

## **Korean Poetry and the Independence Movement by Yun Dong-ju**

Developed by Sara De La Cruz Jimenez

**Period Interval: 41 minutes**

**Grade Level: 11th**

**Essential Questions:** What influences people to create poetry? In what ways do historical and personal events show up in our art? How can we use our voices?

### **ELA Standards:**

- L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.
- SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

### **Learning Objectives: SWBAT**

- Deliberate with their peers and develop a thoughtful response to discussion questions
- Annotate “Self-Portrait” by Yun Dong-ju with a focus on Yun’s intent with writing the poem.
- Make connections between what they know about Japanese colonialism and Yun’s purpose in writing his poems.

**Demonstration of Learning:** Students will submit three findings from the article on Japanese colonialism as it relates to the Korean language. The exit ticket for this lesson will be both their notes being submitted as well as a comprehension check on Google Form.

### **Resources/Materials:**

Studysync: Unit 1: Theme and Literary Focus

Japanese Colonialism and The Korean Independence Movement

- <https://youtu.be/3yKxnGZ17LI?si=aTzeoAaoiifONqm4>

- <https://www.history.com/news/japan-colonization-korea>
- <https://www.donga.com/en/article/all/20100102/264126/1>

Yun Dong-ju and Korean Poetics

- <https://g.co/kgs/F7usMQ8>
- <https://youtu.be/PoosNiDuyG4?si=qnwgntwsXS-dJdwF>
- <https://youtu.be/mjVj0mHbajo?si=VHNXtKfICNWhxb3y>

Brief Korean History

- <https://youtu.be/MEGyRgYJKEY> (Khan Academy: could be used as an Edpuzzle for background knowledge)

Process Steps:	Teacher	Students
Engage (5 min.)	<p>Educator will welcome the students into the classroom. Then, have students answer the Do Now Question in their notebook and then share their answers with their group:</p> <p>“Imagine or recall a time when you had to stand up for yourself, even if you were scared. How might you express your thoughts if you were scared of retaliation? Read this article for some background knowledge on the culture and history of the poet we will discuss today:  <a href="https://www.donga.com/en/article/all/20100102/264126/1">https://www.donga.com/en/article/all/20100102/264126/1</a>”</p> <p>The educator should circle around the room to hear the conversations and different modes of record-keeping.</p>	<p>Students will write their responses down and then participate in a group discussion with each other. Students will work together to read the article and jot down important details.</p> <p>The question and article will be posted on Google Classroom and on the white board.</p>
Explore/ Explain (20 min.)	<p>Educator will pass out copies of Self-Portrait by Yun Dong-ju.</p> <p>Educator will read the poem out loud and model annotating the poem by examining syntax and the diction used as well as the poet’s intent by writing the piece based on what they have learned from the article.</p>	<p>Students will follow along and annotate “Self-Portrait” as a class.</p> <p>Students will share what they’ve learned about Japanese colonialism from the article and make connections on how that might have informed Yun’s writing.</p>

Explore (10 min.)	Educator will review the students' hypothesis on Yun's motivation and play a video on Yun Dong-ju.	Students will take notes on the different approaches Yun took in his poetry. Students will also write the key points of the video (can be found in the resource section)
Evaluate (5 min.)	Educator will post a comprehension check via Google Form. Students will turn in their notes for a grade	Students will complete the exit ticket.  Link: <a href="https://forms.gle/vVmEeRonwftueErf6">https://forms.gle/vVmEeRonwftueErf6</a>
HW	"Using the resource list in the slides for this week, take notes on the ways Koreans were oppressed by Japan during the colonial period and the various ways Koreans rebelled against their oppressor.	Students will take notes on any of the articles of their choosing, keeping in mind that they will share their findings with the class.

**Reinforcing the learning:** Using a graphic organizer, have students examine Yun's poem "Prologue" for its purpose as well as a line-by-line explanation in their own words.

- Can also introduce vocabulary for poetry
  - Stanzas/Verses/Rhythm/Lines/Meter

**Follow Up Activities/Lessons:**

- Station activity where students dissect poems from a variety of poets with different themes (Han Young-un, Yi Yuksa, Kim Myeong-sun)
  - Station activity can also center the ways the poets rebelled against the Japanese forces and how their efforts were recognized by the general public.
- Gisaeng poetry traditions as it evolved in Korea during the Joseon period (<https://youtu.be/zsOK3cplxso?si=u4z914tJy6FF7Sup>) Edpuzzle activity
- Compare and contrast American and Korean poems detailing the fight for independence, focusing on the form and figurative language.
- Assign a month long project during which students will write poetry documenting seemingly mundane moments of their lives. Students will offer side-by-side reflection of their feelings about their everyday lives.
  - Students will present their poem(s) publicly