

Korea Lesson Plan by Tammi Ramsey, Washington Court House HS
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Course: Contemporary World Issues
Topic: Human Rights in North Korea
Duration: 45 minute class period, 2-3 days

Objectives: 1) Students will be able to define the phrase "human rights" in their own words
2) Students will be able to summarize the Report of the commission of inquiry on human rights in the Democratic People's Republic of Korea

State Standard: TOPIC: CIVIL AND HUMAN RIGHTS CONTENT STATEMENTS: 8. Beliefs about civil and human rights vary among social and governmental systems.
9. Nations and international organizations pursue their own interests on issues related to civil and human rights, resulting in both conflict and cooperation particularly as it relates to injustices against minority groups

Materials: Report of the commission of inquiry on human rights in the Democratic People's Republic of Korea* (<https://documents-dds-ny.un.org/doc/UNDOC/GEN/G14/108/66/PDF/G1410866.pdf?OpenElement>)
Computer with internet access

Summary of Tasks/Actions:

- 1) Have students break up into groups and have each group read a portion of the report (jigsaw)
- 2) Students groups will provide a summary of what they've read to the rest of the class. With this, students should have an outline of the entire report. Summaries can go online, in an interactive notebook, etc.
- 3) Based on what they've read, students will then brainstorm what life in North Korea looks like for the average citizen. When necessary, have students cite what part of the report they are using for their inferences
- 4) Introduce YouTube video and the story of Shin Dong-Huyk to students. If possible, have them watch as homework. If not, watch together as a class.

Take Home/Follow-Up Tasks: Have students watch Camp 14: Total Control Zone on YouTube (https://www.youtube.com/watch?v=ihUOHARC_Og) over the next few days as homework. Create discussion board Q&A opportunities on Google Classroom or some other learning management system.

Questions in initial post can include: Based on what you've read in class, what do you expect to hear from the main story lines in the film? How do you think these men felt as they were escaping and why? What basic human rights violations do they discuss? What connections are there between what you've read in the UN report and the video you watched? If you could interview someone who has escaped from North Korea, what would you ask them?

If 1:1 internet access or access to an LMS is not available, students can answer these questions in a gallery walk type of setting