
Maria G. Blake, M.A.
Sophomore English/MA Cultural Relevant Literature
Cross Cultural Comparisons: Korea and the U.S. Implementation Plan
November 15, 2020

I. **REFLECTIVE ESSAY:**

The presentations that were part of the educational workshop on connections between Korea and the U.S. were insightful and enlightening, particularly, as they helped me shed some light on the nature of culture as seen through the lens of someone who is a citizen of another country and talks about another country. The metaphor of “cultures as webs of significance” embodied the dynamic and interconnected character of culture that clarified the complex aspects of a culture. The idea, also, emphasized about culture as being not associated with a country but with communities brought to focus the interdependency of individuals in the development of culture that is healthy and vibrant. The subsequent symbolism of culture as artifacts, values, and convictions provided an additional layer to the underlying facets of human experience that can affect the growth of individual identity and, additionally, the potential for the development of intercultural competency that is vital in an increasingly globalized world.

Moreover, the information about how Korea and the U.S. compare was quite interesting and, in some respects, it was new to me. My students would take interest in learning more about how Korea and its vibrant culture compares and contrasts with the U.S. and develop along the way a better understanding and appreciation of commonalities that would build their global competency and empathy for the common humanity that binds all people around the globe together. The way the two countries were juxtaposed in the context of the COVID-19 pandemic heightened more such a common underlying connection that inheres among individuals, regardless of their differences, since the fear of sickness was experienced by the majority of people around the globe at the same time.

Furthermore, the presentation of some instructional plans of how to integrate Korea in the curriculum was helpful in illuminating the potential of making lesson plans global in orientation and help raise students’ awareness of their global citizenship through such activities that make comparisons between and among different cultural identities possible.

The way it is my goal to incorporate Korea into the Sophomore English curriculum would be to use texts within that can invite engagement with topics about types of government and impact on human society and individuals as such subjects surface through Farewell to Manzanar and Ode to my Father, the former showing the effects of war on government and the latter’s effects on individuals, in the same way that the latter story highlights the effects of the outbreak of the Korean war on the breakdown of the government and the subsequent impact on the individuals involved in the upheavals that followed up. Finally, when students study culture today they can reflect better on their own culture and appreciate different viewpoints as those exist within their own culture, or another. Along the way, students will learn to embrace a larger vision of themselves that would justify the complexity of experience and inspire connections with Korea and other cultures. Korea could be the first country students would learn more about, and such an experience will empower them, subsequently, to explore other cultures in their life-long learning experiences. My same-grade level teachers and, also, of the same department, would

benefit from learning more about Korea through sharing of some of those resources, particularly, literature and cultural understandings from workshops and artifacts.

II. STANDARDS

10.RI.2: Students will be able to determine a **central idea** of media texts and analyze its development and show their understanding through **a KWL chart and an objective summary** of the information gathered from media on types of government, while working individually, in groups, and as a whole class.

10.RI.3: Students will be able to analyze how the author constructs **a series of events**, through the development of **a sequence organizer** using Farewell to Manzanar and Ode to my Father (media), while working individually and in pairs.

10.RI.3: Students will be able to analyze **the connections** that are drawn between the **series of events** in Farewell to Manzanar and Ode to my Father (media) by completing a **cause and effect** organizer, while working individually and in pairs.

10.SL.4: Students will be able to present information, findings, and supporting **evidence** clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task; use appropriate eye contact, adequate volume, and clear pronunciation, through research and the completion of **a compare and contrast organizer** working individually and in small groups focusing on a specific topic of interest.

10.W.8: Students will be able to gather relevant information from **multiple authoritative print and digital sources**, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation through **the composition of an essay** based on the ideas collected in their compare and contrast chart after a collaborative research.

10.SL.1: Students will be able to Initiate and participate effectively in a range of **collaborative discussions** (one-on-one, in groups, and teacher-led) with diverse partners on texts, and issues, building on others' ideas and expressing their own clearly and persuasively(**with all activities**).

10.W.3: Students will be able to write poems to develop **real or imagined experiences** or events using effective technique, well-chosen details, and well-structured event sequences when they study and design **sijo poems**.

III. TEACHING UNIT ON KOREA AND U.S. COMPARISONS

- a. **KWL on government types.** Students get an introduction to the different types of government so they will be able to determine the conditions that define the lifestyle and experience of the protagonists and other characters in two stories that are based on real events: Jeanne Wakatsuki-Houston's, Farewell to Manzanar, and Yoon Je-kyun's, Ode to my Father. The internment of Japanese-Americans in the U.S. during WWII is the event connected to the first story, and the separation of families as a result of the Korean War in Korea is the other event related to the second story. During this activity students will watch most, or all, of the given videos, and then respond to questions in the KWL chart using evidence from the media and their own discussions, as they will work on their own and in pairs to complete this activity. The activity concludes as a whole class with the teacher seeking feedback from students and debriefing, in the end, the common understandings shared and achieved. She can, also, make note of the students' feedback on a similar KWL, so students can follow along. The KWL can be made available for students to review and use as an additional reference guide in their study of the two stories they will watch. (1-2 days)

VIDEO CLIPS:

- <https://diamondvalley.hemetusd.org/apps/video/watch.jsp?v=90607> "Types of Government." (1)
- https://www.youtube.com/watch?v=w_zlq1Ad0mg "Types of Government for Kids | Learn all about the different forms of governments" (2)
- <https://www.youtube.com/watch?v=dj6jGUMjPik> "Forms of Government Song" (3)
- <https://courses.lumenlearning.com/wmopen-introsociology/chapter/types-of-government/>
"The North Korean Government Explained." (4)
- https://www.youtube.com/watch?v=qElx_EyTTKA "What Is Communism?" (5)
- <https://www.youtube.com/watch?v=oHOkhAplfn0>
"Explained: China's Communist Party" (6)
- <https://www.youtube.com/watch?v=f-feDZRxJKw> "Democracy | Educational Videos for Kids" (7)

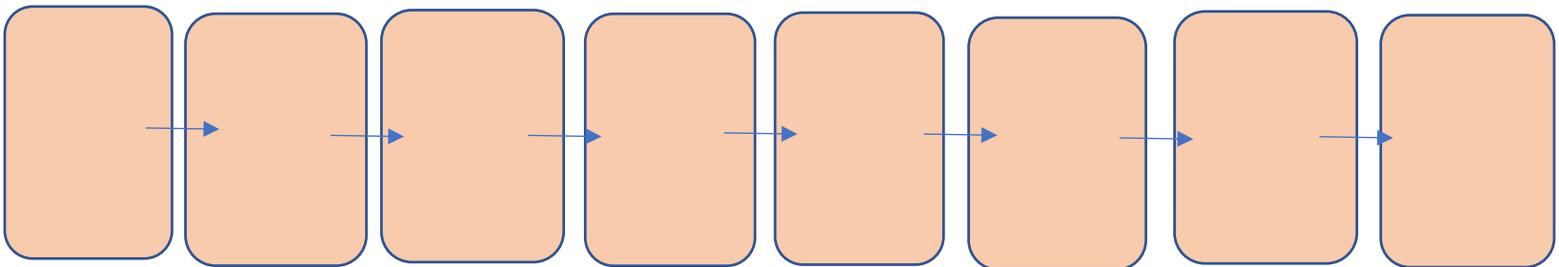
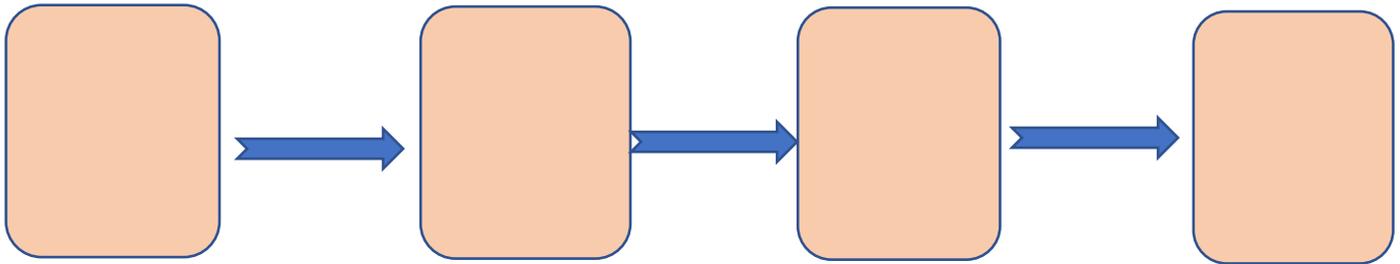
<u>WHAT I KNOW</u>	<u>WHAT I WANT TO LEARN</u>	<u>WHAT I LEARNED</u>
<ol style="list-style-type: none"> 1. What is a definition of government? (1-2 complete sentences) 2. List at least 3 types of government and describe their nature (think of what government we have here in the U.S.. If you do not know, say, ‘ you do not know’) 3. Describe the government of at least 3 countries around the world. (Write ‘<i>you do not know</i>,’ if you do not know) 4. What is anarchy? (1 sentence) 5. Do you know any benefits of having a government? (2-3 sentences) 	<ol style="list-style-type: none"> 1. (Students write <i>what they would like to learn</i> about governments. They could also address their want as a question here) 2. Another question, or something students would like to learn about the types of government they listed under the left column. 3. Another question about Government of other countries. 4. What more students would like to learn about ‘anarchy’? 5. Another question about the benefits of government, if any. 	<ol style="list-style-type: none"> 1. Students write what they have learned about government (from one, or more video clips watched from above). 2. Students write what they have learned about specific governments (from one, or more video clips watched from above). 3. Students can identify some new ideas they learned about different governments in other countries. (from one, or more video clips watched from above). 4. Students write some of the ideas they learned from the videos about anarchy (from one, or more video clips watched from above). 5. Something else students learned about democracy its benefits. (from one, or more video clips watched from above).

SUMMARY: Students will summarize the ideas they learned from watching the videos and discussing in the last column. (5-7 sentences)

WHAT I LEARNED SUMMARY:

- b. **Sequence Organizer.** Students write a timeline of the major events that mark the progression of the story in two movies that are based on true historical facts. Students watch the movie, Farewell to Manzanar, first, and then, Ode to My Father, and they identify events in a chronological order. Students complete two timelines just like the one below. The following questions can guide the students in organizing the sequence of events:

- What is the name of the entire event or sequence?
- What are the stages of this event or sequence?
- What are the sub-stages of the major stages? (3-4 days)



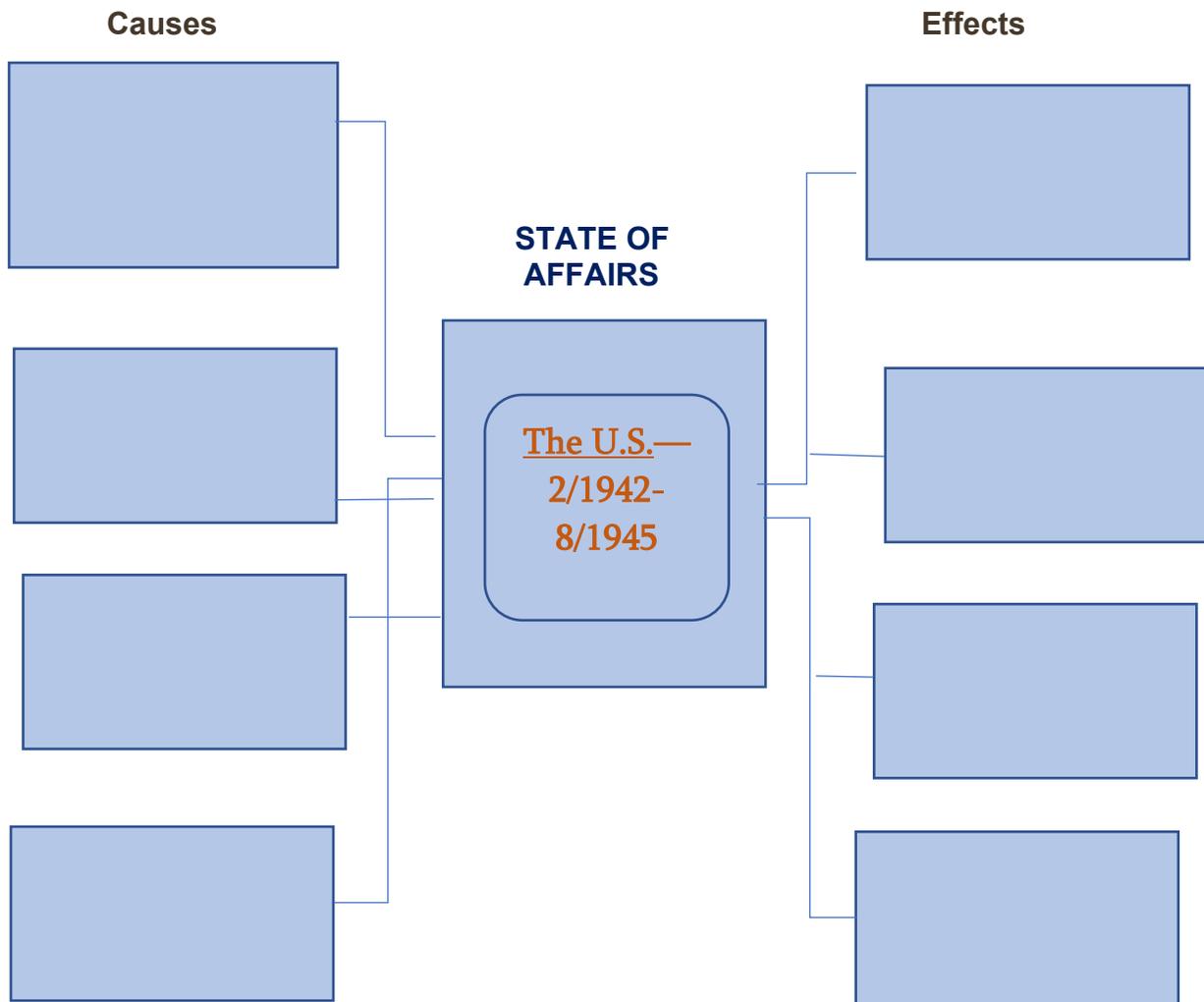
SUMMARY STORY # 1: Students summarize the events in the first story in 5-7 complete sentences.

SUMMARY STORY # 2: Students summarize the events in the second story in 5-7 complete sentences.

- c. **Cause and Effect Organizer Activity:** Students will be able to show their ability to identify the causes and effects of the existing government they are able to identify. They will have to describe, first, the government they see in the two movies. Government can be family, community, or nationally-based. Students will then use this lens to describe how things are the way they are, as they analyze the causes and effects that influence the life and experiences of the main and other characters in the two stories. (2-3 days)

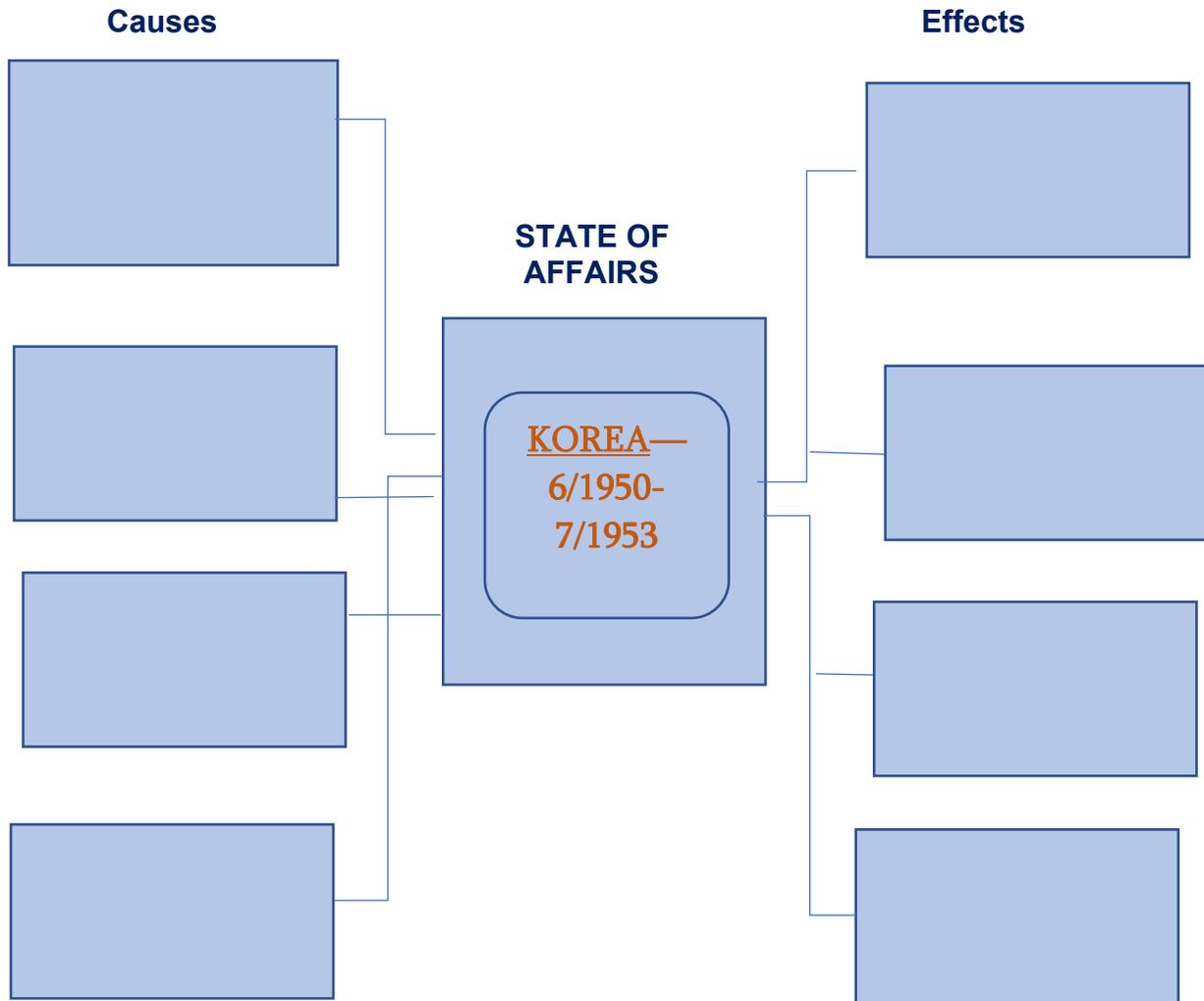
TYPE OF GOVERNMENT IN FAREWELL TO MANZANAR WITH 2-3 EXAMPLES(2-3 sentences):

- 1.
- 2.
- 3.



TYPE OF GOVERNMENT IN ODE TO MY FATHER WITH 2-3 EXAMPLES(2-3 sentences):

- 4.
- 5.
- 6.

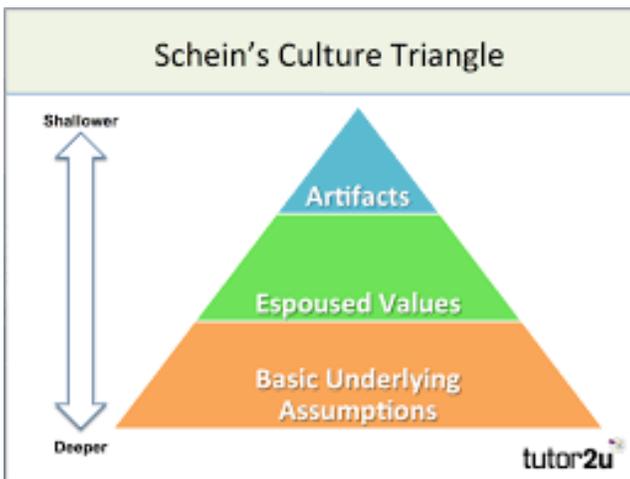


- d. Intro to Culture—(1/2 day) Students will be able to define the nature of culture using an image that portrays a picture with two different potential ways of viewing it, as shown below:



What do you see?

They will work in small groups to discuss the above image, before they will analyze the following chart and use it to talk about their understanding of how it works in their own definitions of culture using 3 main questions, as indicated below:



QUESTIONS IN SMALL GROUPS:

Discuss similarities and differences between S. Korea and the U.S. using Schein's three layers

1. **Artifacts**—what we see, hear, taste,
2. **Espoused values**(what we know),
3. **Basic assumptions**(deep and tacit convictions)

The goal of this introduction to cultural discussions is to give students a foretaste of the complexity of cultures and the need to develop understanding and open-mindedness to cultural diversity. The outcome of the introductory activity will be to give students a better first insight into why and how 'Culture is the property of communities not countries,' since it is not easy to speak of a culture as a monolithic entity that is isolated and unchangeable, but instead constantly on a path to change due to being an artifact of communities that are subject to the exigencies of time and space that are also fluid as is human experience.

- e. **Compare and Contrast Organizer:** Students are broken into 5-7 teams with a different subject to explore within. The topics include: **1. language, the flag, and the anthem**; **2. Food(breakfast, recipes)**; **3. Norms, cultural values(greeting, drinking etiquette, education)**; **4. Music(BTS, TXT, GANGNAM STYLE)**; **5. Myths**; **6. History(WWII/ and Korean War)**; **7. Contemporary society(progress and challenges)**; **8. Religion(Christianity, Buddhism, etc)** Their task will be to research the topics above they choose, or they happen to belong to, if the choice is based on a lottery procedure, so the ultimate goal will be to cover a wide range of topics. Students will engage in group and individual research projects given a single topic of their team and they will use resources provided and those they will explore on their own, particularly, as the resources they look for relate to the U.S. culture, or the culture they belong to and want to talk more about in comparison to the Korean culture using the same topic as the springboard to inspire such research and comparisons. All teams will be using the same comparison and contrast organizer as shown below with a different topic heading for each depending on the team. After they complete their research, students write down their discoveries, placing the differences on the outside circles, while the commonalities on the inside. They will then present their ideas to the class as a power point presentation, since they select different topics. At the end, they will write each in the team an individual essay response of at least a page in length about their discoveries and impressions making sure they organize their essay in paragraphs with three topic sentences that will be supported with evidence from their research and the understanding they reached. **(3-7days)**

TEAM #1: Language, Anthem, flag

- <https://www.ryanestrada.com/learntoreadkoreanin15minutes/index.html> “Learn how to Speak Korean in 15 mins”
- <https://www.youtube.com/watch?v=3QbAKAEKpLs> “Korean Alphabet - Learn to Read and Write Korean #2 - Hangul Basic Vowels 2 ㅏ, ㅑ, ㅓ”
- <https://www.youtube.com/watch?v=KN4mysljHYc> “Korean Alphabet - Learn to Read and Write Korean #1 - Hangul Basic Vowels: ㅏ, ㅑ, ㅓ”
- https://www.youtube.com/watch?v=CceXXXubvdE&list=RDCceXXXubvdE&start_radio=1 “Aegukga" South Korea National Anthem English lyrics”
- <https://www.youtube.com/watch?v=fUnniIKOR6s> “The History and Meaning Behind The Korean Flag”
- https://www.youtube.com/watch?v=QANZG_AAKbo “Learn the Top 25 Must-Know Korean Phrases!
- <https://www.youtube.com/watch?v=NNUtndjjWj0> “Learn 20 Essential Korean Phrases For Beginners”
- https://www.youtube.com/watch?v=_s82dpebWTM “Korean Alphabet - Learn to Read and Write Korean #7 - Hangul Basic Consonants ㅅ, ㅆ, ㅈ”
- <https://www.youtube.com/watch?v=xcZ55RiQ3eY> “Korean Alphabet - Learn to Read and Write Korean #4 - Hangul Basic Consonants 1: ㄱ, ㅋ, ㆁ”

- <https://www.youtube.com/watch?v=85qjXvyFrIc> “Learn Hangul 한글 (Korean Alphabet) in 30 minutes”
- <https://www.youtube.com/watch?v=uIYp-haNV0> “Korean Alphabet - Learn to Read and Write Korean #6 - Hangul Basic Consonants ㄱ, ㅋ, ㆁ”
- https://www.youtube.com/watch?v=BkVNs_FGJm4 “Korean Alphabet - Learn to Read and Write Korean #5 - Hangul Basic Consonants 2: ㄴ, ㄷ, ㅌ, ㄹ”
- <https://www.youtube.com/watch?v=NS4sZj9svTA> “Korean Alphabet - Learn to Read and Write Korean #3 - Hangul Basic Vowels 3 ㅏ, ㅑ, ㅓ”

TEAM #2: Cooking

- <https://www.youtube.com/watch?v=eTucCw1w6Ak> “Traditional kimchi recipe (Tongbaechu-kimchi: 통배추김치)”
- https://www.youtube.com/watch?v=kJ_t_AcUMVQ “Korean Food to cook at home | FOUR HOMEMADE DISHES”
- <https://www.youtube.com/watch?v=4MXaUidGCnY> “10 Korean Foods You Must Try”
- <https://www.youtube.com/watch?v=71IOyUw52ZQ> “10 Korean Desserts You Must Try! (KWOW#30)”
- <https://www.youtube.com/watch?v=o32p-MTRsiA> “What Koreans Eat For Breakfast 한국 아침 식사”

TEAM #3: Norms, cultural values(drinking, housing heating, greetings, education, etc)

- https://www.viddsee.com/search?search_term=korean+myths “Short Films”
- <https://www.youtube.com/watch?v=OVkWaEOh6PM> “Korean Etiquette and Manners”
- <https://www.youtube.com/watch?v=oMJ6Gk2h1Gk> “Korean drinking etiquette”
- <https://www.youtube.com/watch?v=KZeOetTYDtq> “My English teaching schedule at a public school in Seoul, South Korea”
- <https://www.youtube.com/watch?v=dBqYfUxnEsA> “Warm yourself up with the ONDOL! | NEWSPIECE”
- <https://www.youtube.com/watch?v=EahUP07A9LY> “Ondol The Ancient Secret of Heating”

TEAM#4: Music(BTS, TXT, GANGNAM STYLE)

- <https://www.youtube.com/watch?v=gdZLi9oWNZg> “BTS (방탄소년단) 'Dynamite' Official MV”
- <https://www.youtube.com/watch?v=EHdK5U2hf4o> “BTS (방탄소년단) LOVE YOURSELF Highlight Reel '起承轉結”
- <https://www.youtube.com/watch?v=ErTgtL1Tjns> “BTS | Dear Class Of 2020”
- <https://m.youtube.com/watch?v=XkxWIAe3NDU> “Stray Kids "바보라도 알아" M/V”
- <https://m.youtube.com/watch?v=gdZLi9oWNZg> “BTS (방탄소년단) 'Dynamite' Official MV”
- <https://m.youtube.com/watch?v=W3iSnJ663II> “TXT (투모로우바이투게더) '어느날 머리에서 뿔이 자랐다 (CROWN)' Official MV”
- <https://www.youtube.com/watch?v=9bZkp7q19f0> “SY - GANGNAM STYLE(강남스타일) M/V”

TEAM#5: Myths

- <https://www.youtube.com/watch?v=JNTfibWtuQg> “History of Korea”
- <https://www.youtube.com/watch?v=Ko1bqasNDls> “South Korea 4K. Interesting Facts About South Korea”
- https://www.youtube.com/watch?v=rDNn2_JYRCc “The Sun and Moon Story: A Korean Myth”
- https://www.youtube.com/watch?v=M_-caTsCG9g&feature=share “KOREAN AMERICAN DAY CAMP SERIES: Korean Creation Myth”
- <https://medium.com/story-of-eggbun-education/the-myth-of-korea-dangun-단군-신화-1c609d25ea15> “Tiger Spirit: The Korean Peninsula at the Crossroads”
- <https://www.youtube.com/watch?v=GKDEhOFrAFA> Korean History 1: Dangun 단군

TEAM#6: History(WWII/ and Korean War)

- http://afe.easia.columbia.edu/tps/1900_cn.htm “Timeline of Asia in World History”
- <https://www.khanacademy.org/humanities/us-history/postwarera/1950s-america/v/korean-war-overview> “Korean War overview”
- <https://www.youtube.com/watch?v=StjIv33zJ9c> Life in North Korea | DW Documentary
- <https://www.youtube.com/watch?v=reEZn3mJ-Fo> “Visiting North Korea | DW Documentary”
- <https://www.youtube.com/watch?v=PCAktNco7C8> “NORTH KOREA: LIFE INSIDE THE SECRET STATE | Full Movie | The truth about living under Kim Jong Un”
- <https://www.youtube.com/watch?v=A2sD18Xw7bE> “ODE TO MY FATHER - Official Int'l Main Trailer”(Students will watch the entire movie)
- <https://www.youtube.com/watch?v=V0BNQJt2uvc> **Mark Peterson - "An Outsider's View of Korean Culture and History"**

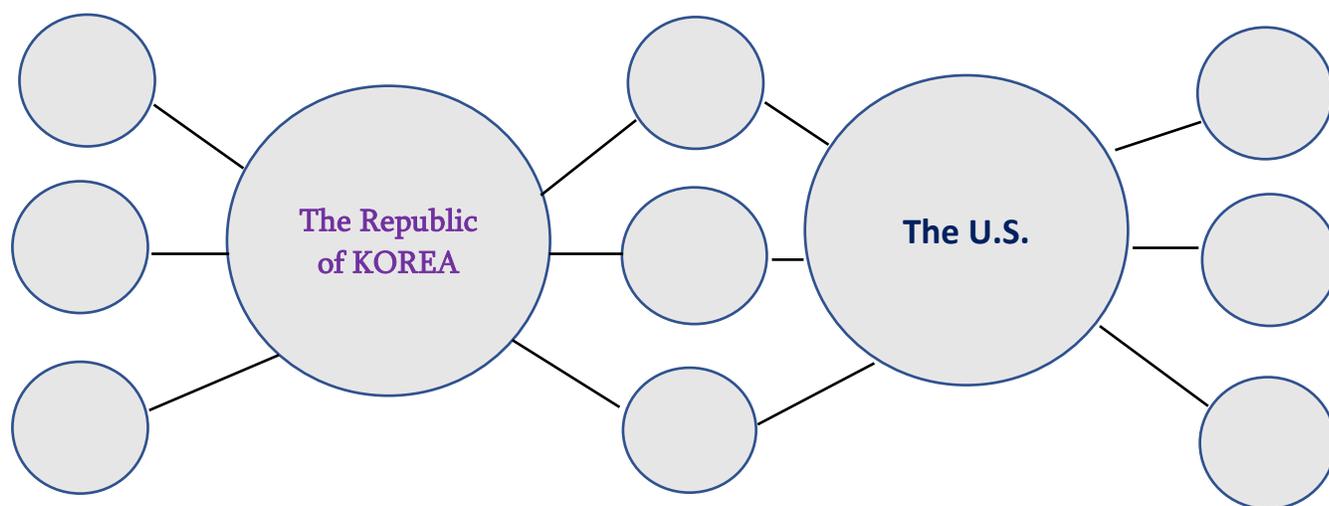
TEAM#7: Contemporary society(progress and challenges).

- <https://www.theguardian.com/film/2020/feb/16/parasite-film-oscar-bong-joon-ho-seoul-rich-poor-south-korea> “Parasite: how Oscar triumph has exposed South Korea’s social divide”
- https://www.youtube.com/watch?v=T0TYCEXmi90&feature=emb_rel_pause “North Koreans Try American BBQ feat. Asian Boss”
- [How to: KOREAN 10 Step Skincare Routine | Glass Skin\(Media\)](#) “How to: KOREAN 10 Step Skincare Routine | Glass Skin”
- <https://www.viddsee.com/video/human-form/vtirm> “ Human Form (人形)”
- <https://www.viddsee.com/community/ama-i-am-the-filmmaker-of-human-form-viddsee-shortee-apr16-204> “ I am the filmmaker of Human Form”
- https://www.youtube.com/watch?v=m_nx8L7pqEo “The Giant Balloons Smuggling Tech into North Korea”
- <https://www.youtube.com/watch?v=Mhj4rH13eoc> “ Launching Balloons in North Korea”
- https://www.viddsee.com/search?search_term=korean+myths “Short Films”
- <https://www.koreasociety.org/arts-culture/item/1390-frances-cha-if-i-had-your-face> “ If I had Your Face,” by Frances Chan(a novel): an interview with the author.

TEAM 8: Religion

- <https://www.khanacademy.org/humanities/ap-art-history/introduction-cultures-religions-apah/beginners-guide-religion-in-art/v/five-major-world-religions> “The Five Major World Religions”

- <https://www.khanacademy.org/humanities/art-asia/korea-japan/korean-art/v/korean-buddhist-art> “Korean Buddhist Art”
- <https://www.pbs.org/hiddenkorea/religion.htm> “Hidden Korea.”
- <https://www.pbs.org/video/religion-and-ethics-newsweekly-south-korean-missionaries/> “South Korean Missionaries”
- <https://www.pbs.org/newshour/show/evangelical-movement-spreads-throughout-south-korea> “Evangelical Movement Spreads Throughout South Korea”
- <https://www.youtube.com/watch?v=VazSZm-Wi6g> “Korea celebrates 2,562nd birthday of Buddha”
- <https://cswr.hds.harvard.edu/news/2016/3/7/mountains-cities-transformation-buddhism-modern-korea> “From the Mountains into the Cities: The Transformation of Buddhism in Modern Korea”
- <https://www.youtube.com/watch?v=bqlbSuUcDY> “Window on Korean Culture - 3 Confucianism”



Individual Essay(1 page minimum in length):

- f. **Parasite movie Questions:** Students watch portions of the movie, Parasite, appropriate for student population. Their responsibility is to respond to the following questions in groups and, then, individually.
1. What do you see as the significance of “below ground living spaces” in the film?
 2. How do memory and identity shape the lives of the character in this film? Choose one character and explain.
 3. What do you think is the most important message of this film?

4. How could you use ideas from this film in your teaching? What course(s) could you incorporate it in? What would be your learning objectives? Which sections would you show and why?
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- g. **Sijo poetry:** Students study the sijo form and content using two examples below, few more from Tap Dancing on the Roof by Linda Sue Park, and practice their understanding on analyzing the workings of the sijo form and content in four more examples of sijo, before they design their own sijo poem on their own and present it. There are graphic organizers used to help students build their sijo following the conventions appropriate for such a form. There is a rubric at the end that sets up the standards for the successful practice and completion of the poem. Students can edit their poem when working in pairs, before they share, or submit at the seijo Korean society annual competition. There are additional resources students can refer to at additional resources section, if they want to use more information to develop a better understanding of the new poetic form they might not have encountered before. (3-5 days)

EXAMPLE # 1:

[3] [4] [4] [4] =14-16 (line 1)

[3] [4] [4] [4] =14-16 (line 2)

[3] [5] [4] [3] =14-16 (line 3)

<p>In the first line, the poet introduces the story. The poet thinks about a character/characters and what s/he/they are doing and where s/he/they are.</p>	<p>3 4 A single sole 4 4 was lost today, 4 3 deep in the 4.4 river Yalu, =15</p>
<p>In the second line, the poet goes deeper into the story. S/He thinks about what is happening and why s/he is telling the story.</p>	<p>3 4 Thrashing, twisting, 4 3 torn to shreds 4 3 with color 4 4 quickly fading. =14</p>
<p>In the third line, the poet has a twist. S/He presents something that is unexpected or surprising or a change.</p>	<p><u>3</u> 3 On the bridge <u>5</u> 4 a small boy laughs <u>4</u> 3 holding out <u>3</u> 4 his empty shoe. =14</p>

EXAMPLE # 2:

[] [] =6-9(line 1)

[] [] =6-9

[] [] =6-9 (line 3)

[] [] =6-9

[] [] =6-9 (line 5)

[] [] =6-9

Alena Fahndrick (12th grade) honorable mention**TITLE: Beach Vacation**

<p>In the first and second lines , the poet introduces the story. The poet thinks about a character/characters and what s/he/they are doing and where s/he/they are.</p>	<p><u>6-9</u> 7 Feel the summer ocean breeze</p> <p><u>6-9</u> 9 Swim through calm sea waves under blue Skies</p> <p><u>[12-18]</u> =16</p>
<p>In the third and fourth lines, the poet goes deeper into the story. S/He thinks about what is happening and why s/he is telling the story.</p>	<p><u>6-9</u> 8 Close to shore but under the sea</p> <p><u>6-9</u> 9 Enter worlds of aquatic nature</p> <p><u>[12-18]</u> =17</p>

In the fifth and sixth lines, the poet has a twist. S/He presents something that is unexpected or surprising or a change.

6-9 8 But come back to the surface and(8))

6-9 9 See the towels and trash upon the sand.

[12-18]=17 *53

PRACTICE: Students develop word/syllable groupings, paraphrase what the poems say, and then they draw a picture related to the ideas used in each poem.

Absentee Parents

Make their excuses when asked why they aren't at your concert.
Pat yourself on the back when you see others holding bouquets.
You have become your own cheerleader. This is a crucial skill.

PARAPHRASE:

IMAGE:

Contemporary Love

Swiping left, then left left right
Judging faces without a thought
Seeking love that fills the heart
Oh could you be, my Mr. Right?
Marriage bells ring left right left right
For the fifth time this minute

PARAPHRASE:

IMAGE:

Rain Dance

Without fear, I offer myself to the darkening sky.
 I dare to wear her delicate, silver teardrops as my crown.
 Through the storm, I close my eyes and *I dance and dance and dance.*

PARAPHRASE:

IMAGE:

Abandoned

This window reveals mysteries.
 Behind glass, a life that would have been.
 As I fade from your memory,
 You grow clearer in my mirror.
 Mom, Dad, do you search each other's faces
 For the girl you threw away?

PARAPHRASE:

IMAGE:

Sijo Planning Sheet(Graphic Organizer):

<p>1. What will your story be about?</p>	<p>4. Where will your story take place?</p>
<p>2. Who are your characters? Describe their age, physical appearance, what they are called.</p>	<p>5. Why do you want to tell this story?</p>

<p>3. Describe your twist/unexpected event at the end of your story.</p>	<p>6. Draw something that describes your idea.</p>

Sijo Sequencing Sheet(Graphic Organizer)—3 LINE :

[3] [4] [4] [4] =14-16 (line 1)

[3] [4] [4] [4] =14-16 (line 2)

[3] [5] [4] [3] =14-16 (line 3)

TITLE:

<p>In the first line, you introduce the story. Think about a character/characters and what s/he/they are doing and where s/he/they are.</p>	<p>3 4 4 4</p>
<p>In the second line, you go deeper into the story. You think about what is happening and why you want to tell the story.</p>	<p>3 4 4 4</p>
<p>In the third line, you give your story a twist. You present something that is unexpected or surprising or a change.</p>	<p>3 5 4 3</p>

Rubric # 1(Sijo Poem):

<p><u>Meaning and Originality</u></p>	<p><u>Exceeding Standards</u> Poem is creative and original. The Poet put thought into the language and expressed uniquely his/her thoughts and emotions.</p>	<p><u>Meeting Standards</u> Poem is thoughtful and creative. A couple of phrases or ideas may be revisited, but the overall product is carefully written.</p>	<p><u>Approaching Standards</u> Most of the poem is creative, but appears to be rushed. This is evident in the poet's redundancy or use of clichés.</p>	<p><u>Below Standards</u> Poems appear to be thoughtless or rushed. Work is very repetitive, and ideas are unoriginal.</p>
<p><u>Sensory Details</u></p>	<p><u>Exceeding Standards</u> The poem comes alive with vivid and detailed imagery.</p>	<p><u>Meeting Standards</u> Clear sensory images are used to portray ideas or emotions</p>	<p><u>Approaching Standards</u> Some use of image, idea, or emotion</p>	<p><u>Below Standards</u> Difficult to visualize image or emotion</p>
<p><u>Form</u></p>	<p><u>Exceeding Standards</u> The poem follows the form and content expectations of the sijo tradition.</p>	<p><u>Meeting Standards</u> The poem is written in its proper forms with a few mistakes.</p>	<p><u>Approaching Standards</u> The poem is somewhat written in its proper form.</p>	<p><u>Below Standards</u> The poem is not written in its proper form.</p>

<u>Grammar</u>	<u>Exceeding Standards</u>	<u>Meeting Standards</u>	<u>Approaching Standards</u>	<u>Below Standards</u>
	Proper use of grammar, punctuation, spelling throughout the poem.	A couple of spelling or grammar mistakes are evident, but do not diminish the meaning of the poem. Punctuation is utilized when necessary.	The poet's intended meaning is confusing by several spelling or grammar errors. Punctuation may be misused.	There are numerous spelling or grammar errors, making the poems difficult to understand. Punctuation is used incorrectly.

ADDITIONAL RESOURCES:

[Elephant Rebellion performs sijo hip-hop song "Still American"](#)

[Elephant Rebellion performs sijo hip-hop song "Be Here"](#)

[Park, Sue-Linda. "Tap Dancing on the Roof"](#)

PBS NewsHour. ["How Poetry Can Help Kids Turn a Fear of Literature Into Love"](#) (video clip)

Powerpoints--"Sijo Writing." "Writing Sijo Using Chains of Thought."

["Rubric."](#)

The Sejong Cultural Society. ["Resources on Writing Your Sijo"](#)(Web Link)

_____. ["Sijo Examples."](#) (Web page)

