



## Pre-reading Questions and Discussion:

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. List the things that are important to you. What if you were about to lose them all? How far would you go to save those things?
2. Do you believe in destiny? What does destiny mean to you?
3. If you were faced with a difficult decision, who would you seek for advice and why?
4. What is foreshadowing?
5. What is symbolism?
6. How can properties of an everyday object be used to symbolize a deeper meaning?
7. What is a proverb?
8. What is a myth and what is mythology?
9. What do you know about Korea?
10. Describe a time when you were out of your comfort zone. How did you feel in that situation? How did you react to others?

## Classroom Guide

In *Gilded* Farley combines the mundane problems of a modern-day teenager with the extraordinary problems of confronting an ancient demigod. Sixteen-year-old Jae Hwa Lee is a Korean-American girl with a black belt, a deadly proclivity with steel-tipped arrows, and a chip on her shoulder the size of Korea itself. When her widowed dad uproots her to Seoul from her home in L.A., Jae thinks her biggest challenges will be fitting in to a new school and dealing with her dismissive Korean grandfather. Then she discovers that a Korean demigod has been stealing the soul of the oldest daughter of each generation in her family for centuries. And she's next.

But that's not Jae's only problem.

There's also Marc. Irresistible and charming, Marc threatens to break the barriers around Jae's heart. As the two grow closer, Jae must decide if she can trust him. But Marc has a secret of his own—one that could help Jae overturn the curse on her family for good. It turns out that Jae's been wrong about a lot of things: her grandfather is her greatest ally, even the tough girl can fall in love, and Korea might just be the home she's always been looking for.

*Gilded* provides a platform for students to examine Korean culture while engaging in English language and literature lessons ranging from foreshadowing to symbolism. Students will familiarize themselves with the geography of Korea and take a closer look at mythology both in Korea and abroad. In addition to stand-alone lessons *Gilded* 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.

The questions above will set the stage for reading *Gilded* and introduce your students to some of the concepts in the book. Have your students answer these questions and then discuss them as a group.

## 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 Korea with a map lesson.

1. Use a world map to lead the students in finding the location of both your class and Korea. Discuss the distance between Korea and your class and what that may or may not mean culturally.
2. Have them complete a blank physical map of Eastern Asia with the following:
  - a. Countries
  - b. Bodies of water
  - c. Mountains
  - d. Capital Cities
  - e. Printable map of Eastern Asia: <https://geography.byu.edu/Assets/Maps/easia.pdf>
3. Using the CIA World Factbook (<https://www.cia.gov/library/publications/the-world-factbook/>), have your students compare Korea to the United States in size, population, and any additional categories you choose.

## During-reading Geography Activity:

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

1. Seoul
2. Muui-dong beach - the beach by Grandfather's home
3. Silmido Island- the location of Grandfather's secret cave
4. Yongpyong Ski Resort
5. Busan (Port City)
6. Kyongju, King Munmu's Underwater Tomb



## Proverb/Adage Lesson:

CCSS.ELA-Literacy.RL.7.1

CCSS.ELA-Literacy.RL.7.4

CCSS.ELA-Literacy.RL.8.1

CCSS.ELA-Literacy.RL.8.4

CCSS.ELA-Literacy.RL.9-10.1

CCSS.ELA-Literacy.RL.9-10.4

A proverb, also called an adage, is a short popular saying, usually of unknown origins, one that expresses some commonplace truth or useful thought.

Students will examine proverbs and discuss how proverbs can be used to develop the plot of a story.

Have your students complete the chart on page 3, writing their explanations of the proverbs listed.

### Websites with Proverbs/Adages:

[http://www.historyofpainters.com/asian\\_proverbs.htm](http://www.historyofpainters.com/asian_proverbs.htm)

<http://esl.fis.edu/vocab/Proverbs/proverbofDay.htm>

<http://www.phrasemix.com/collections/the-50-most-important-english-proverbs>

## Writing Activities:

1. The Tiger of Shinshi tells Jae Hwa, "You know that no dream comes without a price." Do you agree with this? Defend your answer with evidence from the novel.
2. Using the above websites to research three other proverbs that could be used in this novel. Defend why these proverbs are applicable to the story.
3. Create your own proverb. Have each student state a problem they need to overcome. It can be as simple as, *I need to pass science so I don't get grounded*, or as complex as, *I need to play better in the football game Friday*. Using an example explain to the students that they will need to state the solution in a colorful and descriptive way.

Here are two proverbs created from the above examples:

- a. Study and do your homework; it's the only way to stay free.
- b. Tackling and running will keep the other team from scoring.

## Foreshadowing Writing Lesson:

CCSS.ELA-Literacy.RL.7.1

CCSS.ELA-Literacy.RL.7.6

CCSS.ELA-Literacy.W.7.2

CCSS.ELA-Literacy.RL.8.1

CCSS.ELA-Literacy.RL.8.4

CCSS.ELA-Literacy.W.8.2

CCSS.ELA-Literacy.RL.9-10.1

CCSS.ELA-Literacy.RL.9-10.4

CCSS.ELA-Literacy.W.9-10.2

How can foreshadowing build anticipation and tension within a novel? Foreshadowing is a literary device in which an author hints at certain plot developments that perhaps will show up later in the story. Students will compare foreshadowing in *Gilded* with foreshadowing they have either seen or read previously.

How does Jae hitting the arrow into the sun foreshadow the events in the story?

## Pre-writing Activity:

In small groups have your students write a list of movies, books, or stories that include foreshadowing. Give them five to ten minutes to discuss and create their list. Once they have completed their list they will pick both an example and a spokesperson, who will explain the foreshadowing to the class.

## Writing Prompt:

Compare and contrast foreshadowing in *Gilded* with foreshadowing in one or two other stories. How does foreshadowing add to the plot of the story?

## Write Your Own Myth Lesson:

CCSS.ELA-Literacy.RL.7.1

CCSS.ELA-Literacy.RL.7.6

CCSS.ELA-Literacy.WHST.6-8.4

CCSS.ELA-Literacy.RL.8.1

CCSS.ELA-Literacy.RL.8.4

CCSS.ELA-Literacy.WHST.6-8.4

CCSS.ELA-Literacy.RL.9-10.1

CCSS.ELA-Literacy.RL.9-10.4

CCSS.ELA-Literacy.WHST.9-10.4

*Gilded* is based on the myth of Haemosu and Princess Yuhwa. Students will create and write their own myth. Using the websites below find and discuss several myths. Discuss similarities and differences between the myths. Most myths have some of the same elements. Here are several elements most myths share:

1. Myths generally have a moral or lesson.
2. They generally involve gods or goddesses.
3. They usually involve forces of nature or supernatural forces.
4. There is usually a journey or quest of some sort.

### Myth Websites:

#### Native American creation myths

<http://www.crystalinks.com/nativeamcreation.html>

#### A Japanese myth

<http://teacher.scholastic.com/writewit/mff/japan.htm>

#### Asian Mythology

<http://www.mythome.org/Asia.html>

#### African Myths

<http://www.a-gallery.de/docs/mythology.htm>

#### American Myths

<http://americanfolklore.net/folklore/myths-legends/>

Have each student fill in the chart on page 4 to help create a myth of their own. Once the chart is complete each student should write a one-to-two-page account of their myth.

## Proverb / Adage Lesson:

We can't change the direction of the wind, but we can adjust the sails.	
A watched pot never boils.	
It takes a whole village to raise a child.	
Make my enemy brave and strong, so that if defeated, I will not be ashamed.	
Carve the peg by looking at the hole.	
Words have no wings but they can travel many thousands of miles.	
The beginning is the half of every action.	
Listen to what they say of the others and you will know what they say about you.	
The fool ignores proverbs, while the wise man learns from them.	
Bad to the bad, and good to the good.	

## Write Your Own Myth Lesson:

<b>Characters</b> (Gods / Monsters / Heros)	<b>Setting</b>	<b>Cause / Effect</b>	<b>Goal</b>

## Gilded Vocabulary Lesson

CCSS.ELA-Literacy.RL.7.4

CCSS.ELA-Literacy.W.7.3

CCSS.ELA-Literacy.RL.8.4

CCSS.ELA-Literacy.W.8.3

CCSS.ELA-Literacy.RL.9-10.4

CCSS.ELA-Literacy.W.9-10.3

Your students will demonstrate mastery of the vocabulary from *Gilded* by completing this vocabulary assessment. Using vocabulary properly is an important skill for communication. Sometimes a group uses very specific words tied to ethnicity, religion, or even work. In order to become a better writer you must be able to communicate using this specific language.

**abeoji** — father  
**ajumma** — middle-aged woman  
**annyeong** — Hello (informal)  
**annyeong haseyo** — Hello (formal)  
**annyeong hashimnikka** — Good morning  
**Blue Dragon** — one of the four immortal guardians of Korea; guardian of the clouds  
**charyot** — attention  
**chollima** — winged horse  
**chumong** — founder of the Koguryo kingdom and known for his archery skills  
**chunbee** — get into the fighting stance  
**chuseok** — Harvest Moon Festival  
**dobok** — Tae Kwon Do uniform  
**dojang** — training center for Tae Kwon Do  
**dokkaebi** — gremlin, trickster  
**otteohke** — What can I do?  
**General Yu-Shin Kim** — general of 7th-century Korea who led the unification of Korea  
**ginseng** — tuber plant credited with having medicinal properties  
**goong dae** — quiver for arrows  
**Habaek** — river god and father of Yuhwa  
**Haechi** — legendary creature resembling a lion; a fire-eating dog; guardian against disaster and prejudice  
**Haemosu** — demigod of the sun  
**hagwon** — Korean night school  
**hana** — one  
**hanbok** — traditional Korean dress  
**hanji lantern** — rice paper lantern  
**haraboji** — grandfather  
**hotteok** — brown sugar pancake  
**Hwarang warriors** — an elite group of Silla male youth trained in the arts, culture, and combat  
**japchae** — Korean dish made from sweet potatoes, noodles, and vegetables  
**kaja** — go  
**kalbi** — grilled beef or pork  
**kamsahamnida** — Thank you  
**kim** — edible seaweed

Using the vocabulary list below, have your students write a short story. The story must be a minimum of three paragraphs and use no less than fifteen of the vocabulary words on the list. It should have a definite beginning and ending and must follow a simple storyline.

**kimbap** — Korean dish of steamed white rice and other ingredients rolled in sheets of dried seaweed and served in bite-sized slices  
**kimchi** — spicy pickled cabbage; the national dish of Korea.  
**Koguryo kingdom** — an ancient Korean kingdom located in the present-day northern and central parts of the Korean Peninsula  
**komo** — aunt on the father's side  
**Kud** — god of darkness  
**kumiho** — fox-tailed female shape-shifter  
**Kyung ye** — to bow  
**michutda** — crazy  
**mwuh** — What?  
**nae** — yes  
**net** — number four  
**ondol** — underfloor heating system  
**oppa** — father  
**Oryonggeo** — Haemosu's chariot, drawn by five dragons  
**pagoda** — temple or sacred building, typically a many-tiered tower  
**Palk** — sun god and founder of the realm of light  
**poomsaes** — forms; formal exercises in Tae Kwon Do  
**Princess Yuhwa** — demigoddess of the willow trees  
**Samguk Yusa** — collection of legends, folktales, and historical accounts relating to the Three Kingdoms of Korea  
**samjoko** — three-legged crow; symbol of power and the sun  
**samulnori** — music performed with four traditional Korean musical instruments: a small gong, a larger gong, an hourglass-shaped drum, and a barrel drum  
**Saranghae** — I love you  
**Seijak** — begin  
**set** — number three  
**soju** — Korean vodka distilled from rice or sweet potatoes  
**Tiger of Shinshi** — protector of the Golden Thread that ties and binds the Korean people throughout time  
**tteok** — Korean rice cake  
**tul** — number two  
**waygookin** — foreigner  
**won** — the basic monetary unit of North Korea and South Korea  
**yo** — Korean mattress that easily rolls up

## Common Core State Standards Connections for *Gilded* and Classroom Guide:

### Grade 7 Standards:

**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.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.7.4** 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.WHST.6-8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### Grade 8 Standards:

**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.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.8.4** 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.WHST.6-8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### Grades 9-10 Standards:

**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.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.9-10.4** 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).

*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](mailto:acp-institutional-feedback@amazon.com)

