

# UW-Madison's Center for East Asian Studies

## Korean War Teaching Initiative

By Elizabeth Jorgensen

*ABOUT THE AUTHOR: Elizabeth Jorgensen is a writer and teacher. She received her undergraduate degree from Marquette University and her master's from Carroll University. Her memoir, co-written with Nancy Jorgensen, *Go, Gwen, Go: A Family's Journey to Olympic Gold*, is available from Meyer & Meyer Sport. She can be contacted via her website: <https://lizjorgensen.weebly.com/>*

### About This Lesson

The juniors and seniors in my Composition classes crave authenticity. They want to see an assignment's purpose; they want to know someone besides their teacher will appreciate their work. To provide authenticity, my students submit pieces to writers' markets. In *Go Public!* Susanne Rubenstein explains we "ought to give [student] writing a chance to 'make it' in the world outside the classroom. This is not idealistic; this is practical...Good writing deserves the widest possible audience, one that goes beyond the classroom walls and even beyond the school building walls" (61). To carry student writing beyond classroom and school walls, I seek writers' markets that will accept a large volume of submissions. Annually, I have 360 students each and I want each student's piece to be submitted and considered. One writers' market my students enjoy—and have had success with—is The Sejong Cultural Society's annual essay competition. This lesson follows how students will craft and submit to their annual essay competition.

### Grade Level

11 and 12th grades.

### Classroom Time

Composition is a semester-long class. Students meet every other day for 84-minutes. Each class has 33 students and I have six sections a semester.

### Resources

[Beyond the Bridge](#)

<https://koreanwarlegacy.org/>

Dickler, Paul. THE KOREAN PENINSULA: YESTERDAY AND TODAY. June 2014.  
[https://www.fpri.org/docs/dickler - korean\\_peninsula.pdf](https://www.fpri.org/docs/dickler_-_korean_peninsula.pdf)

*Cranes* (1953) by Hwang Sun-won (Azalea: Journal of Korean Literature & Culture No.1, 2017)

*Martyred* (1964) by Richard Kim

*An Appointment with His Brother* (1994: aka *Meeting with My Brother*) by Yi Mun-yol

## Background

Students will use primary sources, videos and readings to compose essays for The Sejong Cultural Society's annual essay competition. Each year, there is a different short story and prompt on Korea. Next year's prompt will determine which resources I share with my students.

## Length

Four weeks (ten class periods, 84 minutes each).

## Objectives & Lesson Plan

Students will

- read the essay contest requirements, example winning essays and the required short story from The Sejong Cultural Society;
- learn about East Asia;
- analyze and evaluate texts to gain an understanding about the Korean War;
- plan, edit and write;
- peer edit;
- finalize drafts;
- submit essays to The Sejong Cultural Society; and
- share the final product with classmates and the school's literary magazine.

## Standards

The following standards were taken from [Wisconsin Standards for English Language Arts](#)

R.11-12.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)

R.11-12.2 Objectively and accurately summarize a complex text to determine two or more themes or central ideas and analyze their development, including how they emerge and are shaped and refined by specific details. (RI&RL)

R.11-12.3 In literary texts, analyze the impact of the author's choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)

R.11-12.6 Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). Explain how an author's geographic location, identity, and culture affect perspective. (RI&RL)

R.11-12.9 Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)

W.2.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience.

W.11-12.5 Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.

W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.11-12.2 Analyze and synthesize multiple sources of information presented in diverse media or formats in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source noting discrepancies among data.

SL.11-12.3 Understand and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

## Assessment

[This is my method of assessment.](#)