

**Lesson Title: The Kite Fighters, A Story of Medieval Korea**

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**Class and Grade level(s):** Fourth and Fifth grade

**Goals and Objectives** - The student will be able to:

- Students will learn about Korean culture and history thru a fictional story set in medieval Korea
- They will learn about the influence of China upon Korean history and culture.
- They will compare and contrast traditional Korean family relationships with American family relationships.
- They will learn about the importance and uses of kites in cultural rituals, the settling of disputes and war.
- They will learn about the accuracy and skill required to make kite of beauty that flies well.

**Curriculum standards addressed:** For Kansas World History:

- **World History Standard:** The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of the world utilizing essential analytical and research skills.
- **Benchmark:** The student uses a working knowledge and understanding of individuals, groups, ideas, eras, developments, and turning points in the history of the world.

**Time required/class periods needed:** 1 ½ to 2 hours (This lesson is planned to be taught in a workshop style to home educated students. The plan could very easily be adapted to be taught in several lessons over the course of a week.)

**Primary source bibliography:**

The Kite Fighters, Linda Sue Park, 2002, Dell Yearling Books, New York, NY ISBN 0-440-41813-5

KOREA -- The Beautiful Peninsula, Dean Collinwood, 1997, Benchmark Books, 99 White Plains Road, Tarrytown, New York 10591-9001 ISBN 07614-0337-X

Enchantment of the World—Korea, Sylvia McNair, 1986, Children's Press, Chicago, ISBN 0-516-02771-9

World on a String—The Story of Kites, Jane Yolen, 1968, The World Publishing Company, Cleveland, Ohio

Chinese Kites --How to Make and Fly Them, David F. Jue, 1967, Charles E. Tuttle Co. Tokyo, Japan ISBN 0-8048-0101-0

The Art of the Japanese Kite, 1974, Tal Streeter, Weatherhill, Toyko, Japan, ISBN 0-8348-0088-8  
Kite Craft, Lee and Jay Newman, 1974, own Publishers, ISBN 0-517-51471-0

Kites, Wyatt Brummitt, 1971, Golden Handbook Guide, Western Publishing Co. NY,NY

### Other resources used:

Enrichment materials for children  
KOREA -- The Beautiful Peninsula  
Enchantment of the World—Korea  
Kite Craft  
Chinese Kites --How to Make and Fly Them  
Look What We've Brought You From Korea  
The Royal Bee

**Required materials/supplies:** The Kite Fighters, Map of Korea, Map of Asia, Pictures and objects from Korea (to enhance lecture), Example and photos of kites, Kite making materials: Scissors, Craft knife, Tape measure, Sandpaper, Files, Tapestry needles, Kite string, White glue, Spine material: polyethylene tubing, 1/8" and ¼" dowel rods, or bamboo splints, Paper for covering the kites—brown craft paper, rice paper, any strong light weight paper, Paints or markers or rubber stamps for decorating the kites

### Vocabulary:

Peninsula—a land surrounded on three sides by water  
Koryo—High and clear  
Chosun—land of the morning calm  
Silla (shil-lah)—the first dynasty to unify Korea  
Dynasty—a family whose descendants continually rule a nation  
Palanquin—a small enclosed riding compartment carried on the shoulders of 4 men  
Tethered—a string or cord fastened to an object to control its movements  
Bridle—rigging on a kite for attaching line  
Lashing—binding, wrapping or fastening

### Procedure:

Before class:

1. Assign students to:
  - a. Read The Kite Fighters
  - b. Looked up assigned web sites about Korea
  - c. Read the World Book (or equivalent) section on Korea
  - d. Prepare materials for class session
    - i. Choose kite shape and decoration design
    - ii. Pre-cut sticks to be used as spines
    - iii. Pre-cut paper
    - iv. Cover work tables with newspaper
    - v. Set out materials for each student around tables
2. Have children locate Korea on a globe and on a flat world map. Point out where China, Japan and Russia are in relation to Korea, explaining how these three countries have fought for dominance over and possession of Korea for hundreds of years because of its prime location, whoever controlled Korea controlled the access to this whole region of Asia.
3. Introduce basic information about Korea. Show paintings, photos and objects.
4. Discuss The Kite Fighters
  - a. Where was our story set?
  - b. What did you learn about The New Year Celebration?
    - i. It was as if it were everyone's birthday—presents were given and 1 year was added to each person's age
    - ii. Grand meals were eaten
    - iii. Visitors came and went
    - iv. A Kite Festival was held with kite fights
  - c. What was Kee-sup's gift?
  - d. What was Young-sup's gift?
  - e. Were they both happy about what they were given?

## Procedure cont.:

- f. What happened when the 2 brothers made kites?
    - i. Kee was good at it, Young was not careful or accurate.
    - ii. Young wanted Kee to make a kite for him, but Kee refused.
    - iii. Kee offered to make the decorations if Young made the frame—but he must make it exactly as his brother instructed him.
  - g. What was the Capping Ceremony?
  - h. What was a formal ceremonial bow?
    - i. On your knees, forehead touching the ground
  - i. Who governed the household in a Korean home?
    - i. The mother
  - j. What was the offer that Young made with the kite seller in order to obtain a reel?
    - i. To fly a kite directly in front of the kite-makers stall
    - ii. To cause 7 kites to be bought that day—because of his flying
    - iii. To not damage the kite he was flying—which belonged to the kite-maker.
  - k. Was he successful?
  - l. What is “won”?
    - i. Korean money
  - m. Who saw and admired the Tiger Kite?
  - n. What was so horrifying to Young the second time that he met the King? (Hint--up on the hill, when the King wanted to fly his kite)
    - i. The King wanted Young to call out and shout instructions to him as he would to his brother. (The ordinary speech we use with those familiar to us, not the honoring and respectful speech one would use with the King.)
  - o. What must you understand to fly a kite?
    - i. The wind
  - p. What color was the kite line young used for the kite fighting competition?
  - q. Where did it come from?
  - r. What is a “shouter”?
  - s. Whose kite did Young fly in the kite fight? Why?
  - t. What happened at the end of the last round of the fight to disqualify Young?
  - u. How did the judges decide the winner?
  - v. What did the boy who lost the competition do that was surprising?
  - w. What was the King’s surprise for the festival?
5. Lecture about Kites. Origins and history (Show some photos of East Asian kites)
  6. The origins of kite flying are lost in the mists of time, folklore and myth, but historians think that kites have been around for at least two or three thousand years.
  7. The earliest recorded histories about kites are from China during the Han Dynasty, about 2000 years ago. Kites were used to frighten away an invading barbarian army. A number of kites were made, each having a bamboo “hummer” or pipe attached to it. The kites were flown over the enemy camp on a moonless, windy night. The hummers made a wailing and moaning sound right over the enemy tents. Spies were sent into the camp to spread the rumor that the gods were pronouncing doom on the invaders. They fled in a panic.
  8. Around 500 A.D. kites were used as military signals. When kites were flown above the palace the farmers and soldiers knew danger was near.
  9. Another story tells of a Korean War lord whose troops had lost their morale. He arranged for many kites carrying lanterns to be flown over his own troops on a very dark night. The war lord’s men proclaimed that the lights in the sky spoke of the favor and approval of the gods, thus the troops took fresh heart and defeated the enemy in battle the next day.
  10. From China, the kite traveled to Japan, Korea and throughout Asia. Later the kite made its way to Europe and America. In the modern age the kite had been used in many scientific experiments as well as being used in military maneuvers.
  11. Discuss kite building basics
    - a. Define the terms
    - b. Explain procedure
    - c. Demonstrate lashing and gluing the spines together
    - d. Have students chose from decorative design examples (Asian themes)
    - e. Demonstrate roughing in the sketch and painting the design.
    - f. Show students the model of the kite that they will be making.

**Procedure cont.:**

12. Have students begin lashing the spines, painting white glue over the lashing, set them aside to dry while painting the kite cover.
13. Paint simple Asia design on the paper which will cover the kite—set aside to dry (a hand-held hair dryer can speed this process).
14. Demonstrate attaching the spine to the cover (while students kites are drying).
15. Attach bridle to kites.
16. Begin clean up 10 minutes before class is over, this will allow some drying time for the kite.
17. Ask assessment questions
18. Discuss Extension Activities that the students can pursue at home.
  - a. Pass out handout on kite flying basics
  - b. Pass out Recommend Reading List and Korean Web Site List
  - c. Show students books from the Recommended Reading list, both fiction and non-fiction.

**Assessment/evaluation:**

- Students will be able to tell basic information about Korea.
- Students will be able to tell others about the similarities and differences between their family life and that of medieval Korea,.
- Students will be able to define vocabulary words.
- Students will display kites that they have made and decorated.
- Students will be able to describe the Asian uses of kites in history.