

Sijo Poems and the Study of Clauses and Phrases for English Language Learners

(But could certainly be adapted for the mainstream classroom)

Ohio Limited English Proficient Content Standards Alignment:

- Writing sijo: 9-12.10. An English Language Learner can make accurate use of standard English to communicate in grade-appropriate speech and writing with support (including modeled sentences), (level 3:) • use simple phrases (e.g., noun, verb, adjective, adverbial, prepositional) • use simple clauses (e.g., independent, dependent, relative, adverbial) • produce and expand simple, compound and a few complex sentences.
- Analyzing sijo: 9-12.1 An English Language Learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing using a developing set of strategies to: .
 - (Level 3:): • determine the central idea or theme in oral presentations and written texts • explain how the theme is developed by specific details in the texts
 - (Level 4:) use an increasing range of strategies to: • analyze the development of the themes/ideas • cite specific details and evidence from the texts to support the analysis

Materials:

- overhead projector
- pencils
- paper
- crayons, colored pencils, or markers
- copies of PowerPoint for students (optional)
- copies of rubric

Prior Knowledge for Student Success (with Optional Materials/Resources):

Before teaching this lesson, students should probably know the basic grammar elements and what they mean. For example: noun, verb, adjective, preposition, etc. The next step would be to have lessons about clauses and phrases.

I teach a lesson about commas, which includes information about independent and dependent clauses. We watch the comma video from Shmoop (link below), and I pause the video and elaborate on each rule talked about. I also have the students write these definitions down as we go. I include a packet of worksheets and examples that we work through one or two rules at a time as well as worksheets from various resources as reinforcement is necessary. The Shmoop video does use the word “freaking” so use caution appropriately depending on your audience if you were to use it. Teachers could just make sure they do not show the very beginning and very end of the video.

After the comma lesson, I will have a lesson about phrases. Students will learn the general definition of a phrase as well as the different types of phrases that exist. Students will then work to identify phrases through worksheets and other classroom activities, one of which will be looking back at certain sentences of the comma worksheets and identifying phrases. I will delve deeper into prepositional phrases and verbal phrases using worksheets and content from

different workbooks (cited below) since students tend to struggle with prepositions. I also know through my classroom experience with some of these students last year that verbals, though they use them, are a new concept for most of them. When students have a good hold on identifying the different types of phrases, they will also be required to produce sentences containing some phrases. I will have the students share their sentences on the board and students will rotate to other sentences that they did not write and identify the different types of phrases present. Then we will have an assessment.

Lesson Plan for Student Created Sijo

To tie independent clauses, dependent clauses, and phrases together, we will then have a lesson about sijo poems. To begin our lesson and hook the students in, I will ask students to fill in a plot diagram. This is an activity and structure that we studied a great deal toward the end of last year when students were creating their own stories. From this I will tell students that a poem called a sijo has a beginning, middle, end, climax, and resolution, just like in a plot diagram for a story except it is much more condensed.

I will then tell the students background information about what a sijo is by going through the accompanying PowerPoint Presentation. Students will be informed that this poem comes from the country of Korea and some of its history including possible additional talking points of: anonymous poems were playful, modern focus came after being invaded by Japan, in addition to the information that is on the slide. It could also be mentioned that sijo is a non-count noun. I will reiterate from before that the poem, though short, contains a clear beginning, middle, and end, and just before the end, there is a twist in the poem just like there is during the climax section in a plot diagram. It will be explained to them that the poem is three lines long. Sometimes, each of the three lines are presented in a style that each line is broken into two halves and that those two halves are split again. Essentially, each line of the poem is split into four phrases or clauses. Each phrase or clause is between three and five syllables long. (We will then review what a syllable is. This is another aspect I know most students have learned before, but it is worth reviewing in case they have forgotten or are there any new students and they are unsure of what the word syllable means). Each line should contain 14-16 syllables.

We will then look at examples of sijo poems to analyze for form and content. We will go over the example given in the Bringing Korea into the Classroom Workshop about death by Jeong Mongju as well as some examples from the Sejong Cultural Society's website. I will then select a few poems and create a worksheet where students will have to identify the different syllable groups in the poem as well as identify the theme and "twist" individually. After reviewing these poems, students will receive the assignment to create their own sijo poems.

Differentiation

Students will be able to write the poems about whatever they choose. If they are having a difficult time coming up with a topic, I will speak with them one-on-one. I will encourage students to think about a topic that they enjoy and/or something that has multiple perspectives to it so that they can include the twist. If including the right amount of syllables and phrases is difficult for students, I will inform them to write a very simple sentence about their topic first, or even three very simple sentences, and then they can go in and add a prepositional, noun, adjective, or adverbial, participial, etc. phrases as it is appropriate to make their sijo more descriptive as well as include all of the syllables needed. Depending on the English and academic level of students, there may need to be a lot of conferencing to make sure they understand what is

expected of them and putting all of the pieces properly in place. Thinking of English and academic level, it may also be worth considering having students focus more on obtaining the correct amount of syllables and/or type of phrases more so than include the twist.

All students will receive a copy of the PowerPoint and select poems to keep and follow along with in class. The link to the poems will be shared on my portal.

Students will also be reminded to look back at their notes from previous units to check if they have used phrases, clauses, and punctuation correctly in their work before turning their final poems in.

Extension

At the end of the lesson, I will let students know about the sijo competition through the Sejong Cultural Society. I will encourage them to submit their poems if they want to. I'll also encourage them to write a new poem if they would like to create and submit a different poem they feel without having to worry so much about grammatical structure or how many of which phrase is included. I feel that this is worth mentioning because I wouldn't want the grammatical elements to stifle the creativity of the poems that they could create.

An extension for higher level students could be to include literary elements such as alliteration, personification, simile, metaphor, epithet, etc. into their poems. (Of course rubric would need to be modified to reflect this).

Sijo Formative Assignment

Directions: Read the following sijo. Choose one to analyze. Circle the different phrases within the sijo like we had done in class. Identify any noun, preposition, verb, verbal, adjective, or adverb phrases. Identify the theme and identify the twist.

1.

My horse neighs to leave here now, but you plead with me to stay;

the sun is dipping behind the hill, and I have far to go.

Dear One, instead of stopping me, why not hold back the setting sun?

-Anonymous

2.

When the professionals play,

it's like watching a metronome:

Racquet to racquet and back again,

the ball keeps a perfect, steady beat.

When I'm on the court with my friends,

we improvise: jazz, hip-hop

-Linda Sue Park, "Tennis"

3.

Just us two in the photograph

his arm around my thin shoulder

That strong limb I then leaned against

would break so many falls

We stood like this but only once

but his strength holds me still

-Elizabeth St. Jacques, "Even Now"

Analysis:

I will be analyzing sijo number _____

One noun, preposition, verb, verbal, adjective or adverb phrase I found in this sijo was:

Another noun, preposition, verb, verbal, adjective or adverb phrase I found in this sijo was:

The themes is...

The twist happened when...

Create Your Own Sijo Rubric

Name: _____ Date turned in: _____ Date due: _____

There is a title: ____/1

There are three lines and each line contains 14-16 syllables: ____/9

There is at least one noun phrase and it has been identified by the student: ____/2

There is at least one identified prepositional phrase: ____/2

There is at least one identified verbal or verbal phrase: ____/2

A visual well thought-out and carefully crafted visual is included: ____/4

The sijo has been shared with the class: ____/5

-Presentation includes clear speech, good speaking rate and tone, as well as eye contact made with audience.

Total: ____/25

Comments:

Resources for comma, phrases, and clauses videos:

Schmoop Comma Video: <https://www.youtube.com/watch?v=59IH37aZtro>

Five Types of Phrases Video: <https://www.youtube.com/watch?v=3HPDFtZQ9ao>

Other videos that could be utilized:

Phrases (Explanation in notes is good, might want to skip “van by the river stuff”):

<https://www.youtube.com/watch?v=XtiUhYcZg08>

Schmoop Phrases and Clauses Video: <https://www.youtube.com/watch?v=N7RL9qtBl4>

Workbooks for commas, phrases, and clauses mentioned:

Guare, S., (2004). *Daily skill builders: grammar and usage grades 4-5*. Portland, Maine: Walch Publishing.

LoGiudice, C., & LoGiudice, M. (1997). *100% grammar: skills & guidelines to develop clear communication*. East Moline, IL: LinguiSystems.

Works Cited (For sijo lesson)

McCann, D. (2011, February 11). Sijo lecture series #1 – Form of sijo. [Video File]. Retrieved from

https://www.youtube.com/watch?v=BTnx2m4_VGI&feature=youtu.be&list=PLvYI_VXpuU708H8ILXrKDRpS_73FrR8iw

McCann, D. (2011, February 13). Sijo lecture series #2 – History of sijo. [Video File]. Retrieved from

https://www.youtube.com/watch?v=frUutsQyVRA&feature=youtu.be&list=PLvYI_VXpuU708H8ILXrKDRpS_73FrR8iw

Peterson, M. (2018). *History through literature* [PowerPoint slides]. Retrieved from <http://u.osu.edu/k12korea/2018-presentations/>

The Sejong Cultural Society. (2004-2017). *Guide to sijo | sejong writing competition*. The Sejong Cultural Society. Retrieved from

https://www.sejongculturalsociety.org/writing/current/resources/sijo_guide.php