using an encyclopedia or the Internet, locate the following information about Korea.

Population: ________________________________

Area in square miles or kilometers: ____________

Capital city: ________________________________

Neighboring countries: ______________________

Most common religions: ______________________

Common musical instruments: ________________

Common foods: _______________________________________________________________________

Korea is currently divided into two sections. What are their names? ______________________

__________________________________________

Songdo, to which Tree-ear eventually travels, is now called Kaesong. It served as the capital of Korea until 1392. Locate Kaesong on a map of the Korean peninsula.

Kaesong is bordered by which sea? ________________________________

If you were to travel west from Kaesong, in what country would you eventually arrive?

___________________________________________________________________________________

Where is the current capital city of Korea in relation to Kaesong (north, south, east, or west)?

___________________________________________________________________________________

___________________________________________________________________________________

Is Kaesong close to or far from the border that separates North and South Korea?

___________________________________________________________________________________

___________________________________________________________________________________

___________________________________________________________________________________