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**KyungAh Yoon**

**Korean Through Folktales**

Created by

**KyungAh Yoon**

Portland State University

Portland, Oregon

U.S.A.

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**About the Book**

*Korean Through Folktales* consists of four chapters and each centers on a famous Korean folktale. The lessons and values that famous folktales teach are embedded in and permeate various aspects of Korean culture. Using folktales in the curriculum will provide an engaging way to expose students to a slice of the target culture that native Koreans are naturally exposed to at an early age. Through the selected folktales and various activities offered in the book, students can gain cultural knowledge and insights into traditional and cultural values. They will also receive linguistic lessons to reinforce their acquired skills and to apply the learned materials in an integrated approach.

*Korean Through Folktales* is designed to accompany 1st-year, 2nd-year, and 3rd-year Korean courses offered at Portland State University. However, any Korean teacher can use this book to supplement his/her course materials at elementary, intermediate, and advanced levels.

There are four chapters in the book. Each chapter will highlight **main themes** of a widely known folktale introduced in the chapter, followed by links to several **videos** to watch in order to get the background of the story. The ensuing section will introduce important elements and **symbolism** embedded in the story so as to provide insights and to enhance the depth of appreciation. After that, **three versions** of the folktale are presented for different levels, followed by **grammar lessons**, **exercises,** and **tasks**.

Traces of folktales and allusions to them are evident in cultural products that many students these days enjoy, such as dramas, movies, and music. Therefore, knowledge of folktales will help students make cultural connections and enrich their experience of learning the Korean language.

**About the Author**

KyungAh Yoon is a senior instructor and the section head for the Korean program in the department of World Languages & Literature at Portland State University, Portland, Oregon. Prior to coming to Portland State University, she taught elementary, intermediate, and advanced Korean language courses at Columbia University for seven years, and instructed professionals as an adjunct at The Korea Society, New York City. Prior to teaching at Columbia, she lectured at The Ohio State University and taught Korean language and culture. She is interested in developing technology-assisted instruction and developing online and mobile learning environments for the Korean language.   
  
Ms. Yoon holds an Ed.M. in International Educational Development with a concentration in Language, Literacy, & Technology from Columbia University. She received an M.A. in East Asian Languages & Cultures with a concentration in language pedagogy from The Ohio State University, and earned a B.A. in Asian Studies from Williams College.

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# [CHAPTER 1] Heungbu And Nolbu 흥부와 놀부

# A. Key Themes & Topics

1. 권선징악 Virtue is rewarded and vice punished; Poetic justice

2. 형제애 Love and care among brothers and sisters

3. 용서 Forgiveness

# B. Introduction

Watch at least two videos of the story, Heungbu and Nolbu흥부와 놀부, in Korean and English.

## 1. Videos in Korean 한국어 비디오

[*Click*](https://youtu.be/RFxmq0fViy0) Nuri Nori Channel Length 3:46

[*Click*](https://www.youtube.com/watch?v=vEbja_KLUYU) Pink Pong Channel Length 4:17

[*Click*](http://jr.naver.com/s/tradition_story/view?contentsNo=2141) Junior Naver Channel Length 8:30

[*Click*](https://youtu.be/l9MMxQ-5jlw) Kids TV OZ Channel Length 7:13

[Click](http://www.youtube.com/watch?v=7QKm9IUcYrA) Aram Book Channel Length 12:23

## 2. Videos in English영어 비디오

[*Click*](https://youtu.be/Bsjc8_hnEqg) Kids TV OZ Channel Length 1:54 in song

[*Click*](https://www.youtube.com/watch?v=RQpgwh3OvU4) Hello Kids Channel Length 5:02

[*Click*](https://youtu.be/l-Zqd--LZxs) Bedtime Story Channel Length 12:14

# C. Warm-up Activities

## 1. Symbolism

### 1-1. Terms & Association

The terms in blue below are often associated with or symbolize specific qualities and attributes in traditional Korean culture. If you are not familiar with them, search for some images on the Internet first. Then follow the links for each to learn more about it. They will help enhance your appreciation of the story you are about to read, as well as the other three in this book!

1) **초가집** A house roofed with thatch   
In traditional Korean culture, this is associated with the state of being poor.

* [*Click*](https://www.youtube.com/watch?v=A1gnsxutWrU)
* [*Click*](https://youtu.be/19fZIE3jEvU)

2) **기와집** A house roofed with traditional Korean tiles

In traditional Korean culture, this symbolizes wealth.

* [*Click*](https://www.youtube.com/watch?v=8wSdEgxTlWA)
* [*Click*](http://blog.daum.net/life4car/116)

3) **제비** Swallows (And about other animals)

In traditonal Korean culture, they symbolize good news.

* [*Click*](http://www.korea.net/NewsFocus/Culture/view?articleId=121330)
* [*Click*](http://www.lifeinkorea.com/culture/patterns/patterns.cfm?Subject=Animals)

4) **비단옷** Clothes made with silk   
In traditional Korean culture, this symbolizes success or wealth.

* [*Click*](http://www.artofsilk.com/blogs/news/6565365-importance-of-silk#.VrzsmTZQlsM)
* [*Click*](http://cafe.naver.com/tgpia/26845)

5) **도깨비** Goblins  
These are mythical figures that punish the bad and the wrong; and reward the good.

* [*Click*](https://www.youtube.com/watch?v=mmjFsxMw4fM)
* [*Click*](http://www.arirang.co.kr/news/News_View.asp?nseq=68622)

### 

### 1-2. Proverbs & Idioms

Below are a few proverbs or idioms that are imbued with the symbolism and the associations presented in 1-1. Select the choice that is most relevant to the underlying meaning of the given proverb or the idiom.

1) “가난할수록 **기와집** 짓는다. ” *The poorer you are, the more you (want to) build a   
 house roofed with tiles.*

a. This refers to the behavior of people overspending their means to disguise their lack of   
 money in vanity.

b. This means poor people work hard to become rich.

c. This means you have to lay a solid foundation when building a house.

2) “**비단옷** 입고 고항 간다.” *Returning home in silk clothes*

a. This refers to the advertising of expensive goods for purchase in one’s hometown.

b. This refers to the custom of going to his/her hometown on a traditional holiday.

c. This refers to the showing off of one’s success to people s/he knows.

3) “**비단옷** 입고 밤길 가기” *Walking on the street at night in silk clothes*

a. This refers to a person who steals to become wealthy.

b. This refers to a significant deed nobody recognizes; or a situation where   
 one’s efforts or successes go unnoticed.

c. This refers to a night with festivity.

? 4) “**제비**도 은혜를 갚는다.” Even a swallow returns a favor.

a. This refers to a gracious act of a stranger.

b. This refers to the wisdom of the bird.

c. This refers to the importance of repaying a favor one has received.

## 2. Key Words & Plot

After watching at least two videos under Section B, provide a summary of the story using the given [*Key Vocabulary*](https://quizlet.com/_1zxfe3) on Quizlet ([*Click*](https://quizlet.com/_1zxfe3)). Regardless of your level though, make sure to use all of the essential words below:

|  |  |
| --- | --- |
| * ‘흥부’ * ‘놀부’ * (마음씨가) 착하다 to be good-natured; to be kind-hearted * 마음씨가 나쁘다to be ill-natured; to be mean-spirited * 동생 younger sibling * 형older brother * 부자이다 to be rich * 가난하다to be poor * 제비swallow (bird) * 도와주다 to help * 박 gourd | * 박씨gourd seed * 복 blessing; fortune * 갖다주다 to bring and give * 기와집 a house roofed with Korean traditional tiles * 보물 treasure * 도깨비 goblin * 재앙 disaster; calamity * 미안하다 to be sorry * 잘못 wrongdoing; mistake * 뉘우치다 to regret; to repent |

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# D. The Story with Key Vocabulary

The words in boldface can be found on the Key Vocabulary list on Quizlet. Click the link to view the list before each story.

## LEVEL 1

#### Key Vocabulary on Quizlet [Click](https://quizlet.com/_200kk8)

[옛날 옛날에](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EC%2598%259B%25EB%2582%25A0%20%25EC%2598%259B%25EB%2582%25A0%25EC%2597%2590%20one%20upon%20a%20time) 흥부하고 놀부가 [살았어요](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EC%2582%25B4%25EB%258B%25A4%20to%20live). 흥부는 [동생](file:///C:\Users\KAY\Documents\KAY's\PSU\younger%20sibling)이고 놀부는 [형](file:///C:\Users\KAY\Documents\KAY's\PSU\older%20brother%20%20(for%20male))이었어요. 흥부는 [마음씨가 착했어요](file:///C:\Users\KAY\Documents\KAY's\PSU\(%25EB%25A7%2588%25EC%259D%258C%25EC%2594%25A8%25EA%25B0%2580)%20%25EC%25B0%25A9%25ED%2595%2598%25EB%258B%25A4%20to%20be%20good-natured,%20kind-hearted). 그런데 놀부는 [마음씨가 나빴어요](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EB%25A7%2588%25EC%259D%258C%25EC%2594%25A8%25EA%25B0%2580%20%25EB%2582%2598%25EC%2581%2598%25EB%258B%25A4%20to%20be%20ill-natured,%20mean-spirited). 흥부하고 놀부의 [부모님](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EB%25B6%2580%25EB%25AA%25A8%25EB%258B%2598%20parents)이 [돌아가셨어요](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EB%258F%258C%25EC%2595%2584%25EA%25B0%2580%25EC%258B%259C%25EB%258B%25A4%20to%20pass%20away%20(euphemism%20of%20%25EC%25A3%25BD%25EB%258B%25A4)). 흥부는 너무 [슬펐어요](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EC%258A%25AC%25ED%2594%2584%25EB%258B%25A4%20to%20be%20sad). 그런데 놀부는 흥부 [가족](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EA%25B0%2580%25EC%25A1%25B1%20family)을 집에서 [**쫓아냈어요**](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EC%25AB%2593%25EC%2595%2584%25EB%2582%25B4%25EB%258B%25A4%20to%20chase%20out;%20to%20kick%20out). 흥부 가족은 아주 [**가난했어요**](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EA%25B0%2580%25EB%2582%259C%25ED%2595%2598%25EB%258B%25A4%20to%20be%20poor). [**초가집**](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EC%25B4%2588%25EA%25B0%2580%25EC%25A7%2591%20a%20house%20roofed%20with%20thath%20(In%20old%20stories,%20it%20often%20symbolized%20being%20poor))에 살았어요. 놀부 가족은 아주 [부자](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EB%25B6%2580%25EC%259E%2590%20rich)였어요. [기와집](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EA%25B8%25B0%25EC%2599%2580%25EC%25A7%2591%20a%20house%20roofed%20with%20tiles%20(often%20represents%20wealth))에 살았어요.

[제비](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EC%25A0%259C%25EB%25B9%2584%20swallow%20(bird))가 [다리](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EB%258B%25A4%25EB%25A6%25AC)를 [다쳤어요](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EB%258B%25A4%25EC%25B9%2598%25EB%258B%25A4). 흥부가 잘 [도와줬어요](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EB%258F%2584%25EC%2599%2580%25EC%25A3%25BC%25EB%258B%25A4%20to%20help). 제비는 박씨로 흥부한테 [복](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EB%25B3%25B5%20%20blessing;%20fortune)을 [갖다줬어요](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EA%25B0%2596%25EB%258B%25A4%25EC%25A3%25BC%25EB%258B%25A4%20to%20bring). 그래서 흥부가 부자가 되었어요. 부자 흥부는 사람들을 많이 도와줬어요.

놀부는 제비 다리를 [부러뜨렸어요](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EB%25B6%2580%25EB%259F%25AC%25EB%259C%25A8%25EB%25A6%25AC%25EB%258B%25A4). 제비는 놀부한테 [재앙](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EC%259E%25AC%25EC%2595%2599%20disaster;%20calamity)을 갖다줬어요. 그래서 흥부가 놀부를 도와줬어요. 놀부는 흥부한테 [미안했어요](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EB%25AF%25B8%25EC%2595%2588%25ED%2595%2598%25EB%258B%25A4%20to%20be%20sorry). 그리고 [잘못](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EC%259E%2598%25EB%25AA%25BB%20wrongdoing;%20mistake)을 [뉘우쳤어요](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EB%2589%2598%25EC%259A%25B0%25EC%25B9%2598%25EB%258B%25A4%20to%20regret;%20to%20repent). 흥부하고 놀부는 [그때](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EA%25B7%25B8%25EB%2595%258C%20that%20time)부터 같이 [사이좋게](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EC%2582%25AC%25EC%259D%25B4%25EC%25A2%258B%25EA%25B2%258C%20in%20peace;%20in%20amity;%20lovingly) 살았어요.

## LEVEL 2

#### Key Vocabulary on Quizlet [Click](https://quizlet.com/_20207k)

[옛날 옛날에](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EC%2598%259B%25EB%2582%25A0%20%25EC%2598%259B%25EB%2582%25A0%25EC%2597%2590%20one%20upon%20a%20time) 흥부하고 놀부가 [살았어요](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EC%2582%25B4%25EB%258B%25A4%20to%20live). [착한](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EC%25B0%25A9%25ED%2595%2598%25EB%258B%25A4)흥부는 [동생](file:///C:\Users\KAY\Documents\KAY's\PSU\younger%20sibling)이고 [욕심꾸러기](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EC%259A%2595%25EC%258B%25AC%25EA%25BE%25B8%25EB%259F%25AC%25EA%25B8%25B0%20greedy%20fellow) 놀부는 [형](file:///C:\Users\KAY\Documents\KAY's\PSU\older%20brother%20%20(for%20male))이었어요. 부모님이 [돌아가신](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EB%258F%258C%25EC%2595%2584%25EA%25B0%2580%25EC%258B%25A0) 후에 [마음씨 나쁜](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EB%25A7%2588%25EC%259D%258C%25EC%2594%25A8%25EA%25B0%2580%20%25EB%2582%2598%25EC%2581%2598%25EB%258B%25A4%20to%20be%20ill-natured,%20mean-spirited) 놀부는 마음씨 착한 흥부를 집에서 [쫓아냈어요](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EC%25AB%2593%25EC%2595%2584%25EB%2582%25B4%25EB%258B%25A4). 그래서 흥부 가족은 아주[가난하게](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EA%25B0%2580%25EB%2582%259C%25ED%2595%2598%25EA%25B2%258C)[**초가집**](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EC%25B4%2588%25EA%25B0%2580%25EC%25A7%2591%20a%20house%20roofed%20with%20thatch%20(in%20old%20litrature,%20associated%20with%20being%20poor))에 살고 놀부 가족은 아주 [부자](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EB%25B6%2580%25EC%259E%2590%20rich)로 [기와집](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EA%25B8%25B0%25EC%2599%2580%25EC%25A7%2591%20a%20house%20roofed%20with%20tiles%20(In%20old%20stories,%20it%20often%20represented%20wealth))에 살았어요.

흥부 가족은 [가난했지만](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EA%25B0%2580%25EB%2582%259C%25ED%2595%2598%25EB%258B%25A4) 착하게 살았어요. 흥부의 초가집 [처마](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EC%25B2%2598%25EB%25A7%2588) 밑에 [제비](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EC%25A0%259C%25EB%25B9%2584%20swallow%20(bird)) 한 마리가 집을 [짓고](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EC%25A7%2593%25EB%258B%25A4) 살았는데 그 제비가 [다리](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EB%258B%25A4%25EB%25A6%25AC%20leg)를 [다쳤어요](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EB%258B%25A4%25EC%25B9%2598%25EB%258B%25A4%20to%20get%20hurt). 흥부와 흥부 식구들은 [정성스럽게](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EC%25A0%2595%25EC%2584%25B1%25EC%258A%25A4%25EB%259F%25BD%25EB%258B%25A4)제비 다리를 [치료했어요](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EC%25B9%2598%25EB%25A3%258C%25ED%2595%2598%25EB%258B%25A4). [고마운](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EA%25B3%25A0%25EB%25A7%2599%25EB%258B%25A4) 제비는 [다음 해](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EB%258B%25A4%25EC%259D%258C%20%25ED%2595%25B4) [봄](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EB%25B4%2584)에 다시 [날아와서](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EB%2582%25A0%25EC%2595%2584%25EC%2598%25A4%25EB%258B%25A4) 흥부한테 [박씨](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EB%25B0%2595%25EC%2594%25A8)를 [갖다주었어요](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EA%25B0%2596%25EB%258B%25A4%25EC%25A3%25BC%25EB%258B%25A4). 흥부가 그 박씨를 [심었는데](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EC%258B%25AC%25EB%258B%25A4) 잘 [익은](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EC%259D%25B5%25EB%258B%25A4) 박에서 기와집하고 [비단옷](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EB%25B9%2584%25EB%258B%25A8%25EC%2598%25B7)하고 [보물](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EB%25B3%25B4%25EB%25AC%25BC)이 [쏟아져나왔어요](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EC%258F%259F%25EC%2595%2584%25EC%25A0%25B8%25EB%2582%2598%25EC%2598%25A4%25EB%258B%25A4). 그래서 흥부가 부자가 되었어요. 부자가 된 흥부는 사람들을 더 많이 도와줬어요.

[한편](file:///C:\Users\KAY\Documents\KAY's\PSU\%25ED%2595%259C%25ED%258E%25B8), 놀부의 기와집 처마 밑에도 제비 한 마리가 집을 짓고 살았어요. 그런데 흥부의

[소식](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EC%2586%258C%25EC%258B%259D)을 들은 욕심꾸러기 놀부는 그 제비를 보고 [욕심](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EC%259A%2595%25EC%258B%25AC)이 [생겼어요](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EC%2583%259D%25EA%25B8%25B0%25EB%258B%25A4). 그래서 제비의 다리를 [일부러](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EC%259D%25BC%25EB%25B6%2580%25EB%259F%25AC) [부러뜨리고](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EB%25B6%2580%25EB%259F%25AC%25EB%259C%25A8%25EB%25A6%25AC%25EB%258B%25A4)  그 다리를 다시 치료해 주었어요. 이 제비도 다음해 봄에 다시 날아와서 놀부한테 박씨를 갖다줬어요. 놀부가 그 박씨를 심고 기다렸어요. 박이 익은 후에 [따서](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EB%2594%25B0%25EB%258B%25A4) [박을 탔어요](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EB%25B0%2595%25EC%259D%2584%20%25ED%2583%2580%25EB%258B%25A4). 그런데 놀부의 박에서는 [도깨비](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EB%258F%2584%25EA%25B9%25A8%25EB%25B9%2584)들이 나와서 놀부한테 [벌](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EB%25B2%258C)을 주고 기와집하고 비단옷하고 [재산](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EC%259E%25AC%25EC%2582%25B0)을 다 [빼앗았어요](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EB%25B9%25BC%25EC%2595%2597%25EB%258B%25A4). 그래서 놀부는 가난하게 되었습니다. 이 소식을 들은 흥부는 형 놀부한테 [달려왔어요](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EB%258B%25AC%25EB%25A0%25A4%25EC%2598%25A4%25EB%258B%25A4). 흥부는 놀부 형과 가족들을 집으로 [데리고 갔어요](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EB%258D%25B0%25EB%25A6%25AC%25EA%25B3%25A0%20%25EA%25B0%2580%25EB%258B%25A4). 놀부는 흥부한테 너무 미안했어요. 그리고 [잘못](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EC%259E%2598%25EB%25AA%25BB)을 [뉘우쳤어요](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EB%2589%2598%25EC%259A%25B0%25EC%25B9%2598%25EB%258B%25A4). 흥부 가족하고 놀부 가족은 [그때](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EA%25B7%25B8%25EB%2595%258C)부터 같이 [사이좋게](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EC%2582%25AC%25EC%259D%25B4%25EC%25A2%258B%25EA%25B2%258C%20in%20peace;%20in%20amity;%20lovingly) 살았어요.

## LEVEL 3

* Key Vocabulary on Quizlet [Click](https://quizlet.com/_20cyyn)

[옛날 옛날에](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EC%2598%259B%25EB%2582%25A0%20%25EC%2598%259B%25EB%2582%25A0%25EC%2597%2590%20one%20upon%20a%20time) 흥부하고 놀부라는 [형제](file:///C:\Users\KAY\Documents\KAY's\PSU\%25ED%2598%2595%25EC%25A0%259C)가 살았습니다. 동생 흥부는 [착하기](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EC%25B0%25A9%25ED%2595%2598%25EB%258B%25A4)로 [소문](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EC%2586%258C%25EB%25AC%25B8)이 났고 형 놀부는 욕심꾸러기로 소문나 있었습니다. 부모님이 돌아가신 후에 [못된](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EB%25AA%25BB%25EB%2590%2598%25EB%258B%25A4) 형 놀부는 마음씨 착한 흥부와 가족을 집에서 나가라고 하면서[쫓아냈습니다](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EC%25AB%2593%25EC%2595%2584%25EB%2582%25B4%25EB%258B%25A4). 놀부는 자기와 자기 가족만 [부자](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EB%25B6%2580%25EC%259E%2590%20rich)로 [기와집](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EA%25B8%25B0%25EC%2599%2580%25EC%25A7%2591%20a%20house%20roofed%20with%20tiles%20(In%20old%20stories,%20it%20often%20represented%20wealth))에 살면서 흥부와 흥부 가족을 [도와주지](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EB%258F%2584%25EC%2599%2580%25EC%25A3%25BC%25EB%258B%25A4)않았습니다.

[빈손](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EB%25B9%2588%25EC%2586%2590)으로 [쫓겨난](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EC%25AB%2593%25EA%25B2%25A8%25EB%2582%2598%25EB%258B%25A4) 흥부 가족은 [허름한](file:///C:\Users\KAY\Documents\KAY's\PSU\%25ED%2597%2588%25EB%25A6%2584%25ED%2595%2598%25EB%258B%25A4) [**초가집**](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EC%25B4%2588%25EA%25B0%2580%25EC%25A7%2591%20a%20house%20roofed%20with%20thatch%20(in%20old%20litrature,%20associated%20with%20being%20poor))에 살게 되었습니다. 아주 어렵고 가난했지만 서로 사랑하고 [위해](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EC%259C%2584%25ED%2595%2598%25EB%258B%25A4) 주면서 살아갔습니다. 흥부는 열심히 일하고 사람들을 도와주면서 착하게 살았습니다. 흥부의 초가집 [처마](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EC%25B2%2598%25EB%25A7%2588) 밑에 집을 [짓고](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EC%25A7%2593%25EB%258B%25A4) 사는 제비가 못된 [뱀](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EB%25B1%2580)하고 [싸우다가](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EC%258B%25B8%25EC%259A%25B0%25EB%258B%25A4) [다리](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EB%258B%25A4%25EB%25A6%25AC)를 [다쳤을](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EB%258B%25A4%25EC%25B9%2598%25EB%258B%25A4) 때 흥부와 흥부 식구들은 빨리 [나으라고](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EB%2582%25AB%25EB%258B%25A4) 하면서 [정성스럽게](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EC%25A0%2595%25EC%2584%25B1%25EC%258A%25A4%25EB%259F%25BD%25EB%258B%25A4) 다리를 [치료해](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EC%25B9%2598%25EB%25A3%258C%25ED%2595%2598%25EB%258B%25A4) 주고 [돌봐](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EB%258F%258C%25EB%25B3%25B4%25EB%258B%25A4) 주었습니다. 고마운 제비는 다음해 봄에 [박씨](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EB%25B0%2595%25EC%2594%25A8)를 가지고 날아와서 흥부 [마당](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EB%25A7%2588%25EB%258B%25B9)에 [떨어뜨렸습니다](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EB%2596%25A8%25EC%2596%25B4%25EB%259C%25A8%25EB%25A6%25AC%25EB%258B%25A4). 흥부는 이 제비가 [가져다준](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EA%25B0%2580%25EC%25A0%25B8%25EB%258B%25A4%25EC%25A3%25BC%25EB%258B%25A4)박씨를 정성스럽게 [심어서](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EC%258B%25AC%25EB%258B%25A4)박이 잘 자랐습니다. 잘 익은 박이 흥부의 초가집 [지붕](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EC%25A7%2580%25EB%25B6%2595)에 [주렁주렁](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EC%25A3%25BC%25EB%25A0%2581%25EC%25A3%25BC%25EB%25A0%2581)열렸습니다. 흥부 식구들이 [둘러앉아서](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EB%2591%2598%25EB%259F%25AC%25EC%2595%2589%25EB%258B%25A4) 그 [박을 탔습니다](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EB%25B0%2595%25EC%259D%2584%20%25ED%2583%2580%25EB%258B%25A4). 그런데 [놀랍게](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EB%2586%2580%25EB%259E%258D%25EB%258B%25A4) 그 박에서 기와집하고 비단옷하고 보물들이 [쏟아져 나왔습니다](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EC%258F%259F%25EC%2595%2584%25EC%25A0%25B8%20%25EB%2582%2598%25EC%2598%25A4%25EB%258B%25A4). 제비가 착한 흥부에게 [복](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EB%25B3%25B5)을 [가져다 준](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EA%25B0%2580%25EC%25A0%25B8%25EB%258B%25A4%20%25EC%25A3%25BC%25EB%258B%25A4) 것이었습니다. 이렇게 흥부는 부자가 되었고, 부자가 된 흥부는 더 많은 사람들을 도와주면서 잘 살게 되었습니다.

한편, 흥부가 부자가 되었다는 소식을 들은 놀부는 자기의 [기와집](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EA%25B8%25B0%25EC%2599%2580%25EC%25A7%2591%20a%20house%20roofed%20with%20tiles%20(In%20old%20stories,%20it%20often%20represented%20wealth))처마 밑에 집을 짓고 사는 제비를 보고 [욕심](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EC%259A%2595%25EC%258B%25AC)이 [생겼습니다](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EC%2583%259D%25EA%25B8%25B0%25EB%258B%25A4). 그래서 제비의 다리를 [일부러](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EC%259D%25BC%25EB%25B6%2580%25EB%259F%25AC) [부러뜨린](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EB%25B6%2580%25EB%259F%25AC%25EB%259C%25A8%25EB%25A6%25AC%25EB%258B%25A4) 후 그 다리를 다시 치료해 주었습니다. 이 제비도 놀부한테 박씨를 가지고 날아와서 놀부 마당에 떨어뜨렸습니다. 놀부도 이 제비가 가져다준 박씨를 심었는데 잘 익은 박이 놀부의 기와집 지붕에도 주렁주렁 열렸습니다. 놀부는 보물을 [기대하면서](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EA%25B8%25B0%25EB%258C%2580%25ED%2595%2598%25EB%258B%25A4)그 박을 열심히 탔지만 그 박에서는 보물이 아니라 도깨비들이 나왔습니다. 도깨비들은 제비 다리를 일부러 부러뜨린 놀부한테 [벌](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EB%25B2%258C)을 주고 [재산](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EC%259E%25AC%25EC%2582%25B0)을 다 [빼앗았습니다](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EB%25B9%25BC%25EC%2595%2597%25EB%258B%25A4). 그래서 놀부 가족은 집도 없는 [거지](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EA%25B1%25B0%25EC%25A7%2580)가 되었습니다.

도깨비한테서 벌을 받고 거지가 됐다는 놀부의 소식을 들은 착한 동생 흥부는 [깜짝](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EA%25B9%259C%25EC%25A7%259D)놀랐습니다. 그리고 바로 형 놀부한테 [달려가](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EB%258B%25AC%25EB%25A0%25A4%25EA%25B0%2580%25EB%258B%25A4)놀부와 놀부 가족을 [위로하면서](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EC%259C%2584%25EB%25A1%259C%25ED%2595%2598%25EB%258B%25A4)  자기 집으로 같이 가자고 했습니다. 이런 착한 동생을 보면서 놀부는 [마침내](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EB%25A7%2588%25EC%25B9%25A8%25EB%2582%25B4) 잘못을 [깨달았습니다](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EA%25B9%25A8%25EB%258B%25AB%25EB%258B%25A4). 흥부의 [깊은](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EA%25B9%258A%25EB%258B%25A4) 생각과 착한 마음씨 [덕에](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EB%258D%2595%25EC%2597%2590) 놀부는 [잘못](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EC%259E%2598%25EB%25AA%25BB)을 [뉘우치고](file:///C:\Users\KAY\Documents\KAY's\PSU\%25EB%2589%2598%25EC%259A%25B0%25EC%25B9%2598%25EB%258B%25A4)그때부터 흥부 가족과 놀부 가족은 착한 일을 많이 하면서 같이 사이좋게 살았습니다.

# E. Key Patterns & Forms

## 1. Level 1: Past Tense in Informal-Polite Style [VCS+ㅆ어요]

* The verb stem (VS) is the part that comes before –다 in the verb infinitive, a.k.a. the ‘dictionary form.’
* The general rule for the verb continuative stem (VCS), a.k.a. the 아/어 form: If the last syllable in the verb stem (VS) has a vowel ㅏ or ㅗ, add 아 to the stem. If the last syllable in the VS has a vowel other than ㅏ or ㅗ, add 어 . There are exceptions to this rule, but we’ll focus on the general rules and cover the basics in this lesson.
* **Past tense in the informal-polite form**: Add ㅆ어요 to VCS = VCS+ㅆ어요
* Here is a table with some of the verbs in the story. What is in the parentheses shows vowel contractions, some deviations, or exceptions to the general rule described above:

|  |  |  |
| --- | --- | --- |
| **Verbs in Dictionary Form** | **VCS** | **Past Tense (VCS+ㅆ어요)** |
| 살다 | 살아  (ㅏ+ㅏ🡪ㅏ) | 살았어요 |
| N이다 | N이어; N여 | N이었어요; N였어요 |
| 착하다 | 착해  (하+ㅏ🡪해) | 착했어요 |
| 나쁘다 | 나빠  (ㅏ+ㅡ+ㅓ=ㅏ+ㅏ) | 나빴어요 |
| 돌아가시다 | 돌아가셔 (ㅣ+ㅓ🡪 ㅕ) | 돌아가셨어요 |
| 슬프다 | 슬퍼  ( ㅡ+ ㅡ +ㅓ=ㅡ+ㅓ) | 슬펐어요 |
| 쫓아내다 | 쫓아내  ( ㅐ+ㅓ🡪 ㅐ ) | 쫓아냈어요 |
| 가난하다 | 가난해  (하+ㅏ🡪해 ) | 가난했어요 |
| 도와주다 | 도와줘  (ㅜ+ㅓ=ㅝ ) | 도와줬어요 |
| 갖다주다 | 갖다줘  (ㅜ+ㅓ=ㅝ ) | 갖다줬어요 |
| 되다 | 되어/돼  (ㅚ+ㅓ🡪 ㅙ) | 되었어요/됐어요 |
| 부러뜨리다 | 부러뜨려  (ㅣ+ㅓ🡪 ㅕ ) | 부러뜨렸어요 |
| 미안하다 | 미안해  (하+ㅏ🡪해 ) | 미안했어요 |

## 2. Level 2: Noun Modifiers

* In Korean, a noun modifier **precedes** the noun it modifies and gives it a description. In writing, don’t forget to leave space between the modifier and the noun.
* When forming a noun modifier from a verb, consider: 1) whether the given verb is a descriptive or an action verb; and 2) the tense. Then add the appropriate form to its **verb stem** (VS) as presented in the table:

|  |  |  |  |
| --- | --- | --- | --- |
| Tense Verbs | **Past** | **Present** | **Future** |
| **Action Verbs** | AVS +ㄴ/은 | AVS + 는 | AVS + ㄹ/을 |
| **Descriptive Verbs** | DVS+ 던  (meaning:  ‘*used to be* DVS’) | DVS + ㄴ/은 | DVS + ㄹ/을 |

* **Here are example phrases from Version 2 of the story. The underlined part modifies the noun in green:**

마음씨 나쁜 **놀부**: NolBu who is mean-spirited

마음씨 착한 **흥부**: HeungBu who is kind-hearted

흥부집 처마에 집을 짓고 사는 **제비**: a swallow that has built a home under the eaves of HeungBu’s home and is living (there)

고마운 **제비**: a swallow who is grateful

잘 익은 **박**: a gourd which is very ripe

부자가 된 **흥부**: HeungBu who became rich

흥부의 소식을 들은 **놀부**: NolBu who heard the news of HeungBu

이 소식을 들은 **흥부**: HeungBu who heard this news

* **Examples for Action Verbs in Different Tenses**:

**Ex 1> 갖다주다**to bring and give  
친구한테 갖다줬어요. 책이에요. 🡪 친구한테 **갖다준** 책이에요.

I brought it to my friend. It’s a book. 🡪 It’s a book that I brought to my friend.

친구한테 갖다줘요. 책이에요. 🡪 친구한테 **갖다주는** 책이에요.

I bring it to my friend. It’s a book. 🡪 It’s a book that I bring to my friend.

친구한테 갖다줄 거예요. 책이에요. 🡪 친구한테 **갖다줄** 책이에요.

I’ll bring it to my friend. It’s a book. 🡪 It’s a book that I’ll bring to my friend.

**Ex 2> 쓰다**to write

제가 썼어요. 리포트예요. 🡪 제가 **쓴** 리포트예요.

I wrote it. It’s a report. 🡪 It’s a report I wrote.

제가 써요. 리포트예요. 🡪 제가 **쓰는** 리포트예요.

I write it. It’s a report. 🡪 It’s a report I write.

제가 쓸 거예요. 리포트예요. 🡪 제가 **쓸** 리포트예요.

I will write it. It’s a report. 🡪 It’s a report I will write.

**Ex 3> 읽다** to read  
제가 어제 읽었어요. 잡지예요. 🡪제가 어제 **읽은** 리포트예요.

I read it yesterday. It’s a magazine. 🡪It’s a magazine I read yesterday.

제가 매달 읽어요. 잡지에요. 🡪 제가 매달 **읽는** 잡지예요 .

I read it every month. It’s a magazine. 🡪 It’s a magazine I read every month.

제가 다음달에 읽을 거예요. 잡지에요. 🡪 제가 다음달에 **읽을** 잡지예요.

I will read it next month. It’s a magazine. 🡪 It’s a magazine I will read next month.

**Ex 4> 익다** to be cooked; to become ripe  
잘 익었어요. 김치예요. -> 잘 **익은** 김치예요 .

It’s been well fermented. It’s Kimchi. -> It’s Kimchi that’s been well fermented.

잘 익어요. 김치예요. -> 잘 **익는** 김치예요 .

It’s being well fermented. It’s Kimchi. -> It’s Kimchi that’s being well fermented.

잘 익을 거예요. 김치예요. -> 잘 **익을** 김치예요 .

It will be well fermented. It’s Kimchi. -> It’s Kimchi that will be well fermented.

* **Examples for Descriptive Verbs in Different Tenses**:

**Ex 1>** 유명하다 to be famous

**유명한** 사람**이에요**. He is a famous person.

**유명한** 사람**이었어요**. He was a famous person.

**유명하던** 사람**이에요**. He is a person who used to be famous.

**유명하던** 사람**이었어요**. He was a person who used to be famous.

**유명할** 사람**이에요**. He is a person who will be famous.

**Ex 2>** 좋다 to be good; to be nice  
 \*The sententences below may sound awkward. They are presented to highlight the   
 grammar point being discussed.

**좋은** 날씨예요. It is nice weather.

**좋은** 날씨**였어요**. It was nice weather.

**좋던**  날씨예요. (It is) the weather that used to be nice.

**좋던**  날씨**였어요**. (It was) the weather that used to be nice.

**좋을** 날씨**예요**. It is the weather that will be nice.

* **Examples for Irregular Action Verbs in Different Tenses**:

In the sections below, study the changes for a few basic action verbs that are irregular:

***ㄷ-irregular verbs*:** 듣다 to listen; to hear

사람이에요. 한국 노래를 들었어요 . 🡪 한국 노래를 **들은** 사람이에요 .   
(S/he) is a person. He listened to Korean songs. 🡪 (S/he) is a person who listened to Korean songs.

사람이에요. 한국 노래를 들어요. 🡪 한국 노래를 **듣는** 사람이에요 .   
(S/he) is a person. He listens to Korean songs. 🡪 (S/he) is a person who listens to Korean songs.

사람이에요. 한국 노래를 들을 거예요. 🡪한국 노래를 **들을** 사람이에요 .   
(S/he) is a person. He will listen to Korean songs. 🡪 (S/he) is a person who will listen to Korean songs.

***ㄹ-irregular verbs*:** 알다 to know

사람이에요. 알아요. 🡪 **아는** 사람이에요 .   
(S/he) is a person. I know. 🡪 (S/he) is a person I know.

사람이에요. 알 거예요. 🡪 **알** 사람이에요 .   
(S/he) is a person. I will know. 🡪 (S/he) is a person I’ll (get to) know.

* **Examples for Irregular Descriptive Verbs in Present Tense**

In the sections below, study the changes for a few basic descriptive verbs that are irregular:  
  
**ㄹ-irregular verbs: 달다** to be sweet  **/ 멀다** to be far

후식이에요. 아주 달아요. 🡪 아주 **단** 후식이에요 .

It’s a dessert. It’s very sweet. -> It’s a very sweet dessert.

친구 집이에요. 멀어요. 🡪 **먼** 친구 집이에요 .

It’s my friend’s house. It’s far. 🡪 It’s my friend’s house that is far.

**ㅂ-irregular verbs: 맵다**to be spicy **/ 싱겁다**to be bland **/ 뜨겁다**to be hot **/   
 춥다**to be cold **/ 가볍다**to be light (weight)

음식이에요. 매워요. 🡪 **매운** 음식이에요 .

It’s food. It’s spicy. 🡪 It’s spicy food.

반찬이에요. 싱거워요. 🡪 **싱거운** 반찬이에요 .

They are side dishes. They are bland. 🡪 They are bland side dishes.

차예요. 뜨거워요. 🡪 **뜨거운** 차예요 .

It’s tea. It’s hot. 🡪 It’s hot tea.

날씨예요. 추워요. 🡪 **추운** 날씨예요.

It’s weather. It’s cold. 🡪 It’s cold weather.

가방이에요. 가벼워요. 🡪 **가벼운** 가방이에요.  
It’s a bag. It’s light. -> It’s a light bag.

**ㅎ-irregular verbs: 이렇다**to be this way **/ 파랗다**to be blue **/ 빨갛다**to be red

음식이에요. 이래요. 🡪 **이런** 음식이에요.

It’s food. It’s like this. 🡪 It’s this kind of food.

셔츠예요. 파래요. 🡪 **파란** 셔츠예요.

It’s a shirt. It’s blue. 🡪 It’s a blue shirt.

의자예요. 빨개요. 🡪 **빨간** 의자예요.

It’s a chair. It’s red. 🡪 It’s a red chair.

## 3. Level 3: Indirect Discourse

* For indirect discourse, we first need to be clear about the intention of the original speaker you are quoting: whether s/he intended to **make a statement**, to **ask** a question, to **command/demand**, or to **propose** to do something. Here is a summary of the forms to use for different intentions of the original speech:

|  |  |
| --- | --- |
| **Intention of the original speech** | **“to say** – **”** |
| Statement | –**다**고 하다 |
| Question | –**냐**고 하다 |
| Imperative; Command | –(**으**)**라**고 하다 |
| Propositive | –**자**고 하다 |

* Here are example sentences and phrases from Version 3 of the story:

“못된 형 놀부는 마음씨 착한 흥부와 가족을 집에서 나가라고 하면서 쫓아냈습니다. ”

The mean-spirited brother NolBu kicked them out, telling kind-hearted Heungbu and his family to leave the house.

“흥부와 흥부 식구들은 빨리 나으라고 하면서 정성스럽게 다리를 치료해 주고 돌봐주었습니다.”

HeungBu and his family told (the swallow) to get well soon, and treated her leg wholeheartedly and took care of her.

“흥부가 부자가 되었다는 소식을 들은 놀부”

NolBu who heard the news that HeungBu became rich

“도깨비한테서 벌을 받고 거지가 됐다는 놀부의 소식을 들은 착한 동생 흥부 ~”

HeungBu who heard the news that NolBu was punished by goblins and became a beggar ~

“자기 집으로 같이 가자고 했습니다.”

He proposed that they go to his house.

* Let’s take a closer look and see how we form the indirect discourse with more examples:

|  |  |  |
| --- | --- | --- |
| **Intention of the original speech** | **“to say** – **”** | |
| STATEMENT | * –**다**고 하다 🡪 **“-다고 해요.”** * N이다: -(**이**)**라**고 하다 🡪 **“(이)라고 해요.”** * 아니다: 아니**라**고 하다 🡪 **“아니라고 해요.”** | |
| Examples:  이다  아니다  하다  먹다 | 한국이라고 해요.  한국 사람이었다고 해요.  한국 사람일 거라고 해요. |
| 한다고 해요. 했다고 해요. 할 거라고 해요. |
| 먹는다고 해요. 먹었다고 해요. 먹을 거라고 해요. |
| QUESTIONS | * –**냐**고 하다 🡪 “-**냐고** 해요.” | |
| Examples:  이다  아니다  하다  먹다 | 화요일이냐고 해요.  화요일이었냐고 해요.  화요일일 거냐고 해요. |
| 전화 아니냐고 해요.  전화 아니었냐고 해요.  전화 아닐 거냐고 해요. |
| 하냐고 해요. 했냐고 해요. 할 거냐고 해요. |
| 먹냐고 해요. 먹었냐고 해. 먹을 거냐고요. |
| IMPERATIVE | * VS+(**으**)**라**고 하다 🡪 “-(**으**)**라고** 해요.” | |
| Examples:  하다  먹다 | 하라고 해요. |
| 먹으라고 해요. |
| PROPOSITIVE | * VS+**자**고 하다 🡪 “-**자**고 해요.” | |
| Examples:  하다  먹다 | 하자고 해요. |
| 먹자고 해요. |

# F. Post-viewing Activities

## 1. Vocabulary Review

**Directions**: Follow the links on Quizlet below for various activities to reinforce the learning of the key vocabulary.

### 1-1. Level 1 Key Vocabulary Activities [Flashcard](https://quizlet.com/120959000/flashcards) | [Learn](https://quizlet.com/120959000/learn) | [Speller](https://quizlet.com/120959000/speller) | [Test](https://quizlet.com/120959000/test)

### 1-2. Level 2 Key Vocabulary Activities [Flashcard](https://quizlet.com/121025936/flashcards) | [Learn](https://quizlet.com/121025936/learn) | [Speller](https://quizlet.com/121025936/speller) | [Test](https://quizlet.com/121025936/test)

### 1-3. Level 3 Key Vocabulary Activities [Flashcard](https://quizlet.com/121537535/flashcards) | [Learn](https://quizlet.com/121537535/learn) | [Speller](https://quizlet.com/121537535/speller) | [Test](https://quizlet.com/121537535/test)

## 2. Exercises

### 2-1. Level 1: Past Tense

**Directions**: Complete the sentences to tell the story of *HengBu and NolBu* with appropriate verbs in the past tense.

1) “흥부는 마음씨가 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. 놀부는 마음씨가 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

2) “놀부는 부자\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. 그런데 흥부는 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. ”

3) “놀부는 흥부 가족을 집에서 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. ”

4) “흥부는 제비 다리를 \_\_\_\_\_\_\_\_\_\_\_\_. 그런데 놀부는 제비 다리를 \_\_\_\_\_\_\_\_\_\_\_\_\_. ”

5) “제비는 흥부한테 복을 \_\_\_\_\_\_\_\_\_\_\_\_. 그런데 놀부한테는 벌을 \_\_\_\_\_\_\_\_\_\_\_\_\_. ”

### 2-2. Level 1: Summary

**Directions**: Based on the video and the reading, fill in the blank with the appropriate word chosen from the given box. For verbs, make sure to change them into the most appropriate form. The completed paragraph will give you an outline of the story’s main plot.

|  |  |
| --- | --- |
| * (마음씨가) 착하다 * 갖다주다 * 마음씨가 나쁘다 * 동생 * 부러뜨리다 * 제비 * 가난하다 * 다리 | * 도와주다 * 다치다 * 치료해 주다 * 부자이다 * 박씨 * 재앙 * 형 * 복 |

흥부는 놀부의 \_\_\_\_\_\_\_\_\_\_\_이에요/예요.

놀부는 흥부의 \_\_\_\_\_\_\_\_\_\_\_이에요/예요.

흥부는 돈이 없었어요. 아주 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

놀부는 돈이 많았어요. 아주 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

흥부는 마음씨가 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. 그런데 놀부는 마음씨가 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

\_\_\_\_\_\_\_\_\_\_\_\_\_이/가 다리를 다쳤어요. 흥부가 잘 도와줬어요. 그래서 제비가 \_\_\_\_\_\_\_\_\_(으)로 흥부한테 \_\_\_\_\_\_\_\_\_\_을/를 갖다주었어요. 놀부는 제비 다리를 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . 그래서 제비가 \_\_\_\_\_\_\_\_\_\_(으)로 놀부한테 \_\_\_\_\_\_\_\_을/를 갖다주었어요.

### 2-3. Level 2: Noun Modifier

**Directions**: Supply the appropriate noun modifiers to tell the story of *HeungBu and NolBu*.

1) A swallow who is grateful \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 제비

2) A gourd which is very ripe \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 박

3) HeungBu who became rich \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 흥부

4) NolBu who heard the news of HeungBu \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 놀부

5) NolBu, who is mean-spirited, kicked out his younger brother.  
 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 놀부는 동생을 쫓아냈어요.

6) HeungBu, who is kind-hearted, helped others.   
 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 흥부는 사람들을 도와주었어요.

7) A swallow that has built a home under the eaves of HeungBu’s house and is   
 living (there) hurt his leg.   
 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 제비가 다리를 다쳤어요.

### 2-4. Level 2: Summary

**Directions**: Based on the video, the reading, and the completed paragraph above, fill in the blanks with the appropriate words chosen from the given box. Make sure to change the verb into the most appropriate form.

|  |  |
| --- | --- |
| * 치료해 주다 * 동생 * 형 * 갖다주다 * 비단옷 * 뉘우치다가난하다 * 도깨비 * 제비 * 부러뜨리다 * 다리 * 박씨 | * 복 * 부자이다 * 기와집 * (마음씨가) 착하다 * 보물 * 재앙 * 마음씨가 나쁘다 * 도와주다 * 미안하다 * 잘못 |

흥부는 놀부의 \_\_\_\_\_\_\_\_\_\_\_이고 놀부는 흥부의 \_\_\_\_\_\_\_\_\_\_\_이에요/예요.

돈이 \_\_\_\_\_\_\_\_\_\_\_\_\_\_ 흥부는 아주 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 살았어요. 그런데

돈이 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 놀부는 아주 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(으)로 살았어요.

\_\_\_\_\_\_\_\_\_\_이/가 다리를 다쳤어요. 마음씨가 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 흥부는 제비의 다리를 ­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. 흥부한테 고마운 \_\_\_\_\_\_\_\_\_\_은/는 \_\_\_\_\_\_\_\_\_(으)로 흥부한테 복을  갖다주었어요. 박에서 비단옷하고 기와집하고 보물이 나왔어요.

마음씨가 \_\_\_\_\_\_\_\_\_\_\_\_ 놀부는 제비의 다리를 ­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . 제비는 놀부한테는\_\_\_\_\_\_\_\_\_(으)로 \_\_\_\_\_\_\_\_을/를 갖다 주었어요. 박에서 도깨비들이 나왔어요.

\_\_\_\_\_\_\_을/를 받은 흥부는 \_\_\_\_\_\_\_이/가 되었고 \_\_\_\_\_\_\_을/를 받은 놀부는 가난하게 되었어요. 착한 동생 흥부는 형 놀부를 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . 그래서 놀부는 흥부한테 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . 그리고 잘못을 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . 그때부터 흥부와 놀부는 같이 사이좋게 살았어요.

### 2-5. Level 3: Indirect Discourse

**Directions**: Based on the Level 3 story, answer the questions using the indirect discourse.

1) What do you think HeungBu would have said to his family to show his love and care for   
them?

2) What do you think the swallow would have said to HeunBu’s famly when she brought the gourd seeds to them?

3) What do you think the swallow would have said to NolBu’s famly when she brought the gourd seeds to them?

4) What do you think HeungBu would have said to NolBu when he went to see his brother who was punished and became a beggar?

### 2-6. Level 3: Indirect Discourse

**Directions**: Watch the video by following the link and write what you hear in the given scenes using the indirect discourse.

[*Click*](http://goo.gl/Umdp4x)

1) The part where 흥부 and his family were being chased out of their home

2) The part where 흥부’s family is coping with the hardship after being chased out of their home

### 2-7. Level 3: Discussion

**Directions**: Review the given vocabulary and the key didactic themes of this story presented in the box below. Then, briefly explain how you think each theme is conveyed in the story.

|  |  |
| --- | --- |
| Key Vocabulary >   * (마음씨가) * 마음씨가 나쁘다 * 동생 * 형 * 부자이다 * 가난하다 * 제비 * 다리 * 치료해 주다 * 부러뜨리다 * 박씨 | * 복 * 갖다주다 * 비단옷 * 기와집 * 보물 * 쏟아져나오다 * 재앙 * 도깨비 * 도와주다 * 미안하다 * 잘못 * 뉘우치다 |
| Key Themes >  1. “권선징악” Virtue is rewarded and vice punished; Poetic justice  2. 형제애 Love and care among brothers and sisters  3. 용서 Forgiveness | |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## 3. Creative Writing

### Level 2 & Level 3:

1) Re-create the scene of 흥부 and 놀부 each splitting the gourds in half by changing what came   
 out of the gourds.

2) Change the swallow and the gourd seed to something else and create your version of the story.

## 4. Discussion

### Level 2 & Level 3:

1) What do you think the swallow and the gourd represent? Discuss each in terms of the key didactic theme(s) of the story.

2) There have been some reinterpretations of what Heungbu and Nolbu stand for. For one, some criticize how Heungbu fell into poverty and the way he dealt with it. Select one of the main themes and critique it or discuss how it is relevant (or not) to the present time and culture we live in.

# [CHAPTER 2] KongJwi And PatJwi 콩쥐와 팥쥐

# A. Key Themes & Topics

1. “권선징악” Virtue is rewarded and vice punished; Poetic justice

2. “인과응보” What goes around comes around.

3. “고진감래” After the bitter comes the sweet.

# B. Introduction

Watch at least two videos of the story, *KongJwi And PatJwi* 콩쥐와 팥쥐, in Korean and English.

## 1. Videos in Korean 한국어 비디오

[*Click*](https://www.youtube.com/watch?v=c1n0G1qnBfk) Pink Pong Channel Length 3:32

[*Click*](https://www.youtube.com/watch?v=yRilEBoUGT0) Kids TV OZ Length 7:22

[*Click*](https://www.youtube.com/watch?v=8_wRH8gF_DQ) S-Oil Korea-Arab Channel Length 8:20

[*Click*](https://www.youtube.com/watch?v=DF_HUu4XQ-g) Hello Kids Channel Length 14:51

## 2. Videos in English영어 비디오

[*Click*](https://www.youtube.com/watch?v=_bIL8JO4gPY) Kids TV OZ Channel Length 1:59 in song

[*Click*](https://www.youtube.com/watch?v=jE3GXItibfc) Hello Kids Channel Length 4:38

# C. Warm-up Activities

## 1. Notable Elements

### 1-1. Terms & Associations

The terms in blue below are often associated with or symbolize specific qualities and attributes in traditional Korean culture. If it is an object and you are not familiar with it, search for some images on the Internet first. Then follow the links for each to learn more about it. They will help enhance your appreciation of the story you are about to read, as well as the other stories in this book!

1) **황소** Ox  
Back in the old days when Korea was an agricultural society, oxen were an important part of the livelihood as they were used to plow the field. In the story of *KongJwi And PatJwi*, an ox comes to help KongJwi who was ordered to plow the field by her stepmother.   
  
There are idiomatic expressions in which an ox is used to represent strong physical strength as well as hard and honest work, sometimes to the extent of being tactless. It is also associated with being simple and naïve, and even honest to a fault. Look at the images of oxen by following the links below. You will see that they evoke emotions that are different from cattle tended by cowboys and the bullfights of the West:

* [*Click*](http://blog.naver.com/back77go/120145224517)
* [*Click*](http://burbuck.kr/526)
* [*Click*](http://lkj74xx.blog.me/120061011048)
* [*Click*](http://blog.naver.com/back77go/120168119286)

2) **선녀** Celestial maiden; Fairy  
A ‘Korean-English dictionary definition’ of the term 선녀is a ‘fairy.’ However, the images Koreans associate with ‘선녀’ are quite different from the images you may conjure up in your head with the word ‘fairy.’ Click on the links below to get a glimpse of what Koreans would associate with the term 선녀. You will see three pictures, each of which is depicting a scene from a famous folktale:

* A scene from *KongJwi And PatJwi* <http://goo.gl/5S0XFz>
* A scene from *The Fairy and The Woodcutter* <http://goo.gl/NdypkH>
* A scene from *The Story of ShimCheong* <http://goo.gl/o0Bnqk>

선녀 is associated with awestruck beauty. In most picture book folktales, 선녀 is depicted wearing a celestial robe with wide sleeves that allows them to descend to the human world and ascend back to their land. Two circular braids are another notable feature of 선녀, as you can see in the images from the links above. The world they live in is called선경, a mysterious and supernatural place where 신선, the hermit with mysterious power, resides. The celestial beings, 선녀 and 신선, transcend the limitations of humans. Several famous folktales have them at the center of the plot, such as 선녀와 나뭇군 *The Fairy and The Woodcutter* and 금도끼 은도끼 *The Gold Ax and The Silver Ax*. In some other folktales, they appear to rescue the main character when s/he is in desperate need of help, as in the story you are about to read, 콩쥐와 팥쥐.

3) **계모** Stepmother

There are several words for ‘stepmother’ in Korean: 계모, 의붓어머니, 의모, and 새어머니 (which literally means ‘new mother’). Among the four terms, 계모 in particular is often associated with negative connotations. In Korean culture, there used to be some prejudice toward the relationship between the stepmother and the stepchildren, and it was often perceived to be uncomfortable or in conflict. The stepmothers in two very well-known folktales are portrayed as mean-spirited, ill-intentioned, and cruel. One is the story introduced in this chapter, 콩쥐와 팥쥐 *KongJwi And PatJwi*, and the other is 장화홍련 *Janghwa-Hongryeon* (a.k.a *Janghwa and Hongryeon*).

\*장화홍련*Janghwa-Hongryeon* is famous not only as a folktale, but also for the title of an award-winning horror movie which was based in part on the folktale. The movie with the English title *A Tale of Two Sisters* (2003) earned acclaim from critics in the West and the success resulted in a remake of the movie in America, ‘The Uninvited’ (2009).

4) **참새** Sparrow

Before the rapid industrialization and urbanization, sparrows were considered ubiquitous in Korea. People encountered them easily and heard them chirping everywhere. In other words, sparrows were part of their daily life and they were the bird most familiar to Koreans. The element of sparrows is present in many proverbs and idioms as well as in novels and folk paintings. Sparrows are often associated with chattering, being lightweight, or even being shallow.

* [*Click*](http://goo.gl/QJH1e2)
* [*Click*](http://goo.gl/1mAfSG) (A famous painting titled 묘작도 *Painting of Cats and Sparrows*)

Because one staple of the Korean diet is rice, you can encounter several proverbs and idioms with both 참새and 방앗간, a Korean-style mill where people used to go for pounding and grinding grains.

### 1-2. Proverbs & Idioms

Below are a few proverbs or idioms that are imbued with the values and the attributions discussed in 1-1. Select the choice that is most relevant to the underlying meaning of the given proverb or the idiom.

1) “**느릿느릿 걸어도 황소 걸음**”  *Slow the steps may be, they are strides of an ox.*

a. This refers to an action which may be slow in pace but is reliable and fruitful.

b. This refers to a slow walk during which a task gets done.

c. This refers to a response which may come slowly but is honest and helpful.

2) “**소** 귀에 경 읽기” *Reading the Buddhist scriptures to a cow*

a. This means attempting to learn new things that are difficult.

b. This means teaching slow learners patiently.

c. This means talking to someone who has no idea or desire to understand.

3) “**소**가 뒷걸음질하다 쥐 잡는다.” *A cow walks backward and catches a mouse.*

a. This refers to a situation where a person makes a mistake while trying to retract his   
 words.

b. This refers to a situation where a person gets a correct answer by chance or   
 accomplishes something by coincidence.

c. This refers to a situation where a person hurts others unintentionally.

4) “**소** 잃고 외양간 고친다.” *They are fixing the cowshed after losing the cow.”*

a. This refers to a situation where people make a fuss only after experiencing a problem   
 that should have been addressed beforehand.

b. This refers to a situation where people learn valuable lessons from their mistakes.

c. This refers to a situation where people lose honesty and purity to succumb to   
 social pressure.

5) “하늘에서 내려온 **선녀** 같다.” *She looks like Sun-Nyeo who has descended from heaven.*

a. This is used to refer to a woman with exceptional strength.

b. This is used to refer to a woman with exquisite beauty.

c. This is used to refer to a woman with spacy looks.

6) “**참새**가 방앗간을 그냥 지나랴” *No way a sparrow will pass up a mill 방앗간.*

a. This is used when a person cannot ignore or pass up something s/he likes.

b. This is used when a person cannot pass by a spectacle and noise due to curiosity.

c. This is used when a person cannot turn away from someone in need.

7) “**참새**가 아무리 떠들어도 구렁이는 움직이지 않는다.” *No matter how much sparrows   
 chatter, a serpent does not move.*

a. This means that a stubborn person will always be stubborn and will not listen to others  
 no matter how much people try to convince him/her.

b. This means that incompetent people might make a fuss over unimportant things, but   
 those with true knowledge and competence will not be swayed by them.

c. This means that chatters and rumors will not change the truth.

## 2. Key Words & Plot

After watching at least two videos under Section B, provide a summary of the story using the given [*Key Vocabulary*](https://quizlet.com/_1zxfe3) on Quizlet ([*Click*](https://quizlet.com/_21zndt)). Regardless of your level though, make sure to use all essential words below:

|  |  |
| --- | --- |
| * ‘콩쥐’ * ‘팥쥐’ * 엄마 mom * 아버지 father * 결혼하다 to get married * (마음씨가) 착하다 to be good-natured; to be kind-hearted * 마음씨가 나쁘다to be ill-natured; to be mean-spirited * 일 시키다 to order to work * 도와주다 to help | * 황소 ox * 참새 sparrow * 두꺼비 toad * 선녀Korean fairy * 원님 magistrate * 잔치 feast; party * 꽃신 floral shoes * 잃어버리다 to lose * 찾다 to find; to look for * 벌 주다 to punish |

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# D. The Story with Key Vocabulary

The words in boldface can be found in the Key Vocabulary list on Quizlet. Click the link to view the list before each story.

## LEVEL 1

#### Key Vocabulary on Quizlet [Click](https://quizlet.com/_21znrp)

옛날 옛날에 콩쥐하고 **홀아버지**가 살았어요. 콩쥐는 마음씨가 아주 착했어요. 그런데 콩쥐 아버지가 팥쥐 엄마를 만났어요. 콩쥐 아버지는 팥쥐 엄마하고 **결혼했어요**. 팥쥐 엄마는 마음씨가 나빴어요. 그래서 콩쥐를 **미워했어요**. 팥쥐도 마음씨가 나빴어요. 팥쥐도 콩쥐를 미워했어요. 팥쥐 엄마는 콩쥐한테 일을 많이 **시켰어요**. 콩쥐는 너무 **힘들었어요**.

**하루**는 팥쥐 엄마가 콩쥐한테 **돌밭** 일을 주었어요. 너무 힘들었어요. 그런데 **황소**가 콩쥐를 **도와줬어요**. 그래서 콩쥐가 일을 다 **끝냈어요**.

또 하루는 팥쥐 엄마가 콩쥐한테 **벼** 일을 주었어요. 그런데 이번에는 **참새**들이 콩쥐를 도와줬어요. 그래서 콩쥐가 일을 다 끝냈어요.

또 **다른 하루**는 팥쥐 엄마가 콩쥐한테 **항아리** 물 일을 주었어요. 그런데 이번에는 **두꺼비**가 콩쥐를 도와줬어요. 그래서 이번에도 콩쥐가 일을 다 잘 끝냈어요.

또 다른 하루는 팥쥐 엄마가 콩쥐한테 **베** 일을 주었어요. 팥쥐와 팥쥐 엄마는 **원님** **잔치**에 갔어요. 그런데 이번에는 **선녀**가 콩쥐를 도와줬어요. 그래서 **이번**에도 콩쥐가 일을 다 잘 끝냈어요.

선녀는 콩쥐한테 비단옷하고 **꽃신**도 주었어요. 콩쥐는 그 비단옷을 **입었어요**. 그리고 꽃신을 **신었어요**. 그리고 원님 잔치에 갔어요. 그런데 꽃신 하나를 **잃어버렸어요**. 원님이 그 꽃신 하나를 봤어요. 그래서 **주인**을 **찾았어요**. 팥쥐가 그 꽃신을 신었어요. 그런데 너무 작았어요. 팥쥐하고 팥쥐 엄마가 **화를 냈어요**. 콩쥐가 그 꽃신을 신었어요. 그 꽃신이 콩쥐한테 잘 **맞았어요**. 그래서 원님이 콩쥐하고 결혼했어요. 원님은 팥쥐 엄마하고 팥쥐한테 벌을 주었어요. 콩쥐는 원님하고 같이 **행복하게** 살았어요.

## LEVEL 2

#### Key Vocabulary on Quizlet [Click](https://quizlet.com/_21znxr)

옛날 옛날에 **착한** 콩쥐하고 **홀아버지**하고 살았어요. 그런데 콩쥐 아버지가 **마음씨 나쁜** 팥쥐 엄마를 만나서 **결혼했어요**. 그래서 팥쥐 엄마는 콩쥐의 **새엄마**가 되었어요. 그런데 마음씨 나쁜 팥쥐 엄마는 콩쥐를 **미워했어요**. 팥쥐도 마음씨가 나빴어요. 마음씨 나쁜 팥쥐도 콩쥐를 미워했어요. 팥쥐 엄마는 콩쥐한테 너무 **힘든** **일**을 많이 **시켰어요**.

하루는 콩쥐가 **나무** **호미**로 **넓은** **돌밭**을 **갈아야** 했어요. 콩쥐한테 너무 힘든 일이었어요. 그런데 **갑자기** **커다란** **황소**가 **나타나서** 돌밭을 갈아 주었어요. 그리고 착한 콩쥐 일을 다 해 주었어요.

또 하루는 콩쥐가 많은 **벼**를 **찧어야** 했어요. 콩쥐한테 너무 힘든 일이었어요. 그런데 갑가지 **친절한** 참새들이 **날아와서** 벼를 찧어 주었어요. 그리고 착한 콩쥐 일을 다 해 주었어요.

또 **다른** 하루는 콩쥐가 **구멍이 난** **항아리**에 물을 **채워야** 했어요. 콩쥐한테 너무 힘든 일이었어요. 그런데 갑자기 **듬직한** **두꺼비**가 들어와서 항아리 구멍을 **막아** 주었어요. 그래서 착한 콩쥐가 항아리에 물을 다 **채웠어요**.

또 다른 하루는 콩쥐가 많은 **베옷**을 **짜야** 했어요. 콩쥐한테 너무 힘든 일이었어요. 마음씨 나쁜 팥쥐 엄마하고 팥쥐는 **원님** 잔치에 갔어요. 그런데 갑자기 **아름다운** **선녀**가 내려와서 베옷을 짜 주었어요. 그래서 착한 콩쥐 일을 다 해 주었어요.

예쁜 선녀는 콩쥐한테 **고운** 비단옷하고 **꽃신**도 주었어요. 콩쥐는 **고운** 비단옷을 입고 꽃신을 신고 원님 잔치에 갔어요. 그런데 꽃신 하나를 **잃어버렸어요**. 원님은 꽃신이 너무 예뻤어요. 그래서 꽃신 **주인**을 **찾았아요**. 마음씨 나쁜 팥쥐가 그 예쁜 꽃신을 신었어요. 그런데 너무 작았어요. 마음씨 착한 콩쥐가 그 예쁜 꽃신을 신었어요. 콩쥐한테는 꽃신이 잘 **맞았어요**. 콩쥐한테 **반한** 원님은 콩쥐하고 결혼했어요. 원님은 마음씨 나쁜 팥쥐 엄마하고 팥쥐한테 벌을 주고 마음씨 착한 콩쥐는 원님과 함께 **오래오래** **행복하게** 살았어요.

## LEVEL 3

* **Key Vocabulary on Quizlet** [Click](https://quizlet.com/_21zp3t)

옛날 옛날에 콩쥐라는 마음씨 착한 딸하고 어머니와 아버지가 행복하게 살고 있었습니다. 그런데 콩쥐 어머니가 병으로 그만 돌아가시고 말았습니다. 그 후 콩쥐 아버지가 마음씨 **고약한** 팥쥐 엄마를 만나서 **결혼하게** 되었습니다. 그래서 팥쥐 엄마는 콩쥐의 **새엄마**가 되었는데 팥쥐 엄마가 데려온 딸 팥쥐도 마음씨가 나빴습니다. **못된** 팥쥐 엄마와 팥쥐는 착하고 예쁜 콩쥐를 **미워하고** **구박했습니다**.

하루는 팥쥐 엄마가 콩쥐에게 나무 **호미**를 주면서 넓은 **돌밭**을 **갈아** 놓으라고 했습니다. 그런데 돌밭을 갈다가 나무 호미가 그만 **부러지고** 말았습니다. 콩쥐가 **돌아가신** 엄마 생각을 하면서 **울고** 있는데 갑자기 **커다란** **황소**가 **나타나서** 넓은 돌밭을 다 갈아 주었습니다. 그리고 배고픈 콩쥐에게 맛있는 **먹을거리**도 **잔뜩** 주었습니다. 이 **사실**을 안 팥쥐와 팥쥐 엄마는 콩쥐를 더욱 구박했습니다.

또 하루는 팥쥐 엄마가 콩쥐에게 **마당**에 **벼**를 잔뜩 **쌓아** 놓고 저녁까지 다 **찧어** 놓으라고 했습니다. 그런데 아무리 찧고 찧어도 **쌀더미**는 **줄지** 않았습니다. 콩쥐가 돌아가신 엄마 생각을 하면서 울고 있는데 갑자기 **친절한** **참새** **떼**가 날아와서 그 많은 벼를 다 찧어 주었습니다. 그리고 슬픈 콩쥐에게 예쁜 노래를 불러 주고 **위로해** 주었습니다. 이 사실을 안 팥쥐와 팥쥐 엄마는 콩쥐를 더욱 구박했습니다.  
  
또 다른 하루는 팥쥐 엄마가 콩쥐에게 **구멍이 난** 항아리에 물을 **가득** **채워** 놓으라고 했습니다. 그런데 아무리 물을 **붓고** 부어도 항아리는 채워지지 않았습니다. 콩쥐가 돌아가신 엄마 생각을 하면서 울고 있는데 갑자기 **듬직한** **두꺼비**가 들어와서 구멍을 **막아** 준다고 했습니다. 그래서 콩쥐는 항아리에 물을 다 채울 수 있었습니다. 두꺼비는 슬픈 공쥐에게 재미있는 **옛날이야기**를 해 주고 위로해 주었습니다. 이 사실을 안 팥쥐와 팥쥐 엄마는 콩쥐를 더욱 구박했습니다.

또 다른 하루는 팥쥐 엄마가 콩쥐에게 **베옷**을 백 **벌** **짜** 놓으라고 했습니다. 그리고 **원님** **잔치**에 팥쥐만 **데리고 가면서** 콩쥐에게 일을 다 **끝내면** 오라고 했습니다. 그렇지만 아무리 열심히 짜도 다 끝낼 수 없었기 때문에 콩쥐는 아무리 원님 잔치에 가고 싶어도 갈 수 없었습니다. 콩쥐가 돌아가신 엄마 생각을 하면서 울고 있는데 갑자기 하늘에서 **아름다운** **선녀**가 내려와서 베옷을 다 짜 주었습니다. 그리고 콩쥐에게 **고운** 비단옷과 **꽃신**을 주면서 원님 잔치에 가라고 했습니다. 콩쥐는 **기뻐하면서** 비단옷과 꽃신으로 **단장하고** 서둘러 원님 잔치로 **향했는데** 가는 길에 꽃신 하나를 그만 **잃어버리고** 말았습니다. 그런데 잠시 **바람을 쐬러** 나온 원님이 그 예쁜 꽃신을 보게 되었습니다. 원님은 **신하**들에게 꽃신의 **주인**을 찾으라고 **명령했습니다**. 신하들은 **여러동네**를 다니면서 꽃신 주인을 찾았습니다. 마음씨 나쁜 팥쥐도 그 예쁜 꽃신을 신어봤지만 너무 작아서 발이 들어가지도 않았습니다. 그 때 신하들이 옆에 있는 콩쥐를 보고 신어보라고 했습니다. 팥쥐 엄마하고 팥쥐는 **심술을 부리면서** **방해했지만** 신하들의 **도움**으로 콩쥐가 꽃신을 신었습니다. 물론 콩쥐한테는 꽃신이 **딱 맞았고** 신하들은 기뻐하면서 콩쥐를 원님한테 데리고 갔습니다. 원님은 마음씨 착하고 예쁜 콩쥐를 보고 **반했습니다**. 그래서 콩쥐를 **아내로 맞이하게** 되었습니다. 그런데 욕심 많고 마음씨 나쁜 팥쥐 엄마하고 팥쥐는 계속해서 콩쥐를 **괴롭히고** 원님 **모르게** 콩쥐를 원님으로부터 그만 **떼어 놓고 말았습니다**. **마침내** 이 사실을 안 원님은 팥쥐 엄마와 팥쥐에게 큰 벌을 주고 다시는 콩쥐 앞에 나타나지 못하게 했습니다. 그래서 마음씨 착한 콩쥐는 원님과 다시 만나 오래오래 행복하게 살았습니다.

# E. Key Patterns & Forms

## 1. Level 1: Particle Usage – 이/가; 을/를; 은/는; 도; 한테/에

* The Korean language has a rich particle system. In this section, we’ll review a few sets of basic particles.
* **이/가 Particle**: –이 follows a noun ending with a consonant and –가 follows a noun ending with a vowel. With a few exceptions, this set is usually attached to the subject of a sentence. These particles highlight or single out the noun to which they are attached. In folktales like the ones you are reading in this book, a story usually begins with “옛날 옛날에 (noun)**이/가** 살았습니다” *Once upon a time ~ there lived (noun)*. (You may see a different form of the verb 살다 *to live* in terms of the speech style and the level, depending on who is telling the story and who the audience is.) Here are a few examples from Version 1 of the story:  
  옛날 옛날에 콩쥐하고 홀아버지**가** 살았어요. Once upon a time there lived KongJwi   
   and her widowed father.  
  황소**가** 도와줬어요. An ox helped.  
  참새 들**이** 도와줬어요. Sparrows helped.  
  두꺼비**가** 도와줬어요. A toad helped  
  선녀**가** 도와줬어요. A fairy helped.
* **을/를 Particle**: –을 follows a noun ending with a consonant and –를 follows a noun ending with a vowel. This set is attached to the object of a sentence. Here are a few examples from Version 1 of the story:  
    
  팥쥐 엄마**를** 만났어요. (He) met PaJwi’s mother.

콩쥐**를** 미워했어요. (They) hated KongJwi.

콩쥐**를** 도와줬어요. (They) helped KongJwi.

일**을** 다 끝냈어요. (She) finished the work.

꽃신**을** 잃어버렸어요. (She) lost her floral shoe.

* **은/는 Particle**: –은 follows a noun ending with a consonant and –는 follows a noun ending with a vowel. This set can be attached to both the subject and the object of a sentence. The 은/는 set is used to mark the topic of a discourse; and is also used to indicate that the noun it follows is being compared or contrasted with something else that may or may not be mentioned in the discourse. Here are a few examples from Version 1 of the story:  
    
  하루**는 ~** One day ~

다른 하루**는 ~** Another day ~

이번에**는** This time (as opposed to other times)

팥쥐 엄마**는** 마음씨가 나빴어요. PatJwi’s mother (compare to good-natured   
 KongJwi,) was mean-spirited.

팥쥐하고 팥쥐엄마**는** 원님잔치에 갔어요. PatJwi and PatJwi’s mother (as opposed to   
 KongJwi who stayed and started working) went to the Magistrate’s party.

* **도 Particle**: –도 indicates that the noun it follows is an addition to something. Here are a few examples from Version 1 of the story:  
    
  팥쥐**도** 마음씨가 나빴어요. PatJwi too (in addition to her mother) was mean-spirited.   
  비단옷하고 꽃신**도** 주었어요. (She) gave her silk clothes and floral shoes too (in addition to the help she offered)
* **한테/에 Particle**: –한테 follows an animate object and –에 an inanimate object to mean ‘to,’ indicating to whom/which the action is directed. When -에 is used with a place or a time expression, it means ‘in’, ‘on’, or ‘at.’ -한테 and –에can be combined with the particle 은/는for comparison and 도 for addition. Here are a few examples from Version 1 of the story:  
    
  콩쥐**한테** 일을 많이 시켰어요. (She) ordered KongJwi to do a lot of work.

콩쥐**한테** 돌밭 일을 주었어요. (She) gave KongJwi stone-field-work.

원님 잔치**에** 갔어요. (They) went to the Magistrate’s party.

이번**에는** 참새들이 콩쥐를 도와줬어요. Sparrows helped KongJwi this time (compared to the other time when an ox helped).

콩쥐**한테는** 잘 맞았어요. (The shoes) fit KongJwi well (as opposed to PatJwi for whom the shoes were too small)

## 2-1. Level 2: Expressing favor - VCS+주다

* The VCS in VCS+주다 is an action performed on behalf of someone. Here are a few examples from Version 2 of the story:   
    
  황소가 돌밭을 **갈아 주었어요**. An ox plowed the stone field (for KongJwi).  
  참새들이 벼를 **찧어 주었어요**. Sparrows pounded unhulled rice (for KongJwi).   
  두꺼비가 항아리 구멍을 **막아 주었어요**. A toad blocked the hole in the pot (for KongJwi).  
  선녀가 베 옷을 **짜 주었어요**. The fairy weaved hemp clothes (for KongJwi).

## 2-2. Level 2: Obligatory - VCS+야 되다/하다

* The VCS in VCS+야 되다/하다 is an action that must be performed. Here are a few examples from Version 2 of the story:   
    
  돌밭을 **갈아야 했어요**. (She) had to plowed the stone field  
  벼를 **찧어야 했어요**. (She) had to pound unhulled rice.  
  항아리에 물을 **채워야 했어요**. (She) had to fill up the pot with water.

베 옷을 **짜야 했어요**. (She) had to weave hemp clothes.

## 3-1. Level 3: “No matter how much one does V” - 아무리 VCS+도

* This construction, 아무리 VCS+도, means “no matter how much one does VCS ~ .” It is used when the VCS action brings no fruition or result. The futile aspect can be more emphasized by adding VS+고 after 아무리, thus creating this form: 아무리 VS+고 VCS+도. Here are a few examples from Version 3 of the story:

**아무리 찧고 찧어도** 쌀더미는 줄지 않았습니다. No matter how much she pounded and pounded, the rice pile didn’t get smaller.   
**아무리 붓고 부어도** 항아리는 채워지지 않았습니다. No matter how much she poured and poured, the pot wouldn’t fill up.

**아무리 열심히 짜도** 다 끝낼 수 없었기 때문에 ~ Because she could not finish no matter how hard she weaved ~

**아무리 가고 싶어도** 갈 수 없었습니다. No matter how much she wanted to go, she could not go.

## 3-2. Level 3: “VS ends up happening (unfortunately)” – 그만 VS+고 말다

* This construction, 그만 VS+고 말다, means “VS ends up happening” and suggests that it is unfortunate for the one who undergoes the experience. We have several events in the story that 콩쥐 unfortunately had to undergo. Here are the sentences from Version 3 of the story:

콩쥐 어머니가 병으로 **그만 돌아가시고 말았습니다**. KongJwi’s mother ended up passing away due to an illness.

나무 호미가 **그만 부러지고 말았습니다**. The wooden hoe ended up broken.

꽃신 하나를 **그만 잃어버리고 말았습니다**. She ended up losing the floral shoe.

콩쥐를 원님으로부터 **그만 떼어 놓고 말았습니다**. They ended up having KongJwi separated from the magistrate.

# F. Post-viewing Activities

## 1. Vocabulary Review

**Directions**: Follow the links on Quizlet below for various activities to reinforce the learning of the key vocabulary.

### 1-1. Level 1 Key Vocabulary Activities [Flashcard](https://quizlet.com/124275733/flashcards) | [Learn](https://quizlet.com/124275733/learn) | [Speller](https://quizlet.com/124275733/speller) | [Test](https://quizlet.com/124275733/test)

### 1-2. Level 2 Key Vocabulary Activities [Flashcard](https://quizlet.com/124275951/flashcards) | [Learn](https://quizlet.com/124275951/learn) | [Speller](https://quizlet.com/124275951/speller) | [Test](https://quizlet.com/124275951/test)

### 1-3. Level 3 Key Vocabulary Activities [Flashcard](https://quizlet.com/124277465/flashcards) | [Learn](https://quizlet.com/124277465/learn) | [Speller](https://quizlet.com/124277465/speller) | [Test](https://quizlet.com/124277465/test)

## 2. Exercises

### 2-1. Level 1: Particles

**Directions**: Complete the sentences by filing in the blanks with the appropriate particles to tell the story of *KongJwi And PatJwi*.

1) “옛날 옛날에 콩쥐하고 홀아버지( ) 살았어요.”

2) “콩쥐( ) 마음씨가 아주 착했어요. 그런데 팥쥐( ) 마음씨가 나빴어요.”

3) “팥쥐( ) 마음씨가 아주 나빴어요. 팥쥐 엄마( ) 마음씨가 나빴어요.”

4) “팥쥐하고 팥쥐 엄마는 원님 잔치( ) 갔어요.”

5) “황소( ) 밭 일( ) 도와줬어요. 그리고 참새( ) 벼 일( ) 도와줬어요.”

6) “팥쥐한테 꽃신이 안 맞았어요. 그런데 콩쥐( )( ) 잘 맞았어요.”

### 2-2. Level 1: Summary

**Directions**: Based on the video viewing and the reading, fill in the blank with the appropriate word chosen from the given box. For verbs, make sure to change them into the most appropriate form. The completed paragraph will give you an outline of the story’s main plot.

|  |  |
| --- | --- |
| * 선녀 * 새어머니 * 두꺼비 * 홀아버지 * 잃어버리다 * 마음씨가 나쁘다 * 잔치 * 황소 * 벌 주다 | * 꽃신 * 주인 * 찾다 * 참새 * 착하다 * 결혼하다 * 원님 * 시키다 * 도와주다 |

콩쥐는 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_하고 살았어요. 콩쥐는 마음씨가 아주 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

콩쥐 아버지가 팥쥐 엄마하고 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . 그래서 팥쥐 엄마는 콩쥐 새엄마가 되었어요. 팥쥐 엄마는 마음씨가 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. 콩쥐한테 일을 많이 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_이/가 돌밭 일을 도와줬어요. 그리고 . \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_이/가 벼 일을 도와줬어요. 그리고\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_이/가 항아리 물 일을 도와줬어요. 그리고 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_이/가 베 일을 도와줬어요.

콩쥐가 원님 \_\_\_\_\_\_\_\_\_\_\_\_\_에 갔어요. 그런데 꽃신을 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . 원님이 꽃신 주인을 \_\_\_\_\_\_\_\_\_\_을/를 찾았어요. 원님이 팥쥐하고 팥쥐 엄마한테 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . 콩쥐는 원님하고 행복하게 살았어요.

### 2-3. Level 2: VCS+ 주다 & VCS+야 되다/하다 & Summary

**Directions**: Based on the reading and the completed paragraph above, fill in the blanks with the appropriate words chosen from the given box. Make sure to change the verbs into one of the forms appropriate for the context: noun modifier; the VCS+주다; the VCS+야 되다/하다.

|  |  |
| --- | --- |
| * 착하다 * 힘들다 * 넓다 * 듬직하다 * 갈다 * 막다 * 찧다 * 친절하다 * 아름답다 * 참새 * 꽃신 * 나다 | * 채우다 * 홀아버지 * 두꺼비 * 선녀 * 짜다 * 결혼하다 * 잃어버리다 * 찾다 * (마음씨가) 나쁘다 * 커다랗다 * 황소 * 잔치 |

콩쥐는 \_\_\_\_\_\_\_\_\_\_\_\_\_\_하고 살았어요. 그런데 콩쥐의 아버지가 마음씨 \_\_\_\_\_\_\_\_\_\_\_팥쥐 엄마하고 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. 팥쥐 엄마는 콩쥐를 미워하고 \_\_\_\_\_\_\_\_\_\_\_\_ 일을 많이 시켰어요.

하루는 \_\_\_\_\_\_\_\_\_ 돌밭을 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . 그런데 \_\_\_\_\_\_\_\_\_\_ 황소가 갈아 주었어요. 다른 하루는 벼를 많이 찧어야 했어요. 그런데 \_\_\_\_\_\_\_\_\_\_ 참새들이 와서 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . 다른 하루는 구멍이 \_\_\_\_\_\_\_\_\_\_ 항아리에 물을 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . 그런데 이번에는 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 두꺼비가 구멍을 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . 또 다른 하루는 베옷을 짜야 했어요 . 그런데 이번에는 \_\_\_\_\_\_\_\_\_\_\_\_ 선녀가 베옷을 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . 그래서 콩쥐는 원님 \_\_\_\_\_\_\_\_\_에 갈 수 있었어요. 그런데 꽃신을 잃어버렸어요. 콩쥐가 \_\_\_\_\_\_\_\_\_\_\_\_\_\_ 꽃신을 원님이 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . 원님은 팥쥐하고 팥쥐 엄마한테 벌을 주고 마음씨 \_\_\_\_\_\_\_\_\_\_\_ 콩쥐는 원님하고 행복하게 살았어요.

### 2-4. Level 3: 아무리 VCS+도

**Directions**: Based on the Level 3 story, answer the questions using 아무리 VCS+도.

1) 참새들이 날아오기 전, 콩쥐는 벼를 다 찧을 수 있었습니까?

2) 두꺼비가 나타나기 전, 콩쥐는 새어머니가 채우라고 한 항아리에 물을 채울 수 있었습니까?

3) 선녀가 내려오기 전, 콩쥐는 베옷 백 벌을 다 짤 수 있었습니까?

4) 선녀가 내려오기 전, 콩쥐는 원님 잔치에 갈 수 있었습니까?

### 2-5. Level 3: 그만VS+고 말다

**Directions**: Complete the given section using 그만 VS+고 말다 to tell the story.

1) 콩쥐 어머니가 병으로 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . 그 후 콩쥐 아버지는 팥쥐 엄마를 만나서 결혼하게 되었습니다.

2) 넓은 돌밭을 나무 호미로 갈다가 호미가 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

3) 급하게 원님 잔치에 뛰어가다가 꽃 신 하나를 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

4) 마음씨 고약한 팥쥐와 팥쥐 엄마는 원님이 콩쥐를 아내로 맞아들인 후에 콩쥐를 원님으로부터 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

### 2-6. Level 3: Discussion

**Directions**: Review the given vocabulary and the key didactic themes of this story presented in the box below. Then, briefly explain how you think each theme is conveyed in the story.

|  |  |
| --- | --- |
| * 홀아버지 single father * 결혼하다 to get married * 착하다 to be good-natured; to be kind-hearted * (마음씨가) 고약하다 to be ill-natured; to be mean-spirited * 미워하다 to hate * 구박하다 to be mean and mistreat * 힘들다 to be difficult * 넓다 to be big and wide * 갈다 to plow * 커다랗다 to be big and large * 황소 ox * 위로하다 * 찧다 to pound * 친절하다 to be kin | * 참새 sparrow * 나다 to appear; to come to exist * 채우다 to fill in * 듬직하다 to be well-built and looking dependable * 두꺼비 toad * 막다 to block * 아름답다 to be beautiful * 선녀Korean fairy * 짜다 to weave * 잔치 feast; party * 꽃신 floral shoes * 잃어버리다 to lose * 찾다 to find; to look for * 벌주다 to give punishment |
| 1. “권선징악” Virtue is rewarded and vice punished; Poetic justice  2. “인과응보” What goes around comes around.  3. “고진감래” After the bitter comes the sweet. | |

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## 3. Creative Writing

### Level 2 & Level 3:

1) Imagine yourself as PatJwi’s mom for a moment and think of two additional chores to give to KongJwi. Then, for each, write a scene describing the challenges she faces, the help she receives, and how the chore gets completed.

2) Change the floral shoe that KongJwi loses to something else and create your version of the story.

## 4. Discussion

### Level 2 & Level 3:

1) Can you think of a fairytale or folktale you know of that is similar to콩쥐와 팥쥐, or some aspects of the story that are similar to this? Share that story.

2) The three versions of the story do not tell the details of the events after the marriage of KongJwi and the magistrate. Watch the video [here](https://youtu.be/DF_HUu4XQ-g) starting at minute 10. Or follow the link [here](http://terms.naver.com/entry.nhn?docId=2120380&cid=50223&categoryId=51051) to read the summary provided by The National Folk Museum of Korea with the elaborated ending. Then discuss the aspects that are different from the ending of the Chapter 1 story, *Heungbu And Nolbu*, and what lessons each shows.

# [CHAPTER 3]

# The Story of ShimCheong 심청전

# A. Key Themes & Topics

1. 효 Filial piety

2. 희생 Sacrifice

3. “고진감래” After the bitter comes the sweet.

# B. Introduction

Watch at least two videos of *The Story of ShimCheong* 심청전, in Korean and English.

## 1. Videos in Korean 한국어 비디오

[*Click*](https://www.youtube.com/watch?v=KjSTdw08cWE) Kids TV OZ Length 7:39

[*Click*](https://www.youtube.com/watch?v=J5DfY9fMKWU) Hello Kids Channel Length 9:04

[*Click*](https://youtu.be/z0yO9tErI-c) Book 21 Channel Length 20:42 (Recommended for Version 3)

## 2. Videos in English영어 비디오

[*Click*](https://www.youtube.com/watch?v=2Sg7lA8F6rc) Kids TV OZ Channel Length 2:26 in song

[*Click*](https://youtu.be/vsTvZw7odoc) Hello Kids Channel Length 5:03

# C. Warm-up Activities

## 1. Notable Elements

### 1-1. Terms & Values

The terms in blue below are often associated with or symbolize specific qualities and attributes in traditional Korean culture. If it is an object and you are not familiar with it, search for some images on the Internet first. Then follow the links for each to learn more about it. They will help enhance your appreciation of the story you are about to read, as well as the other stories in this book!

**1) 효 Filial piety**

The main theme of the story introduced in this chapter, 심청전 *The Story of ShimCheong*, is filial piety. The central character 심청 epitomizes a paragon of noble filial piety as she chooses to sacrifice her life for the well-being of her blind father.

Traditional Korean values show the heavy influence of Confucius’ teaching and tenets; and one of the main tenets of Confucianism is filial piety. The concept of filial piety, 효 in Korean, is interwoven in the fabric of Korean life to this day. Here are a few terms that include the term 효:   
효성 reverence and respect for one’s parents

효도 efforts and actions showing reverence, respect, and love for one’s parents

효녀 filial daughter (‘심청’ is often accompanied by this word in front: ‘효녀 심청’)

효자 filial son

효부 filial daughter-in-law

**2) 쌀 Rice**   
An everyday traditional Korean meal is comprised of a bowl of cooked rice 밥 and side dishes, and possibly soup or stew. Side dishes, soup, or stew may vary; but the cooked rice is an indispensible part of any meal. It is one of the main staples of the Korean diet. Rice-related lexicon, proverbs, and idioms all reveal the depth of interest in rice and its close proximity to daily life in Korean culture. On the word list below for different forms of rice, you’ll notice that each word is entirely different from the others:

모 rice seedling

벼 rice plant

쌀 uncooked rice

싸라기 half-crushed uncooked rice

밥 cooked rice

누룽지 crust of overcooked or scorched rice

숭늉 scorched-rice water

논 rice paddy

뒤주 wooden cabinet for storing rice ( [*Click*](http://goo.gl/9SFGwR) )

Click the links for some images of rice at different stages and in different forms. With the list above, you can now refer to them with the proper terms!

* 모; 벼; 논 <http://blog.naver.com/kong8273/220514925246>
* 벼 <http://3mjiny.blog.me/220523202004>
* 쌀; 밥 <http://goo.gl/KfyTod>
* 누룽지 <http://goo.gl/7yKz3r>
* 숭늉 <http://goo.gl/o2sDLb>

**3) 연꽃Lotus flower (And about other floras)**

In this story, ShimCheong is sent back to the world by the Sea King who puts her in a lotus flower. The king receives the lotus flower and there the flower opens up and ShimCheong appears from it. The significance of the lotus flower in the story can be connected to its symbolism. The lotus flower represents purity, dignity, and integrity that remain intact despite the rough environment from which it grows.

* Symbolism for plants and flowers <http://goo.gl/VcdYPh>
* Images of lotus flowers <http://blog.daum.net/sjj5454/12772325>
* Lotus flowers in painting <https://youtu.be/RNRldJMwxD8>

### 1-2. Proverbs & Idioms

Below are a few proverbs or idioms that are imbued with the values and the attributions discussed in 1-1. Select the choice that is most relevant to the underlying meaning of the given proverb or the idiom.

1) “**효성**이 지극하면 돌 위에 꽃이 핀다.” *A flower will bloom on a stone with earnest filial   
 piety.*

a. This means if one has the intention and desire to carry out filial duties, s/he can achieve   
 them regardless of the circumstance.

b. This means filial piety will bring happiness and joy to a family.

c. This means actions of filial piety should attest to the highest standard of moral virtues.

2) “**효부** 없는 효자 없다.” *One cannot have a filial son without the filial daughter-in-law.*

a. This means that sons will become devoted and dutiful to his parents only   
 after he gets married.

b. This means that a son can fulfill his duties as a devoted son only with support from his   
 wife.

c. This means that after a son gets married, his wife fulfills her duties as a filial   
 daughter-in-law.

3) “긴 병에 **효자** 없다.” *There is no filial son with the presence of a long-term illness.*

a. This means that in order to become a filial son, he has to maintain his health.

b. This means that a long-term illness causes too much suffering and problems for a filial   
 son.

c. This means that people will lose sincerity and eventually neglect anything that is   
 dragged on for too long.

4) “**쌀**은 쏟고 주워도 말은 하고 못 줏는다.”  *You can pick up rice if you spill, but you   
 cannot take back your words once you speak.*

a. This reminds us of the importance of being prudent with one’s words.

b. This reminds us of the importance of giving a second chance to others for their   
 mistakes.

c. This reminds us of the importance of being quiet and not making noise during a meal.

6) “**벼**는 익을수록 고개를 숙인다.” *The more ripe rice plants become, the lower they hold their   
 head.*

a. This recommends that a person become more humble as s/he becomes more competent   
 or successfully.

b. This recommends that a person does not pass up the chance to see a spectacle.

c. This recommends that a person not turn away from someone in need.

7) “**밥** 먹듯 한다.” *S/he does it as if s/he eats rice.*

a. This refers to a frequently occurring action.

b. This refers to an easily accomplished task.

c. This refers to an action that carries significant consequences.

8) “**밥** 안 먹어도 배부르다.” *I’m feeling full even though I didn’t have rice (or ‘~ didn’t have a   
 meal’).*

a. This refers to a state of being so busy that one forgets to eat.

b. This refers to deep satisfaction and happiness borne from a joyous event.

c. This refers to the state of being full after having a feast.

9) “**싸라기밥**을 먹었나!” *I wonder if s/he’s eaten half-crushed rice!*

a. This is used as a sarcastic remark when someone impertinently speaks in the casual   
 speech style called ‘반말.’

b. This is used as a sarcastic remark when someone underperforms or does work   
 slovenly.

c. This is used as a sarcastic remark when one dresses poorly or shows no sense of   
 style.

## 2. Key Words & Plot

After watching at least two videos under Section B, provide a summary of the story using the given [*Key Vocabulary*](https://quizlet.com/_1zxfe3) on Quizlet ([*Click*](https://quizlet.com/120266539/story-of-shimchung_pre-reading-1-flash-cards/)). Regardless of your level though, make sure to use all essential words below:

|  |  |
| --- | --- |
| * ‘심청’ * ‘심봉사’ Blind Shim * 아버지 father * 효녀 filial daughter * 효심 heart of filial piety * 지극하다 to be utmost devoted * ‘인당수’ InDang Water * 제물 sacrificial offering * 연꽃 lotus flower * 돌아가다 or 돌아오다 to go back or to come back * 어부 fisherman | * 임금님 King * 갖다드리다 to take and give (to a higher person) * 왕후 Queen * 되다 to become * 궁 palace * 장님 blind * 잔치 feast; party * 목소리 voice * 깜짝 놀라다 to be suddenly surprised * 눈을 번쩍 뜨다 to open one’s eyes suddenly and widely |

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# D. The Story with Key Vocabulary

The words in boldface can be found on the Key Vocabulary list on Quizlet. Click the link to view the list before each story.

## LEVEL 1

#### Key Vocabulary on Quizlet [Click](https://quizlet.com/124767277/_the-story-of-shimcheong_level-1-flash-cards/)

옛날 옛날 **어느 마을**에 한 **부부**가 살았습니다. **부인**은 **마음씨가 곱고** **솜씨**가 좋았습니다. **남편**도 마음씨가 착하고 부인을 아주 **아꼈습니다**. 그런데 남편은 장님이었습니다. 그래서 이름이 심**봉사였습**니다.

**어느날** 심봉사 부인이 **꿈을 꾸었습니다.** 그 꿈에서 **선녀**를 **품에 안았는데** 그 후 곧 **딸**을 **낳았습니다.** 이름은 심청이었습니다. 그런데 **불행히** 심청 어머니가 금방 **돌아가셨습니다**. 심봉사는 혼자 아기 심청을 **힘들게** **키웠습니다**. 그래도 심청은 예쁘고 착하게 자랐습니다. 그리고 **효성**이 **지극하여** 장님 아버지를 극진히 모셨습니다. 심청은 ‘**효녀** 심청’이었습니다.

어느날 저녁 심봉사가 심청을 **마중하러** 나갔습니다. 그런데 **개천**에 **빠졌습니다**. **다행히** **스님**이 **구해** 주셨습니다. 그리고 이렇게 말씀하셨습니다. “부처님께 **공양미** 삼 백 **석**을 **바치면** **눈을 뜹니다**.”

**그즈음**에 **뱃사람**들이 **인당수**에 **제사**를 드려야 했습니다. 그래서 제물로 **처녀**를 **찾으러** 다녔습니다. 이 이야기를 듣고 효녀 심청은 뱃사람들을 만나러 가서 말했습니다. “제가 인당수 제물이 되겠습니다. 공양미 삼 백석을 아버지께 주세요.”

**그렇게 해서** 효녀 심청은 인당수 제물로 **바다**에 **빠졌습니다**. 그런데 **용왕님**이 심청의 효성에 **감동하시고** 말씀하셨습니다. “효성이 지극하구나. 다시 **인간세상**으로 보내 주겠다. ” 심청을 **연꽃**에 **넣으시고** 인당수로 보내셨습니다.

인당수 **어부**들이 연꽃을 보았습니다. 너무 **신기했습니다**. 그래서 그 꽃을 임금님께 드리러 궁에 갔습니다.

임금님 앞에서 연꽃이 **열리고** 심청이 나왔습니다. 심청은 **더욱** **곱고** 예뻤습니다. 심청을 보고 **신하**들이 말했습니다. “**하늘**에서 왕후를 보내셨습니다!”

그렇게 해서 심청은 왕후가 되었습니다. 그리고 임금님하고 행복하게 지냈습니다. 그렇지만 장님 아버지 **걱정**과 생각에 **슬펐습니다**. 이것을 아시고 임금님은 **나라**의 장님들을 궁의 **잔치**에 다 초대하셨습니다. 심봉사도 이 잔치 소식을 듣고 궁에 왔습니다.

효녀 심청은 잔치에서 아버지를 기다렸습니다. 그리고 **드디어** 아버지를 찾았습니다!

“아버지, 아버지 딸 청입니다, 아버지!”

“내 딸 청이?”

심봉사는 너무 **놀랐습니다**. 그래서 **눈을 번쩍** - **떴습니다**. 딸 심청도 보이고 임금님도 보이고 궁도 보였습니다. 심봉사는 이제 장님이 아니었습니다!

그렇게 효녀 심청하고 아버지가 다시 만났습니다. 그때부터 임금님하고 왕후 효녀심청하고 아버지는 궁에서 행복하게 살았습니다.

## LEVEL 2

#### Key Vocabulary on Quizlet [Click](https://quizlet.com/125495328/_the-story-of-shimcheong_level-2-flash-cards/)

옛날 옛날 **어느 마을**에 한 **부부**가 살았습니다. **부인**은 **마음씨가** **곱고** **솜씨**가 좋았고 남편도 마음씨가 착하고 부인을 아주 **아꼈습니다**. 그런데 남편은 **장님**이라서 사람들이 심**봉사**라고 했습니다.

어느날 심봉사 부인이 선녀를 **품에 안는 꿈을** 꾸었습니다. 그 후 곧 **딸**을 **낳게 되어 너무 기뻤습니다.** 심봉사 부부는 딸 이름을 심청이라고 했습니다. 그런데 딸을 낳은 후 **바로** 심청 어머니가 **돌아가셨습니다**. 어려운 **환경**이었지만 심청은 **참으로** 예쁘고 착하게 **자랐습니다**. 열심히 일하고 장님 아버지를 **극진히** **모셔서** 사람들은 심청을 ‘효녀 심청’이라고 했습니다.

어느날 저녁 심봉사가 일하러 나간 심청을 **마중하러** 나갔는데 그만 **개천**에 **빠지게** 되었습니다. **다행히** 지나가는 **스님**이보고 **구해 주셨습니다.**  스님은 심봉사에게 “부처님께 **공양미** 삼 백 **석**을 **바치면** **눈을 뜰** 수 있을 겁니다”라고 했습니다.

그즈음에 **뱃사람**들이 인당수에 **제물**로 바칠 **처녀**를 찾고 있었습니다. 이 말을 들은 후 효녀 심청은 바로 뱃사람들을 만나서 “제가 인당수 제물이 되겠습니다. 공양미 삼 백석을 아버지께 주세요”라고 했습니다.

인당수에 제물로 도착한 심청은 한 번 더 아버지 눈을 위해 **기원한** 후 **바다**에 **몸**을 **던졌습니다**. **용왕님**이 이런 심청의 효성에 **감동하셨습니다**. “효성이 **지극하구나**. 다시 **인간세상**으로 돌아가라”라고 말씀하신 후 심청을 **연꽃**에 **넣어** 인당수로 다시 보내셨습니다.

인당수에 **떠** 있는 연꽃을 **어부**들이 보게 되었습니다. “와아, 저 꽃이 뭐지? 임금님께 갖다드리자”라고 했습니다. 어부들은 **신기한** 연꽃을 임금님께 바치러 바로 궁에 가지고 갔습니다.

**왕후**가 돌아가신 후 **홀로** 지내시는 임금님 앞에서 연꽃이 **열렸습니다**. 그리고 **곱고** 아름다운 심청이 걸어나왔습니다. 신하들은 “**하늘**에서 왕후를 보내셨습니다!”라고 했습니다. 그렇게 해서 임금님은 착하고 고운 심청을 왕후로 **맞으셨습니다**.

심청은 임금님과 행복한 시간을 보내게 되었지만 장님 아버지 **걱정**과 생각에 **슬펐습니다**. 이 사실을 알게 된 임금임은 **나라**의 장님들을 궁의 **잔치**에 다 **초대하셨습니다**. 심봉사도 이 잔치 소식을 듣게 되어 궁을 찾아 왔습니다.

심청은 궁 **마당** **멀리** 있었지만 아버지 심봉사를 바로 **알아보았습니다**. **달려가서** 아버지 손을 **붙잡고**, “아버지, 아버지 딸 청입니다, 아버지!”라고 말했습니다.

“내 딸 청이?”

심봉사는 너무 **놀랐습니다**. 그래서 **눈을 번쩍** - **떴습니다**. 딸 심청도 보이고 임금님도 보이고 궁도 보였습니다. 심봉사는 이제 장님이 아니었습니다!

그렇게 해서 효녀 심청과 아버지가 다시 만나게 되고 심봉사가 눈을 뜨게 되었습니다. 그 후 궁과 나라에 **경사**가 더 많이 생겼습니다. 그래서 사람들은 “극진한 효성은 바다도 하늘도 감동하지”라고 이야기하게 되었습니다.

## LEVEL 3

* **Key Vocabulary on Quizlet** [**Click**](https://quizlet.com/125506144/_the-story-of-shimcheong_level-3-flash-cards/)

옛날 옛날 **어느 마을**에 **마음씨가** **곱고** **솜씨** 좋은 **부인**과 착하고 부인을 **아끼는 남편** 심학규가 살았습니다. 그런데 심학규는 앞을 못보는 **장님**이라서 사람들이 심**봉사**라고 불렀습니다. 이 부부에게는 **소원**이 한 가지 있었는데 그건 **아이**를 하나 **갖는** 것이었습니다.

그러던 어느날 밤 심봉사의 부인이 선녀를 **품에 안는 꿈을** 꾸었습니다. 그 후에 곧 예쁘고 고운 **딸**을  **낳는** **경사**를 **맞게** 되었고 부부는 딸 이름을 심청이라고 지었습니다.

그러나 불행히 그 경사는 잠깐일 뿐, **젖먹이** 심청이를 두고 심봉사의 부인은 세상을 떠나게 되었습니다. 부인이 세상을 떠난 후 심봉사는 **젖동냥**을 하면서 어렵게 심청이를 **키웠습니다**. 어려운 **환경에도 불구하고** 심청은 장님 아버지를 **극진히** **모시는** **효녀로** **자랐습니다**. 앞 못보는 아버지를 잘 모시기 위해 효녀 심청은 매일 아침부터 저녁까지 열심히 일했습니다.

어느날 심봉사는 일하러 나간 심청을 **마중하러** 나갔다가 그만 **개천**에 **빠지고** 말았습니다. **다행히** 지나가던 **스님**의 도움을 받고 물에서 나오게 되었는데 그 스님은 심봉사에게 **부처님**께 **공양미** 삼 백 **석**을 **바치면** **눈을 뜰** 수 있다고 이야기했습니다. 이 말을 들은 심봉사는 바로 그렇게 하겠다고 **약속**해 버렸지만 가난한 **살림**에 쌀 삼 백 석을 **구하는** 것은 **불가능했습니다**. 약속을 **후회하면서** 심봉사는 그날부터 **근심**에 빠졌습니다. 심청도 이 사실을 알고 **안타까웠습니다**. 그러던 중 **소문**을 하나 듣게 되었는데 그건 **뱃사람**들이 **인당수**에 **제물**로 바칠 **처녀**를 찾는다는 이야기였습니다. 효녀 심청은 바로 뱃사람들을 찾아가서 자신이 제물이 될 수 있으니 그 **대가**로 공양미 삼 백 석을 달라고 하고 뱃사람들의 약속을 받았습니다.

심청이 인당수로 떠나는 날 딸이 제물이 된다는 사실을 알고 심봉사는 딸을 **붙잡고** **울었습니다**. 효녀 심청이는 눈 먼 아버지를 걱정하면서 **오히려** 심봉사를 **위로하고** 슬퍼하며 떠났습니다. 인당수에 도착한 배 위에서 한 번 더 아버지의 눈을 뜨게 해 달라고 **기원한** 후 **바다**에 **몸**을 **던졌고** 심청의 모습은 **순식간**에 **파도** 속으로 **사라졌습니다**.

**정신을 차리고** 보니 심청은 **용궁**에 와 있었습니다. **용왕님**이 심청의 이야기를 다 들으신 후 심청의 **지극한** 효성에 **감동하셨습니다**. “효성이 극진하구나. 다시 **인간세상**으로 돌아가라”고 말씀하신 후 **연꽃**에 **넣어** 인당수로 다시 올려보내셨습니다.

인당수에 **떠** 있는 **신기한** 연꽃을 **어부**들이 보고 임금님께 바치러 바로 **궁**에 가지고 갔습니다. 어부들의 이야기를 들으신 임금님이 앞에 오자 **꽃잎**이 열리면서 아름답고 고운 심청이 나타났습니다. 신하들은 **왕후**가 돌아가신 후 **홀로** 지내시는 임금님께 하늘이 심청을 보내 주신 것이라 하며 **기뻐했습니다**. **그렇게 해서** 임금님은 아름답고 고운 심청을 **새로운** 왕후로 맞으셨습니다.

왕후가 된 심청이는 임금님과 행복한 **나날**을 보내게 되었습니다. 그러나 심청의 마음에 떠나지 않는 근심이 있었는데 그건 홀로 지내고 계실 눈 먼 아버지에 대한 **걱정**이었습니다. 이 사실를 알게 된 임금님은 **나라**의 모든 장님들을 초대해서 큰 **잔치**를 열었습니다. 외롭고 어렵게 살던 심봉사도 이 소식을 듣고 궁을 찾아 왔습니다. 아버지 **모습**이 보이기만을 기다리고 기다리던 효녀 심청은 궁에 **들어서는** 심봉사의 모습을 보자마자 **달려갔습니다**. 아버지 손을 붙잡고, “아버지, 저 아버지 딸 심청입니다, 아버지!”라고 말했습니다.

“뭐라고? 내 딸 청이라고?”

심봉사는 너무 **놀랐습니다**. 임당수에 제물이 되어 죽은 줄 알고 있던 딸의 **목소리**를 듣고 너무 놀라 꿈을 꾸는 것 같아 자신도 모르게 **눈을 번쩍** - **떴습니다**. **평생** 앞을 못 보던 심봉사가 왕후가 된 딸 심청의 모습이 보이고 임금님이 보이고 궁이 보였습니다. 심봉사는 이제 장님이 아니었습니다! “나한테 **단** 하나의 소원이 있었는데 그건 이렇게 내 딸 얼굴 한 번 보는 것이었다. 그런데 그 날이 이렇게 올 줄이야!” 심봉사는 감사하고 **감격해서** 울었습니다.

잔치는 더없이 좋은 경사를 맞아 감격의 눈물과 기쁨으로 채워졌습니다. 그 후에도 임금님과 왕후 효녀 심청이와 아버지가 사는 궁에도, 그리고 나라에도 경사가 **이어지는** **복**을 **누렸습니다**. 이를 보며 사람들은 지극한 효성은 바다와 하늘도 감동한다고 이야기하게 되었습니다.

# E. Key Patterns & Forms

## 1-1. Level 1: Connecting Sentences with VS+고 Conjunction

* VS+고 connects two or more sentences connected by 그리고. Note here that the tense is marked in the verb that ends the combined sentence (indicated in green). Let’s look at the sentences with –고 taken from the Level 1 version:

- 부인은 마음씨가 곱고 솜씨가 좋았습니다. The wife was good-hearted and was dexterous.

- 남편도 마음씨가 착하고 부인을 아주 아꼈습니다. The husband was also good-hearted and cherished his wife.

- 이 이야기를 듣고 효녀 심청은 뱃사람들을 만나러 가서 말했습니다. After hearing this story, Devoted Daughter ShimCheong went to meet the sailors and told (them).

-바다의 용왕님이 심청의 효성에 감동하시고 말씀하셨습니다. The Sea King of the sea was moved by ShimCheong’s filial piety and told (her).

- 심청을 연꽃에 넣으시고 다시 인당수로 보내셨습니다. He put ShimCheong in a lotus flower and sent her back to the InDang Sea.  
- 딸 심청도 보이고 임금님도 보이고 궁도 보였습니다.  He saw his daughter, ShimCheong; saw the King; and saw the palace.

## 1-2. Level 1: Expressing Purpose of Going & Coming Verbs - VS+(으)러 가다/오다

* VS+(으)러 가다/오다 (or any other verb with a meaning of going or coming) is a construction used to express an action of going or coming and its purpose. Here are some examples from the story:

- 심봉사가 심청을 마중하러 나갔습니다. Blind Shim went out to welcome ShimCheong.

- 처녀를 찾으러 다녔습니다. They went around to find an unmarried woman.

- 효녀 심청은 뱃사람을 만나러 가서 얘기했습니다. Devoted Daughter ShimCheong went to meet the sailors and told (them).

- 임금님께 드리러 바로 궁에 갔습니다. They went to the palace to give it to the King.

## 2-1. Level 2: Introducing Names & Quoting – N(이)라고 하다

* **N(이)라고 하다** is used when introducing a name as a new piece of information. Here are some examples taken from the Level 1 version:

- 남편은 장님이라서 사람들이 심봉사라고 했습니다. The husband was blind, so people called (him) Blind Shim.   
- 심봉사 부부는 딸 이름을 심청이라고 했습니다. The Blind Shim couple named their daughter ShimCheong.   
- 열심히 일하고 장님 아버지를 극진히 모셔서 사람들은 심청을 ‘효녀 심청’이라고 했습니다. Because she worked hard and looked after her blind father with utmost devotion, people called her ‘Devoted Daughter ShimCheong.’

* **N(이)라고 하다** is also used to quote someone. In this case, the N will be replaced by a direct quote, which in effect is being treated as a noun (N). Here are some examples taken from the story:   
  - **“**부처님께 공양미 삼 백석을 바치면 눈을 뜰 수 있을 겁니다**”**라고 했습니다.   
   He said, “If you offer 300 bags of offertory-rice to Buhdda, you will be able to open your eyes.”

- **“**제가 인당수 제물이 되겠습니다. 공양미 삼 백석을 아버지께 주세요**”**라고 했습니다.  
She said, “I’ll be the sacrifice to the InDang Sea. Please give my father 300 bags of offertoryr-ice.”

- **“**효성이 극진하구나. 다시 인간 세상으로 돌아가라**”**라고 했습니다.   
He said, “Your heart of filial piety is indeed most sincere. Go back to the human world again.”

- **“**와아, 이 꽃이 뭐지? 임금님께 갖다드리자**”**라고 했습니다.   
They said, “Wow, what is this flower? Let us take it and give it to the King.”

-신하들이 **“**하늘에서 왕후를 보내셨습니다**”**라고 했습니다.   
The vassals said, “Heaven has sent us our Queen.”

- **“**아버지, 아버지 딸 청입니다, 아버지!**”**라고 했습니다.   
She said, “Father, this is your daughter Cheong, Father!”

## 2-2. Level 2: Expressing How Things Turn Out - VS+게 되다

* VS+게 되다 is used to highlight how things turn out after a chain of events or outside factors affect the outcome. Look at the sentences or clauses from the story below and think back to the circumstances for each. And think about why the verb is in the VS+게 되다form rather than in a simple verb form:   
    
  - 개천에 빠지게 되었는데 지나가는 스님이 보고 구해 주셨습니다. (Things happened such that) he fell into a brook; and a monk passing by saw and rescued him.

- 어부들이 보게 되었습니다. (Things happened such that) Fishermen discovered it.

- 심청은 임금님과 행복한 시간을 보내게 되었지만 ~ (Things unfolded such that ~) although ShimCheong got to spend happy time with the king ~

- 이 사실을 알게 되신 임금님 ~ (Things unfolded such that) The King who came to know this fact ~

- 심봉사도 이 잔치 소식을 듣게 되어 궁을 찾아 왔습니다. Blind Shim too came to learn of this news about the feast, so he came to the palace.

- 그렇게 효녀 심청과 아버지가 다시 만나게 되고 아버지 심봉사는 눈을 뜨게 되었습니다. (Things transpired and) Just in that way, Devoted Daughter ShimCheong and Father got to meet again, and her father Blind Shim got to see the world.

- 사람들은 “극진한 효성은 바다도 하늘도 감동하지”라고 이야기하게 되었습니다.   
 (Things unfolded such that) people now came to say that “Both the sea and the   
 heaven are moved by devoted filial piety.”

## 3. Level 3: Intro Clause + Body Clause: N1이/가 -ㄴ데 + 그건 N2 이다

* N1이/가 –ㄴ데 + 그건 N2이다 consists of two parts: first the introductory clause and then the body clause, which provides details or explanations for the introduction. The introductory clause prepares the reader/listener for the details or the explanations to come in the body clause. Here are examples taken from the Level 3 version:  
    
   - 이 부부에게는 소원이 한 가지 있었는데 **그건** 아이를 하나 갖는 **것이었습니다**.

For this couple, there was one wish, and it was to have a child.   
- 그러나 심청의 마음에 떠나지 않는 근심이 있었는데 **그건** 홀로 지내고 계실 눈 먼 아버지에 대한 **생각이었습니다**.

But ShimCheong had a concern that wouldn’t leave her heart, and it was the thought of her blind father who must be living alone.

- 나한테 단 하나의 소원이 있었는데 **그건** 이렇게 내 딸 얼굴 한 번 보는 **것이었다**. 그런데 그 날이 이렇게 올 줄이야!

I had only one wish, and that was to see the face of my daughter once just like this. But who knew that the day would indeed come in this way!

# F. Post-viewing Activities

## 1. Vocabulary Review

**Directions**: Follow the links on Quizlet below for various activities to reinforce the learning of the key vocabulary.

### 1-1. Level 1 Key Vocabulary Activities [Flashcard](https://quizlet.com/124767277/flashcards) | [Learn](https://quizlet.com/124767277/learn) | [Speller](https://quizlet.com/124767277/learn) | [Test](https://quizlet.com/124767277/test)

### 1-2. Level 2 Key Vocabulary Activities [Flashcard](https://quizlet.com/125495328/flashcards) | [Learn](https://quizlet.com/125495328/learn) | [Speller](https://quizlet.com/125495328/speller) | [Test](https://quizlet.com/125495328/test)

### 1-3. Level 3 Key Vocabulary Activities [Flashcard](https://quizlet.com/125506144/flashcards) | [Learn](https://quizlet.com/125506144/learn) | [Speller](https://quizlet.com/125506144/speller) | [Test](https://quizlet.com/125506144/test)

## 2. Exercises

### 2-1. Level 1: -고 Conjunction

**Directions**: Complete each sentence by filing in the blanks with the appropriate verbs from the given box to tell the story of *ShimCheong*. The first verb should be the –고 and the second verb in the –ㅂ니다 form.

|  |
| --- |
| 좋다 / 말씀하시다 / 보이다 / 착하다 / 나오다 / 듣다 / 보내시다 / 가다 / 아끼다 / 넣다 / 열리다 / 감동하시다 / 보이다 / 곱다 |

1) “부인은 마음씨가 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 솜씨가 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

2) “남편도 마음씨가 아주\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_부인을 아주\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

3) “심청은 인당수 제물 이야기를\_\_\_\_\_\_\_\_\_\_\_ 뱃사람들을 만나러\_\_\_\_\_\_\_\_\_\_\_\_\_.”

4) “바다의 용왕님이 심청의 효성에\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 심청에게\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

5) “용왕님은 심청을 연꽃에\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 다시 인당수로\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .”

6) “임금님 앞에서 연꽃에\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 심청이 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .”

7) “심봉사는 딸 심청도\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 궁도\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

### 2-2. Level 1: VS+(으)러 가다/오다

**Directions**: Using VS+(으)러 가다/오다, complete each sentence by filing in the blanks with the appropriate verbs from the given box to tell the story of *ShimCheong*.

|  |
| --- |
| 만나다 / 드리다 / 마중하다 / 찾다 |

1) “심봉사가 심청을 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 나갔습니다. 그런데 개천에 빠졌습니다.”

2) “뱃사람들이 인당수 제물로 처녀를 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 다녔습니다.”

3) “심청은 뱃사람들을 \_\_\_\_\_\_\_\_\_\_\_ 찾아 갔습니다.”

4) “어부들이 신기한 연꽃을 보았습니다. 그 연꽃을 임금님께 \_\_\_\_\_\_\_\_\_\_\_ 궁에 갔습니다.”

### 2-3. Level 1: Summary

**Directions**: Based on the video viewing and the reading, fill in the blanks with the appropriate word chosen from the box. For verbs, make sure to change them into the most appropriate form. The completed paragraph will give you an outline of the story’s main plot.

|  |  |
| --- | --- |
| * 심봉사 * 임금님 * 지극하다 * 깜짝 놀라다 * 목소리 * 장님 * 어부 * 잔치 | * 연꽃 * 궁 * 왕후 * 제물 * 인당수 * 눈을 번쩍 뜨다 * 효심 * 감동하다 |

심청은 아버지 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_하고 살았어요. 심청은 효심이 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

그래서 인당수의 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_이/가 되었어요. 그런데 용왕님이 효심에 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . 그래서 심청을 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_에 넣으시고 인당수로 다시 보내셨어요. 인당수에서 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_이/가 그 연꽃을 보았어요. 그 연꽃을 \_\_\_\_\_\_\_\_\_\_\_\_\_께 드리러 \_\_\_\_\_\_\_\_\_\_\_\_\_\_에 갔어요. 그렇게 해서 임금님이 심청을 만나셨어요. 심청은 한 나라의 \_\_\_\_\_\_\_\_\_\_\_\_\_\_이/가 되었어요. 임금님이 나라의 \_\_\_\_\_\_\_\_\_\_들을 궁의 \_\_\_\_\_\_\_\_\_\_\_\_\_에 초대하셨어요. 심청의 아버지도 그 잔치에 왔어요. 심봉사는 심청의 목소리를 듣고 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . 그래서 눈을 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

### 2-4. Level 2: N(이)라고 하다

**Directions**: Based on the story, complete each sentence by providing the appropriate name/term as a new piece of information.

1) “동네 사람들은 심청의 아버지가 장님이라서\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .”

2) “심봉사 부부는 딸을 낳고 이름을 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .”

3) “심청이 장님 아버지를 극진히 돌보아서 사람들이 심청을 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­­\_\_\_\_\_ .”

### 2-5. Level 2: VS+게 되다

Directions: Based on the reading, complete each sentence by filling in the blank. Note that the action verb used in the blank should indicate that it is a result of a chain of events or outside factors at work.

|  |
| --- |
| 듣다 / 뜨다 / 보다 / 빠지다 / 보내다 |

1) “심봉사가 개천에 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 지나가는 스님이 보고 구해주셨습니다. .”

2) “인당수에 떠 있는 연꽃을 어부들이 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .”

3) “심청은 왕후가 되었고 임금님과 행복한 시간을 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .”

4) “심봉사도 잔치 소식을 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 궁을 찾아왔습니다.”

5) “효녀 심청과 심봉사는 궁에서 다시 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 아버지 심청은 눈을 ­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

### 2-6. Level 3: N1이/가 -ㄴ데 + 그건 N2 이다

**Directions**: Based on the Level 3 story, complete each sentence using the [N1이/가 –데 그건 N2이다] construction.

1) “심봉사와 심봉사 부인에게는 소원이 한가지 있었는데 그건 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . ”

2) “임금님과 행복한 나날을 보내고 있었지만 심청의 마음에 떠나지 않는 근심이 있었는데 그건 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .”

3) “심봉사는 “내 평생에 단 소원이 있었는데 그건 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ”(이)라면서 감격했습니다.”

### 2-7. Level 3: Discussion

**Directions**: Review the given vocabulary and the key didactic themes of this story presented in the box below. Then, briefly explain how you think each theme is conveyed in the story.

|  |  |
| --- | --- |
| * 심청 * 심봉사 * 아버지 * 효녀 * 효심 * 지극하다 * 인당수 * 제물 * 용왕님 * 연꽃 * 어부 | * 임금님 * 갖다드리다 * 왕후 * 되다 * 궁 * 장님 * 잔치; * 목소리 * 깜짝 놀라다 * 눈을 번쩍 뜨다 |
| 1. 효 Filial piety  2. 희생 Sacrifice  3. “고진감래” After the bitter comes the sweet. | |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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## 3. Creative Writing

### Level 2 & Level 3:

**Directions**: Complete two of the three tasks below.

1) In the story, Sea King sends ShimCheong back to the world, giving her a new life, because the King was moved by her utmost devotion to her father. Now, write a letter to Sea King telling him what happened before ShimCheong arrived in the Sea Palace.

2) There is a chain of events that leads to the ending of the story, two of which are the encounter of Shimcheong’s father with a monk and the sailors’ need to find a maiden for sacrificial offertory. Write about two events in your own life that are like the ones in the story.

3) The way ShimCheong’s father gained his eyesight in the story is quite dramatic. Now, think of other ways you would create the scene where ShimCheong’s father opens his eyes. In the space below, 1) briefly explain where you’d place the scene to provide your context (you can do this in English) and 2) write the scene in Korean.

## 4. Discussion

### Level 2 & Level 3:

1) Do you know of any other folktale whose central theme centers on filial piety? If you do, talk about the story. If there are any differences between your story and the story of ShimCheong, discuss them.

2) The three versions of the story do not include the character, 뺑덕어멈. She is included in some versions of the ShimCheong story as the woman or the wife that ShimCheong’s father gets involved with. Watch this [video](https://www.youtube.com/watch?v=z0yO9tErI-c&feature=youtu.be) from the 15:40min mark and provide details of the character. You are also encouraged to do your own research on the version with 뺑덕어멈 included in the story. Then discuss your thoughts on the significance of the character in relation to the portrayal of ShimCheong’s father.

# [CHAPTER 4]

# The Myth of DanGoon 단군신화

# A. Key Themes & Topics

1. “건국신화” Myth of National Foundation. This chapter introduces the legend which   
 tells the birth of Korea’s founder, \**DanGoon*, and the foundation of   
 Korea’s first kingdom.

2. “홍익인간” Broadly Benefiting Humanity

3. “천지화합” Harmony between Heaven and Earth; Unity of Heaven and Earth

\**There have been several variations of the romanization for 단군: Dan Gun, Tan Gun, Tan Goon. For more accurate pronunciation, this chapter uses “DanGoon.”*

# B. Introduction

Watch the introductory videos and read the article that discusses the founding myth of Korea and the significance of the various elements in the story. Then select at least two videos of *The Legend of DanGoon*  단군신화, to watch in Korean and English.

## 1. Introductory videos and article in English

These resources should provide a background of the story and help you better appreciate it:

[*Click*](https://youtu.be/Qo8XhuMOVpw) Arirang News Length 2:07

[*Click*](https://youtu.be/IwcCLWzleWk) Arirang News Length 9:59

[*Click*](http://www.korea.net/NewsFocus/Culture/view?articleId=121092) Korea.net (article)

## 2. Videos in Korean 한국어 비디오

[*Click*](http://terms.naver.com/entry.nhn?docId=2440805&cid=51704&categoryId=51713) EBS Length 5:10 (Recommended for Level 1)  
[*Click*](http://terms.naver.com/entry.nhn?docId=2442239&cid=51704&categoryId=51713) EBS Length 8:10 (Recommended for Level 2 and Level 3.   
 You can start from the 1:55 point. The prior section is a   
 narrative introduction. )

[*Click*](https://www.youtube.com/watch?v=5yVm4okcvvU) JeonTu Length 8:39

## 3. Videos in English영어 비디오

[*Click*](https://youtu.be/drbCLk_wmcI) Won Kyung Lee Length 2:32

[*Click*](https://www.youtube.com/watch?v=M_-caTsCG9g) SUPERMANdaKAT Length 4:45

# C. Warm-up Activities

## 1. Notable Elements

### Founding Philosophy & Symbolism

**1) 홍익인간 Broadly Benefiting Humanity**

* 홍 Hong: Broad; Broadly
* 익 Ik: Benefit
* 인간 InGan: Humanity; Human; Humankind; Mankind

“홍익인간 HongIk InGan” is said to be the founding principle of Korea as *DanGoon* 단군founded Korea’s first kingdom with this ideal, “Broadly benefit humanity.”

**2) 천지화합 Unity of Heaven and Earth**

* 천: heaven
* 지: earth
* 화합: unity, harmony

In the myth, HwanWoong 환웅, a god descended from heaven, marries WoongNyeo 웅녀, a woman incarnated from a bear. WoongNyeo 웅녀gives birth to a son, DanGoon 단군, who becomes the founder of the first Korean state. This unity of a deity and a human symbolizes the oneness and harmony of heaven and earth.

**3) 바람, 비, 구름 Wind, Rain, Clouds**

In the myth, *HwanWoong* 환웅brings the gods of wind, rain, and clouds with him when he comes down to the human world to rule. Wind, rain, and clouds are associated with weather, which is very important to agriculture. This suggests that *Gojoseon* 고조선, the first Korean state founded by *DanGoon*, regarded them highly for the wellbeing of the people.

**4) 쑥, 마늘, 동굴 Mugwort, Garlic, Cave**

In the myth, *HwanWoong* 환웅gives the bear 곰 and the tiger 호랑이 conditions to fulfill to become human: Eat only mugwort and garlic; and live in a cave without light for 100 days. Mugwort and garlic both have bitter and were believed to have the power to drive away evil spirits. The confinement in the cave without any light represents a commandment they must fulfill. These conditions are said to symbolize the process of entering into a sacred, new life by way of getting through a trying time, enduring hardship, and observing the commandment.

### 2. Pre-Reading Questions

|  |
| --- |
| 천지화합 | 호랑이 | 홍익인간 | 환웅 | 쑥과 마늘 |  곰 | 고조선 |환인 | 동굴 | 웅녀 | 단군 |

Based on the introductory videos, article, and the information presented in the Warm-up Activities above, supply the correct choice in the blank that best describes the characters and the ideas in The Myth of DanGoon.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Lord of heaven

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Son of the lord of heaven

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Animal that observed the commandment to become human

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Animal that failed to observe the commandment to become human

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Symbol(s) of endurance

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Place where the tiger and the bear were ordered to live for 100 days

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Woman that was incarnated from a bear

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Harmony between heaven and earth

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Founder of Korea’s first kingdom

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ First kingdom of Korea

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Broadly benefit humanity

## 3. Key Words & Plot

After watching at least two videos under Section B, provide a summary of the story using the given [*Key Vocabulary*](https://quizlet.com/_1zxfe3) on Quizlet ([*Click*](https://quizlet.com/_24ze5t)). Regardless of your level though, make sure to use all essential words below:

|  |  |
| --- | --- |
| * ‘환인’ * ‘환웅’ * 아들 son * 하늘: heaven; sky * 왕king * 인간 humanity; human; mankind * 세계 world * 인간 세계 human world * 호랑이 tiger * 곰 bear * 쑥 mugwort * 마늘 garlic | * 동굴 cave * 100일 100 days * 참다; 견디다 to endure; to bear * 되다 to become * ‘웅녀’ * 결혼하다 to marry * ‘단군’ * 낳다 to give birth * ‘고조선’ * 세우다 to found; to erect |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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# D. The Story with Key Vocabulary

The words in boldface can be found on the Key Vocabulary list on Quizlet. Click the link to view the list before each story.

## LEVEL 1

#### Key Vocabulary on Quizlet [Click](https://quizlet.com/_251wwn)

옛날 옛날에 **하늘**의 **왕** 환인에게 아들 환웅이 있었습니다. 환웅은 하늘에서 **인간세계**를 매일 **내려다보았습니다**. 그곳에 가서 인간과 **자연**을 잘 **다스리고** 싶었습니다. 아버지 환인이 이것을 보시고 환웅에게 **바람**과 **비**와 **구름 신**을 주셨습니다. 환웅은 바람, 비, 구름 신**과 함께** 인간세계로 **내려와서** 세상을 잘 다스렸습니다.

그러던 어느날 **곰**과 **호랑이**가 환웅을 찾아와서 이렇게 말했습니다. “저희도 인간이 되고 싶습니다.” 환웅은 이 이야기를 듣고 곰과 호랑이에게 말했습니다. “매일 **쑥**과 **마늘**만 먹고 백 일 동안 **동굴**에서 지내야 한다.”

그래서 그날부터 곰과 호랑이는 **깜깜한** 동굴에서 쑥과 마늘만 먹었습니다. 그렇지만 호랑이는 **결국** **참지** 못하고 동굴을 나갔습니다. 그런데 곰은 쑥과 마늘을 먹으면서 참고 **견디고** 기다렸습니다. 그래서 스물 하루 되는 날 여자로 **변해서** 웅녀가 되었습니다. 그후 웅녀와 환웅이 **결혼해서** 단군을 **낳았습니다**. 단군이 **자라서** 우리 **민족 최초**의 나라 고조선을 **세웠습니다**.

## LEVEL 2

#### Key Vocabulary on Quizlet [Click](https://quizlet.com/_252ub3)

옛날 옛날에 **하늘**의 **왕** 환인에게 환웅이라는 **아들**이 있었습니다. 환웅은 **인간세계**에 **관심**이 아주 많아서 매일 하늘에서 인간세계를 **내려다보면서 생각했습니다.** ‘인간과 **자연**을 **조화롭게** **다스리고** 좋은 세상을 만들고 싶다.’ -- 아버지 환인이 아들의 이런 **마음**을 아시고 **바람**의 **신**, **비**의 신, **구름**의 신, 그리고 **신하** 삼 천 명과 함께 환웅을 인간세계로 **내려보내셨습니다**. 환웅은 인간과 자연을 조화롭게 다스리면서 좋은 세상을 만들어 갔습니다.

산에 사는 **곰**과 **호랑이**는 사람들이 **부러웠습니다**. 그래서 환웅을 찾아가서 물어봤습니다.   
 “저희도 인간이 되고 싶은데 인간이 되려면 어떻게 해야 합니까?” 이 말을 들은 환웅은, “인간이 되려면 매일 **쑥**과 **마늘**만 먹어야 한다. 그리고 백 일 동안 **동굴**에 살면서 **햇빛**을 **절대** 보면 안 된다”라고 이야기해 주고 쑥과 마늘을 주었습니다.

환웅의 말을 듣고 산으로 돌아온 곰과 호랑이는 그날부터 **깜깜한** 동굴에서 환웅한테서 받은 쑥과 마늘을 먹으면서 지냈습니다. 그렇지만 호랑이는 **참지** 못하고 곧 동굴에서 **뛰쳐나가** 버렸습니다. **혼자** **남게** 된 곰은 더욱 힘들었습니다. 그러나 환웅의 말을 그대로 **실천하면서** 참고 **견디고** 기다렸습니다. 그래서 스물 하루가 되는 날 아름다운 여자로 다시 **태어나서** 웅녀가 되었습니다.

그후 아름다운 웅녀와 환웅은 **혼인**을 하고 아들 단군을 **낳았습니다**. 단군은 잘 자라서 우리 **민족** **최초**의 **나라** 고조선을 세웠습니다.

## LEVEL 3

* **Key Vocabulary on Quizlet** [**Click**](https://quizlet.com/_252unw)

옛날 옛날에 하늘의 왕 **환인**에게 **환웅**이라는 **아들**이 있었습니다. 환웅은 **인간세계**에 **특별한** **관심**과 **애정**을 가지고 매일 **하늘**에서 인간세계를 **내려다보았습니다**. 이는 인간과 **자연**을 **조화롭게** **다스리고** 좋은 **세상**을 만들고 싶은 생각을 가지고 있었기 때문이었습니다. 아들의 이러한 **마음**을 알고 계셨던 아버지 환인은 **바람**의 **신**, **비**의 신, **구름**의 신, 그리고 **신하** 삼 천 명과 함께 환웅을 인간세계로 **내려보내셨습니다**. 환웅은 **태백산** **정상**에 내려와 **곡식**, **생명**, **질병**, **처벌**, **선악** 등 인간세상의 360가지 일을 **주관하고** 다스리며 인간을 **이롭게** 하는 세상을 만들어 갔습니다.

그러던 어느날 산에 사는 **곰**과 **호랑이**가 환웅을 찾아가서 물었습니다.   
 “저희도 인간이 되고 싶은데 인간이 되려면 어떻게 해야 합니까?” 이 말을 들은 환웅은, “인간이 되려면 매일 **쑥**과 **마늘**만 먹어야 한다. 그리고 백 일 동안 동굴에 살면서 밖으로 나오지 말아야 한다. 이는 **햇빛**을 절대 보면 안 되기 때문이다”라고 이야기해 주고 쑥과 마늘을 **건네주었습니다**.

환웅의 말을 듣고 산으로 돌아온 곰과 호랑이는 그날부터 **깜깜한** 동굴에서 환웅한테서 받은 쑥과 마늘을 먹으면서 지냈습니다. 그렇지만 호랑이는 **참지** 못하고 얼마 되지 않아 동굴에서 **뛰쳐나가** 버렸습니다. 혼자 **남게** 된 곰은 더욱 힘들었으나 환웅의 말을 그대로 **실천하면서** 참고 **견디고** 기다렸습니다. 그러자 스물 하루가 되는 날 곰은 자신이 아름다운 여자로 다시 **태어난** **모습**을 볼 수 있었습니다. 이는 웅녀가 되어 인간으로 **환생**하는 **소원**을 마침내 **이루게** 된 것이었습니다.

그후 아름다운 웅녀는 환웅과 **혼인하게** 되어 단군을 낳았습니다. 단군은 **자라서** 홍익인간의 **이념**을 가지고 나라를 세워1500년동안 다스렸다 합니다. 이곳이 바로 우리 **민족** **최초**의 **나라** 고조선입니다.

# E. Key Patterns & Forms

## 1. Level 1: Temporal Conjunction [ VCS+서 ]

* You may have learned VCS+서 as a conjunction expressing a cause or a reason. The very same form is also used as a temporal conjunction, like the –고 form introduced in Chapter 3.
* However, the temporal conjunctions VCS+서 and –고 are NOT to be used interchangeably. Certain verbs have to be in VCS+서and others in the VS+고 form: the verbs of motion such as *go, come, go up, go down, get off, turn*, etc., and some other verbs like *meet* and *make* would be in the, er to that isunction, liket VCS+서form.
* Also note that when linking two actions with VCS+서: 1) the agent that performs the actions should be the same; and 2) the second action follows the first action immediately.
* Here are some examples from the story:

- 환웅은 바람, 비, 구름 신과 함께 인간세계로 내려와서 세상을 잘 다스렸습니다.   
 *HwanWoong* came down to the human world with the gods of wind, rain, and cloud; and governed the world well.

- 그러던 어느날 곰과 호랑이가 환웅을 찾아와서 이렇게 말했습니다.

Then one day a bear and a tiger came to *HwangWoong* and said this.

* **Marking the tense**: The tense CANNOT be marked in the VCS+서conjunction. On the other hand, the tense CANbe marked in –고 each time, or just in the main verb:

Ex > VCS+서

나는 지난 주말에 뉴욕에 가서 관광했어요.   
 “Last weekend, I went to New York and did some sightseeing.”   
  
 Ex > -**고**

나는 지난 주말에 재미있는 영화를 보고 좋은 책을 읽고 맛있는 저녁을 먹었어요; OR   
나는 지난 주말에 재미있는 영화를 봤고 좋은 책을 읽었고 맛있는 저녁을 먹었어요.   
“Last weekend, I saw an interesting movie, read a good book, and had a delicious dinner.”

* Below is a chart showing some examples of verbs used for –고 and VCS+서 conjunctions:

|  |  |  |
| --- | --- | --- |
|  | **-고** Temporal/Sequential Conjunction | VCS+서 Temporal/Sequential Conjunction |
| **Verbs & Examples** | dot.gif Verbs of eating and drinking:   먹다; 마시다; 들다 ; 잡수시다 ; 드시다 | dot.gif Verbs of Motion:  - 가다; 오다   - 가다/오다 compound verbs: 내려가다/내려오다; 올라가다/올라오다; 돌아가다/돌아오다; 들어가다/들어오다;  앉다; 서다 |
| Ex>  dot.gif 점심을 **먹고** 가지 .  dot.gif 저는 커피를 **마시고** 아침 시작해야 해 .  dot.gif 늦었는데 아침은 **먹고** 나가야 돼요. | Ex>  dot.gif 오후에 도서관에 가서 공부할 거예요.  dot.gif 2층에 올라가서 친구를 데리고 오세요. dot.gif 들어와서 기다리세요.  dot.gif 사람이 너무 많아서 자리가 없었어요. 그래서 서서 영화를 보고 나왔어요.  dot.gif 앉아서 드세요.  dot.gif 앉아서 보세요.  dot.gif 96가에서 내려서 밖으로 나오세 . |
| **Verbs & Examples** | dot.gif Verbs of clothing/attachment to body:  입다; 쓰다; 끼다; 하다; 매다; 차다; 들다 | dot.gif Others:  만들다; 쓰다 (write) |
| Ex>  dot.gif 추운데, 코트를 **입고** 나가세요.  dot.gif 선글래스 **쓰고** 나갔어요.  dot.gif여기 짐은 **들고** 나가세 . | Ex>  dot.gif 그 파티에 저는 브라우니 만들어서 가지고 갈게요 .  dot.gif 편지를 써서 부쳐야 해요 . |
| **Verbs & Examples** | dot.gif Verbs involving sensory systems:  보다; 듣다; 맡다 |  |
| Ex>  dot.gif 잘 **듣고** 쓰세요.  dot.gif 냄새를 **맡고** 부엌으로 뛰어 갔어요. |  |
| **Verbs & Examples** | dot.gif Others: 타다 |  |
| Ex>  dot.gif 시간이 없어서 택시를 **타고** 왔어요. |  |

## 

## 

## 2. Level 2: Expressing Simultaneous Actions [ VS+(으)면서 V2 ]

* **VS+(으)면서 V2** is used when expressing simultaneous actions. Here are some examples taken from the Level 2 version:

- 환웅은 인간세계에 관심이 아주 많아서 매일 하늘에서 인간세계를 내려다보면서 생각했습니다.  
Because *HwanWoong* was very interested in the human world, he was thinking while looking down on the human world.

**-** 환웅은 인간과 자연을 조화롭게 다스리면서 좋은 세상을 만들어 갔습니다.   
While governing the human and the natural world harmoniously, *HwanWoong* proceeded to make a great world.

**-** 백 일 동안 동굴에 살면서 햇빛을 절대 보면 안 된다.  
While living in the cave for 100 days, you should absolutely not see the sunlight.

**-** 환웅한테서 받은 쑥과 마늘을 먹으면서 지냈습니다.   
They spent the days eating the mugworts and garlic that they received from *HwanWoong*.

**-** 그러나 환웅의 말을 그대로 실천하면서 참고 견디고 기다렸습니다.

But (the bear) was patient, endured, and waited while practicing what *HwanWoong* told them.

* You can express two simultaneous actions using the form [VS+(으)면서 V2 ]: “while doing VS, do V2”

Ex 1> 굽다 – 먹다

저도 많이 먹었어요. -> 저도 고기 **구우면서** 많이 먹었어요.   
 “While I was roasting the meat, I, too, ate a lot.”

Ex 2> 보다 - 만들다  
 한국 음식 만들었어요. -> 요리책 **보면서** 한국 음식 만들었어요.   
 “While/by looking at the cooking book, I made Korean dishes.”

**ㄷ-irregular verbs:**

Ex 3> 듣다 - 읽다   
 책을 읽었어요. -> 음악 **들으면서** 책을 읽었어요.   
 “While listening to music, I read a book.”

Ex 4> 걷다 – 생각하다  
 생각했어요. -> 공원에서 **걸으면서** 생각했어요.   
 “While walking in the park, I thought (about it.).”

**ㄹ-irregular verbs:**

Ex 5> 놀다 – 안 도와주다

그 친구를 안 도와줬어요. -> 집에서 **놀면서** 그 친구를 안 도와줬어요.   
 “While playing idly, he did not help the friend.”

Ex 6> 살다 - 만나다  
 사람들을 많이 만났어요. -> 한국에 **살면서** 사람들을 많이 만났어요.   
 “While living in Korea, I met a lot of people.”

* You can use the –고 conjunction to list more than one action in the “while” phrase:

Ex1> 굽다; 만들다 – 기다리다

손님들을 기다렸어요. -> 고기도 굽**고** 떡볶이도 만들**면서** 손님들을 기다렸어요.   
 “While barbecuing and making stir-fried rice cake (떡볶이), I waited for my   
 guests.”

Ex 2> 하다; 듣다 – 차리다  
 저녁을 차렸어요. -> 전화도 하**고** 라디오도 **들으면서** 저녁을 차렸어요.   
 “While talking on the phone and listening to the radio, I prepared dinner.”

## 3. Level 3: Providing Reasons for Previous Statements: Sentence 1. 이는 ~ sentence 2

* [Sentence 1. 이는 ~ sentence 2]:   
  “(Sentence 1). (This is because ~ (sentence 2)).” Or “(Sentence 1). (This means ~ (sentence 2)).”
* After making a statement in Sentence 1, a new sentence, Sentence 2, begins with “이는” to provide reasons for the statement in Sentence 1. It can be also used to explain with details what Sentence 1 means. This is used mostly in formal writing.
* At the end of Sentence 2, the main verb will be put it a form that expresses a reason or a cause, or gives an explanation, such as **–기 때문이다**, VCS**서이다**, **–ㄴ 것이다**, etc.
* Here are examples taken from the Level 3 version:

- 환웅은 인간세계에 특별한 관심과 애정을 가지고 매일 하늘에서 인간세계를 내려다보았습니다. 이는 인간과 자연을 조화롭게 다스리고 좋은 세상을 만들고 싶은 생각을 가지고 있었기 때문이었습니다.

With special interest and affection, *HwanWoong* looked down to the human world everyday. This is because he had the thought of governing the human and the natural world harmoniously and making a great world.   
  
-그리고 백 일 동안 동굴에 살면서 밖으로 나오지 말아야 한다. 이는 햇빛을 절대 보면 안 되기 때문이다.

And you must not come out of the cave for 100 days. This is because you should absolutely not see sunshine.

-그러자 스물 하루가 되는 날 곰은 자신이 아름다운 여자로 다시 태어난 모습을 볼 수 있었습니다. 이는 웅녀가 되어 인간으로 환생하는 소원을 마침내 이루게 된 것이었습니다.

Then, on the twenty-first day, the bear was able to see herself reborn as a beautiful   
 woman. This was her wish--to be incarnated as a human by becoming a ‘bear-woman’--  
 coming true at last.

# F. Post-viewing Activities

## 1. Vocabulary Review

**Directions**: For various activities to reinforce the learning of the key vocabulary, follow the links on Quizlet below.

### 1-1. Level 1 Key Vocabulary Activities [Flashcard](https://quizlet.com/129419735/flashcards) | [Learn](https://quizlet.com/129419735/learn) | [Speller](https://quizlet.com/129419735/speller) | [Test](https://quizlet.com/129419735/test)

### 1-2. Level 2 Key Vocabulary Activities [Flashcard](https://quizlet.com/129463023/flashcards) | [Learn](https://quizlet.com/129463023/learn) | [Speller](https://quizlet.com/129463023/speller) | [Test](https://quizlet.com/129463023/test)

### 1-3. Level 3 Key Vocabulary Activities [Flashcard](https://quizlet.com/129463484/flashcards) | [Learn](https://quizlet.com/129463484/learn) | [Speller](https://quizlet.com/129463484/speller) | [Test](https://quizlet.com/129463484/test)

## 2. Exercises

### 2-1. Level 1: -서 & -고 Conjunction

**Directions**: Complete each sentence by filing in the blanks with appropriate verbs in either the –서 or –고 conjunction form.

|  |
| --- |
| 가다 / 내려오다 / 입다 / 앉다 / 만나다 / 찾아가다 / 읽다 / 찾아오다 / 보다 |

1) 환웅은 바람, 비, 구름 신과 함께 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 세상을 잘 다스렸습니다.

2) 지난 주말에 재미있는 영화를 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 좋은 책을\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 맛있는 저녁을 먹었습니다.

3) 심청은 뱃사람들을 \_\_\_\_\_\_\_\_\_\_\_ 재물이 되겠다고 했습니다.

4) 오후에 도서관에 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 공부할 거예요.

5) 어느날 곰과 호랑이가 환웅을\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 말했습니다.

6) 날씨가 추운데 코트를 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 나가세요.

7) 의자에 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 잡수세요.  
8) 친구들을 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 같이 놀았습니다.

### 2-2. Level 1: Identifying Characters - 나는 누구입니까? Who Am I?

**Directions**: Based on the story of *DanGoon*, answer the question, “나는 누구입니까? Who Am I?”

|  |
| --- |
| 환인 / 웅녀 / 환웅 / 곰 / 호랑이 |

1) 나는 단군의 어머니입니다. 나는 누구입니까? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2) 나는 단군의 아버지입니다. 나는 누구입니까? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
3) 나는 단군의 할아버지입니다. 나는 누구입니까? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
4) 나는 인간이 되고 싶었습니다. 그런데 환웅의 말을 다 듣지 못하고 동굴을 나왔습니다.   
 나는 누구입니까? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
5) 나는 인간이 되고 싶었습니다. 그래서 동굴에서 끝까지 견디었습니다.   
 나는 누구입니까? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### 2-3. Level 2: VS+(으)면서 V2

**Directions**: Complete each sentence by filling in the blanks with the appropriate verbs from the given box to tell the story of *DanGoon*. One of the verbs in the sentence should be in the [VS+(으)면서 V2] form to express simultaneous actions.

|  |
| --- |
| 실천하다 / 다스리다 / 살다 / 견디다 / 안 되다 /  내려다보다 / 만들다 / 먹다 / 생각하다 |

1) 환웅은 하늘에서 인간세계를 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 매일 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

2) 환웅은 인간과 자연을 조화롭게 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 좋은 세상을 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

3) 곰과 호랑이는 인간이 되기 위해서는 백 일동안 동굴에서 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 햇빛을   
 보면 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

4) 곰과 호랑이는 환웅한테서 받은 쑥과 마늘을 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 지냈습니다.

5) 곰은 힘들었지만 환웅의 말을 그대로 \_\_\_\_\_\_\_\_\_\_\_\_\_\_ 어려움을 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

### 2-4. Level 2: Summary

**Directions**: Based on the video viewing and the reading, fill in the blank with the appropriate word chosen from the given box. The completed paragraph will give you an outline of the story’s main ideas.

|  |  |  |
| --- | --- | --- |
| * 환인 * 환웅 * 단군 * 웅녀 * 곰 * 호랑이 * 하늘 * 아들 | * 인간 * 인간세계 * 신하 * 세상 * 자연 * 바람 * 비 | * 구름 * 신 * 쑥 * 마늘 * 동굴 * 혼인 * 최초 |

옛날 옛날에 하늘의 왕 \_\_\_\_\_\_\_\_\_에게 \_\_\_\_\_\_\_\_\_ (이)라는 아들이 있었습니다. 그는 \_\_\_\_\_\_\_\_\_을/를 잘 다스리고 싶었습니다. 그래서 하늘의 왕이 \_\_\_\_\_\_\_\_\_의 신, \_\_\_\_\_\_\_\_\_의 신, \_\_\_\_\_\_\_\_\_의 신과 삼 천명의\_\_\_\_\_\_\_\_\_와/과 함께 환웅을 인간세계에 내려보내셨습니다. 그래서 환웅은 원하던 대로 세상을 잘 다스리게 되었습니다 . 그러던 어느날 \_\_\_\_\_\_\_\_\_와/과 \_\_\_\_\_\_\_\_\_이/가 환웅을 찾아와서\_\_\_\_\_\_\_\_\_이/가 되고 싶다고 했습니다. 환웅은 그들에게 \_\_\_\_\_\_\_\_\_와/과\_\_\_\_\_\_\_\_\_만 먹어야 하고 100일동안\_\_\_\_\_\_\_\_\_에서 지내야 한다고 했습니다. \_\_\_\_\_\_\_\_\_은/는 참지 못하고 동굴을 뛰쳐나갔지만\_\_\_\_\_\_\_\_\_은/는 잘 참고 견디어서 인간이 되었습니다. 그리고 그 후에 환웅과\_\_\_\_\_\_\_\_\_ 하고\_\_\_\_\_\_\_\_\_을/를 낳았습니다. 이름은 \_\_\_\_\_\_\_\_\_이었습니다. 단군은 우리 민족 \_\_\_\_\_\_\_\_\_의 나라를 세웠습니다.

### 2-5. Level 3: Sentence 1. 이는 ~ sentence 2 N

**Directions**: Based on the story, complete the second sentence with the verb given in the parentheses in the appropriate form.

1) 환웅은 인간세계에 특별한 관심과 애정을 가지고 매일 하늘에서 인간세계를   
 내려다보았습니다. 이는 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .  
 (생각을 가지다)

2) 곰과 호랑이는 백 일동안 동굴안헤 살면서 밖으로 나오지 말아야 했습니다. 이는   
   
 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .  
 (안 되다)

3) 스물 하루가 되는 날에 곰은 자신이 아름다운 여자로 다시 태어난 모습을 불 수   
 있었습니다 이는 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .  
 (이루다)

### 2-6. Level 3: Discussion

**Directions**: Review the given vocabulary and the key themes of this legend presented in the box below. Then, briefly explain how you think each theme is illustrated in the story.

|  |  |  |
| --- | --- | --- |
| * 환인 * 환웅 * 단군 * 웅녀 * 하늘 * 왕 * 인간 * 세계 * 바람 * 비 * 구름 | * 신하 * 내려보내다 * 태백산 * 정상 * 곡식 * 생명 * 질병 * 처벌 * 곰 * 호랑이 | * 쑥 * 마늘 * 동굴 * 이루다 * 민족 * 최초 * 나라 * 세우다 |
| 1. “홍익인간” 2. “천지화합” | | |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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## 3. Creative Writing

### Level 2 & Level 3:

**Directions**: Complete the two tasks below.

1) Imagine that you have been commissioned to create a folktale-like story to teach children the virtues of endurance and perseverance. Take ideas from the plot in The Myth of *DanGoon,* which centers on the bear and the tiger, and what they were ordered to endure by *HwanWoong*. Then think of two (or more) animals, trials they have to endure, and the rewards that those who demonstrate patience and perseverance eventually receive. With those elements, create your own story.

2) *DanGoon* founded Korea’s first kingdom , *Gojoseon*고조선, and is said to have established The Eight Laws팔조법, among which only three remain. Follow the two links below for resources designed to educate children in Korea and study what the three laws are. Now, think about what the other five laws would likely be and complete The Eight Laws. You should maintain the speech style used in the illustration in the second link.   
*Suggestion: Remember that it was an agricultural society then, and some laws would reflect that.*

* [*Click*](http://terms.naver.com/entry.nhn?docId=2447836&cid=51704&categoryId=51713) EBS Length 0:43
* [*Click*](http://koc.chunjae.co.kr/Dic/dicDetail.do?idx=28548) Chunjae Edu (Illustrations)

## 4. Discussion

### Level 2 & Level 3:

1) Here are three resources with which you can learn more about the founding philosophy of Korea, "*HongIk Ingan* 홍익인간” and its applications. Select one of the three and talk about the content in your own words.

* [*Click*](https://youtu.be/NLjR6soVuPM) Arirang Culture Length 4:13
* [*Click*](http://goo.gl/PVeIg6) UNESCO-IBE (Review the first section of the article in English.)
* [*Click*](http://terms.naver.com/entry.nhn?docId=3339364&cid=47322&categoryId=47322) NAVER (Recommended for advanced level or higher.)

2) Do individual research on the founding myths of any two countries. Based on your findings, discuss similarities and/or differences between them and The Myth of DanGoon.