

BUILDING STUDENTS' CULTURAL COMPETENCE THROUGH WRITING

Elizabeth Jorgensen

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Access this presentation:

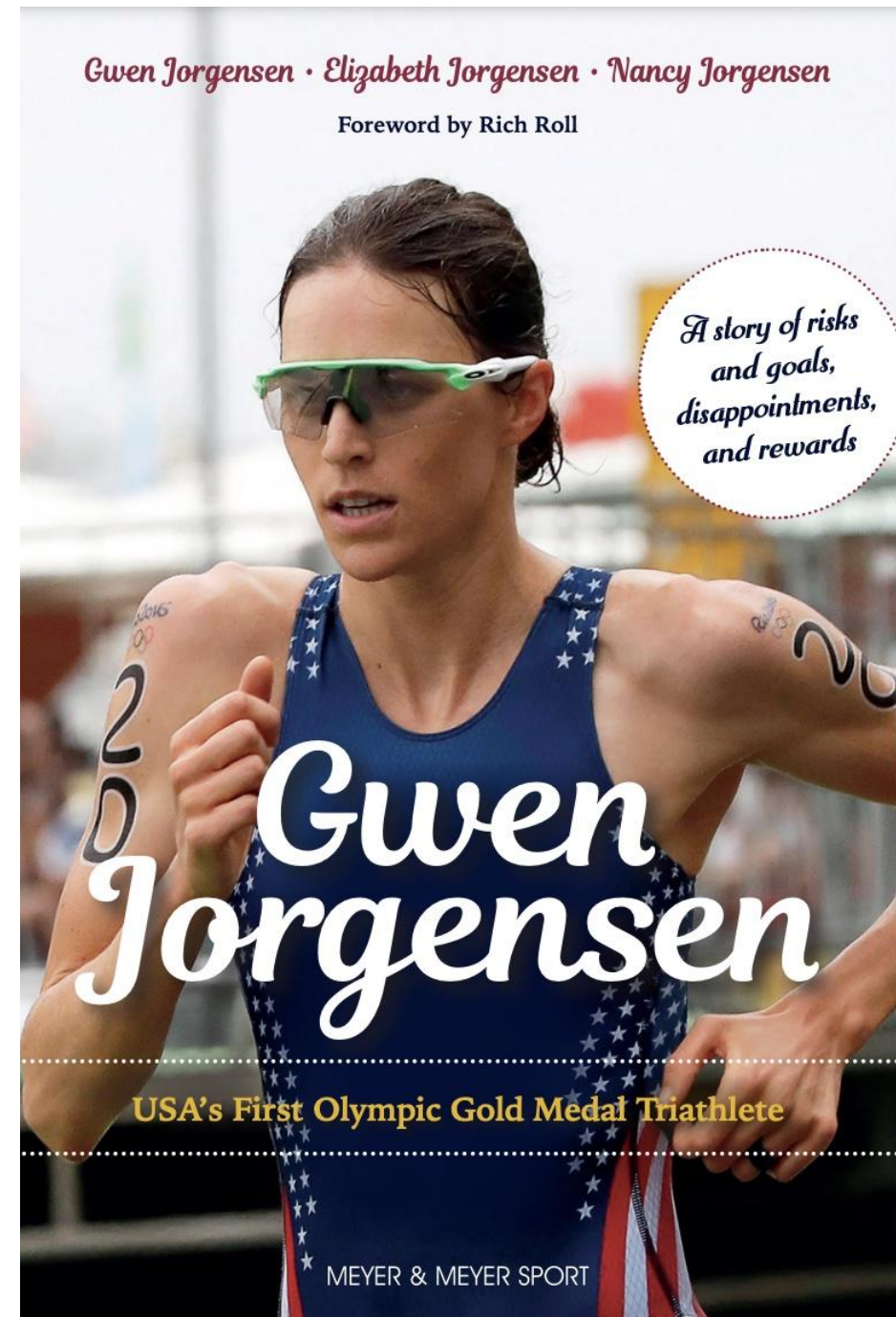
<https://tinyurl.com/culturalcompetencepoetry>

Teacher & Writer

Bringing the fun to nonfiction reading! We noticed a gap in the market for middle grade level books in the nonfiction/memoir category and so we wrote a story that allows readers to bike, swim, and run with Gwen as she takes on the 2016 Olympics.

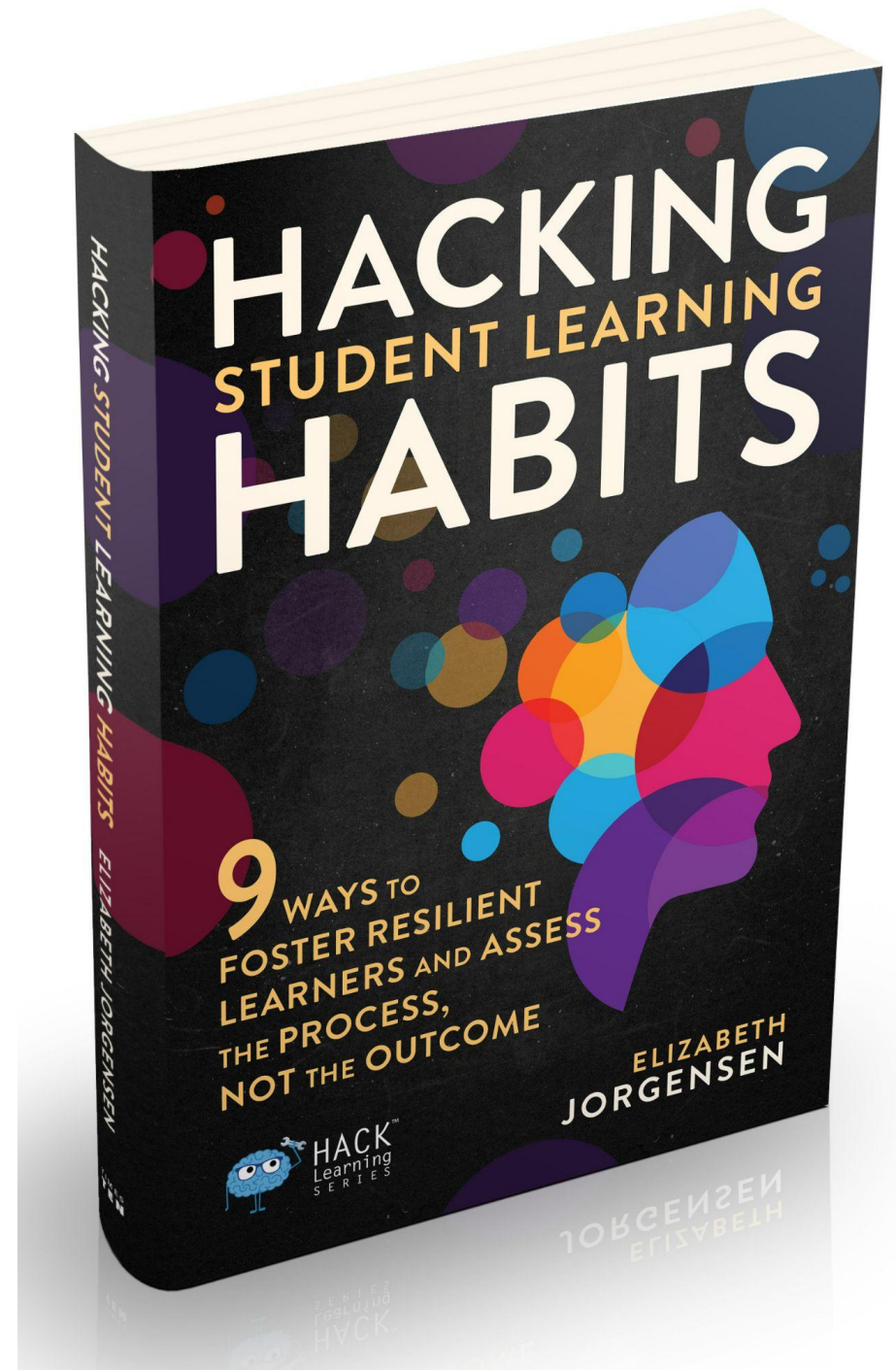
Filled with stories of reward and disappointment, success and failure, and so much more, it is sure to inspire young students to work for their dreams.

[Heroes Change Classrooms and Lives](#)



writers' markets

- Process-based assessment
- Motivation
- Real audience with real purpose



Pulitzer Center

Fighting Words Poetry Contest

The Pulitzer Center on Crisis Reporting raises awareness of underreported global issues through direct support for quality journalism across all media platforms and a unique program of education and public outreach.



Eligibility: Any current K-12 student in the United States or internationally may enter. Students may write in any language, and are welcome to submit multilingual poems. Judges will have reading fluency in English and Spanish.

Deadline: Saturday, May 15, 2021 11:59 PM EDT

Submission guidelines: Go to the [Pulitzer Center website](#) and select a story. Write a poem of any form and length that includes lines from the story. Use "*With lines from "STORY TITLE" by JOURNALIST NAME, a Pulitzer Center reporting project*" as your epigraph.

Need a version of this workshop that students can explore independently?

These downloadable lessons include student instructions and fillable worksheets. If students do not have Internet access, you can print any Pulitzer Center news stories easily by clicking the printer icon at the top of the page. Suggested news stories are included in this workshop below.

- [Fighting Words poetry workshop - PDF](#)
- [Fighting Words poetry workshop - Word Doc](#)
- [Model poem - PDF](#)

Students will examine the intersections of poetry and journalism. They will have the opportunity to explore under-reported news stories, analyze poems that respond to those stories, and write their own poems using a pressing story that speaks to them.

Objectives:

Students will be able to...

- explain the connection between journalism and poetry
- analyze the connection between a poem and the news story by which it was inspired
- make a personal/local connection to a Pulitzer Center news story
- write a poem that includes lines from a news story



Inside a Suicide Prevention Center in Puerto Rico | New York Times Documentary



WORKSHEET

“Permission” by Noel Quiñones

<https://www.rattle.com/permission-by-noel-quinones/>

Our Game Plan

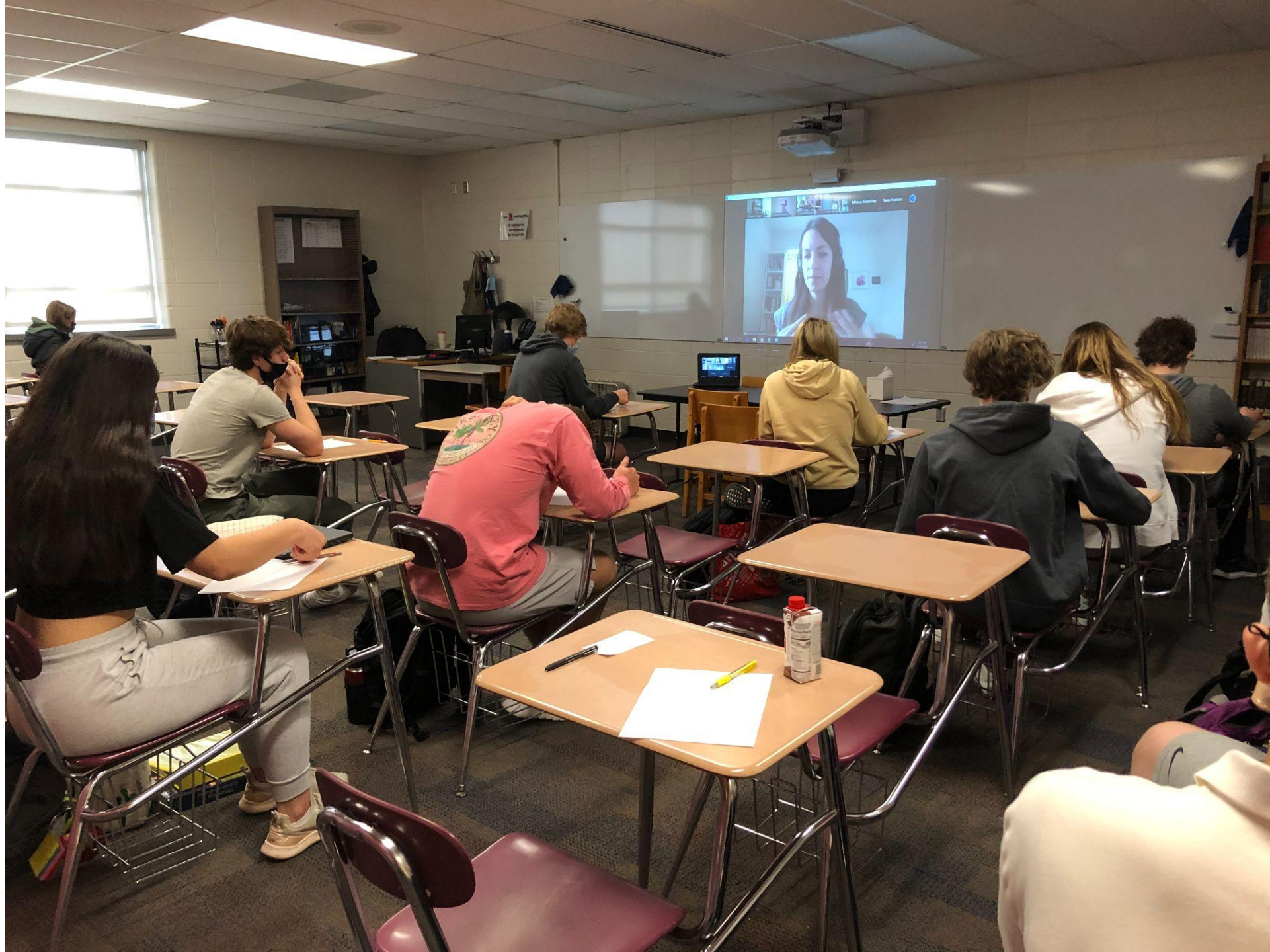


1. Introduction: The Pulitzer Center & Fighting Words
2. Analyze poems by past contest winners
3. Practice writing from new perspectives as a group, then on your own

BREAK

4. Create community agreements for our workshop
5. Volunteer to share your poem!
6. Give feedback on your classmates' poems





Alt+/,)



2

3

4

nk clean.

I won't forgive,
forgive the precious souls you took from me...from
ectors and know they are endangered because of

king.
do my best but I can't help the cry that comes out
her precious soul is lost.
een and beautiful is now a home to a killer,
gorilla spirits haunt you.


nd mountain gorillas keep on living and fighting.
rs,





Fighting Words Poetry Contest 2021 Winners & Finalists



 Pulitzer Center



SHE SET HERSELF ON FIRE

by Oliver Lee

Oliver Lee is a rising senior at Arrowhead Union High School in Wisconsin. A life-long lover of words, literature, and social justice, Oliver is ecstatic to be recognized by the Pulitzer Center. He has previously been recognized as a finalist in the *New York Times* "Coming of Age in 2020" multimedia contest. As a trans, queer, second generation Chinese-American, this piece means a lot to him as he wants to continue fighting for recognition of the struggles marginalized people go through.



sijo
(shee-jo)

[Sejong Cultural Society Competition](#)

Sijo

Korean form of poetry (kind of like haiku)

Song

Structure (thematic and syllable)

Twist

Sijo structure

3-4-4-4 (introduction)

3-4-4-4 (development)

3-5-4-3 (twist and conclusion)

Writing sijo is both a science and an art

44-46 syllables total // 14-16 syllables per line

3 lines OR 6 lines

Mark Peterson // sijo judge // professor at BYU

The structure is important, but I always allow for “poetic license” meaning that sometimes the **message is more important than the structure**. But a poem can be eliminated if the structure is too far off base. Most poems are close to the sijo structure, but some are too wordy or too short on any given line. I really like the three-beat start to the third line.

Word choice is important. Sometimes the right word in the right place is a zinger, really powerful.

Imagery. Some poems capture an image so effectively – you can see the image. Some poems miss in that the image or message is lost in vague and ambiguous wording and imagery. They seem to try too hard to be flowery or emotional and the message is unclear. **Clarity is essential.**

Emotion. Poetry, in sijo or any form, **has to capture an emotion and transfer that feeling to the reader**. Some poetic emotion is in the category of sadness – loss, loneliness, abandonment, insult, being ostracized. Happiness – love, acceptance, success, accomplishment. The thing about sijo, more so than haiku, is that the form can capture a wide range of emotions.

Austin Snell (12th grade // first place // 2016)

Emma

My new dog, little Emma, a gift to us from the heavens.

My aunt passed, stupid cancer, my mom distraught. Everyone muted.

I could look into Emma's eyes, she's still here, on four paws.

Austin Snell (12th grade // first place // 2016)

Emma

My new dog, little Emma, a gift to us from the heavens. (3-4-4-4)

My aunt passed, stupid cancer, my mom distraught. Everyone muted. (3-4-4-5)

I could look into Emma's eyes, she's still here, on four paws. (3-5-3-3)

syllables in each line: 15, 16, 14

syllables in the poem: 45

Sofia Liaw (12th grade // first place // 2019)

Absentee Parents

Make their excuses when asked why they aren't at your concert.

Pat yourself on the back when you see others holding bouquets.

You have become your own cheerleader. This is a crucial skill.

Sofia Liaw (12th grade // first place // 2019)

Absentee Parents

Make their excuses when asked why they aren't at your concert. (2-4-4-4)

Pat yourself on the back when you see others holding bouquets. (3-4-4-4)

You have become your own cheerleader. This is a crucial skill. (4-5-3-3)

syllables in each line: 14, 15, 15

syllables in the poem: 44

Hye In Lee (11th grade // second place // 2019)

A Kisaeng's Sijo

With the rhythm of the janggu, we dance like magpies,
iridescent and spinning, hoping for freedom from the men
and their hands feeling at our ivory ankles, calves, and thighs.

Clint Gersabeck (9th grade // first place // 2017)

With glowing white eyes and shining white teeth, the beast sits in silence.

Staring, like a hungry caged dog, demanding to be fed.

Nothing is worse than the malevolent glare of a blank page.

Sijo: Korea's Poetry Form

Page 215 // *Back in New Orleans*

Page 222 // *Season That Never Comes*

Page 240 // *Coming Home*

Page 230 // *A Kisaeng's Sijo*



Read & Analyze

Previous winning sijo

[2019 sijo results](#)

[2018 sijo results](#)

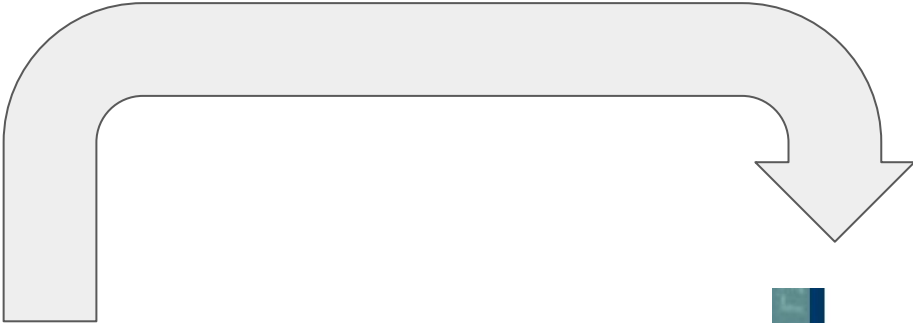
[2017 sijo results](#)

[2016 sijo results](#)

[2015 sijo results](#)

Fill out [the worksheet](#).

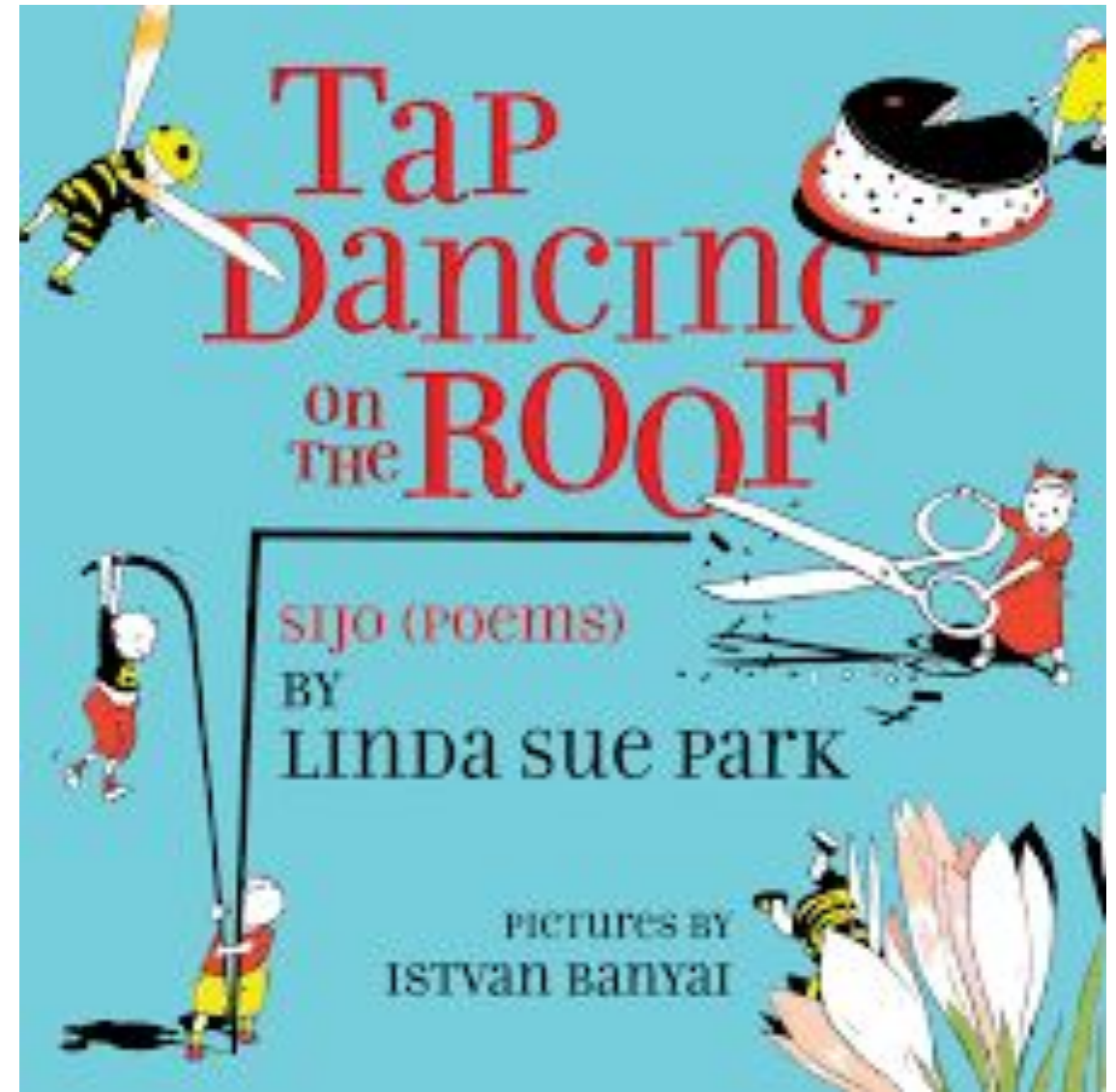
Make a plan (in sentence form) for your sijo.



past competitions	
2019	- essay winners - sijo winners - judges - entries
2018	- essay winners - sijo winners - judges - entries
2017	- essay winners - sijo winners - judges - entries
2016	- essay winners - sijo winners - judges - entries
2015	- essay winners - sijo winners - judges - entries
2014	- essay winners - sijo winners - judges - entries
2013	

Second Place	Kaitlyn Jurewicz Dover, DE sijo
Third Place	Ha Young Shin Centreville, VA Georgetown University sijo
Honorable Mention	Kimberly Rensch Fargo, ND sijo
	Richard Sasso Northlake, IL sijo
	Emmanuelle Sasson Weston, FL

Books of sijo by Linda Sue Park



NATIONAL PRIZES!

First: \$500
Second: \$400
Third: \$300
Runners Up: \$50

Deadline: March 31, 2022

2021 [Results](#)

[Sejong Cultural Society](#)

WISCONSIN PRIZES!

First: \$300
Runners Up: \$150

Deadline: January 17, 2022

2021 [Results](#)

[University of Wisconsin-Madison](#)

TWO
sijo
(she-jo)
competitions

Collaborate!

Collaborations Across the State and Through the Screen

A Collection of Sijo Poems



Written by:
Ms. Jorensen's
Juniors and Seniors
and
Pittsville Fourth
Graders
2021

TOPIC: siblings

Hi Everleigh! I have four siblings and they are all older than me. Three sisters and one brother. Most of the time my siblings and I get along, but we still have our differences and disagreements. My brother argues the most out of everyone in my family and he takes so much time in the mornings as well! I think this is a great topic to write about. Maddie Marseo.

Hi Everleigh! I think that this is a very good topic that you chose. I have two sibling, a brother and a sister, who are both older than me. They are both in college so I don't get to see them all that often. However, my brother and I are like best friends and we do a lot together. On the other hand, my sister and I have our differences, but we still love each other.

sister and brothers one or more Kind nice mean or silly laffer echoing. A sister or brother or a twin or all of your siblings that is cool right. Never mind siblings are slow and do not get me stated about how long it takes them to get dress like 2 hour later still whating

Five children run around the house, their screams and laughs echoing.

Hugs, smiles, and all of the sweet things. This is what love brings.

A rhythm of care. Until one takes forever--or takes your toy.

I took your idea about siblings being silly, kind, and mean and thought about how me and my



Group 1



Korean Poetry Competition Provides Opportunity for American Creative Writing Students

Elizabeth Jorgensen

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Jorgensen shares anecdotes of students submitting sijos, a Korean form of poetry, to the Sejong Cultural Society

Each semester, in Hartland, Wisconsin, I welcome 180 high school students to my creative writing classes with a course introduction and overview. I read intrigue, investment, and interest on their faces as I say, “My goal is for each of you to be an award-winning or published author by the end of the semester.”

I start with a haiku, a familiar form of poetry. “Oh yes, we did this in elementary school,” Sarah says. She’s typing on her laptop. “Haikus have the 5-7-5 syllable form. It’s a Japanese form of poetry. And they’re typically about nature or the seasons.” She and the rest of the class churn out haikus and submit them to various writers’ markets.

Group 2

Teachers, Profs, Parents: Writers Who Care

A blog advocating for authentic writing instruction

[Home](#) [About](#) [Our Review Team](#) [Research Briefs and Talking Points](#) [Resources](#) [Write for the Blog](#)

Sijo: Power in Diversity

monty / February 3, 2020

By Elizabeth Jorgensen

Today’s Diverse Classrooms

I want the junior and senior students in my creative writing classes to discover the potential in writing and to appreciate diverse voices. Knowing the traditional canon is often too narrow, I incorporate diverse texts; I aim to increase a student’s capacity for empathy, to help them identify with my curriculum and to understand others and themselves.

In sharing Chinua Achebe’s [Things Fall Apart](#) or Sandra Cisneros’s [Eleven](#) or Lopez Lomong’s [Running for My Life](#), teachers allow students to better know someone else—or at least to consider his or her perspective; diverse texts also help students realize their own voice has value and worth. As [Rudine Sims Bishop](#) suggests, diverse texts “help us to understand each other better by changing our attitudes towards difference.”

To diversify my curriculum, I share a Korean form of poetry called sijo. After learning about the sijo form, my students both read *and* write sijo. Sijo can help students focus on small moments, quiet details—to notice, think, and explore. To slow down. To narrow their focus on something poignant, meaningful, beautiful. Sijo is a poetry form that can live within—and beyond—traditional ELA or writing curriculums.

Group 3

Inquiry by Design

Inquiry, Questioning, and the art of Korean Poetry

– Elizabeth Jorgensen

I learned about sijo (pronounced shee-jo) a decade ago, but it’s a Korean poetry form older than haiku. Haiku poems are ubiquitous in American schools. The three-line, 17-syllable form introduces students to poetry and Japanese culture. Sijo is a logical progression from haiku: it is also East Asian, but longer, and can further challenge students to play with language, write poetry and share stories. Sweeney (2012) explains in “Poetry in the Making” that “sijo builds on what haiku starts. Similarly constructed from three lines, sijo lines have four parts allowing for additional syllabic legroom, instead of haiku’s rigid five-seven-five syllabic structure. Sijo writers get 43 to 45 syllables to play with, so long as the third line contains a twist, a point of dramatic change.” The four parts in each line Sweeney references are groups of syllables, as explained by the Sejong Cultural Society:

The first line is usually written in a 3-4-4-4 grouping pattern and states the theme of the poem, where a situation [is] generally introduced. The second line is usually written in a 3-4-4-4 pattern (similar to the first) and is an elaboration of the first line’s theme or situation (development). The third line is divided into two sections. The first section, the counter-theme, is grouped as 3-5, while

Throughout my teaching of sijo, I use the Sejong Cultural Society’s website. They host the sijo writing competition sponsored by Harvard University. When teachers ask me how to dive into the teaching of poetry, a sticky process for most of us, I share with them “In Search of the Essence of Sijo” (2016). In it, Jang Gyung-ryul, Professor of English at Seoul National University, explains sijo:

Unlike haiku, whose sense structure is characterized by its attempts at the superimposition of one image or idea upon another, sijo mobilizes a different mode of presenting poetic ideas or images: a fourfold sense structure of introduction, development, turn, and conclusion. A theme is introduced in the first line; it is developed in the second; a twist or anti-theme is proposed in the first half of the third; and a certain conclusion is provided in the second half of the third. In this way, sijo evokes the dramatic unfolding of a poetic theme (pg.35).

Gyung-ryul continues by suggesting that while “haiku is a poetic form oriented to *symbolically* reveal the state of mind that transcends time and reality, *sijo* can be understood as a poetic form oriented to *allegorically* describe human reality” (p. 37). Gyung-

Group 4

SPEAKING MY MIND

The World Comes Alive through Sijo

ELIZABETH JORGENSEN

Arrowhead Union High School

Hartland, Wisconsin

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"What do you enjoy writing about?" I ask students to align their interests, abilities, or inclinations with their assignments. I've found when students engage with content they're predisposed to, it leads them to more satisfying results—and to greater gains. The juniors and seniors in my creative writing classes want to see an assignment's purpose; they want to know someone besides their teacher will appreciate their work. They also want to explore their experiences. I ask, "What stories do you seek to share with the world? What makes you feel most alive?" I invite them to write about those stories.

To carry student writing beyond our classroom, I search for writers' markets that accept students' submissions. Students enjoy—and have had success with—The Sejong Cultural Society's sijo competition. They appreciate the competition because of the cash prizes (\$500, \$400, \$300, \$50), the connection to Edward Taylor's sijo, and because they can choose their

a mother stifles sorrow and masks her pain for a moment.

One more day—couldn't cancer wait? An infant, without a grandpa.

In her author's bio, Erin wrote, "I really enjoyed writing this sijo . . . because of the format. The sijo structure gave me freedom to write about what I wanted without worrying about how to write it. While writing my sijo poem, I learned how to think outside the box and that there are many different ways to express what I want to say." I encourage my students to write about what's important to them, as Erin did.

I ask, "What do you notice about the previous winning poems?" When students analyze, they consider why an author and poem may have been chosen for recognition. They notice emotions, creativity, authenticity, and voice, and they also consider what

Group 5

TEACHING
TOOLBOX

STUDENTS KNOW HAIKU, SO NOW TRY SIJO!

by Elizabeth Jorgensen and Kate Van Horn

I ask my fourth-grade students, "What topics might we write about?" I've just told them we'll write a traditional Korean sijo poem. I imagine my own poem, highlighting mountain streams and birds chirping.

"When the power went out during Fortnite!"

"My dirty dogs."

"My favorite ice cream cone melting before
I can eat it."

Read, discuss & report

In your group, **read** your assigned article and **discuss**.

Assign one person from each group to **report** out.

summarize the article.

What did you learn?

What were the main points?

give ideas for how you could incorporate sijo into your classroom.

area of study?

assessment?

how will you teach it?

curriculum?

how long will you spend?

use of competition?

Resources on YouTube



Teaching sijo writing in high school classes 2015

by Sejong Cultural Society • 5 videos • 15 views • Last updated on Aug 18, 2015

▶ Play all

< Share

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-  Teaching Sijo: Korean Poetry in American Classrooms - Randolph-Macon Academy 44:20
by KoreanTheme
-  Teaching Sijo: Korean Poetry in American Classrooms - Arrowhead Union High School (day 1 of 2) 45:09
by KoreanTheme
-  Teaching Sijo: Korean Poetry in American Classrooms - Arrowhead Union High School (day 2 of 2) 24:25
by KoreanTheme
-  Teaching Sijo: Korean Poetry in American Classrooms - Notre Dame High School (day 1 of 2) 42:36
by KoreanTheme
-  Teaching Sijo: Korean Poetry in American Classrooms - Notre Dame High School (day 2 of 2) 33:13
by KoreanTheme

Short videos for elementary

The Sejong Cultural Society
세종문화회관

Sijo Teaching Video - Sijo Teaching in Class
Sijo Lesson Series for Elementary School Students:
By Ms. Elizabeth Jorgensen
English teacher at Arrowhead Union High School in Hartland, WI

[Back to Video Index Page](#)

Sijo Lesson #1 - "What is Sijo?"

In this video, teacher Elizabeth Jorgensen introduces elementary school students to sijo, a Korean form of poetry. In this lesson, students learn how to say sijo. Students also learn what makes the sijo unique as well as the form and function of each line.

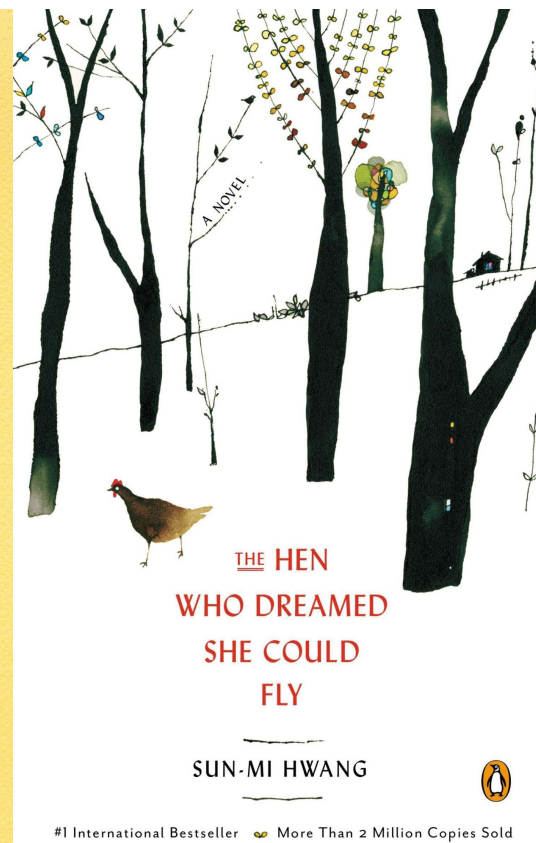
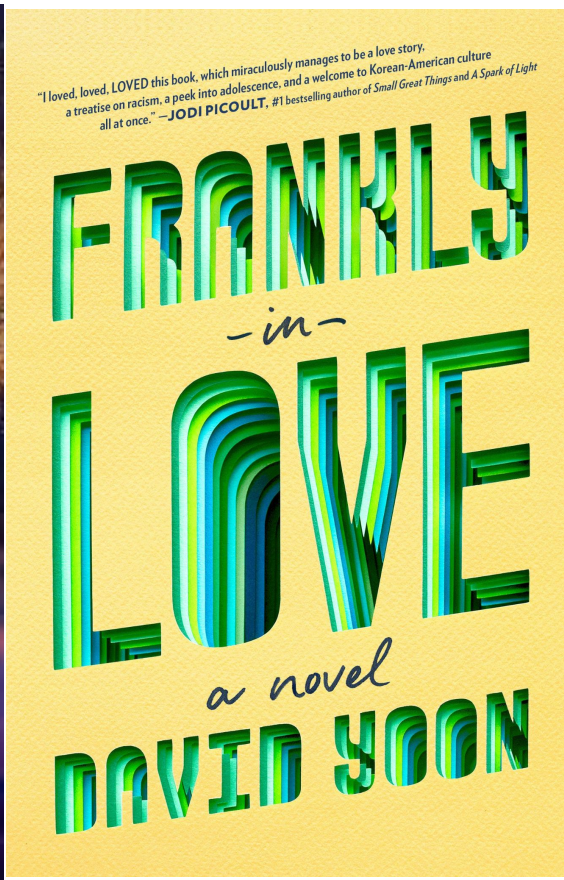
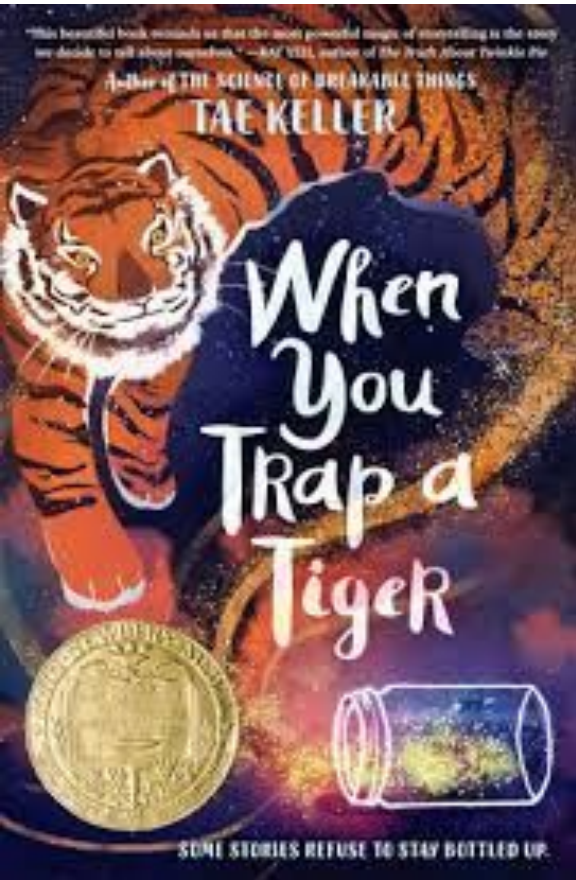
Sijo Lesson for Elementary School Stude...
Watch later Share

Evelyn Cox
Sage Parker

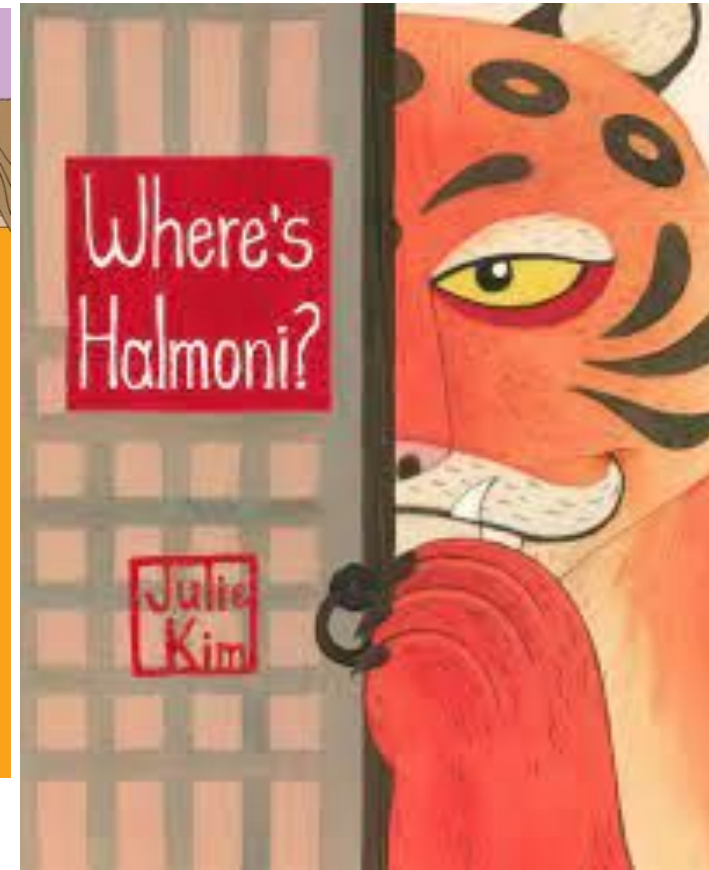
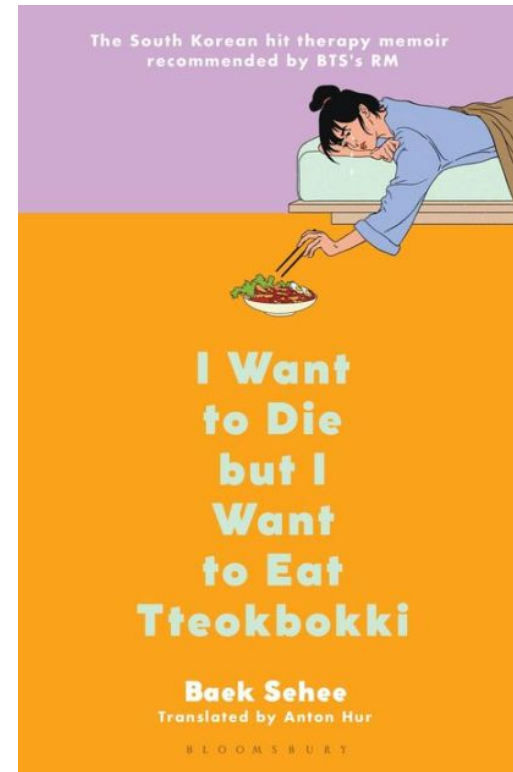
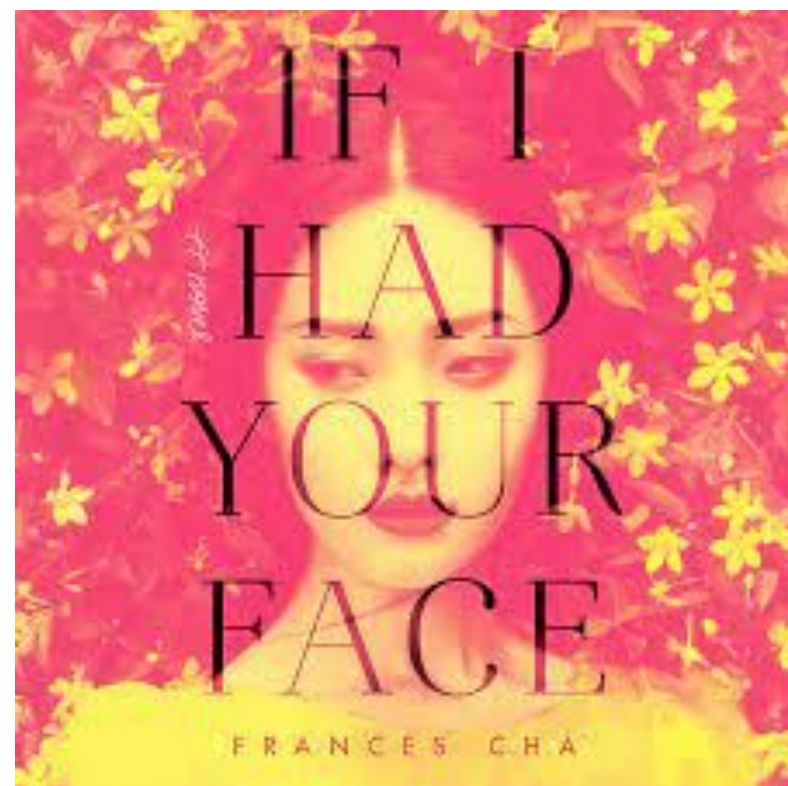
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Sijo Lesson #2 - "Let's Read Sijo"

Korean Literature Recommendations



Korean Literature Recommendations



Questions?

Feel free to email!

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