

THE TWO KOREAS: RESEARCH AND EVALUATION

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GRADES: 9th Grade

TOPIC/THEME: Conflicts & Resolutions/ North & South Issues, Geography, Government, Economics

TIME REQUIRED: Three 50 minute periods

BACKGROUND:

Since the end of World War II, there have existed two Koreas; the Republic of Korea (Known generally as South Korea or ROK) and the Democratic People's Republic of Korea (Known generally as North Korea or DPRK). An unfortunate separation at the beginning of the Cold War has lasted now over 60 years and two distinct cultures and identities have grown over that time. This lesson is an attempt to examine similarities and differences between the two Koreas by students researching information on the Internet. The second half of the lessons asks small groups of students to explore routes of unification for the two Koreas to see if unification is feasible and how it best should be accomplished using the information gathered. The students finally present their conclusions and a class discussion concerning unification ends the lesson.

CURRICULUM CONNECTION:

This lesson can be taught in several areas of modern World history curriculum. An easy placement would be during discussion of either the beginning of the Cold War or the end of the Cold War. The division of Korea by the United States and the Soviet Union is one of the first compromises of the Cold War. That neither country cared enough to analyze how this would affect the Korean people, that this later led to a civil war that brought the United States and China close to a nuclear confrontation, and that the separation has lasted over 20 years since the collapse of Soviet empire makes these countries interesting to study and examine. The lesson will help students make connections to Stalinist era of the Soviet Union, better understand the differences in economic systems that have allowed the South to so quickly advance, and examine the issues of nuclear proliferation in a post-Cold War context.

CONNECTION TO STUDENTS' LIVES:

The Republic of Korea is quickly becoming a world economic power and has done so with very little natural resources and an aggressive enemy to the north. Students have now heard of or are consumers of Korean goods; Samsung, Kia, or Hyundai for example. Students have also heard of North Korea's aggressive attacks on the South and their nuclear ambitions, making them an enemy of the United States. It is quite possible that in their lifetime, reunification of these two distinct and amazingly different countries may occur. The students will be better prepared to understand the issues and concerns of all the parties concerned about unification and its effects on the greater Pacific community.

OBJECTIVES:

Students will be able to analyze the social, environmental and economic differences between the ROK and DPRK.

Students will be able to explain the issues and possible results of unification between the two Koreas.

NATIONAL AND STATE STANDARDS: Include NCSS Standard and your state standards.

Example:

OBJECTIVES AND STANDARDS:

1. Students will be able to identify and explain the differences between North and South Korea and formulate a proposal for reunifying the two countries.

NCSS Standard: World History Standard: Era 9: The 20th Century Since 1945:

Promises and Paradoxes:

Standard 1: How post-World War II reconstruction occurred, new international power relations took shape, and colonial empires broke up

Standard 2: The search for community, stability, and peace in an interdependent world

Standard 3: Major global trends since World War II

Ohio Content Standards:

Geography Standard: Places and Regions 1. Interpret data to make comparisons between and among countries and regions including

a) birth rates

b) death rates

c) Infant mortality rates

d) Education levels

e) Per capita Gross Domestic Product (GDP)

2. Explain how differencing points of view play a role in conflicts over territory and resources

3. Explain how political and economic conditions, resources, geographic locations and cultures have contributed to cooperation and conflict

Government Standard: Systems of Government 1. Explain how various systems of governments acquire, use, and justify their power

2. Analyze the purposes, structures and functions of various systems of government including:

d. Presidential Democracies

e. Dictatorships

Economics Standard: Markets

3. Analyze characteristics of traditional, market, command and mixed economies with regard to:

a) Private property

b) Freedom of enterprise

c) Competition and consumer choice

d) The role of government

Common Core Standards:

SL 1 Initiate and participate effectively in a range of collaborative discussions

SL 2 Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source

WHST 7 Conduct short as well as more sustained research project to answer a question or solve a problem

WHST 8 Gather relevant information from multiple authoritative print and digital sources

MATERIALS REQUIRED:

- Web research worksheet
- Information sheet for small group activity
- Computers with Internet access
- Websites used for Research (also on worksheet):
 - <http://www.korea-dpr.com/DPRK.htm>
 - <http://www.korea.net/index.do>
 - <https://www.cia.gov/library/publications/the-world-factbook/geos/ks.html>
 - <https://www.cia.gov/library/publications/the-world-factbook/geos/kn.html>

INTRODUCTION and EXPLORATION: Begin the lesson with a KWL of Korea. Ask students what they **K**now about the Koreas, then what they **W**ant to know about the Koreas. Explain to students they will finish the lesson with what they **L**earned about the two Koreas.

PROCEDURE:**THE DELIVERY OF THE CONTENT:**

Day 1: With access to the internet, students will fill-out the “Two Koreas Research” worksheet for information asked. The worksheet will require approximately one class period to complete individually. Teachers may choose to pair students to complete the task.

Day 2: Handout worksheet #2. In groups of three, students must use the information sheet to plot out the best possible strategy for unification of the two Koreas; governmental, economic and social. Then the students must explore the best way to present their proposal to the class.

Day 3: Group presentations of their unification proposal. Students will then discuss the similarities and differences between the proposals and as a class discuss the best of the proposals.

The class ends by finishing the KWL begun on day 1.

THE APPLICATION OF THE CONTENT: The students will be able to see the complicated issues of conflict resolution and integration. To examine one conflict in depth helps students to transfer their knowledge to other conflicts and to the environment around them. Specifically, examining the issues of the two Koreas allows students to make connections to past historical issues, such as the Cold War.

ASSESSMENT: Assessing the students’ proper knowledge will be done during the **KWL**. More assessments will be done after the students’ have completed their research worksheet and during the groups’ presentations. All students will be assessed during the class conversation on unification. Please see attached group presentation rubric.

RESOURCES:

CIA World Factbook: Korea, North. Central Intelligence Agency. 2011.

<https://www.cia.gov/library/publications/the-world-factbook/geos/kn.html>

CIA World Factbook: Korea, South. Central Intelligence Agency. 2011.

<https://www.cia.gov/library/publications/the-world-factbook/geos/ks.html>

DPR Korea. Korean Friendship Association. 2007. www.korea-dpr.com/DPRK.htm

Korea.net. KOCIS. 2011. www.korea.net/index.do

WORKSHEET#1**Two Koreas Research Webquest**

Directions: You and your partner(s) will be researching the similarities and differences between the Republic of Korea (South Korea) and the Democratic People's Republic of Korea (North Korea).

PART I

- First visit the official North Korean government's website at <http://www.korea-dpr.com/DPRK.htm>
- **Click on "Leaders Biography"**

1) What adjective is used to describe the current president Kim Jung-un and the former presidents, his father Kim Jong Il, and his grandfather Kim Il Sung?

2) Would you likely see this type of adjective on the official U.S. government website describing Barack Obama? Why or why not?

- **Next click on "Politics"**

3) Read this page describing North Korea's views on Politics. According to the page, North Korea follows the principle of Juche or "self reliance". The North Korean government avoids what it calls "dependence" on outside forces. Do you suppose that North Korea openly trades with many other countries?

4) How would your life be different if the United States refused to trade with other countries?

5) "Yankee" is a term describing the United States. What is the opinion of the North Korean government towards the United States?

6) How is private-property described? Is this a positive or negative view of private property?

- **Next click on "History"**

7) How is President Eisenhower described by the Korean government?

8) According to the North Koreans was the Korean War a tie, loss, or victory? Explain.

- **Second, visit the official South Korean government's website at <http://www.korea.net/index.do>**

9) What similarities and differences do you notice about the North Korean and South Korean websites?

10) Which website – the North or the South – seems to be freer of bias? Explain

PART II

- **CIA World Fact Book go to the CIA World Fact book and explore the differences and similarities between North and South Korea**
- **First look at South Korea at <https://www.cia.gov/library/publications/the-world-factbook/geos/ks.html>**

- 11) Under “people” list the following
 - a) Population
 - b) Urban population
 - c) Life expectancy
 - d) Religions
 - e) Literacy Rate

- 12) Under “Government” list the following
 - a) Government type
 - b) Elections
 - c) How many political parties are there?

- 13) Under “Economy” list the following
 - a) GDP (2010 est.)
 - b) Country comparison to the world
 - c) GDP per capita
 - d) Unemployment rate
 - e) Population below the poverty line

- 14) Under “Communications” list the following
 - a) Internet hosts country comparison to the world
 - **Next look at North Korea at <https://www.cia.gov/library/publications/the-world-factbook/geos/kn.html>**

- 15) Under “people” list the following
 - a) Population
 - b) Urban population
 - c) Life expectancy
 - d) Religions
 - e) Literacy Rate

- 16) Under “Government” list the following
 - a) Government type
 - b) Elections (this one will be difficult to find)
 - c) How many political parties are there?

- 17) Under “Economy” list the following
 - a) GDP (2010 est.)
 - b) Country comparison to the world
 - c) GDP per capita
 - d) Unemployment rate (why do you suppose this is “unavailable”?)
 - e) Population below the poverty line (why do you suppose this is “unavailable”?)

- 18) Under “Communications” list the following
 - a) Internet hosts country comparison to the world

WORKSHEET #2**The Two Koreas: Unification Activity**

Objective: In your group of three, and with the information you collected yesterday, you must come up with a strategy for the possible future unification of the two Koreas. You must think about migration of people, how the new government will look like, and how the economy will adjust. As a group you must also present your findings to the class tomorrow.

STEPS:

- Choose Jobs:
 - Researcher: examines the research to find information to help the group
 - Designer: Creates a visual representation of the groups ideas (may require work at home)
 - Presenter: Will present the findings to the class in a clear manner

- Discuss the issues of Unification:
 - Where should people be allowed to live, move too, migrate, etc...
 - How should the new government operate to allow for the voices of both Koreas to be heard? Should a new government be created or an old one adopted?
 - How will the two Koreas' economies become one? What are the strengths of both economies? How should they be integrated? How shall the integration be paid for?

- Come up with a concrete plan for unification and how it will be presented and displayed:
 - How will plan be implemented?
 - How can you show your plan in a visual manner?
 - What is the best way to present the plan (presenter needs to create note cards for the presentation).

Group Presentation Rubric

How will you be graded? Each person will get an individual grade and not a group grade.

Rubric	Poor	Moderate	Excellent	Total
Properly discuss the Economic (i.e. capitalism vs. communism) Issues concerning reunification citing statistics from your research	Use zero – three economic facts from your research 0-3 points	Properly use four – six economic facts from your research 4-6 points	Properly use seven or more economic facts from your research 7-10 points	<u>/10</u>
Properly discuss the Cultural/Social (e.g. Religion, education) Issues concerning reunification citing statistics from your research	Use zero – three Cultural/Social facts from your research 0-3 points	Properly use four – six Cultural/Social facts from your research 4-6 points	Properly use seven or more Cultural/Social facts from your research 7-10 points	<u>/10</u>
Properly discuss the Political (i.e. Dictatorships vs Democracies) Issues concerning reunification citing statistics from your research	Use zero – three Political facts from your research 0-3 points	Properly use four – six Political from your research 4-6 points	Properly use seven or more Political facts from your research 7-10 points	<u>/10</u>