

Unit Study 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. This guide is intended to use, along with *Gilded*, as a class set to teach a full unit of middle to high school English; it includes cross-curriculum links to social studies.

Initiating Activities

CCSS.ELA-Literacy.W.7.2

CCSS.ELA-Literacy.W.8.2

CCSS.ELA-Literacy.W.9-10.2

CCSS.ELA-Literacy.W.11-12.2

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? Fill in the chart below and share with your group.



3. Describe a time when you were out of your comfort zone. How did you feel in that situation? How did you react to others?
4. If you were faced with a difficult decision, who would you seek for advice and why?

Chapters 1–5

CCSS.ELA-Literacy.RL.7.1

CCSS.ELA-Literacy.W.7.2

CCSS.ELA-Literacy.RL.9–10.1

CCSS.ELA-Literacy.W.9–10.2

CCSS.ELA-Literacy.RL.8.1

CCSS.ELA-Literacy.W.8.2

CCSS.ELA-Literacy.RL.11–12.1

CCSS.ELA-Literacy.W.11–12.2

Essential Question: How can foreshadowing build anticipation and tension within a novel?

Literary Analysis: Foreshadowing

Foreshadowing is a literary device in which an author hints at certain plot developments that perhaps will develop in the story.

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

Vocabulary:

1. crystallizes –
2. annoyance –
3. eccentric –
4. ginseng –
5. prestigious –
6. amulet –
7. artifacts –
8. abhorrence –
9. withering –
10. murkiness –
11. ricochet –
12. typhoon –

Questions:

1. Why do you think Jae is so against her move to Korea, and how does that affect her choices?
2. What characteristic traits in Min push Jae away? Meanwhile, what traits attract Jae to Marc?
3. How has the memory of Jae's mother affected Jae today?
4. What do you suppose would happen if Jae hadn't escaped the creatures in the alley outside her *dojang*?
5. What do you think was Grandfather's purpose in telling her the legend of Princess Yuhwa? What about the story about General MacArthur? How can these stories be compared and contrasted with each other?
6. What do you think the mud flats symbolize in the book?
7. What are two similar characteristics that Jae and her father have in common? What are two differences?

Writing Activity:

Write about how a movie or another novel used foreshadowing to build anticipation.

Chapters 6–9

CCSS.ELA-Literacy.W.7.1

CCSS.ELA-Literacy.RL.7.1

CCSS.ELA-Literacy.W.9-10.1

CCSS.ELA-Literacy.RL.9-10.2

CCSS.ELA-Literacy.W.8.1

CCSS.ELA-Literacy.RL.8.2

CCSS.ELA-Literacy.W.11-12.1

CCSS.ELA-Literacy.RL.11-12.2

Essential Question: What writing elements are used to create a character’s personality?

Literary Analysis: Characterization

Characterization is the combination of personality traits, thoughts, description, and speech patterns that determine how a character acts and reacts.

Vocabulary:

1. pagoda –
2. pinnacle –
3. grudging –
4. blusters –
5. claustrophobia –
6. hurtles –
7. rift –
8. havoc –
9. commissioned –
10. dimensions –
11. intervals –
12. scrutinizing –

Questions:

1. Why are Jae Hwa’s family names listed on the shrine? What is special about those particular names?
2. What symbol represents Haemosu? How does that reflect the relationship he has with Jae Hwa?
3. Why does Grandfather think Korea isn’t safe for Jae? How does this affect her relationship with him?
4. Explain what Jae means when she says, “You act like I’m already dead.”
5. Why is Jae’s father so against Grandfather’s beliefs and tales? Do you think this is a valid concern? Why or why not?
6. How have Jae’s relationships with her grandfather and Dad changed by the end of Chapter 7?
7. When Jae’s dad says, “It’s all I have left,” what is he referring to? Is he justified in thinking this way? Why or why not?
8. Why does Jae feel like she’s becoming closer, yet the same time further from her father?
9. In your own words explain how the two dimensions are connected. What is another symbol that could be used to show the relationship between them?
10. It appears as if Marc is holding a secret of his own. What do you think it could be? How will it affect his decisions throughout the course of the novel?

Writing Activity:

Create a chart listing the characters in *Gilded* and what specific roles they play. Now choose one character and write a paragraph describing their strengths and weaknesses.

Character Chart:

Character's Name	The Role They Played

Character's Name	The Role They Played

Character Paragraph:

Chapters 10–16

CCSS.ELA-Literacy.W.7.1

CCSS.ELA-Literacy.RL.7.4

CCSS.ELA-Literacy.RL.8.1

CCSS.ELA-Literacy.RL.7.1

CCSS.ELA-Literacy.W.8.1

CCSS.ELA-Literacy.RL.8.4

CCSS.ELA-Literacy.RL.9–10.1

CCSS.ELA-Literacy.W.9–10.1

CCSS.ELA-Literacy.RL.11–12.1

CCSS.ELA-Literacy.RL.9–10.4

CCSS.ELA-Literacy.W.11–12.1

CCSS.ELA-Literacy.RL.11–12.4

Essential Question: How is theme reflected through character behavior and elements of plot?

Literary Analysis: Theme

A **theme** is the central message that the author wants to convey to the reader.

Vocabulary:

1. generational –
2. opponent –
3. incredulous –
4. delusions –
5. phantom –
6. hostel –
7. nonchalant –
8. accentuates –
9. impeccable –
10. sagely –
11. crimson –
12. transformation –

Questions:

1. What convinced Jae to trust the “Crazed Ginseng Lady”?
2. Komo says to Jae: “We are given moments and we must choose what to do with them. This is your moment.” What does Komo mean by this?
3. What deal did Komo make with Jae’s father? How does this affect Jae Hwa?
4. Why did Jae’s ancestors believe that to have a daughter was a curse and that it was almost better if that daughter had never lived?
5. What are Dad’s reasons for his disbelief in the family curse?
6. Jae thinks she is free from Haemosu’s clutches at the ski resort. What do you predict will happen in the future?
7. How has Jae’s and Marc’s relationship changed throughout the story so far? What is hindering it from taking a step further?
8. What was your first impression of Haemosu? What words or phrases formed this impression? How did this change as the chapter progressed?
9. What would have happened if Jae Hwa hadn’t let Haemosu touch her?
10. What does Jae Hwa mean when she thinks: “That’s when I realize both of us have lost someone who meant the world to us”?

Chapters 10–16

Activity:

One of the book's major themes is choices, and how our choices have consequences. Cite examples of this theme that you have found so far within the story. Up to this point in the novel, how has this theme developed and how could it ultimately affect the outcome? Brainstorm with a partner other stories, poems, movies, or songs that have this same theme and jot those down.

Writing Activity:

Think about some of the choices you've made in your life. How have those choices panned out? Would you change those choices or would you keep them?

Chapters 17-21

CCSS.ELA-Literacy.RL.7.1

CCSS.ELA-Literacy.RL.7.6

CCSS.ELA-Literacy.RL.9-10.1

CCSS.ELA-Literacy.RL.9-10.6

CCSS.ELA-Literacy.W.7.2

CCSS.ELA-Literacy.RL.8.1

CCSS.ELA-Literacy.W.9-10.2

CCSS.ELA-Literacy.W.11-12.2

CCSS.ELA-Literacy.RL.8.6

CCSS.ELA-Literacy.W.8.2

CCSS.ELA-Literacy.RL.11-12.1

CCSS.ELA-Literacy.RL.11-12.4

Essential Question: How can properties of an everyday object be used to symbolize a deeper meaning?

Haemosu's bracelet is a symbol of bondage and superficial love. How does the shape and properties of the bracelet represent these qualities?

Literary Analysis: Symbolism

A **symbol** is literary device that contains several layers of meaning, often hidden at first, and is representative of several other aspects/ concepts/ traits not obvious in the literal translation alone.

Vocabulary:

1. impulsive –
2. cunning –
3. bristles –
4. thicket –
5. persimmon –
6. metamorphosis –
7. dimensions –
8. coincidence –
9. eclectic –
10. automatically –
11. squint –
12. dismissively –

Questions:

1. When Haechi gives Palk's message of "Never doubt. Never shy from whom you are meant to be," what do you think Palk meant by this? If someone were to give you this same message, what would it mean to you?
2. What aspect of the myth of Haemosu and Habaek did Jae Hwa find useful for her plight?
3. How does Jae Hwa feel about her peers in Chapter 18? What evidence gives you this impression?
4. What is the symbolism of the bracelet Haemosu placed on Jae Hwa?
5. Why is there a full moon taped to Jae Hwa's locker and who do you think placed it there? What do you think the full moon symbolizes?
6. Why do you think Jae Hwa can see Haemosu for what he really is? Do you think this is a positive or a negative gift? Why?
7. How does Jae Hwa shape-shift through metamorphosis? What hinders her?
8. How did Marc help Jae Hwa escape Haemosu in Chapter 18?
9. In Chapter 21, Jae heads to the archery center to practice #2 on her list. What was that? What character trait in Jae Hwa is seen in this action? How?
10. Compare and contrast Jae Hwa and her best friend, Michelle. What strengths does Michelle bring to their friendship?
11. Who is Chumong and why is he important to Jae Hwa?

Chapters 17-21

Writing Activity:

Draw what you think Haemosu's bracelet looks like. What does each part of the bracelet symbolize? Then write a body paragraph explaining each element, including evidence from the novel.

Bracelet Element Paragraph:

Chapters 22-26

CCSS.ELA-Literacy.RL.7.1

CCSS.ELA-Literacy.RL.7.6

CCSS.ELA-Literacy.RL.9-10.1

CCSS.ELA-Literacy.RL.9-10.6

CCSS.ELA-Literacy.W.7.2

CCSS.ELA-Literacy.RL.8.1

CCSS.ELA-Literacy.W.9-10.2

CCSS.ELA-Literacy.RL.11-12.1

CCSS.ELA-Literacy.RL.8.6

CCSS.ELA-Literacy.W.8.2

CCSS.ELA-Literacy.W.11-12.2

Essential Question: How does conflict play a role in the development of a story?

Literary Analysis: Conflict

A **conflict** is a struggle that drives the plot forward. This struggle could be a person against another person, a person against nature, or an inner conflict where the character struggles with her/his feelings.

Vocabulary:

1. disk –
2. riddled –
3. teetering –
4. celadon –
5. opportunity –
6. vengeance –
7. existence –
8. plight –
9. coincides –
10. gnash –
11. nonsense –
12. nonchalantly –

Questions:

1. Why do you think Marc's tone is sharp, almost sarcastic, when he speaks about his family? Why does he use the term "lineage"?
2. What can you learn about Marc from "visiting" his home in Chapter 22? How is this indirect characterization more telling to a reader in some ways?
3. How does the Fox Sister fairy tale help Jae Hwa better understand metamorphosis?
4. In this line, "One moment the street stretches before me and the next I glimpse a snow-capped mountain," what do you think Jae Hwa saw?
5. Who are the Guardians of Shinshi and what is their mission? How are Grandfather and Komo associated with them?
6. What made Jae Hwa suspect that Grandfather and Komo were involved with the Guardians of Shinshi?
7. Why do you think Haemosu was able to break free of his limitation to travel only during the day? How does this create a new complication to the plot?
8. Why did Haemosu not kill Jae Hwa at Komo's house? What do you think is his end game?
9. What truth will Jae Hwa not tell her grandfather? Why?
10. When Jae Hwa tells her father what happened, why doesn't he believe her?
11. How does Jae's and Michelle's relationship change in Chapter 25? Think about a time when a relationship you had with a friend changed. How did that affect you?
12. How is Marc able to help Jae Hwa? What plan evolves from their coffee shop conversation?

Chapters 22-26

Writing Activity:

How does Jae's internal conflict to save her family create external conflicts for her? Write a letter in the box below from Jae Hwa to her father, trying to explain the conflict that she is feeling. Use words or phrases from the novel to make it sound more like her voice.

Chapters 27–32

CCSS.ELA-Literacy.W.7.1

CCSS.ELA-Literacy.RL.7.1

CCSS.ELA-Literacy.RL.9–10.1

CCSS.ELA-Literacy.RL.9–10.4

CCSS.ELA-Literacy.RL.7.4

CCSS.ELA-Literacy.W.8.1

CCSS.ELA-Literacy.W.9–10.1

CCSS.ELA-Literacy.W.11–12.1

CCSS.ELA-Literacy.RL.8.1

CCSS.ELA-Literacy.RL.8.4

CCSS.ELA-Literacy.RL.11–12.1

CCSS.ELA-Literacy.RL.11–12.4

Essential Question: Why do writers of fiction use figurative language in their stories?

Literary Analysis: Imagery

Imagery uses words and phrases to create “mental images” for the reader.

Vocabulary:

1. shrieks –
2. stupor –
3. lumbers –
4. encountered –
5. panoramic –
6. profusely –
7. interference –
8. vortex –
9. penetrates –
10. fluted –
11. scrutinizes –
12. jumbles –

Questions:

1. Jae agrees to let Marc help her. How does this show her character development in the story?
2. What does the dokkaebi want from Jae?
3. Setting is a key component to the story. What role does the setting of this chapter have and how is that important? Give specific examples from the text.
4. What methods does Haemosu use to trick Jae and Marc? What does this show about his character?
5. Why is Haemosu angry with Marc? How does his rage fuel his actions?
6. When Haemosu’s doors open upon Jae’s command, what does Jae realize about power?
7. What limitations become evident of Haemosu’s power in Chapters 29–30?
8. Jae displays fearlessness as she escapes Haemosu’s clutches in Chapter 30. Give specific examples about how she showed this trait.
9. If you were a police officer, what would you determine was the cause of the broken cases in the museum?
10. What does Jae find tucked inside her dress? What foreshadowing do you think comes into play in the novel? How was this object used in the past?
11. Jae Hwa calls her Grandfather with a plan of action. What is this plan? Do you think it will work? List the pros and cons of this plan.

Chapters 27-32

Writing Activity:

Imagine you are filming one of the scenes from these chapters. Describe which shot you would take and what would be seen through the lens of the camera.

Describe the Shot You Would Take:

What You Would See Through the Lens:

Chapters 33–37

CCSS.ELA-Literacy.RL.7.1

CCSS.ELA-Literacy.W.7.2

CCSS.ELA-Literacy.RL.9–10.1

CCSS.ELA-Literacy.W.9–10.2

CCSS.ELA-Literacy.RL.8.1

CCSS.ELA-Literacy.W.8.2

CCSS.ELA-Literacy.RL.11–12.1

CCSS.ELA-Literacy.W.11–12.2

Essential Question: How does the sequence of events in a story contribute to its effectiveness?

Literary Analysis: Plot

Plot is the sequence of events in a story and their relationship to each other.

For an example of a plotline diagram, click here: <http://christinafarley.com/wp-content/uploads/2013/02/The-Everest-Plot.pdf>

Vocabulary:

1. lurch –
2. coincidence –
3. materialize –
4. vinyl –
5. fluorescent –
6. seizure –
7. envelope –
8. heirloom –
9. plummet –
10. nausea –

Questions:

1. Why do you think Jae didn't tell her dad or her friends where she was going or what she was about to do?
2. What is Marc's true reason for accompanying Jae to Busan? What inferences can you make about Marc's character based on his actions?
3. Analyze Jae's reaction to Marc's revelation. How would you have responded if you were in a similar situation which you realized a person wasn't exactly who you thought they were.
4. Why are the orbs so important to the Guardians of Shinshi? How do the orbs influence the different characters in the novel?
5. How does Jae react to Marc's disappearance? What does this show about her character?
6. What plan does Jae come up with to rescue Marc? Does it work?
7. What does Jae find in her grandfather's backpack? How does this object help her?
8. Where does Jae go after she's been dropped by the dragons? Why does she go there?
9. What similarities and differences can be seen between the *kumiho* at the restaurant and Haemosu?

Writing Activity:

Write about how the exposition, conflict, and rising action have contributed to the story so far. Include specific evidence from the novel.

Chapters 38–41

CCSS.ELA-Literacy.W.7.1

CCSS.ELA-Literacy.RL.7.6

CCSS.ELA-Literacy.RL.8.1

CCSS.ELA-Literacy.RL.7.1

CCSS.ELA-Literacy.W.8.1

CCSS.ELA-Literacy.RL.8.6

CCSS.ELA-Literacy.W.9-10.1

CCSS.ELA-Literacy.RL.9-10.6

CCSS.ELA-Literacy.RL.11-12.1

CCSS.ELA-Literacy.RL.9-10.1

CCSS.ELA-Literacy.W.11-12.1

CCSS.ELA-Literacy.RL.11-12.4

Essential Question: How can proverbs be used to develop the plot of a story?

Literary Analysis: Proverb

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

Vocabulary:

1. putrid –
2. indigo –
3. trudging –
4. shimmy –
5. capsizing –
6. haunches –
7. impertinent –
8. fluid –
9. tunic –
10. aerial –
11. adrenaline –

Questions:

1. What is a *kumiho*? How did Jae defeat the *kumiho*?
2. What is special about King Munmu's tomb? Compare his tomb with a tomb you have visited or read about.
3. Jae has to overcome many obstacles throughout the story. What are her character traits that help her conquer these?
4. What do you think the Tiger of Shinshi means when he says, "You know that no dream comes without a price."?
5. What is the real reason why Haemosu has been kidnapping her ancestor's soul? What are methods that leaders in our society gain power?
6. What were the two choices Jae Hwa gave Haemosu, and how did he respond to her choices? If you were Jae Hwa, would you offer him a choice, or just act?
7. Haemosu and Jae Hwa fight against each as what creatures? What does each character symbolize?
8. How does Jae Hwa defeat Haemosu?
9. How did Haemosu keep Jae Hwa from getting what she really wants?
10. Research three other Asian proverbs that could be used in this novel. Defend why these proverbs are applicable to the story.

Writing Activity:

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.

Chapters 42–46

CCSS.ELA-Literacy.RL.7.1

CCSS.ELA-Literacy.RL.7.3

CCSS.ELA-Literacy.RL.9-10.1

CCSS.ELA-Literacy.RL.9-10.3

CCSS.ELA-Literacy.W.7.2

CCSS.ELA-Literacy.RL.8.1

CCSS.ELA-Literacy.W.9-10.3

CCSS.ELA-Literacy.W.11-12.2

CCSS.ELA-Literacy.RL.8.3

CCSS.ELA-Literacy.W.8.2

CCSS.ELA-Literacy.RL.11-12.1

CCSS.ELA-Literacy.RL.11-12.3

Essential Question: How and why do authors use comparing and contrasting elements in their writing?

Literary Analysis: Compare and Contrast

Compare and contrast places similar and opposite elements side by side in a novel for a particular reason.

Vocabulary:

1. crystallizes –
2. annoyance –
3. eccentric –
4. ginseng –
5. prestigious –
6. amulet –
7. artifacts –
8. abhorrence –
9. withering –
10. murkiness –
11. ricochet –
12. typhoon –

Questions:

1. What word of the Tiger of Shinshi is Jae Hwa reminded of before she goes into the queen's palace?
2. What compels Jae Hwa to enter the tomb?
3. What is the moon that the dokkaebi is talking about?
4. How can the sun at the beginning of the story and the moon at this point be compared and contrasted?
5. What is written in Chinese on the silver plate at the entrance of the tomb? Do you believe it speaks the truth?
6. How do Jae's ancestors greet her when she enters the tomb?
7. What does Jae discover tarnished on the floor of the tomb? Where do you think this object is from?
8. What was the sacrifice that Jae made inside the tomb? Consider what would have happened if she hadn't made that sacrifice, and write about what sequence of events you believe would have happened next.
9. What did the tomb do to Jae? What symbolism do you believe the tomb displayed?
10. Why does Jae become angry at Palk? How does he respond to her accusations?
11. Why do you believe Palk gives Jae the gift he did?
12. Make a prediction on Jae Hwa's future. Do you believe her problems are solved? Why or why not?

Chapters 42–46

Writing Activity:

Compare and contrast Jae Hwa from the first chapter to the last. How has she changed and grown? What things are still the same?

Character Interactions

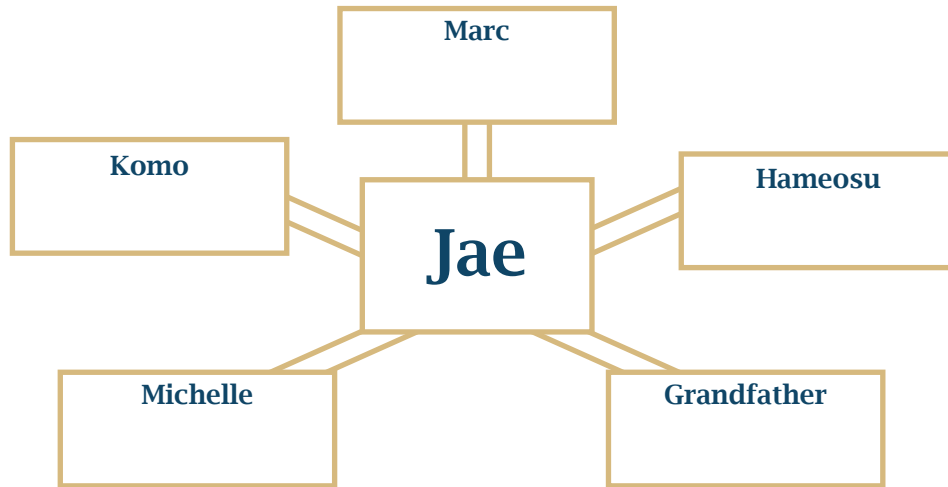
CCSS.ELA-Literacy.RL.7.3

CCSS.ELA-Literacy.RL.8.3

CCSS.ELA-Literacy.RL.9-10.3

CCSS.ELA-Literacy.RL.11-12.3

How do each of these characters interact with each other?



Write Your Own Myth

CCSS.ELA-Literacy.RL.7.6

CCSS.ELA-Literacy.W.7.3

CCSS.ELA-Literacy.RL.9-10.6

CCSS.ELA-Literacy.W.9-10.3

CCSS.ELA-Literacy.RL.8.6

CCSS.ELA-Literacy.W.8.3

CCSS.ELA-Literacy.RL.11-12.4

CCSS.ELA-Literacy.W.11-12.3

Gilded is based on the myth of Haemosu and Princess Yuhwa. Fill in the chart below to help you create a myth of your own.

Characters (Gods/Monsters/Heroes)	Setting	Cause/Effect	Goal

Map of Korea

CCSS.ELA-Literacy.RH.6-8.7

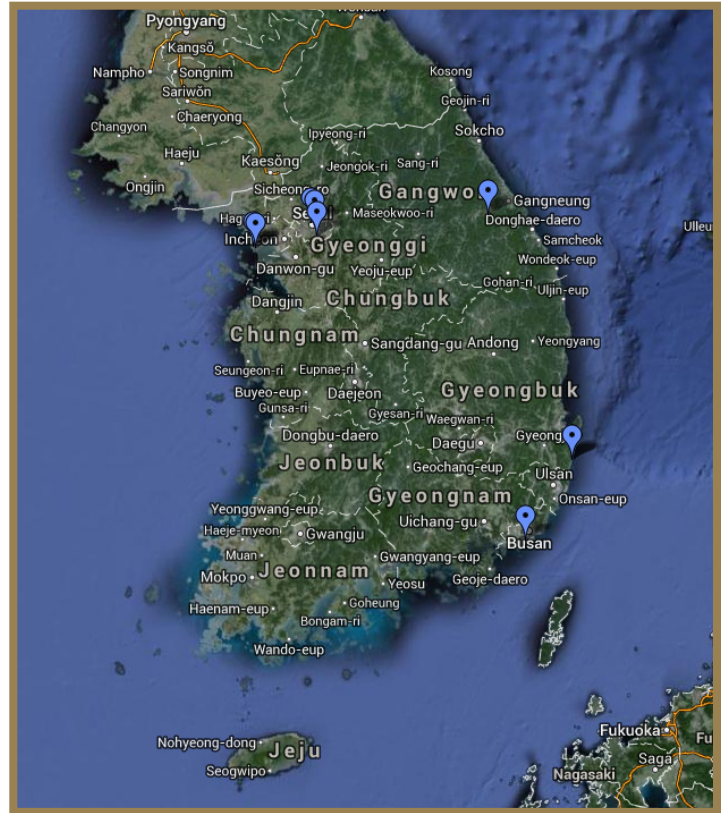
CCSS.ELA-Literacy.RH.6-8.7

CCSS.ELA-Literacy.RH.9-10.7

CCSS.ELA-Literacy.RH.11-12.7

A map of Korea is on the right. Label where Jae Hwa's travels to across the country.

1. Seoul
2. Muui-do beach – The location of Grandfather's house that overlooks the beach
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 (located on Bongil Beach)



Korean Mythological Creatures

Match the description on the right to the mythological creature on the left.

- | | |
|---------------------------|---|
| 1. Haemosu _____ | A. A creature resembling a lion but in fact is a fire-eating dog and guardian against disaster and prejudice. |
| 2. Haechi _____ | B. Protects the Golden Thread which ties and binds the Korean people throughout time |
| 3. Kumiho _____ | C. Guardian of the clouds |
| 4. Kud _____ | D. Gremlin, trickster |
| 5. Palk _____ | E. Nine-tailed fox |
| 6. Princess Yuhwa _____ | F. Three-legged bird |
| 7. Tiger of Shinshi _____ | G. Demigod of the sun |
| 8. samjoko _____ | H. Demigoddess of the willow trees |
| 9. Dokkaebi _____ | I. River god and father of Yuhwa |
| 10. Blue Dragon _____ | J. The sun god and founder of the realm of light |
| 11. Habaek _____ | K. The god of darkness and evil |
| 12. Oryonggeo _____ | L. The Five Dragon Chariot |

Post-reading Activities

CCSS.ELA-Literacy.RL.7.6

CCSS.ELA-Literacy.W.7.3

CCSS.ELA-Literacy.RL.9-10.6

CCSS.ELA-Literacy.W.9-10.3

CCSS.ELA-Literacy.SL.7.1

CCSS.ELA-Literacy.RL.8.6

CCSS.ELA-Literacy.SL.9-10.1

CCSS.ELA-Literacy.RL.11-12.4

CCSS.ELA-Literacy.W.8.3

CCSS.ELA-Literacy.SL.8.1

CCSS.ELA-Literacy.W.11-12.3

CCSS.ELA-Literacy.SL.11-12.1

Themes – Every story has a particular theme that permeates a novel. Choose the theme that stands out for you in *Gilded* and design a magazine collage based on that theme.

Art

1. In Grandfather's cave, there is a mural of the five golden dragons and their chariot. Create your own mural of an event in *Gilded* on a cereal box cut in half.
2. Create a poster of Korea's mythological characters. Draw or print out pictures of the characters and label them.

Drama

1. Act out a scene in *Gilded* and film it.
2. Create sock or bag puppets and act out a scene from the book.
3. Create a movie trailer of *Gilded*.
4. Perform a tae kwan do poomsae.

Cultural Study

CCSS.ELA-Literacy.RL.7.6

CCSS.ELA-Literacy.RH.6-8.4

CCSS.ELA-Literacy.RL.9-10.6

CCSS.ELA-Literacy.RH.9-10.4

CCSS.ELA-Literacy.RL.8.6

CCSS.ELA-Literacy.RH.6-8.4

CCSS.ELA-Literacy.RL.11-12.4

CCSS.ELA-Literacy.RH.11-12.10

1. Jae practices tae kwan do. Create a double-bubble map to compare and contrast tae kwan do to another martial art.
2. Jae wields the Korean horn bow. Debate the pros and cons of a horn bow as opposed to other bows. Use visuals to support your arguments.
3. List ten Korean foods mentioned in *Gilded*. Choose one to cook and present to the class. Or create a video clip of yourself, making or eating that food. Discuss your thoughts.
4. Create a travel brochure of top places to visit in Korea based on *Gilded*. Draw or print out pictures of each location and provide a short summary of each.
5. Discuss Korean traditions and compare and contrast them to your own family traditions.
6. Create a party for yourself and your friends to celebrate the Korean Lunar Holiday. Include foods, decorations, party favors, and games.
7. Draw the emblem for the Guardians of Shinshi and explain why you chose those particular symbols.
8. Make a PowerPoint following Jae Hwa's travels around Korea. Incorporate photos and text that explains the significant importance of each location. An example might be the site of the Winter Olympics, which will be set in Seoul in 2018.

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.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.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.

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.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.

Grades 11-12 Standards:

CCSS.ELA-Literacy.W.11-12.1 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.11-12.2 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.11-12.3 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.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

CCSS.ELA-Literacy.RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.



Christina Farley, author of *Gilded*, was born and raised in upstate New York. As a child, she loved to explore, which later inspired her to jump on a plane and travel the world. She taught at international schools in Asia for ten years, eight of which were in the mysterious and beautiful city of Seoul, South Korea, which became the setting of *Gilded*. Currently she lives in Clermont, Florida, with her husband and two sons—that is until the travel itch whisks her off to a new unknown. *Gilded* is her first novel.

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

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