

Lesson Plan Template

Teacher Candidate Name: H. Carey
 Lesson Title/#: Cultures of the North Korean Songbun System
<https://u.osu.edu/globalteacherseminar/north-korean-state-repression-2/>
 Grade Level: 11-12

Lesson Foundations

Content Standards	<p>Content Standards: Cultures – Perspectives, Practices, Products (3P) https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf</p> <p>Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>❖ English will be used for this Lesson Plan because Korean language has not been taught.</p>		
Learning Objective(s)	<p>Learning Objectives(s):</p> <ol style="list-style-type: none"> 1. Identify the cultural perspectives of the Songbun cast system (VOQ, 2012): <ul style="list-style-type: none"> – Loyal class – Waver class – Hostile class 2. Identify the cultural practices of the Songbun cast system: <ul style="list-style-type: none"> – State repression – Discrimination: food, housing, residential location, employment, education, medical care, etc. --- all aspects of a person’s life – Public executions – Extreme information controls – Guilt by associations up to three generations – Export slave-laborers to China and Russia 	<p>Assessment(s) Include LO being addressed</p>	<ol style="list-style-type: none"> 1. Students individually write a 250-500 word report about their investigation of the Songbun cast system identifying and relating the cultural practices and products to perspectives. 80%. 2. Students in groups of 3-5 present how the cultural practices and products relate to the perspectives in the Songbun cast system, 15%. 3. Students discuss the similarities and differences between the Songbun system and the human trafficking and slave labor in China, 5%.

	<p>3. Identify the cultural products of the Songbun cast system:</p> <ul style="list-style-type: none"> – Prison camps – Children born in the camps – North Korean slave-laborers in China and Russia – The parades in Pyongyang – Nuclear weapons – <p>4. Identify the similarities and differences between the Songbun system and the human trafficking and slave labor in China.</p>		
Materials & Resources	<ol style="list-style-type: none"> 1. Human Rights Watch: North Korea's Caste System 2. NK News: Songbun and the five castes of North Korea 3. VOA: Study Details North Korean Caste System 4. Liberty in North Korea: Songbun – Social Class in a Socialist Paradise 5. Film screening: Camp 14 -Total Control Zone 6. Epoch Times: China and North Korea Complicit in Modern Day-Human Trafficking and Slave Labor 7. The Columbus Dispatch: What can US do to North Korea to avenge death of Otto Warmbier? 8. USA TODAY: Who was Otto Warmbier — the student released from North Korea? 9. The Guardian: North Korea military parade shows off 'new weapons' – video 		

Instructional Procedures/Steps

Note when you are addressing a learning objective and when enacting an assessment.

	Teacher will...	Student will...
Opening <u>5</u> Minute	Warm up: Check awareness of Otto Warmbier. Q: Otto Warmbier, familiar name?	Warm up: Recall on Otto Warmbier: <ul style="list-style-type: none"> – 22-year-old, Born and raised in Cincinnati, Ohio – U. of Virginia student – Went to North Korea

<p>Instruction _____5_____Minutes</p> <p>Students _____40_____Minutes</p> <p>Four classes, one per week (4 classes)</p>	<p>1. The Songbun political and social system</p> <ul style="list-style-type: none"> - Brief overview of reference materials - To do list for four classes (Slide): <ul style="list-style-type: none"> ▪ Individual written report, 250-500 words, 80% ▪ Group presentation, 15% ▪ Class discussion, 5% 	<ul style="list-style-type: none"> - Write an outline of the report - Write the report
<p>2. Q&A on writing the report</p> <ul style="list-style-type: none"> - Brief on the formation of presentation groups 	<ul style="list-style-type: none"> - Q&A on report writing, etc. - Finalize report - Form presentation groups - Determine who present what of the Songbun system 	
<p>3. Grade the presentation of the Songbun system Assign reading for next class: Epoch Times article</p>	<ul style="list-style-type: none"> - Present the cultures of the Songbun system 	
<p>Instruction _____5_____Minutes</p> <p>Students _____30_____Minutes</p> <p>Closure _____10-15_____Minutes</p>	<p>4. Ask about the differences between the Songbun system and the work and life of North Korean refugees fled to China.</p> <ul style="list-style-type: none"> - Ask students to write down on a piece of paper: <ol style="list-style-type: none"> 1) The most important thing learned about North Korea Songbun system, and 2) One thing about human rights issues in mainland China, and - Wad up and throw their paper snow balls in a box from 5-feet away. 	<ul style="list-style-type: none"> - Discuss and list the differences between the Songbun system in North Korea and life and work of North Korean refugees fled to China - Summit the written report by end of week 5 - Write down the two things, make and throw the paper snow balls - Pick up a paper snow ball from another student, flatten it and read out loud the two things to the class, and put the paper on teacher's desk
<p>Planned Supports</p>	<ul style="list-style-type: none"> • In class advice • Reference and citation formats: <ul style="list-style-type: none"> - American Psychological Association. (APA, 2010). <i>Publication manual of the American Psychological Association</i> (6th ed.). Washington, DC: Author. - American Psychological Association. (2007). <i>APA style guide to electronic references</i>. Washington, DC: Author. (Available as a PDF file from www.apa.org/books/) • As needed. 	