

Yi Munyol's *Our Twisted Hero*

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Sophomore English
Two- to two-and-a-half weeks

Our Twisted Hero Lesson Plan

Context:

I will use the text *Our Twisted Hero* for my regular sophomore classes. I am in a fairly unique district in that my school has one thousand students at most. Most of my students come from affluent backgrounds and are fairly well rounded. I have approximately 30 students in each class, and this year I will teach three sections. The focus of the sophomore curriculum is multi-cultural literature. I have added a lot of Asian and Native American literature to the book list. I am lucky because my school is so open to the different literature that I do not have to go through a lot of red tape to get new books approved. I also am lucky in that our PTSA provides teachers with various grants, and when I want to pilot a new book I have the resources to do so. *Our Twisted Hero* was recommended to me by one of the other English teachers. She didn't have time to teach it and gave me all her copies. The first time I taught this I had great responses from all four of my classes. Since this is a short text I usually take anywhere from two to two-and-a-half weeks to complete the novella, study guide, discussions, quizzes/test, and a paper. I then go immediately into *Lord of the Flies* because of the character/theme parallels.

Summary:

Our Twisted Hero is about a student from the city of Seoul moving to the country and trying to fit in. Han Pyongt'ae (protagonist) arrives at his new school with an attitude that everything should be like it is in Seoul; however, he soon finds out that no one really cares about how things were at his old school. Han meets Om Sokdae (antagonist) who befriends Han at first and then turns on him as Han figures out that Om is not the person everyone thinks he is. Han is constantly left out, beat up, and miserable until he succumbs to Om's power and manipulation. As Han moves to the next grade the entire class encounters a new teacher who sees through Om's ways. This teacher turns the tables on Om's power and the way things are run. Han isn't sure what to do with this turn of events even though this is what he has dreamed of for over a year.

The Big Picture:

YI Munyol was born in South Korean in 1948. He is considered one of Korea's best contemporary authors. According to BookBrowse.com Yi has written sixteen novels and fifty-two novellas. His works are very socially and politically orientated. In 1999 Yi won the Ho-Am Prize in the Arts and the Yi Sang award for *Our Twisted Hero*. This contemporary novel fits in with the struggles of the people of South Korea and their desire to gain independence from the communist control over the peninsula.

Discussion Questions and answers: My study guide questions are my discussion questions

Our Twisted Hero Study Guide

Directions: Here are all the study questions for *Our Twisted Hero*. Please write all your answers on a separate sheet of paper. (I have put this study guide on my web page. I suggest you cut and paste the questions and then type them up as you read.) The point of these questions is for you to think about what is going on in the book and to make personal connections. For

every twenty pages of reading you have two days to complete the study guide. I do not want one sentence answers. Take the time to answer these questions well.

P.1- 20

1. Look at the title of this novella. What do you think this novella is going to be about just based on the title?
2. From the first paragraph predict what happened to the main character.
3. How old is the main character, and what grade is he going into?
4. Name four disappointments the narrator talks about. Would you be just as disappointed if you were in his situation? Why?
5. What differences have you noticed in the Korean school system?
6. What kind of a person is Han Pyongt'ae? Give examples from the reading.
7. Do you think Han Pyongt'ae expectations of his new school are too high? Why or why not?
8. What is your first impression of Om Sokdae?
9. Would you have reacted the same way Han did, in regards to Om and his requests, on his first day at a new school? Why or why not?
10. What are the two kinds of "fights" than Han discusses? Which one do you think is the harder of the two to win? Why?
11. What exactly is a class monitor?
12. How does Om's treatment of Han seem out of character? Why do you think he would do this?
13. Han mentions two things that "boggled" his mind about what happened that first day. What are those two things and why do you think Han thought they were strange?
14. What kind of social "orders" do you see in your life, at school, and in general? What do you think is the hardest "order" to establish oneself in? Why?
15. Define presentiment. Why does Han have a presentiment of "irrationality and violence"?
16. What was Han's father's reaction to what happened that day? Why did it surprise Han?
17. What is your definition of a bully? From what you know of Om does he fit any part of your description?
18. What is your definition of a leader? From what you know of Om does he fit any part of your description?
19. Without using a dictionary what do you think the word "sekki" means?

Characters	How to remember them...
Han Pyongt'ae	
Om Sokdae	
Han's father	
The teacher	

P 21-40

1. On page 21 Han is put into a situation. What is your impression of what he did? Would you have done the same? Why or why not?
2. Name several ways that Om has control over the boys in the class. (what are the advantages of him “never being there” when something happens to another student?)
3. Name some of the tactics Han is plotting to get Om. Which ones do you think will be the most effective?
4. Can you think of other people who “buy” people’s loyalty?
5. What setback did Han experience?
6. Why is Han having a difficult time finding Om’s “weakness”?
7. How is Om a brilliant manipulator?
8. Define perfunctory and how is it used in the text?
9. Who does Om remind you of? Why?
10. What emotions did you have at the end of the “lighter” incident?
11. What do you think is going on in the mind of Om when he returned the lighter to Pyongjo on page 32?
12. What is the dilemma that Yun Pyongjo is going through on page 34?
13. Define sycophancy. (p. 35)
14. Why could none of the students really tell the teacher what was going on? What would be a better way of getting to the bottom things?
15. “Fortunately he didn’t single me out in front of the others to scold me; he was content to believe [Om] Sokdae and the class would let it go” (40) comment on this quote.

New characters**How to remember them...**

Yun Pyongjo	
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p. 41-60

1. What did you feel after reading the teacher's response to Han?
2. What do you think Om was saying to the class just before the teacher and Han reached the classroom?
3. While reading p. 44-45 predict what will happen with this new "suggestion"?
4. When the teacher realized that the students were not writing, what was his next suggestion? What do you think they will write about?
5. Why do you think Han believed his classmates would reveal all of Om's sins?
6. Were you surprised that Han's paper was the only one that said anything bad about Om? Why or why not?
7. "You have to give up thinking that the Seoul way is unconditionally good and our way was unconditionally bad. Even if you insist you are right...at least, you have to change your approach" (50) Comment on this quote...do you agree? Disagree?
8. In what ways does the teacher tell Han how to "win"?
9. Do you agree with the teacher's reasons for keeping Om in power? Why or why not?
10. When Han states that he is giving up his fight, do you think he is giving up too quickly? Why or why not? What would you do?
11. How do you know that Han is lonely? Give specific examples.
12. In what ways do you think that Han is being punished unfairly by the other students? Give specifics.
13. Is it fair to label Han as a delinquent and a troublemaker? Why or why not?
14. How do students in this school get labeled unfairly? Is it hard to break those labels?
15. How do you think Han's parents handled the situation? What should they have done differently?

P. 61-80

1. How is Han a different person since his move to this new school? Give examples.
2. What is another difference between western schools and Korean schools?
3. Beginning on page 64 with the window cleaning incident, what do you think of Om's treatment of Han? Why do you think he does this?
4. What would you have done in Han's place?

5. “The only thing pain can wring from a soul that has abandoned resistance and from a mind that has lost its hate is sorrow” (68-69). Comment on this quote. What do you think Han means by this? Is it true? Why or why not?
6. Throughout this novella there have been several incidences of gift giving. When Han finally stops his fight with Om he gives him a gift as well. What do you think the symbolism is in the gifts? The receiver of the gifts? The giver of the gifts?
7. Do you really believe that Han has totally submitted to Om? Why or why not? Give examples of how Han’s social standing has changed.
8. Why do you think Om would allow him to be higher in the social order than he was before?
9. Do you think that this situation happens today? Why and give examples.
10. “...submission didn’t really feel like a great price at all” (73). Is this true for Han? Why or why not?
11. Predict how Om’s “kingdom” will be “smashed to pieces.”
12. Who is Pak Wonha and what did Han find out from him?
13. Would you have done the same if you could reap all the benefits the students had under Om’s control? Why or why not?
14. On page 78 Han is thinking like he did at the beginning. Do you think he would do anything that would harm his social order and his relationship with Om?
15. What would you do with this information if you were in Han’s place?
16. Define ignominious.
17. What does Han have to lose if he goes through with his revenge?
18. What is Han’s dilemma and predict what he will do.

New character

How to remember that character

New character	How to remember that character

P. 81-100

1. Predict what you think Om is up to by inviting Han to “have a bit of fun”?
2. Find out how much a hwan is worth. (look up Korean exchange rates)
3. What do you think is going on in Han’s mind as Om wants to talk to him alone?
4. “Actually, you could say that for that day he had raised my ranking to the level of his own” (84). Comment on this quote by Han.
5. How is the new teacher different from the old teacher? What makes him so suspicious of the class? Give details.
6. Why is the teacher so upset at the elections?
7. Give specific examples of how the new teacher is catching on to Om.
8. How has Om changed his tactics in regards to his treatment of his classmates?

9. If Om knew that the teacher was catching on to him, why do you think he still cheated on his exams?
10. What was the point in beating Om in front of the class? Why not do it in private? What does he want to accomplish?
11. What surprised you most about Om's admission of his cheating?
12. Why did the teacher really beat the boys after they had admitted to changing tests with Om? What do you think of this reasoning? What "life lesson" is he trying to teach them?
13. Do you think it was right that the teacher on page 96 went around the class and asked each what Om had done to them? What is the purpose of this?
14. Han could have had his revenge at this point. Were you surprised that he didn't jump on the opportunity? Why or why not? What would you have done?
15. Describe how Om's misdeeds were divided.

P. 101-end

1. "They seemed to me no more than traitors who had waited for [Om]Sokdae to fall before jumping on him and walking all over him" (101). Comment on this quote. Isn't this what Han was doing all along?
2. By the end of the novella do you think Han is happy? Why or why not?
3. What are some of the "life lessons" that Han has learned being in the real world?
4. Are there any situations in the last twenty pages that reminded you of what happened to Han in elementary school?
5. Who do you think Han is crying for at the end? Why?
6. Who is the twisted hero? Why? Look back at the first question about the title of the novella...how close were you in your prediction?
7. What lessons have you learned? (power, bullies, social orders, etc.) From the lessons you have listed, which one can you use right now or in your future?

Study guide Answers:

Our Twisted Hero Study Guide

Directions: Here are all the study questions for *Our Twisted Hero*. Please write all your answers on a separate sheet of paper. (I have put this study guide on my web page. I suggest you cut and paste the questions and then type them up as you read.) The point of these questions is for you to think about what is going on in the book as well as make personal connections. For every 20 pages of reading you have two days to complete the study guide. I do not want one sentence answers. Take the time to really answer these questions.

P.1- 20

1. Look at the title of this novella. What do you think this novella is going to be about just based on the title?

Answers will vary depending on the student. One answer I have received in the past is that the hero will become twisted or evil as the novel progresses. I also was told that the hero could be twisted in his different views

2. From the first paragraph predict what happened to the main character.
 - ❑ *The main character got into some kind of trouble*
 - ❑ *The main character was a scapegoat for something that might have happened at school.*
3. How old is the main character, and what grade is he going into?
The main character is 12 years old and going into the fifth grade.
4. Name four disappointments the narrator talks about. Would you be just as disappointed if you were in his situation? Why?
 1. *The condition of the school*
 2. *The number of students in the school was dramatically less than at his other school.*
 3. *The faculty room was small and lifeless*
 4. *The appearance of the teacher and his apathy about Han joining the class*
5. What differences have you noticed in the Korean school system?
 - ❑ *Class monitors*
 - ❑ *Teachers are not present a lot of times in the class*
 - ❑ *Testing system*
 - ❑ *The students clean the school*
6. What kind of a person is Han Pyongt'ae? Give examples from the reading.
 - ❑ *judgmental: he looks at the appearance of people and the appearance of the school and judges that they will not hold up to what he was used to.*
 - ❑ *Smart: He brags about his grades at his other school and how he was always at the top of his class.*
 - ❑ *Stubborn: He refuses to get Om a glass of water the first day. He is also relentless in finding out the truth about Om and how he controls the students in the classroom.*
7. Do you think Han Pyongt'ae expectations of his new school are too high? Why or why not?

Answers will vary

8. What is your first impression of Om Sokdae?

Answers will vary. Some say they do not trust him because he was too nice to Han.

9. Would you have reacted the same way Han did, in regards to Om and his requests, on his first day at a new school? Why or why not?

Answers will vary

10. What are the two kinds of "fights" than Han discusses? Which one do you think is the harder of the two to win? Why?

1. *Confrontations/physical fights with the other students*
2. *Psychological fights; standing up for what you believe in*

11. What exactly is a class monitor?

A class monitor is someone who watches the class while the teacher is out of the classroom.

12. How does Om's treatment of Han seem out of character? Why do you think he would do this?

Om started asking Han about his life in Seoul and at his old school. He seems interested and tries to put Han at ease in his new surroundings. Om does this to get inside information about Han and how he might be able to use him in the future

13. Han mentions two things that “boggled” his mind about what happened that first day.

What are those two things and why do you think Han thought they were strange?

1. *Han opened up his lunch box and five or six other students brought things over to him. The students were behaving like they would to a teacher not a student.*
2. *Two boys got into a fight. The others went to get Om and not the teacher. Om was the one who stopped the fight, cleaned up the boys, and then disciplined them like a teacher would.*

14. What kind of social “orders” do you see in your life, at school, and in general? What do you think is the hardest “order” to establish oneself in? Why?

Answers will vary

15. Define presentiment. Why does Han have a presentiment of “irrationality and violence”?

Presentiment: a feeling or impression that something is about to happen, especially something evil; foreboding. (dictionary.com) Han feels like this because of the violence that he has witnessed.

16. What was Han’s father’s reaction to what happened that day? Why did it surprise Han?

When Han told his father about what happened his father didn’t recognize any injustice in the incident. This surprised Han because his father had just gone through something similar but on an adult level.

17. What is your definition of a bully? From what you know of Om, does he fit any part of your description?

Answers will vary

18. What is your definition of a leader? From what you know of Om, does he fit any part of your description?

Answers will vary

19. Without using a dictionary what do you think the word “sekki” means?

Answers will vary: a jerk, loser, idiot etc.

Characters	How to remember them...
Han Pyongt'ae	
Om Sokdae	
Han's father	
The teacher	

P 21-40

1. On page 21 Han is put into a situation. What is your impression of what he did? Would you have done the same? Why or why not?

Answers will vary

2. Name several ways that Om has control over the boys in the class. (what are the advantages of him “never being there” when something happens to another student?)

He has other students do his dirty work, has the class in fear, and serves as a “protector.” Some advantages of him “never being there” are: he can never get in trouble, he wasn't a witness, and he can say that he doesn't have control over everyone all the time.

3. Name some of the tactics Han is plotting to get Om. Which ones do you think will be the most effective?

- Drive a wedge between the class and Om*
- Buy other's loyalty*
- Get better grades than Om*
- Find Om's weaknesses*
- Spread rumors*

4. Can you think of other people who “buy” people's loyalty?

Politicians, people who want you to buy their products, etc.

5. What setback did Han experience?

The setback was the teacher's blind trust with Om and the students.

6. Why is Han having a difficult time finding Om's “weakness”?

The setback was that none of the other students would talk about Om and what he did to them.

7. How is Om a brilliant manipulator?

Om is brilliant with his manipulations because whenever he eats something or “uses” something from another student, Om makes it seem like the other students offered it willingly.

8. Define perfunctory and how is it used in the text?

Perfunctory: performed merely as a routine duty; hasty and superficial. This is used in the text to describe the routine or hasty control that the teacher on duty has.

9. Who does Om remind you of? Why?

Answers will vary

10. What emotions did you have at the end of the “lighter” incident?

Answers will vary

11. What do you think is going on in the mind of Om when he returned the lighter to Pyongjo on page 32?

Answers will vary

12. What is the dilemma that Yun Pyongjo is going through on page 34?

Yun Pyongjo’s dilemma is that he has to choose if he is going to get in trouble with his father or get into trouble with Om...he must choose if his father’s punishment or Om’s punishment will be worse.

13. Define sycophancy. (p. 35)

Sycophancy: self-seeking or servile flattery.

14. Why could none of the students really tell the teacher what was going on? What would be a better way of getting to the bottom things?

None of the students could really tell the teacher what was going on because the teacher wanted them to tell him in front of Om. The teacher should have asked the class with Om out of the room or he should have asked them to write down what he did to them.

15. “Fortunately he didn’t single me out in front of the others to scold me; he was content to believe [Om] Sokdae and the class would let it go” (40) comment on this quote.

Answers will vary

New characters

How to remember them...

Yun Pyongjo	
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p. 41-60

1. What did you feel after reading the teacher’s response to Han?

Answers will vary

2. What do you think Om was saying to the class just before the teacher and Han reached the classroom?

Answers will vary: he was probably threatening the entire class about what would happen to them if any of them said something bad about him.

3. While reading p. 44-45 predict what will happen with this new “suggestion”?

Answers will vary: the new suggestion will turn out the same way as the last one. No one wants to speak badly about Om because they do not want to be harassed by him

4. When the teacher realized that the students were not writing, what was his next suggestion? What do you think they will write about?

His next suggestion is to write about all the problems in the classroom. They will probably write about Han and all the problems he is causing.

5. Why do you think Han firmly believed his classmates would reveal all of Om's sins?

Han believes that his fellow students want justice as much as he does. He thinks they will be stronger if the suggestions are made anonymously. He has faith that they will do the right thing.

6. Were you surprised that Han's paper was the only one that said anything bad about Om?

Why or why not?

Answers will vary

7. "You have to give up thinking that the Seoul way is unconditionally good and our way was unconditionally bad. Even if you insist you are right...at least, you have to change your approach" (50) Comment on this quote...do you agree? Disagree?

Answers will vary

8. In what ways does the teacher tell Han how to "win"?

The teacher tells Han that he has to have all the kids on his side to "win."

9. Do you agree with the teacher's reasons for keeping Om in power? Why or why not?

Answers will vary

10. When Han states that he is giving up his fight, do you think he is giving up too quickly?

Why or why not? What would you do?

Answers will vary

11. How do you know that Han is lonely? Give specific examples.

- ❑ *Han doesn't have anyone to play with.*
- ❑ *Other students used to come home with him and now they do not.*
- ❑ *No one would have anything to do with him after the lighter incident.*

12. In what ways do you think that Han is being punished unfairly by the other students?

Give specifics.

- ❑ *If his nails were too long or his hair was too long he would be labeled as having poor hygiene.*
 - ❑ *If a seam burst or a button would fall off his uniform he would be in uniform violation.*
 - ❑ *If Han read a comic book in secret he would get a reprimand.*
 - ❑ *If he was caught doing trivial things the other students would take it too far.*
- He is being punished unfairly because other students are doing the same things and they are not getting the same punishments as he is.*

13. Is it fair to label Han as a delinquent and a troublemaker? Why or why not?

It is not fair to label Han as a delinquent or a troublemaker because most of the things he has done are just minor things. He hasn't done anything so bad as would make him a delinquent.

14. How do students in this school get labeled unfairly? Is it hard to break those labels?

Answers will vary

15. How do you think Han's parents handled the situation? What should they have done differently?

Answers will vary

P. 61-80

1. How is Han a different person since his move to this new school? Give examples.

- ❑ *He doesn't have his former combative spirit.*
- ❑ *He is quick to be submissive.*
- ❑ *Han has abandoned all intention of resistance against Om.*

2. What is another difference between western schools and Korean schools?

- ❑ *Students clean the classrooms and the school; there are no custodians..*
- ❑ *Students have to take care of the grounds: flower beds etc*

3. Beginning on page 64 with the window cleaning incident, what do you think of Om's treatment of Han? Why do you think he does this?

Om's treatment of Han is harsh. He makes him redo the windows until he (Om) thinks they are perfect. Answers will vary.

4. What would you have done in Han's place?

Answers will vary

5. "The only thing pain can wring from a soul that has abandoned resistance and from a mind that has lost its hate is sorrow" (68-69). Comment on this quote. What do you think Han means by this? Is it true? Why or why not?

Answers will vary

6. Throughout this novella there have been several incidences of gift giving. When Han finally stops his fight with Om he gives him a gift as well. What do you think the symbolism is in the gifts? The receiver of the gifts? The giver of the gifts?

Symbolism of the gifts: peace offering, sign that everything is OK,

Symbolism of the gift receiver: that the power has been restored and that that person has regained his standing in the "group."

Symbolism of the gift giver: A willingness to forget what has happened in the past.

7. Do you really believe that Han has totally submitted to Om? Why or why not? Give examples of how Han's social standing has changed.

Answers will vary

- ❑ *Han's social standing has changed in that he is reaching new social levels by fighting other/weaker students. His class rank is higher.*
- ❑ *He is now regarded as a model student.*
- ❑ *The teacher didn't think that he was a trouble maker any more.*

8. Why do you think Om would allow him to be higher in the social order than he was before?

Answers will vary

9. Do you think that this situation happens today? Why and give examples.

Answers will vary

10. "...submission didn't really feel like a great price at all" (73). Is this true for Han? Why or why not?

Answers will vary

11. Predict how Om's "kingdom" will be "smashed to pieces."

Answers will vary

12. Who is Pak Wonha and what did Han find out from him?

Pak Wonha is a model math student in Han's class. Han finds out that he has been cheating for Om and that is how Om gets good grades in math. Han also finds out this is how Om has had such a good standing with his grades.

13. Would you have done the same if you could reap all the benefits the students had under Om's control? Why or why not?

Answers will vary

14. On page 78 Han is thinking like he did at the beginning. Do you think he would do anything that would harm his social order and his relationship with Om?

Han likes his social standing right now. I don't think he would like to change his rank. He has lost some of his gumption that he had previously, and he still remembers the pain he felt being ostracized by the other students.

15. What would you do with this information if you were in Han's place?

Answers will vary

16. Define ignominious.

***Ignominious:** disgrace; dishonor; public contempt; shameful or dishonorable quality or conduct or an instance of this.*

17. What does Han have to lose if he goes through with his revenge?

Han has his social standing, freedom, happiness, good class standing, etc., to lose if he goes through with his revenge.

18. What is Han's dilemma and predict what he will do.

He really needs to decide if going through with his revenge would be worth it. He has been hurt before by Om and really has not forgotten about his revenge; he just is enjoying the benefits of being in Om's good graces. Answers will vary

New character

How to remember that character

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P. 81-100

1. Predict what you think Om is up to by inviting Han to “have a bit of fun”?
Om might have an inkling about what is about to happen so he invites Han to have some fun so Om can remind him (without saying anything) about his social standing. It is also possible to think that Om wants Han to know that he is still in control.
2. Find out how much a hwan is worth. (look up Korean exchange rates)
Answers will vary
3. What do you think is going on in Han’s mind as Om wants to talk to him alone?
Answers will vary
4. “Actually, you could say that for that day he had raised my ranking to the level of his own” (84). Comment on this quote by Han.
Answers will vary
5. How is the new teacher different from the old teacher? What makes him so suspicious of the class? Give details.
Different from the old teacher:
 - ❑ *Young*
 - ❑ *Hard working*
 - ❑ *He was observant about this class; he noticed that something wasn’t right.*
He was suspicious of the class because they were lifeless and that they could not really think for themselves. They were always looking to Om to see what to do.
6. Why is the teacher so upset at the elections?
The teacher was so upset at the elections because Om won in a landslide vote. There was really no competition in this class, and the teacher really didn’t think that was right.
7. Give specific examples of how the new teacher is catching on to Om.
 - ❑ *Om’s exam grades*
 - ❑ *The teacher wasn’t on Om’s side*
 - ❑ *The teacher’s suspicious attitude of Om*
8. How has Om changed his tactics in regards to his treatment of his classmates?
 - ❑ *His instinctive feeling for the need of a new balancing act.*
 - ❑ *He wasn’t using his fists any longer*
 - ❑ *He held back his punishments of other students*

9. If Om knew that the teacher was catching on to him, why do you think he still cheated on his exams?

Om still had a bit of pride left in him. He liked the fact that he was first in class and that he really didn't have to lift a finger in doing it. I think that this still gave him a sense of control.

10. What was the point in beating Om in front of the class? Why not do it in private? What does he want to accomplish?

The point in beating Om was to show the class that he was no longer in control and that the teacher was on to him and what he was doing. The punishment would not have the same effect in private because the teacher needed to show the rest of the class that Om was wrong. The teacher wanted the class to see Om's demise.

11. What surprised you most about Om's admission of his cheating?

Answers will vary

12. Why did the teacher really beat the boys after they had admitted to changing tests with Om? What do you think of this reasoning? What "life lesson" is he trying to teach them?

The teacher beat the boys because he was appalled that they would let Om do such a thing to them. Also he beat them because they weren't ashamed of what they did. He was beating them because they were weak. Answers will vary

13. Do you think it was right that the teacher on page 96 went around the class and asked each what Om had done to them? What is the purpose of this?

Answers will vary

14. Han could have had his revenge at this point. Were you surprised that he didn't jump on the opportunity? Why or why not? What would you have done?

Answers will vary

15. Describe how Om's misdeeds were divided.

Sexual, economic, collecting money from others who wanted appointments, and how Om made Han's life miserable the previous year

P. 101-end

1. "They seemed to me no more than traitors who had waited for [Om]Sokdae to fall before jumping on him and walking all over him" (101). Comment on this quote. Isn't this what Han was doing all along?

Answers will vary

2. By the end of the novella do you think Han is happy? Why or why not?

Answers will vary

3. What are some of the "life lessons" that Han has learned being in the real world?

- ❑ *He has no patience for the process of becoming successful.*
- ❑ *He wasn't interested in the structure of how to become successful*

4. Are there any situations in the last twenty pages that reminded you of what happened to Han in elementary school?

Han was left out of several business deals. He also saw classmates becoming more successful.

5. Who do you think Han is crying for at the end? Why?

Answers will vary

6. Who is the twisted hero? Why? Look back at the first question about the title of the novella...how close were you in your prediction?

Answers will vary

7. What lessons have you learned? (power, bullies, social orders, etc.) From the lessons you have listed, which one can you use right now or in your future?

Answers will vary

Activities:

For the class activities I have outlined what I do for the big activities in my class. Since my students are regular English students I give class time to read the text. Most of my discussion questions will come from the above study guide. Before this unit I go over the different kinds of questions and how important questions are used to feed a discussion. Since I use *Our Twisted Hero* at the end of 1st semester, the students are familiar with asking discussion-type questions.

For the pre-reading activity I give a short five-question quiz on the students' knowledge of Korea. This quiz can be anything about Korea. I get on the CIA homepage and look up North and South Korea and create this short quiz from that information. After the quiz I go over the answers and ask pointed questions about what they know and what they didn't know about Korea and the culture of the people. This is where I hand out my current events assignment. (see **Appendix A**) The purpose of the current events assignment is to get the students familiar with what is going on in North and South Korea and how that impacts our lives here in the United States. I also encourage my students to find connections to the story. I tell them that this story is an allegory similar to *Animal Farm* and challenge them to find the allegory. I use this story as a spring board for *Lord of the Flies* and the relationships that the boys create. As I teach *Lord of the Flies* I continually refer back to *Our Twisted Hero* in order to find the parallels between the characters.

The purpose of the current events assignment is to find different current events about Korea and how they can connect them to the reading. I tell students that if they can't find any connections that this is a good time to find out information that is interesting to them about Korea. (See **Appendix A** for the assignment)

I then hand out the book and the study guide. (See Discussion Questions and Answers) I tell my students that I want them to take their time in filling out the study guide as it will be the basis of our daily or bi-daily discussion. I also let them know that many of the questions are worded such that they have to do some deep thinking and find out what they are feeling about what is going on in the book. I also reiterate our semester theme: Why do we treat people the way we do?

The next day we have a discussion on how our society treats “new people” and in what different situations “new people” are in. At this point many of the students will talk about how they have been the new person at school etc. I also start the discussion on why bullies treat people the way they do and possible reasons for this.

I have included a possible time schedule in **Appendix B** that I have followed, give or take a day or two.

I do not spend a lot of time on this novella so I do not do a lot of activities. I do give my students two reading quizzes (see **Appendix C and D**) just to make sure they understand what they are reading. I do not give a final test on this unit but I do assign a paper (see **Appendix E**).

Connections to other literary works:

As I stated above I connect *Our Twisted Hero* with *Lord of the Flies*. I also teach three Persian short stories that have similar themes; they are in the collection called *Little Black Fish*. I can also see the connection to *A Separate Peace*, and for the allegory, *Animal Farm*.

Resources:

Books:

Our Twisted Hero by Yi Munyol

Lord of the Flies by William Golding

The Little Black Fish and Other Modern Persian Stories by Samad Behrangi

Websites:

- ❑ http://www.bookbrowse.com/biographies/index.cfm?author_number=580
- ❑ www.cnn.com/WORLD/
- ❑ www.korea.net
- ❑ times.hankooki.com/
- ❑ www.koreaherald.co.kr/
- ❑ www.dailyearth.com/IntnNews/southkorea.html
- ❑ <https://www.cia.gov/>

Appendix A: Current Event Assignment

Current Events Assignment—*Our Twisted Hero*

Directions: Using the sites I have listed or other sites you know of please find one current event to discuss on Friday. (If you find an article in the *Grand Rapids Press*, this counts as a current event; cut it out and bring it in. Recent magazines such as *Newsweek* and *Time* are also good sources for world current events!) It is important to find out what is going on in the world and connect it to what we are reading in class.

Steps:

1. Find current event, read it, and print it out. If it is more than three pages just print out the first two.
2. Write (typed up) a double spaced, good sized paragraph about how this can relate to what we are reading or cultural differences between Korea and the United States. For example: What observations can you see in the article compared to what you are used to in the United States? How can you relate this article or parts of the article to *Our Twisted Hero*?
3. Bring in the assignment on FRIDAY ready to share with the rest of the class.

Appendix B: Our Twisted Hero Reading Schedule

Mon	Tue	Wed	Thu	Fri
4	5	6	7 Hand out Our Twisted Hero Hand out Study guide HW: 1-20	8 HW: 1-20
11 DGP Vocab #1 HW: 21-40	12 HW: 21-40	13 HW: 41-60	14 Reading Quiz #1 P.1-40 HW: 41-60	15 Vocab #1 due Current event #1 due HW: 61-80
18 Vocab #2 HW: 61-80	19 Reading Quiz #2 P. 61-80 HW: 81:100	20 HW: 81-100	21 HW: 101-122	22 Vocab #2 due Current event #2 due Hand out paper assignment HW: 101-122
25 Vocab #3 Review for Tuesday test	26 Our Twisted Hero final test.	27 In the lab working on intro and thesis statements.	28 In the lab working on intro and thesis statements.	29 Vocab #3 Rough draft due! Bring highlighters...

Appendix C: Reading quiz #1**Our Twisted Hero Reading Quiz #1
(3rd hour)**

Directions: Out of the three essays listed below choose TWO and write a well developed response with as many relevant details from the book or our discussion to fully answer the questions. Each one of the essays is worth 10 points for a total of 20 points for this first reading quiz.

1. During the first 20 pages of the book Om does things that are not in character to what we have seen in the rest of the readings. Give a detailed example of this “out-of-character” observation and several reasons why he would act in the complete opposite way that we/Han would expect?
2. “Fortunately he (the teacher) didn’t single me out in front of the others to scold me; he was content to believe [Om] Sokdae and the class would let it go.” What is the “it” that is being spoken about? What are some possible reasons the teacher didn’t scold Han? Why should the teacher have known better than to let the incident go?
3. Based on what you know of Om (and the first 40 pages) what are some possible weaknesses he might possess? Give evidence as to why you might think this. Do you think Han will risk another humiliating moment? Why or why not?

This is reading quiz #1 but for a different class period. I taught four classes so I wanted a different quiz for two of the classes because they talk!

**Our Twisted Hero Reading Quiz #1
(5th hour)**

Directions: Out of the three essays listed below choose TWO and write a well developed response with as many relevant details from the book or our discussion to fully answer the questions. Each one of the essays is worth 10 points for a total of 20 points for this first reading quiz.

1. What kind of social “orders” do you see around you? What do you think is the hardest “order” to establish yourself in? Is Han having trouble establishing himself in an “order” or do you think he knows where his “order” is and is trying raise himself up? Why?

2. What are some of the reactions of Han's parents to what is going on in school? Why would they act this way? What does Han think about his parents' viewpoints on the situation/s?

3. Based on what you know of Om (and the first 40 pages) what are some possible weaknesses he might possess? Give evidence as to why you might think this. Do you think Han will risk another humiliating moment? Why or why not?

Appendix D: Reading quiz #2

Our Twisted Hero Reading Quiz #2 **3rd period**

Directions:

Out of the three essays listed below choose TWO and write a well developed response with as many relevant details from the book or our discussions to fully answer the questions. Each essay is worth 10 points for a total of 20 points for this reading quiz. One important note: please do not give a summary of the story. I know the story so you do not have to give me a play-by-play of what is happening. However, I do want insight with details that back up your thinking; do not be afraid to go out on a limb and take an opposite view.

19. Throughout this novella there have been several incidences of gift giving. When Han finally stops his fight with Om he gives him a gift as well. What is this gift and why would he do that? What do you think the symbolism is in the gifts? The receiver of the gifts? The giver of the gifts?
20. Show how Han is a different person from the beginning of the book. Give examples of what he was like when he first came to his new school and show how he is different. Whose advice do you think he listened to and why?
21. What role has Han's parents played in this novel? What do you think is the author's purpose in this? Would it have made a difference if they were never mentioned?

Our Twisted Hero Reading Quiz #2 **5th hour**

Directions:

Out of the three essays listed below choose TWO and write a well developed response with as many relevant details from the book or our discussions to fully answer the questions. Each essay is worth 10 points for a total of 20 points for this reading quiz. One important note: please do not give a summary of the story. I know the story so you do not have to give me a play-by-

play of what is happening. However, I do want insight with details that back up your thinking; do not be afraid to go out on a limb and take an opposite view.

1. Throughout this novella there have been several incidences of gift giving. When Han finally stops his fight with Om he gives him a gift as well. What is this gift and why would he do that? What do you think the symbolism is in the gifts? The receiver of the gifts? The giver of the gifts?
2. “The only thing pain can wring from a soul that has abandoned resistance and from a mind that has lost its hate is sorrow” How does this quote fit Han? Has he really abandoned resistance or does he have another plan in place?
3. What role do the adults play in this novel? What is the author’s purpose in this? Would you have liked to see more adult involvement? Why or why not?

Appendix E: Final Paper

Our Twisted Hero Paper Assignment

Assignment Summary: In the book we just read, *Our Twisted Hero*, there are several examples of how people treat others in different situations. For example, how do people treat newcomers, how do people in power treat people below them, how do adults treat children, etc. In this paper you will answer the question: Why do we treat people the way we do and apply this to *Our Twisted Hero*.

Some possible topics: adults vs. kids/young adults, “in group” vs. “outsiders,” People in power vs. people with little or no power (or the opposite...how the people with no power get power and how do they treat the people who used to have the power?)

Purpose: The purpose of this assignment is to really start looking at the way people treat each other and why. There are many different situations that can be applied to this question; for this assignment concentrate on the characters in *Our Twisted Hero* and your life. How have you been in a similar situation and what did that feel like?

Writer’s Role: Your role as a writer is to look at the characters in the novel and find connections to what motivates them to treat people the way they do. These connections will serve as your body paragraphs and your evidence as to why a certain character acts the way they do.

Audience: I am your audience so this paper needs to be formal and in MLA format. Also since I have read the story you do not need to summarize any part of the story for me. I do however want you to use examples to back up the assumptions you have made about your characters.

Form: The form of this assignment is a formal paper 1 ½- 2 pages plus the works cited page.

Focal Content Areas: These are the areas where you will be graded on in this project.

1. MLA style—everywhere!
2. A clear and concise thesis statement that follows the guidelines I gave you in class.
3. Topic sentences that back up the thesis and evidence to connect to your topic sentences. (this means that you need to use quotes from the story: min 2 max 3)

4. And of course proper grammar and punctuation.

Paper outline:

I-beginning paragraph with thesis underlined

II-III-body paragraphs that help explain your thesis.

IV-this is a paragraph about how you have experienced something similar

V –conclusion, wrap everything up and give some words of wisdom.