Classroom Guide

Jae Hwa Lee is ready to forget about immortals and move on with her life. Until Kud, god of darkness, sends an assassin to kill her.

Jae escapes with the knowledge that Kud is seeking the lost White Tiger Orb, and she joins forces with a legendary organization, the Guardians of Shinshi, to find the orb before Kud can steal it and discover what it's capable of. Jae knows she'll need her friends for this fight, but they have problems of their own: her best friend Michelle doesn't yet fully understand the dangers of the Spirit World; her boyfriend Marc is spending more and more time away from her, training to become a Guardian of Shinshi; and Marc hates the fellow trainee assigned to help them: the oddly riveting— and absurdly handsome—Kang-dae. Jae, Michelle, Marc, and Kang-dae set out together on a harrowing journey that will take Jae into the darkest corners of the Spirit World and the real world.

But Kud is a stronger and more devious god than Jae ever imagined. Jae is soon painfully reminded that by making an enemy of Kud, she has placed her closest friends in danger, and she must decide how much she can bear to sacrifice in order to defeat one of the most powerful immortals in all of Korea.

Silvern provides a platform for students to examine Korean culture while engaging in English language and literature lessons ranging from characterization to setting. Students will familiarize themselves with the geography of the Korean peninsula and take a closer look at mythology both in Korea and abroad. In addition to stand-alone lessons, *Silvern* can be used as a class set to teach a full unit of middle to high school English and includes cross-curriculum links to Social Studies and science.

Pre-reading Questions and Discussions

CCSS.ELA-Literacy.W.7.2 CCSS.ELA-Literacy.SL.7.1
CCSS.ELA-Literacy.W.8.2 CCSS.ELA-Literacy.SL.8.1
CCSS.ELA-Literacy.W.9-10.2 CCSS.ELA-Literacy.SL.9-10.1

1. If you have read *Gilded*, what are some predictions you have about the plot of this novel?

2. How much would you sacrifice to save your love ones? Give examples.

3. What are the benefits of being stubborn and strong willed? What are the drawbacks? List three for each.

4. What do you know about North Korea?

5. What do you know about dictatorships?

6. How did the Korean War affect the Korean peninsula?

7. How you ever read about a character who betrayed the main character? Or have you ever had a true friend betray you?

8. What character traits did he/she possess?

9. Think about the last action or suspense movie that you watched. What elements did the director use to create suspense and tension? How could these elements be used in literature?

10. What is the difference between empathy and sympathy? Which character trait is more important in the protagonist and why?

Pre-Reading Geography Lesson

CCSS.ELA-Literacy.SL.7.1 CCSS.ELA-Literacy.RH.6-8.7
CCSS.ELA-Literacy.SL.8.1 CCSS.ELA-Literacy.RH.6-8.7
CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.RH.9-10.7

Have your students familiarize themselves with North Korea with a map lesson.

1. Use a world map to lead the students in finding the location of both your class and the Korean Peninsula. Discuss the distance between North Korea, South Korea, and your class and what that may or may not mean culturally.

2. Have them complete a blank physical map of the Korean Peninsula with the following:
   a. North and South Korea
   b. Capitals cities
   c. Korean DMZ
   d. Bodies of water
   e. Mount Kumgang Tourist Region

3. Using the CIA World Factbook (**https://www.cia.gov/library/publications/the-world-factbook/**), have your students compare North and South Korea in size, population, life expectancy, economy, and any additional categories you choose.

During-reading Geography Activity:

Have your students use the map of Korea below to label Jae Hwa's travels across the country.

1. **Seoul, South Korea**
   Capital city of South Korea

2. **Kuryong Falls (Nine Dragons Waterfall)**
   This 74-meter waterfall is one of the sacred places of the Koreas. Legends speak of nine dragons that once inhabited Kuryong Lake, the pool at the foot of the falls. These dragons insured that the mountain was safe.

3. **Mount Kumgang**
   This mountain is also called Diamond Mountain and is well-known in Korean art due to its jagged peaks and unusual formations. Its name actually changes with the seasons, but tourists simply call it Mount Kumgang. You will find stone formations of granite and diorite, may experience rigorous hikes, and see temples and gorgeous views.

4. **Mount Kumgang Tourist Region**
   This region was open to tourists until July 11, 2008, when a 53-year-old South-Korean tourist was shot and killed while walking on the resort's beach. Currently the border between North and South Korea is closed to tourists, and only medical relief workers and authorized government personal are allowed.

   Find the full archive of the events in this tourist region at this link: **http://www.nkeconwatch.com/category/ economic-reform/special-economic-zones-2/special-economic-zones/kumgang-resort/.**

5. **Kumgangsan Culture Center**
   This center once held ninety-minute cultural shows for tourists of gymnastics, dance, and acrobatics.
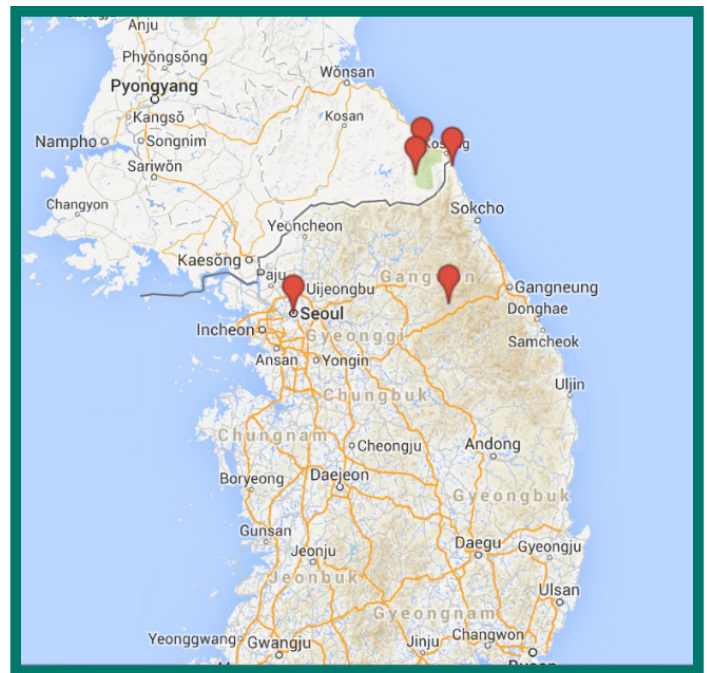
6. **Korean Demilitarized Zone**
   This is a strip of land running across the Korean Peninsula that serves as a buffer zone between North and South Korea. The DMZ is a de-facto border barrier, which runs along the 38th parallel north.

7. **Herbnara Farm**
   Herbnara Farm, opened in 1994, has almost 100 kinds of herbs covering a total area of 12 km. It consists of seven theme gardens, ponds and galleries including the Herb Garden, Children Garden, Fragrance Garden, and Water Garden. The uniquely decorated buildings and signs make visitors feel as if they are living in a fairy tale.

8. **Goseong Unification Observatory**
   Built by an army unit in 1983, Goseong Unification Observatory was the closest place to view the Mt. Kumgangsan before it was opened to South Koreans. It is also one of the entry points from South Korea to North Korea and serves as a museum.

Characterization Writing Lesson:

The characters in the novel are the building blocks for a story. Characterization is a literary device in which an author employs certain personality traits in individual characters within a story. Students will study characterization in *Silvern*.

Types of characterization:

Dynamic – These characters grow and change throughout the plot arc.

Static – These characters stay consistent with their traits throughout the plot arc.

Flat characters – These characters are normally one-dimensional, but are included for a distinct purpose.

Round characters – Fully developed characters in which their entire personalities are revealed.

Pre-writing Activity:

In groups, fill out the graphic organizer on page 3 to track the characterization of Jae, Marc, Michelle, Kang-dae, Lily, and Kumar. Do this by identifying each character's dominant trait in the beginning, middle, and end of the novel.

Writing Prompt:

Choose one of the four main characters in the novel and analyze the character's growth through the novel. Identify character traits and use evidence in the three stages of the novel to support your argument. In the final body paragraph, synthesize your findings to determine why the author choose that specific character arc and what effects it had on the plot.

Characterization Writing Lesson

Identify each character's dominant trait as the novel progresses.

Types of characterization:

Dynamic – These characters grow and change throughout the plot arc.

Static – These characters' traits remain consistent throughout the plot arc.

Flat characters – These characters are normally one-dimensional, but they are included for a distinct purpose.

Round characters – Fully developed characters in which their entire personalities are revealed.

Characters	Beginning of Novel	Middle of Novel	End of Novel	Type of Character	Evidence
Jae Hwa					
Marc					
Michelle					
Kang-dae					
Lily					
Kumar					

Extension Activities:

Dragons in the *Gilded* Series:

CCSS.ELA-Literacy.RH.6-8.7 CCSS.ELA-Literacy.WHST.6-8.2
CCSS.ELA-Literacy.WHST.6-8.7 CCSS.ELA-Literacy.RH.6-8.7
CCSS.ELA-Literacy.WHST.6-8.2 CCSS.ELA-Literacy.WHST.6-8.7
CCSS.ELA-Literacy.RH.9-10.7 CCSS.ELA-Literacy.WHST.9-10.2
CCSS.ELA-Literacy.WHST.9-10.7

Silvern is based on the myth of The Nine Dragons. In this myth, nine dragons guard the sacred Kuryong Falls in North Korea. Legends reveal that dragons once inhabited Kuryong Lake, the pool at the foot of the falls, and guarded Mount Kumgang.

Dragons are found in many different cultures and mythology. Choose one other culture with dragons and compare and contrast it to the dragons of Korea. Post findings using a Venn diagram on a poster board.

The Guardians of Shinshi Code:

The Guardians of Shinshi have been in existence since the beginning of Korea. Just as the Tiger of Shinshi holds the Korean people by a golden thread, in the *Gilded* series the Guardians of Shinshi watch over and help maintain Korea's balance with the Spirit World.

The Shinshi Code

1. I shall live with integrity.
2. I shall observe self-control.
3. I shall persevere through hardship.
4. I shall protect and preserve the indomitable spirit of Korea.
5. I shall maintain discipline.
6. I shall be a champion of freedom and justice.
7. I shall build a more peaceful world.

For more information on the Guardians of Shinshi, check out the *Gilded* series website at **http://www.gildedseries.com/**.

Develop a code that would exemplify how you would live your life. Create a crest to coincide with that code.

Tuberculosis in North Korea:

Tuberculosis is one of the silent killers in North Korea. People lack medicine, food, knowledge, and warmth, and therefore the disease is rampant in the country. In *Silvern*, Jae visits one of these clinics, bringing medicine to the tuberculosis patients.

Research the causes and effects of tuberculosis. Why is tuberculosis not as prevalent in developed countries as it is in North Korea? Come up with an action plan to combat tuberculosis in developing countries and write a proposal letter to the World Health Organization (WHO) requesting assistance.

Ecology Lesson:

CCSS.ELA-Literacy.RH.6-8.7 CCSS.ELA-Literacy.WHST.6-8.2
CCSS.ELA-Literacy.WHST.6-8.7 CCSS.ELA-Literacy.RH.6-8.7
CCSS.ELA-Literacy.WHST.6-8.2 CCSS.ELA-Literacy.WHST.6-8.7
CCSS.ELA-Literacy.RH.9-10.7 CCSS.ELA-Literacy.WHST.9-10.2
CCSS.ELA-Literacy.WHST.9-10.7

The Korean Demilitarized Zone stretches the width of the peninsula and is approximately one mile wide. Since 1953, the flora and fauna of this zone have developed entirely without the presence of humans. Research the effects of this phenomena and identify the animal life unique to this region. Create a project board representing your research.

Geopolitical Lesson:

CCSS.ELA-Literacy.W.7.6 CCSS.ELA-Literacy.WHST.6-8.2
CCSS.ELA-Literacy.WHST.6-8.7 CCSS.ELA-Literacy.W.8.6
CCSS.ELA-Literacy.WHST.6-8.2 CCSS.ELA-Literacy.WHST.6-8.7
CCSS.ELA-Literacy.W.9-10.6 CCSS.ELA-Literacy.WHST.9-10.2
CCSS.ELA-Literacy.WHST.9-10.7

Research the reunification of East and West Germany in 1991. What economic and political difficulties did the German people face? What lessons were learned and could be applied to the reunification of the Korean peninsula? Create a PowerPoint, Prezi, or computer presentation based on your findings.

Artistic Representation Project:

CCSS.ELA-Literacy.RL.7.1 CCSS.ELA-Literacy.W.7.2
CCSS.ELA-Literacy.RL.8.1 CCSS.ELA-Literacy.W.8.2
CCSS.ELA-Literacy.RL.9-10.1 CCSS.ELA-Literacy.W.9-10.2

Create a Portrait

Choose a dynamic character in the novel and create two separate portraits depicting the initial and final characterization. Include clothing, facial expressions, color schemes, and objects. Write a caption explaining the change in their characterization.

Social Studies Project:

CCSS.ELA-Literacy.WHST.6-8.2 CCSS.ELA-Literacy.WHST.6-8.7
CCSS.ELA-Literacy.WHST.6-8.2 CCSS.ELA-Literacy.WHST.6-8.7
CCSS.ELA-Literacy.WHST.9-10.2 CCSS.ELA-Literacy.WHST.9-10.7

The Korean War not only affected the Korean peninsula but the entire Asian region. Research the causes and effects of the war. Then research the format of a **white paper** and summarize your findings on the effects of the Korean War in this white-paper format.

A **white paper** is often used in business marketing as a persuasive report or document to help readers understand a situation, answer a question, or determine a solution.

Extension Activities:

Mythological Creatures/Beings in *Silvern*:

First, match the definition to the mythological creature/being listed below:

a. The death goddess

b. Mythological bird

c. Ghost of one who was drowned by water

d. Half-dragon

e. Guardians of the sacred Kuryong Falls

f. Goddess of life and childbirth

g. Ruler of the Underworld

h. A ghost with a featureless egg-like head

i. The guardian of the winds

j. God of darkness

Then, in each box draw a picture of the creature/being, and write a caption describing it.

1. Imoogi _____
Description:

6. The Nine Dragons _____
Description:

2. White Tiger _____
Description:

7. Princess Bari _____
Description:

3. Dalgyal Gwishin _____
Description:

8. Mool Gwishin _____
Description:

4. Bonghwang _____
Description:

9. Samshin _____
Description:

5. King Daebyeol _____
Description:

10. Kud _____
Description:

Common Core State Standards Connections for *Silvern* and Classroom Guide:

Grade 7 Standards:

CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-Literacy.W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CCSS.ELA-Literacy.WHST.6-8.2 Write informative/ explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-Literacy.WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CCSS.ELA-Literacy.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-Literacy.RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CCSS.ELA-Literacy.RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

CCSS.ELA-Literacy.RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Grade 8 Standards:

CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-Literacy.W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

CCSS.ELA-Literacy.WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-Literacy.WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CCSS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-Literacy.RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CCSS.ELA-Literacy.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-Literacy.RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Common Core State Standards Connections for *Silvern* and Classroom Guide:

Grades 9–10 Standards:

CCSS.ELA-Literacy.W.9-10.1   Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-Literacy.W.9-10.2   Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-Literacy.W.9-10.3   Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-Literacy.W.9-10.6   Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-Literacy.WHST.9-10.2   Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-Literacy.WHST.9-10.7   Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.SL.9-10.1   Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.RH.9-10.7   Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-Literacy.RL.9-10.1   Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
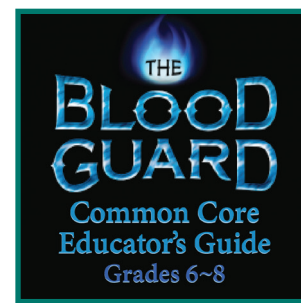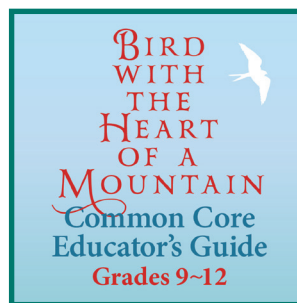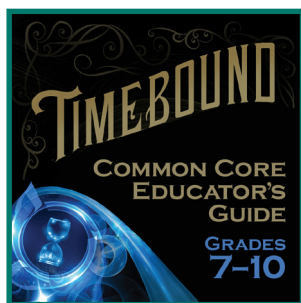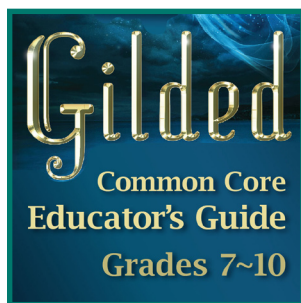
CCSS.ELA-Literacy.RL.9-10.3   Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CCSS.ELA-Literacy.RL.9-10.4   Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

CCSS.ELA-Literacy.RL.9-10.6   Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

CCSS.ELA-Literacy.RH.9-10.4   Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Click on the Common Core Guides Below for More Classroom Fun!

This guide was created by Christina Farley, author, Chris Valcarcel, educational consultant, and Jennifer Messinger, graphic designer.

Do you have questions or feedback for Amazon Children's Publishing? Email us at:
acp-institutional-feedback@amazon.com