

**Revolutionary Thinking:
Extending knowledge of the American Revolution
through Korean history and culture**

AUTHOR INFORMATION

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GENERAL INFORMATION

Lesson Grade Span: Middle Level: 6 - 8
Targeted Grade Level/Course: 7th Grade American History
Estimated Time to Complete Lesson: Two 44-minute classes

FOCUSED QUESTION

How can students deepen their understanding of American History by learning about Korean history and Korean Poetry?

The lesson will focus upon these three overarching and guiding questions:

1. Is the American Revolution unique in global events or has this happened before?
2. How can you use artistic forms of expressions to share the joys and frustrations of the human experience?
3. How can a Korean sijo poem be used to tell the story of the American Revolution?

STANDARDS (STATE/C3)

Pennsylvania Core Standards:

Writing CC. 1.4.7.F

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Writing CC. 1.4.7.K

Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities.
- Develop and maintain a consistent voice.
- Establish and maintain a formal style.

Pennsylvania Social Studies Academic Standards:

United States History

8.3.7.A:

Classify the social, political, cultural, and economic contributions of individuals and groups throughout United States history.

World History

8.4.7.A:

Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.

8.4.7.C:

Differentiate how continuity and change have impacted world history.

- Politics and government
- Social organizations

8.4.7.D: Explain how conflict and cooperation among groups and organizations have impacted the history of the world.

STUDENT & TARGET OUTCOMES

- Knowledge about the similarities between the American Revolution and other conflicts throughout the world (specifically Japanese colonization of Korea)
- Knowledge of global artistic representations – specifically of Sijo poetry
- Skill in critical reading and higher-level thinking skills – compare and contrast
- Skill in analyzing poetic forms/content
- Skill in creating a Sijo poem

LESSON OVERVIEW

In order to connect the content to the district curriculum (7th grade American History), this lesson will be taught during the month of May. The timing is important because May is Asian Pacific American Heritage Month. Students will be provided with information about Korean history, while also linking the form of sijo poetry to the content that I'm teaching at the time, which is the American Revolutionary War.

Students will compare and contrast the Japanese colonization of Korea with the American Revolution. Then students will go on to create a sijo poem about a person or event of the American Revolution.

PROCEDURES

Day 1:

1. Teacher will explain to students that the month of May is Asian Pacific American Heritage Month and that many countries in Asia have also experienced colonization and war like the United States and Great Britain.
2. Together, teacher and students will read the article entitled “Korea Under Japanese Rule” that can be found in PDF form [here](#), noting and highlighting issues that are similar to and different from our own nation’s revolution.
3. In groups of 4 students will complete the Compare & Contrast handout (found [here](#)) to compare and contrast what they already know about the American Revolution with what happened in Korea under Japanese rule.
4. Teacher will review the categories on the overhead while students make notes and correct their own papers.
5. Teacher will collect and review as a formative assessment.

Day 2:

1. Teacher will go over any misunderstandings or confusion from yesterday’s activity.
2. Teacher will remind students about the form of poetry called sijo that they learned earlier in the year. (see website Sijo Poetry to Kids)
3. Teacher will discuss with students how when faced with challenge and adversity, humanity tends to express their ideas and frustrations in forms of art. One way to share emotion is through poetry. Teacher will refresh students’ memories about sijo poetry by reading excerpts from the book “Tap Dancing on the Roof – sijo (poems)” by Linda Sue Park and go over the requirements of sijo poetry that they learned about earlier in the year.
4. Teacher will assign the task to students to create a sijo poem about a person or event in the American Revolution following all the rules and conventions of sijo poetry. The following example will be shared with students:

***Thomas Jefferson was a founder who wrote that all men are born free.
The Declaration of Independence was his crowning success.
But that man owned other human beings. How can this be?***

Students will have the remainder of class to work on their poems. Poems will be written on plain white paper, but be decorated and embellished in the margins. These will then be graded and displayed in the classroom.

Students will be given the opportunity to enter their work in the Sejong Cultural Society’s annual sijo poetry competition. Timing deadlines should be noted because submissions are usually due in late March each year. So depending upon lesson timing, students may need to submit their work during the following academic year.

WHDE
Lesson Plan

FORMATIVE ASSESSMENT

Formative: Compare and contrast activity

Summative: Student-created Sijo poems about a person or event from the American Revolution

RESOURCE LIST

- Website “Sijo Poetry for Kids”
<https://www.playfullearning.net/resource/sijo-poetry-for-kids/>
- Information from the Sejong Cultural Society about sijo poetry and the yearly sijo competition
<http://sejongculturalsociety.org/index.php>
- Article from entitled “Korea Under Japanese Rule”:
<http://countrystudies.us/south-korea/7.htm>
PDF can be found here:
<https://drive.google.com/open?id=1KJHL1IRPOi71iWF7XOt59dVuxWj6MPbA>
- Teacher-created compare and contrast graphic organizer for students to complete that can be found at the following link:
https://drive.google.com/file/d/1D2ZmCjwgzryiMvNz9p95li3tia5_p0gc/view?usp=sharing
- The book “Tap Dancing on the Roof – sijo (poems)” by Linda Sue Park (can be found [here](#) on Amazon for approximately \$6.75)
- Draft paper
- Final copy paper

MODIFICATIONS & EXTENSIONS (OPTIONAL)

MODIFICATIONS

Anything that may need to be modified, excerpted, or annotated for differing reading levels or abilities.

Differentiation will occur with choice of article and the requirements for the compare and contrast activity and / or the production of the sijo poem.

- The teacher will guide students that require assistance through the reading portion due to the complex nature of this text.
- The special education population will receive a shorter, easier to read article and will only be required to compare and contrast one of the topics on the graphic organizer, but will be encouraged to complete all that they can think of. Also, instead of students creating their own poem independently, they could work in pairs or groups of three with the assistance of a paraprofessional.

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Lesson Plan

EXTENSIONS

Is there any way the overall purpose of your lesson can have an impact as part of a larger school or community function?

- The gifted and talented population and students who finish ahead of their peers will receive more than one article for the compare and contrast activity and they will be required to complete all six of the topics instead of only three.