

Learning About Human Rights Through the Case of North Korea

<http://www.wearehappyfrom.com/>

A. Dugan

- I. Day 1 - Read case studies on why people move (theme of movement - five themes of geography)
 - a. **GCS 7:** Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.
 - b. Case studies from Ohio 6th Grade Social Studies Standards – Eastern Hemisphere
 - i. Syria - government
 - ii. Rwandan Conflict - social
 - iii. Sahel - economic
 - c. Define Refugee/Define Immigrant (*also part of the 6th grade book)
- II. Day 2 & 3 Wrap up Day 1 and Discussion (use resources found on tpt) & youtube video found at <https://www.youtube.com/watch?v=qhU5JEd-XRo>
 - . What are human rights? Process individually without conversation (Write on post-it notes)
 1. What rights do we have? (blue)
 2. What rights should all people have? (pink)
 3. If the government took away any of these rights and punished you for engaging in these rights, what would you do? Would you try to leave your country? (yellow)
 4. What do you already know about human rights violations in the world (What countries aren't so good for human rights? What about the U.S.?) (orange or purple)
 - a) Play food video and discuss. After discussion have the kids go back revisit the post-its and add to or remove any notes they made.
 - b) Power Point on The United Nations and the Universal Declaration of Human Rights - Defines Human Rights and Explains Why HR Are Important to Keeping Peace
 - i) This powerpoint is found on TPT.
 1. **human rights** (plural noun): a right that is believed to belong justifiably to every person:
 2. After students have been given a definition, then they will once again revisit their post-it notes to add or subtract from their notes (all discarded post-its should be kept so I can see the students thought process)
 3. <http://www.youthforhts.org/what-are-human-rights/videos/born-free-and-equal.html>
 4. HW: The Rise of Dictatorships (tpt)

III. Day 4&5 – Discuss HW – Youtube video – North Korea/Dictatorship

a. <https://www.teacherspayteachers.com/Product/Whats-the-difference-between-an-authoritarian-a-dictator-and-fascist-3129307>

b. Introduction to North Korea: Information to be included --

- “Anyone who claims to be an expert on North Korea is either a liar or a fool.”
 - - Korea used to be one whole country till 1945
 - - Korea was a Japanese colony. After WWII/Cold War the question of what to do with Korea is proposed. Korea gets divided at the 38th parallel where the LOWER is democratic and the NORTHERN goes to the Soviet Union.
- - 1948 Kim il-Sung takes control and dies in 1994
 - - Longest running dictator
 - - Kim il Sung was a general hero to the NK even though there was tons of repression and oppression.
- - 1994 Kim Jong-il becomes the leader (son of Kim un Sung)
- - 2010 Kim Jong-un first hits the scene.
 - First time the public had heard about him
 - 2011 Kim Jong-il becomes dictator
- ** <http://www.bbc.com/news/world-asia-pacific-15278612> **

• Define dictatorship

- i. **Forms of Government:** Dictatorship vs Democracy from TPT to define dictatorship.
- ii. **The Right to Rule:** Usually the right to rule is taken by force by a person or small group of people
- iii. **Who Controls the Power:** The “dictator” (person or group) has absolute power over the citizens of the country

a. **GCT 10** Governments can be categorized as monarchies, theocracies, dictatorships, or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens’ liberties and responsibilities varies according to limits on governmental authority.

- List of biographies used

- i. Quick Bio of Kim Il-sung
 1. <https://www.biography.com/people/kim-jong-un-21125351#!>
- ii. Bio of Kim Jong-il
 1. [https://www.biography.com/people/kim-jong-il-201050?_escaped_fragment_ =](https://www.biography.com/people/kim-jong-il-201050?_escaped_fragment_=)
- iii. Bio of Kim Jong-un
 1. <https://www.biography.com/people/kim-jong-un-21125351>

Practice

Build a historical timeline of North Korea (passed down father to son)

Kids will receive a blank sheet of paper and construct a multi-tier timeline

IV. Day 6 & 7 & 8 Kids will read different news articles on North Korea that deal with human rights (this will go into fact/opinion and bias lesson)

1. **RI 6** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
2. **RI 6.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
3. **RI 6.2:** Determine a central idea of a text and how it is conveyed through details; provide a summary of the text distinct from personal opinions or judgments.

a) Compare the North Korean perspective of themselves as compared to how the Western world portrays North Korea

1. <http://www.korea-dpr.com/>

a. As students read and reflect on the news articles they should answer the following questions:

- 1.) What did the person do? Why are they in trouble?
- 2.) What human right was denied?

- Get articles and video from:
<https://www.hrw.org/asia/north-korea>
- <https://www.nytimes.com/2016/03/17/world/asia/north-korea-otto-warmbier-sentenced.html? r=0>
- <https://www.nytimes.com/2017/06/19/us/otto-warmbier-north-korea-dies.html>
- <http://www.libertyinnorthkorea.org/>
- <https://www.uskoreainstitute.org/>