**Korean Literature Unit**
Written for the Asian Studies Outreach Program in conjunction with Fulbright/Hayes
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Grade 12
Korean Literature

**Unit Abstract:**
Students will use analysis of a Korean folk tale, two poems, and a short story to interpret important lessons about Korean society and to further their understanding of Korean culture.

**Time to complete unit:** 10 Lessons

**Vital Results Standards:**

**Standard 1.5 Writing Dimensions**

**WHS: 1** Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products. Writing in response to a literary text

**WHS: 5** In response to literary or informational text, students show understanding of plot/ideas/concepts by…
- Selecting key ideas to set context appropriate to audience
- Making thematic connections between texts, prior knowledge, or the broader world of ideas
- Selecting key ideas to set context appropriate to audience

**RHS: 10** Demonstrate initial understanding of elements of literary text by…
- Identifying, describing, or making logical predictions about character, setting, problem/solution, or plot/subplots; identifying any significant changes in character over time; identifying where action rises and falls; identifying protagonist or antagonist
- Paraphrasing or summarizing, with major events sequenced, as appropriate to text
- Identifying the characteristics of a variety of types of text (e.g., literary texts: poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, legends, myths, short stories, epics [poems, novels, dramas], adventure myths, comedies, tragedies, satires, parodies)

**RHS: 13** Analyze and interpret elements of literary texts, citing evidence where appropriate by…
- Explaining and supporting logical predictions
- Analyzing characterization (e.g., stereotype, antagonist, protagonist), motivation, or interactions, citing thoughts, words, or actions that reveal characters’ personalities or their changes over time
• Making inferences about cause/effect, internal and/or external conflicts (e.g., person versus self, person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g., describing the interaction between characters and evolving plots)
  • Explaining how the narrator’s point of view or style affects the reader’s interpretation
  • Determining how the author’s purpose (e.g., to entertain, inform, persuade), message/theme, or underlying beliefs are supported within the text

RHS: 15 Generates a well-developed and grounded personal response to what is read through a variety of means and through...
  • Comparing stories or other texts to related personal experience, prior knowledge, or other texts or ideas
  • Making thematic connections between literary or other texts and the broader world of ideas

Fields of Knowledge Standards:

WHS: 6 In response to literary or informational text, students make and support analytical judgments about text by...
  • Establishing an interpretative claim in the form of a focus/thesis statement when given a prompt
  • Using specific details and references to text or specific citations to support interpretative claims
  • Supporting interpretative claims with references to critical sources about text
  • Interpreting the author’s decisions regarding elements of the text
  EXAMPLES: ambiguities, subtleties, contradictions, ironies, symbols, and nuances

WHS: 7 In response to literary or informational text, students engage readers by...
  • Organizing ideas so that the reader can easily follow the writer’s line of thinking, using effective transitions, and drawing a conclusion by synthesizing information
  • Addressing readers’ possible questions
  • Using effective voice and tone (word choice and sentence patterns) for desired effect on reader
  • Excluding loosely related or extraneous information

RHS: 7 Uses comprehension strategies (flexibly and as needed) while reading literary and informational text.
  EXAMPLES of reading-comprehension strategies might include: using prior knowledge; summarizing; predicting and making text-based inferences; determining importance; generating literal, clarifying, inferential, analysis, synthesis, and evaluative questions; constructing sensory images (e.g., making pictures in one’s mind); making connections (text to self, text to text, and text to world); taking notes; locating and using text discourse features and elements to support inferences and generalizations about information (e.g., vocabulary,
structure, evidence, expository structure, format, use of language, arguments used); or using text structure clues (e.g., chronological, cause/effect, compare/contrast, proposition and support)

**RHS: 11 Demonstrate initial understanding of author’s craft used in literary text by…**

- Identifying literary devices as appropriate to genre: rhyme schemes, dialogue, imagery, metaphors, personification, hyperbole, symbolism, foreshadowing, or soliloquy

**RHS: 14 Analyze and interpret author’s craft (citing evidence where appropriate) by…**

- Demonstrating knowledge of use of author’s style or use of literary elements and devices (i.e., imagery, repetition, foreshadowing, personification, hyperbole, symbolism, analogy, allusion, rhyme scheme, soliloquy, dialogue, or use of punctuation) to analyze literary works

**RHS: 18 Demonstrates the habit of reading widely and in depth by…**

- Reading from at least three different genres/kinds of text, including primary and secondary sources, and a variety of authors (e.g., **literary texts**: poetry, plays, fantasy, fables, realistic fiction, folktales, myths, historical fiction, science fiction, mysteries, short stories, legends, adventure myths, epics, comedy, tragedy, satires, parodies; **informational**: biography, autobiography, reports, newspapers, Internet Web sites, public documents and discourse, essays, articles, editorials, political cartoons, textbooks, technical manuals, primary source historical documents, periodicals, job-related materials, speeches, online reading; and **practical/functional texts**: schedules, procedures, pamphlets, announcements, memos, invitations)
- Reading at least the equivalent of four books by an author, about a subject, on one theme, or in one genre

**Essential Question:**
How do we use literature in connection with cultural and historical research to interpret our understanding of Korea?

**Culminating Task or Project:**
An analytical paper on the readings

**Unit Outline** Standard/Activity/Assessment
1. Lesson 1 RHS:7, RHS: 10/ Read the Tale of Ch’unhyang traditional folktale/ Reading log, class discussion
2. Lesson 1 RHS: 7/ Brief overview of the Choson Dynasty/ Section 6 lesson 1 www.instrrok.org
3. Lesson 1 and 2 WHS: 5, WHS: 6, WHS: 7/ Watch the film Ch’unhyang/ Reflective essay
4. Lesson 3 RHS: 7, RHS: 10/ Read Winter Outing by Park Wanso/ Reading log
5. Lesson 3 RHS: 7/ Brief overview of the Korean War and its impact on families/ Check class notes
7. Lesson 5 RHS: 10, RHS 13, RHS: 14/ Lesson on literary technique/ Literary terms worksheet
8. Lesson 6 RHS: 7 / Lesson on translating and interpreting poetry/ Class observation
9. Lesson 6 RHS: 7/ Translate and interpret a Korean poem/ Peer discussion on various interpretations and graded rubric
10. Lesson 7 WHS: 1, WHS: 6/ Create outline for the analytical essay / Outline Rubric
11. Lesson 8 RHS: 15/ Research for writing the analytical paper/ Check research notes
12. Lesson 9 WHS: 1, RHS: 15, RHS:18 Class discussion on parallels between the readings and research and write rough draft/ Class discussion rubric
13. Lesson 10 WHS:6, WHS:7/ Turn in analytical essays/ Essay rubric

**Levels of Achievement**
1. Read the Tale of Ch’"unhyang, a traditional folktale from the Choson Period
   Beginning: basic comprehension of characters, setting, and plot
   Almost There: ability to analyze the story on a basic level
   Got It: ability to identify themes using character analysis, setting, and plot
   Wow!!: Interpret themes in a literary perspective as well as placing the story in historical and societal context.

2. Brief overview of the Choson Dynasty
   Beginning: read through the Instrok Website answer at least seven of the questions in section 6 lesson 1 [www.instroku.org](http://www.instroku.org) correctly
   Almost There: answer at least eight of the questions in section 6 lesson 1 correctly
   Got It: answer at least ten of the questions in section 6 lesson 1 correctly
   Wow!! Answer at least twelve of the questions in section 6 lesson 1 correctly

3. Watch the film Ch’"unhyang
   Beginning: basic comprehension of characters, setting, and plot and discuss at least one Confucian ideal from the list
   Almost There: ability to analyze the film and include two ideals
   Got It: ability to analyze the film and include three ideals
   Wow!! Include all four ideals and interpret themes in a literary perspective as well as placing the film in historical and societal context.

4. Read Winter Outing by Park Wanso
   Beginning: basic comprehension of characters, setting, and plot
   Almost There: ability to analyze the story on a basic level
   Got It: ability to identify themes using character analysis, setting, and plot
   Wow!!: Interpret themes in a literary perspective as well as placing the story in historical and societal context.

5. Brief overview of the Korean War and its impact on families
   Beginning: research and paraphrase pertinent information in three areas
   Almost There: research and paraphrase information in four areas
Got It: research and paraphrase information in five areas
Wow!!: research and paraphrase information in six-seven areas

6. Reflective essay on post traumatic stress on the characters in the stories studied and in the real world
Beginning: be able to list pertinent information from *Winter Outing* and connect it to at least two areas of stress connected to the Korean War
Almost There: use pertinent information from *Winter Outing* and *Chunhyang* and connect it to at least two areas of stress that families suffer because of societal situations
Got It: use pertinent information from *Winter Outing* and *Chunhyang*, discuss at least three areas of stress caused by societal difficulty faced by the characters, and connect it to other experiences and knowledge from real life.
Wow!!: use pertinent information from *Winter Outing* and *Chunhyang*, discuss at least three areas of stress caused by societal difficulty faced by the characters, and connect it to other experiences from real life and use that connection to make observations and predictions about society.

7. Lesson on literary technique
Beginning: be able to correctly provide examples from the stories for fifteen of the different literary terms
Almost There: be able to correctly provide examples from the stories for eighteen of the various literary terms
Got It: be able to correctly provide examples from the stories for at least twenty of literary elements
Wow!!: be able to correctly provide examples from the stories for at least twenty three of the literary terms.

8. Lesson on translating and interpreting poetry
Beginning: be able to recognize Korean characters
Almost There: be able to match the characters with their English definitions
Got It: be able to change the word order to have it make sense in English
Wow!!: be able to change word choice and order to interpret shades of meaning.

9. Translate and interpret a Korean poem
Beginning: be able to translate at least 60% of the lines from Korean into English
Almost There: be able to translate at least 70% of the lines from Korean into English
Got It: be able to translate at least 80% of the lines from Korean into English and change the word order around to have it make sense and flow in English
Wow!!: be able to translate at least 90% of the lines from Korean into English, and change the word order and word choices to keep a sense of the meaning of the poem, as well as its rhythm and flow.

10. Create outline for the analytical essay
Rubric for Essay Outline
Beginning: has a thesis statement, main points, and a conclusion
Almost There: has a thesis statement, main points with examples, and a conclusion
11. Research for writing the analytical paper
Beginning: be able to identify topics for research pertinent to the analytical essay and locate websites.
Almost There: be able to paraphrase and quote pertinent information from the websites using correct citations.
Got It: be able to paraphrase and quote pertinent information from the websites using correct citations and connect the information to the readings.
Wow!!: be able to paraphrase and quote pertinent information from the websites using correct citations and in connection with the readings use it to analyze how literature reflects the world.

12. Class discussion on parallels between the readings and research
Beginning: be able to identify the basic elements of the story/information for each piece of literature or research
Almost: connect the readings and research
Got It: use the parallels in the readings and research to make observations about Korean culture
Wow: use the parallels in the readings and research to make observations about Korean culture both historically and in today’s society

13. Turn in analytical essays
Use Vermont Academy essay rubric
**Lesson Plans**

Lesson 1
Standards and Evidences:
RHS: 7, RHS: 10

Materials:
[www.instrok.org/lesson1](http://www.instrok.org/lesson1)
Ch’’unhyang directed by Im Kwo-taek released 2000

Lesson Description:
Read the *Tale of Ch’unhyang* together as a class [http://www.instrok.org/instrok/lesson1](http://www.instrok.org/instrok/lesson1)
Watch the film *Ch’unhyang*

Assessment: Product or Task:
Homework: read the rest of lesson one on the Choson Dynasty on the Instrok website, complete section six of lesson one and complete a reading log on the *Tale of Ch’unhyang* (due next class)

Assessment Method and Criteria: reading log measuring the student’s comprehension of the reading as well as ability to identify and analyze key information. Score number of correct answers in section 6 of lesson 1 from [www.instrok.org](http://www.instrok.org)

Rubric for reading log: (measuring standards RHS:7, RHS: 10 )

(D) Beginning: basic comprehension of characters, setting, and plot
(C) Almost There: ability to analyze the story on a basic level
(B) Got It: ability to identify themes using character analysis, setting, and plot
(A) Wow!!: Interpret themes in a literary perspective as well as placing the story in historical and societal context.

Rubric for scoring section 6 lesson 1 Instrok website [www.instrok.org](http://www.instrok.org)

(D) Beginning: answer at least seven of the questions correctly
(C) Almost There: answer at least eight of the questions correctly
(B) Got It: answer at least ten of the questions correctly
(A) Wow!! Answer at least twelve of the questions correctly
Reading Log

Name
Date
Title of story

Plot Summary:

Identify an important part of the story, explain why it is important and support your statement with a quote from the text.

Personal Reaction:
Lesson 2

Standards and Evidence:
WHS: 5, WHS: 6, WHS: 7

Materials
Ch’unhyang directed by Im Kwo Taek released 2010
www.instrok.org

Lesson Description
Continue the film Ch’unhyang
Class discussion on the film and Confucianism in Korea based on information from the Instrok website.

Assessment Product or Task:
Homework: one page reflective essay on how the story in the film portrays ideals of Confucianism and the Choson dynasty and how it teaches us important societal and philosophical life lessons (due next class)

Ideals to include:
Loyalty
Following traditions
Importance of Education
Hierarchical ranking and responsibility

Assessment Method and Criteria:
Rubric measuring the student’s comprehension of the key elements of Korean Confucianism during the Choson dynasty and how they are represented in the film.

Rubric for reflective essay: (measuring standards WHS: 5, WHS: 6, WHS: 7)

(D) Beginning: basic comprehension of characters, setting, and plot and discuss at least two ideals
(C) Almost There: ability to analyze the film and include three ideals
(B) Got It: ability to analyze the film and include three ideals and discusses central themes connected to society and philosophy
(A) Wow!! Include all four ideals and interprets themes in terms of important societal and philosophical life lessons
Lesson 3

Standards and Evidence:
RHS: 7, RHS: 10

Materials:
50 Years and Counting: The Impact of the Korean War on the People of the Peninsula
http://www.calvin.edu/news/2001-02/korea

Lesson Description:
Read Winter Outing by Park Wanso as a class with interpretive discussion throughout
Complete a reading log on Winter Outing

Assessment Product or Task:
Homework: Research the following website http://www.calvin.edu/news/2001-02/korea on how the Korean War impacted Korean families and paraphrase the information into notes (due next class)

Focus on:
Exile
Relocation
Severed families
Death of civilians
Communism
Destruction of property
Famine

Assessment Method and Criteria:
Rubric for reading log
Review research notes measuring the student’s ability to identify key elements of how families and individual suffered from war and separation experiences.

Reading Log Rubric for Winter Outing by Park Wanso (measuring RHS: 7, RHS: 10)
(D) Beginning: basic comprehension of characters, setting, and plot
(C) Almost There: ability to analyze the story on a basic level including a quote
(B) Got It: ability to identify themes using character analysis, setting, and plot
(A) Wow!!: Interpret themes in a literary perspective as well as placing the story in historical and societal context.

Rubric for reviewing research notes on the Korean War (measuring RHS: 7)
(D) Beginning: research and paraphrase pertinent information in three areas
(C) Almost There: research and paraphrase pertinent information in four areas
(B) Got It: research and paraphrase pertinent information in five areas
(A) Wow!!: research and paraphrase pertinent information in six-seven areas
Reading Log

Name
Date
Title of story

Plot Summary:

Identify an important part of the story, explain why it is important and support your statement with a quote from the text.

Personal Reaction:
Lesson 4

Standards and Evidences
RHS: 13, RHS: 15, WHS: 5

Materials:
50 Years and Counting: The Impact of the Korean War on the People of the Peninsula
http://www.calvin.edu/news/2001-02/korea

Lesson Description:
In class written reflection on traumatic stress and the loss of psychological peace based on the homework from lesson 3. 
Class discussion on the impacts of war on society with a focus on how traumatic stress syndrome can alter families and society with references to Winter Outing. 
Prewriting for the reflective essay based on the discussion.

Assessment Product or Task:
Informal assessment of participation in class discussion
Homework: one page reflective essay on how the Grandmother and the main character in Winter Outing are both impacted directly and indirectly by their experiences connected to the war. Connect this to the stress suffered by Chunhyang and to situations in the real world.

Assessment Method and Criteria:
Rubric for the reflective essay measuring the student’s ability to identify and interpret key elements of how the Korean War affected the Grandmother and the main character in Winter Outing.
Rubric for class discussion on the impact of the Korean war on families (measuring RHS: 13, RHS: 15)
(D) Beginning: be able to keep up with and understand the discussion
(C) Almost There: contribute basic points of information
(B) Got It: be able to use the information to interpret meaning and form opinions about family stress connected to the Korean War.
(A) Wow!!: be able to use an understanding of the issues of family stress and family structure connected to war and separation to make connections between Winter Outing and the story of Ch’unhyang

Rubric for reflective essay on post traumatic stress on the characters in the stories studied and in the real world (measuring WHS: 5)
(D) Beginning: be able to list pertinent information from Winter Outing and connect it to a least two areas of stress connected to the Korean War
(C) Almost There: use pertinent information from Winter Outing and Chunhyang and connect it to at least two areas of stress that families suffer because of societal situations
(B) Got It: use pertinent information from *Winter Outing and Chunhyang*, discuss at least three areas of stress caused by societal difficulty faced by the characters, and connect it to other experiences and knowledge from real life.
(A) Wow!!: use pertinent information from *Winter Outing and Chunhyang*, discuss at least three areas of stress caused by societal difficulty faced by the characters, and connect it to other experiences from real life and use that connection to make observations and predictions about society.
Lesson 5

Standards and Evidences: RHS: 10, RHS: 13, RHS:14

Materials:
http://www.instrok.org/instrok/lesson1

Lesson Description:
Go over literary terms: character (protagonist, antagonist, helper), setting, symbolism, irony, theme, plot (introduction, rising action, turning point, falling action, denouement) Class discussion on literary technique and how *Winter Outing* and *Chunhyang* are crafted to create a certain impact by focusing on certain literary elements.

Assessment Product or Task
Homework: literary technique worksheet showing examples from both the story and the folktale (due next class)

Assessment Method and Criteria: rubric charting accurate placement of examples of literary terms

Rubric for worksheet on literary technique (measuring RHS: 10, RHS: 13, RHS: 14)  
(D) Beginning: be able to correctly provide examples from the stories for fifteen of the different literary terms  
(C) Almost There: be able to correctly provide examples from the stories for eighteen of the various literary terms  
(B) Got It: be able to correctly provide examples from the stories for at least twenty of literary elements  
(A) Wow!!: be able to correctly provide examples from the stories for at least twenty three of the literary terms.
## Literary Terms Worksheet

<table>
<thead>
<tr>
<th>Term</th>
<th>Chunhyang</th>
<th>Winter Outing</th>
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<tbody>
<tr>
<td>Protagonist</td>
<td>Chunhyang</td>
<td>Winter Outing</td>
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<td>Antagonist</td>
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<td>Helper</td>
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<td>Falling Action</td>
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<td>Denouement</td>
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<td>Symbolism</td>
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<td>Irony</td>
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<td>Theme</td>
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Lesson 6

Standards and Evidences: RHS: 7

Materials:

Lesson Description:
Read *Self Portrait* by Dong-ju Yun page 45 *Best Loved Poems of Korea*
Discuss the imagery in the poem and connect it to the folk tale and the story
Hand out Korean version of *A Star in My Heart* by Kim So-yeop pg. 31 in *My Love My Star*
Introduce how to recognize Hangul characters
Give the students the list of characters from the poem with their English definitions
Discuss the process of translation
Discussion on translation and the effect that it has on literature

Assessment Product or Task
Class observation on Hangul and translation into English
Homework: translate a Korean poem using a dictionary (due next class)
Focus on: meaning, rhythm, flow, effectiveness of word order

Assessment Method and Criteria: rubric on use of correct meaning, quality of rhythmic flow, effectiveness of word order

Rubric for class observation: (measuring RHS: 7)
(D) Beginning: able to recognize Korean characters
(C) Almost There: able to match the characters with their English definitions
(B) Got It: able to change the word order to have it make sense in English
(A) Wow!!: able to change word choice and order to interpret shades of meaning.

Rubric for translating and interpreting a Korean poem (measuring RHS: 7)
(D) Beginning: be able to translate at least 60% of the lines from Korean into English
(C) Almost There: be able to translate at least 70% of the lines from Korean into English
(B) Got It: be able to translate at least 80% of the lines from Korean into English and change the word order around to have it make sense and flow in English
(A) Wow!!: be able to translate at least 90% of the lines from Korean into English, and change the word order and word choices to keep a sense of the meaning of the poem, as well as its rhythm and flow.
Hangul/English Dictionary for A Star in my Heart

Heart
Inside
Star
Day
During
Eyes
With
See
Can’t
That nothing
No
Calmly
Sleeping
At night
Light
Gives
Is not?
My
Inside
Midday
Evening
Flowery/bright visage

Floating
One
Like a
Heart
Lesson 7

Standards and Evidences: WHS: 1, WHS: 6

Materials:
[http://www.instrok.org/instrok/lesson1](http://www.instrok.org/instrok/lesson1)
Ch’unhyang directed by Im Kwo Taek released 2010

Lesson Description:
Share translations and read the translation of the same poem, *A Star in my Heart*, from *My Love, My Star*
In class written reflection on how the folk tale Ch’unhyang, the movie Ch’unhyang, *Self Portrait, A Star in My Heart* and *Winter Outing* are connected with common themes
Class discussion on ideas generated by the written reflections

Assessment Product or Task
Homework: create an outline for a 3-5 page analytical paper on how the folk tale, poems and story reflect Korean culture and thought (due next class)

Assessment Method and Criteria: rubric measuring the inclusion of pertinent information included in the outline for the analytical essay.

Rubric for Essay Outline (measuring WHS: 1, WHS: 6)
(D) Beginning: includes a thesis statement, main points, and a conclusion
(C) Almost There: includes a thesis statement, main points with examples, and a conclusion
(B) Got It: includes a thesis statement, main points with examples and quotes, and a conclusion
(A) Wow!!: includes a thesis statement, main points with examples and quotes, and a conclusion, plus the sources cited page
Outline Guideline:

Thesis statement
At three main points
Supporting evidence for the main points
At least three quotes; at least one quote from research and at least two quotes from literary sources
Conclusion
The conclusion needs to include a focusing statement about how the literature mentioned in the essay reflects our understanding of Korean society

Outline Format

A. Introduction
   Thesis

B. Body
   1. Main point
      A. Supporting Evidence/Quote
      B. Supporting Evidence/Quote
      C. Supporting Evidence/Quote
   2. Main point
      A. Supporting Evidence/Quote
      B. Supporting Evidence/Quote
      C. Supporting Evidence/Quote
   3. Main point
      A. Supporting Evidence/Quote
      B. Supporting Evidence/Quote
      C. Supporting Evidence/Quote

C. Conclusion
   Focusing statement
Lesson 8

Standards and evidences: WHS: 1

Materials:
Ch’unhyang directed by Im Kwo Taek released 2010
www.instrok.org
and Bruce & Ju-Chan Fulton ISBN780765618108
http://www.instrok.org/instrok/lesson1/pge03.html?thisChar=6
My Love, My Star by Kim So-yeop translated by Choi SunKyoum  2001 Hollym
International Corp. ISBN 1-56591-168-7
Best Loved Poems of Korea collected by Chang Soo Ko translated by Chang Soo Ko,

Lesson Description:
Have students work in small groups with their peers reviewing the outline based on a
checklist provided by the teacher
In class workshop sharing ideas on interpretation
Have each student rework their outline based on feedback from their peers and
comparison with the essay checklist provided by the teacher
Time for additional research for the essay

Assessment Product or Task:
Research notes
Homework: Write the rough draft of the analytical essay (due next class)

Assessment Method and Criteria:
Rubric on research notes

Rubric for research notes for writing the analytical paper: (measuring WHS: 1)
(D) Beginning: be able to identify topics for research pertinent to the analytical essay and
locate websites.
(C) Almost There: be able to paraphrase and quote pertinent information from the
websites using correct citations.
(B) Got It: be able to paraphrase and quote pertinent information from the websites using
correct citations and connect the information to the readings.
(A) Wow!!: be able to paraphrase and quote pertinent information from the websites
using correct citations and in connection with the readings, use it to analyze how
literature reflects the world.
Peer review checklist for outline

Is there a thesis statement?

Does the thesis statement match the rest of the essay?

Are there at least three main points?

1.

2.

3.

Do the main points match up with the thesis statement?

Do the main points have supporting evidence?

Are there at least three quotes; a least one quote from research and at least two quotes from literary sources?

Is there a conclusion?

Does the conclusion make a focusing statement about how the literature mentioned in the essay reflects our understanding of Korean society?
Lesson 9
Standards or Evidences: WHS: 1, RHS: 15, RHS: 18

Materials:
Ch’unhyang directed by Im Kwo Taek released 2010

http://www.instrok.org/instrok/lesson1/


www.koreasociety.org podcasts on folktales

Lesson Description

Turn in rough draft on the analytical essay on the Korean readings
In class discussion on parallels between elements of culture, as represented in the stories and the cultures of the students in the class, and create a list of common symbols and ideologies to use throughout the semester
Homework: Split the class into groups to listen to podcasts from the Korean Society on Folktales with each group focusing on a certain tale. (due next class)

Assessment Product of Task:
Rough draft of essay
List of common symbols and ideologies

Assessment Method and Criteria:
Read and comment on rough drafts for content, structure, and grammar (measuring WHS: 1)
Informal assessment of cultural parallels between the stories, folktale and poems and research

Class Discussion Rubric: (measuring RHS: 15, RHS: 18)
(D) Beginning: be able to identify the basic elements of the story/information for each piece of literature or research
(C) Almost: connect the readings and research
(B) Got It: use the parallels in the readings and research to make observations about Korean culture
(A) Wow: use the parallels in the readings and research to make observations about Korean culture both historically and in today’s society
Lesson 10

Standards and Evidences:
WHS: 6, WHS: 7

Materials:
Ch’unhyang directed by Im Kwo Taek released 2010
www.instro.org
http://www.instro.org/instrok/lesson1/pge03.html?thisChar=6
www.koreasociety.org podcasts on folktales

Lesson Description
The pre-assigned groups will practice and present their tale to the class with a teller and actors

Assessment Product or Task
Homework: Write the final draft of the analytical essay (due next class)

Assessment Method and Criteria:
Rubric for grading analytical literary essays
Rubric for essay (measuring WHS: 6, WHS: 7)
Standard essay rubric for Vermont Academy

1=inadequate  2=adequate 3=well done in each category below for a possible total of  24

Presentation:
Correct Heading, pages numbered, correct font and size, proofread, correct margins, double spaced, MLA citations, etc.

Procedure:
Assignment instructions followed. Format is appropriate to the assignment. Stays on topic, specified length, etc.

Grammar
Complete Sentences, accurate punctuation, correct verb tense, agreement, spelling, parallel structure, etc.

Understanding of Topic:
An opinion or perspective is expressed based on a sound understanding or interpretation of the topic. Work displays conviction and knowledge of the material.

Language and Phrasing:
Precise choice of words and choice of tone. Variety of sentence types, Effective use of coordination and subordination. No slang, jargon, vulgarity.

Thesis:
Identifies topic. Identifies the interpretation or the opinion of the author. Previews the treatment of the subject.

Development:
Introduction previews the organization of the essay. Body maintains focus on the thesis, Coherent logical discussion or argumentation. Use transitions. Paragraphs contribute new ideas to move the discussion forward. Conclusion goes beyond summary.

Evidence and accuracy:
Use of accurate facts, examples, quotes, incidents, reasons, statistics, etc. to contribute to the argument.