

## Lesson Plan #3

### North Korea: Are they a Nuclear Weapon Threat?

#### Ohio Standards Connections

##### **Standard(s):**

- **History:** Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States, and the world
- **Social Studies Skills and Methods:** Students collect, organize, evaluate and synthesize information from information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings

##### **Benchmark(s):**

- Evaluate the reliability and credibility of sources
- Use data and evidence to support or refute a thesis

##### **Indicator(s):**

- Analyze the reliability of sources for accurate use of facts
- Critique evidence used to support a thesis

#### Assessments

##### *Pre-Assessment*

- Teacher will write the terms on the board and have students write the definition in their Social Studies notebook.
  - This will determine the level of knowledge students have in regards to the future lesson
  - Terms: nuclear weapons, arms race, communism, disarmament, bias, reliability
- 5-7 minutes: Students will write their knowledge to the best of their ability
  - Open discussion and formal definitions of terms to be written in Social Studies notebook
- 2-3 minutes: Teacher will place a world map on the overhead to locate Korea and indicate the location and border of North and South Korea

##### *Scoring Criteria*

- Students will be assessed on participation of lessons and activities
  - Journal writing, analysis of article, detecting bias and reliability
  - Points will be given to students for keeping information in Social Studies notebook
  - Points will be given for Internet research
  - Scores will be given on Journal writing final assignment
- Teacher will assess the understanding of the topic based on completion of each assignment

##### *Post-Assessment*

- Students will be assessed on the completion of the activities assigned throughout the lessons. For example, Social Studies notebook, journal writing, article analysis

## **Lesson Summary**

### **Teacher Information:**

North Korea has become a focus both in the media and within political arenas due to its recent activity in regards to its nuclear weapon build-up and subsequent tests. During this lesson the students will gain a basic knowledge of North Korea, nuclear weapons, and the possible effects of the actions of this country. The students will gain knowledge of this topic through several sources but the core piece of information will be through an article published in the Washington Post. At the conclusion of this reading the students must research the bias and validity in the article through their own research. Also the students will need to create their own opinion on this issue and what political leaders should or shouldn't do to this country that most believe to be a threat. Possible sources to research prior to the start of this lesson may be:

- [http://en.wikipedia.org/wiki/North\\_Korea\\_nuclear\\_weapons\\_program](http://en.wikipedia.org/wiki/North_Korea_nuclear_weapons_program)
  - This website provides a substantial amount of information regarding North Korea and its build-up of nuclear weapons. Such as, background information about North Korea and how it began its build-up and its withdrawal from the Nuclear Non-Proliferation Treaty.
- <http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB87/>
  - A website from The National Security Archive that provides a significant amount of government information about North Korea and nuclear weapons. It provides links to documents and articles about the building of a nuclear research reactor in North Korea and interviews with diplomats about the history of relationships with North Korea.
- *A Rare Look inside North Korea* (DVD)
  - Annotation from ABC News: "For most of its modern history, North Korea has been almost completely closed to American journalists. But ABC News obtained unprecedented access to the "Hermit Kingdom" at a critical time: when this isolated and dangerous place claims to be quickly becoming a nuclear power. Correspondent: Ted Koppel or Bob Woodruff"
- *Crisis on the Korean Peninsula: How to deal with a nuclear North Korea?*
  - This book by Michael O'Hanlon analyzes the North Korean country by looking at its economics, its abuse of its citizens, and how to deal with North Korea and their build-up of nuclear weapons.
- <http://www.cnn.com/SPECIALS/2003/nkorea/>
  - A website provided by CNN. In this website many articles, news reports, and information presented regarding North Korea, leaders, and the build-up of its nuclear weapons.

### **Student Lesson Objectives:**

Within this lesson, students will learn basic information about North Korea and their build-up of Nuclear weapons. Student will read an article in regards to North Korea and analyze the reliability of information and bias in the article. While learning about North Korea and its nuclear weapons, students will journal write in regards to their feelings about North Korea possessing nuclear weapon and what should be done to/with North Korea

- Students will use prior knowledge of Nuclear weapons and its effects during these lessons

### **Instructional Procedures**

#### **Day 1: (45 minute class period)**

- 10-15 minutes: Students will complete the *Pre-Assessment* activity. Including the completion of formal and informal definitions of above terms
- 15 minutes: Copy of article will be distributed to each student to be placed in Social Studies notebook
  - Teacher will read article “*North Korea Declares Itself a Nuclear Power*” from Washington Post to whole class
- 15 minutes: Upon completion of reading students will individually take notes on important information from article (Outline form)

#### **Day 2:**

- 5 minutes: Teacher will have an open discussion to review the article read on Day 1
  - Discussion will include the terms written in Social Studies Notebook on Day 1
- 15-20 minutes: Students will continue to outline important information regarding the *Washington Post* article
- 10 minutes: Whole class will develop a list of top five important pieces of information from article
  - Teacher will write all information on transparency
  - Students will copy notes into Social Studies Notebook
- 5 minutes: Teacher will allow students to pick a partner that they will be working with for Day 3
  - Students will sign their name and partner will sign name on 1 piece of paper and turn it in to teacher

#### **Day 3:**

- 5 minutes: Opener: Teacher will state to whole class
  - Our school is better than (Blank) High School!
  - Our students are the smartest in the city!
  - Toledo has the best OGT scores in Ohio!
  - Our teachers are the best in the city!
- 5 minutes: Teacher will then ask the students if these statements are true.
  - How do you know?
  - How can you find out?
  - Am I a reliable source?
  - Am I biased toward our school?
  - Discussion will be directed toward reliability of information, and bias
- 2 minutes: Students will have article ready and Teacher will allow students to move themselves and their desks with their partner to begin next part of lesson
- 20 minutes: Partners will pick 6-8 pieces of information from the article that could be questioned for reliability and bias

- Students will put information on piece of paper passed back to them with names on it from Day 2
- Students will turn in list to teacher with 5 minutes left in class
- 5 minutes: Teacher will read a few items of information students have written down and discuss why the information can be questioned
  - Students will be informed that Day 4 will include researching the information in Computer Lab

#### **Day 4:**

(Class will meet in Computer lab)

- 20 minutes: Students will spend entire class period researching the information from the article to determine if information is correct and determining if the sources are credible
- 20 minutes: Partners will write a 1-2 page response to research
  - What did your research find?
  - What information was incorrect?
  - What information was correct?
  - Response will be turned in at the end of class period

#### **Day 5:**

- 3-5 minutes: Students will be given the *Journal Writing Rubric*
  - Teacher will read entire rubric to class
- 30 minutes: Students will write an individual response during the class period
  - Students may use article, Social Studies Notebook to assist in their response
- 3 minutes: Teacher will inform students that journal will be due at the next class period (Day 6)
  - Must turn in final copy of journal and rubric together

#### **Day 6:**

Wrap-up

- Collect journal entry and Rubric from students
- Discuss in open forum if the students believe North Korea should be allowed to have Nuclear Weapons?
- What should be done if they continue to test Nuclear Weapons?

#### **Differentiated Lesson Strategies**

- Vocabulary understanding
- Journal writing
- Use of multiple intelligences
- Use of varied manipulative and resources
- Relate content to real-life
- Whole-class and small group discussions

#### **Estimated Time Duration**

- Six 45 minute class periods

- Breakdown of each activity time established in above Day to Day lessons

### **Materials Needed**

*For Teacher:*

- Overhead transparencies
- Copy of article
- Access to computer lab

*For Students:*

- Social Studies Notebook
- Rubric/Handouts
- Pen/Pencil

### **Homework Options**

- Completion of Journal Writing
- Possible Internet Research

### **Interdisciplinary Connections**

- English
  - Journal writing
  - Outline formatting

### **Technology Connections**

- Overhead Projector
- Computers

## **N. Korea Declares Itself a Nuclear Power**

### **Pyongyang Indicates It Will Withdraw Indefinitely From Six-Nation Disarmament Talks**

*By Anthony Faiola*

Washington Post Foreign Service

Thursday, February 10, 2005; 2:50 PM

TOKYO Feb. 10 -- North Korea on Thursday declared itself a de facto nuclear power, claiming in its strongest terms to date that it had "manufactured nuclear weapons" to defend itself from the United States and saying it would withdraw indefinitely from international disarmament talks.

Since withdrawing from the nuclear Non-Proliferation Treaty and ejecting weapons inspectors in a dispute with the Bush administration in late 2002, North Korea has used less specific language, both publicly and privately, to describe the development of what it has dubbed a "nuclear deterrent." But on Thursday, an official North Korean statement employed wording that analysts and several Asian diplomats saw as a virtual declaration that it has become a nuclear power.

"In response to the Bush administration's increasingly hostile policy toward North Korea, we . . . have manufactured nuclear weapons for self-defense," the government said in an official statement through its Korean Central News Agency.

Without evidence of a nuclear test, considered difficult given North Korea's small size and broad border with its chief benefactor, China, North Korea's assertion remains just that -- an assertion. The statement, however, seemed to comport with estimates by U.S. intelligence officials, who believe that North Korea has developed at least a couple of nuclear devices and has reprocessed 8,000 spent fuel rods into plutonium -- potentially enough to make as many as six more.

The declaration, nonetheless, raised the stakes for a quick diplomatic solution to the North Korean nuclear issue while posing new hurdles for the Bush administration as it tries to bring Pyongyang back to disarmament talks that have been stalled since last June. In recent days, administration officials have briefed Asian allies on evidence that North Korea sold nuclear material to Libya in 2001, demonstrating the urgency of bringing Pyongyang into compliance.

Secretary of State Condoleezza Rice, who is winding up her first foreign trip since taking the helm of the State Department, warned North Korea to reconsider its decision to break off disarmament talks or face deepening isolation from the rest of the world and greater suffering for its people.

"With our deterrent capability on the Korean peninsula . . . the United States and its allies can deal with any potential threat from North Korea. And North Korea, I think,

understands that. But we are trying to give the North Koreans a different path," Rice said at a press conference in Luxembourg with three European Union leaders.

Rice said the United States has assumed Pyongyang had a nuclear capability since the mid-1990s.

Defense Secretary Donald H. Rumsfeld said North Korea's statement was worrisome in part because the hard-line communist nation is "probably one of the world's leading proliferators of ballistic missile technology."

Speaking to reporters at a meeting of NATO defense ministers in Nice on the French Riviera, Rumsfeld said, "Given their dictatorial regime and their repression of their own people, one has to worry about weapons of that power in the hands of leadership of that nature." He said the North Korean leadership was not known for being "restrained."

In Washington, White House spokesman Scott McClellan said North Korea should return to six-party talks with the United States, China, Russia, South Korea and Japan.

"If North Korea commits to giving up its nuclear weapons and permanently dismantling its nuclear weapons programs, there are multilateral security assurances that will be provided to North Korea," McClellan told reporters. "We remain committed to the six-party talks," he added. "We remain committed to a peaceful, diplomatic resolution to the nuclear issue with regards to North Korea."

South Korea and Japan on Thursday called on Pyongyang to return to the disarmament talks and raised the possibility of international sanctions if it does not.

Asian diplomats had hoped that President Bush's relatively conciliatory State of the Union Speech last month would do the trick. After calling North Korea a member of the "Axis of Evil" with Iran and Iraq three years ago, Bush refrained from reiterating a hard-line approach against North Korea, instead emphasizing the need for international cooperation to solve the crisis.

But in its Thursday statement, North Korea latched on to Rice's statements during her confirmation hearings, suggesting that her identification of North Korea as "an outpost of tyranny" meant U.S. policy -- demanding unilateral disarmament without economic and diplomatic incentives up front -- had not changed. North Korea outlined a rationale not only for indefinitely boycotting the six-party disarmament talks but also for increasing its nuclear arsenal.

"The Bush administration termed the DPRK" -- North Korea's official name -- "an 'outpost of tyranny,' " North Korea said in Thursday's statement. "This deprived the DPRK of any justification to participate in the six-party talks" and "compels us to take a measure to bolster our nuclear weapons arsenal in order to protect the ideology, system, freedom and democracy chosen by the people in the DPRK."

North Korea was seen by analysts as withholding an earlier declaration as a nuclear power in part as a bargaining chip in the talks. Many believe it had delayed a return to the table to see if Bush was reelected, and then, what the new administration's policy might be.

Analysts concluded that North Korea's statement Thursday meant it no longer saw anything to lose, given that the Bush administration, with a largely similar cast, is now entrenched for four more years.

"They are using this to try to force the U.S. to deal with them now as a nuclear-possessing country, and to escalate their demands," said Pyong Jin Il, a leading Tokyo-based North Korea expert and editor of the Korea Report. "They are going to try to force the U.S. to deal with it on an equal stand as China, Russia, India and Pakistan. They are asking the U.S. and the rest of the world to negotiate with them as a nuclear power."

Some officials on Thursday called the statement more of the North's typical brinksmanship designed to win the upper hand in negotiations. Several officials also compared it to previous missives -- particularly a statement to the press made by North Korea's vice foreign minister, Choe Su Hon, last September at the United Nations, where he said his government had "weaponized" nuclear material. North Korea has also privately told U.S. officials that it has nuclear weapons and has threatened to stage a test.

But other Asian diplomats and analysts saw the North Korean statement as significant because of its clarity, specificity and source -- an official government statement. A vital unknown factor, however, remains whether North Korea has mastered the technology to deliver such devices through its arsenal of short- and mid-range ballistic missiles. Even so, "the concern is that they have them at all," said one Asian diplomat. "They could be mounted on ships or planes and be delivered in a primitive but potentially effective way."

South Korea said Thursday the North's decision to stay away from talks was "seriously regrettable." Foreign Ministry spokesman Lee Kyu Hyung said, "We again declare our stance that we will never tolerate North Korea possessing nuclear weapons."

Officials in Tokyo, as in Washington, have been looking to China -- which provides up to 80 percent of North Korea's energy and has on occasion cut off oil supplies to force it into submission -- to pressure Pyongyang. A Chinese official was reported to be planning a mission to North Korea this month, leaving Asian diplomats upbeat that at least lower level disarmament talks would soon take place. Shigeru Ishiba, Japan's influential former defense minister and a legislator in its ruling Liberal Democratic Party, said it is time "for China to do more."

If China cannot get North Korea back to the bargaining table in short order, he said, international sanctions may now be in order. "Because the situation has now come this far, I personally believe it is time that we bring this issue before the [United Nations] Security Council," he said. Prime Minister Junichiro Koizumi, under pressure at home to impose bilateral sanctions against North Korea, immediately called on Pyongyang to



return to the stalled nuclear talks. "It would be better if we resumed talks soon," he told the Kyodo News service. "Just as we have until now, we will cooperate with the other countries toward this end."

A broader fear for U.S. officials is proliferation by North Korea. Besides its publicly professed plutonium program, North Korea is believed to have a second uranium enrichment program.

The standoff with North Korea began after Pyongyang privately admitted to the uranium program in Sept. 2002, U.S. officials say, a violation of North Korea's earlier agreement with the Clinton administration to abandon its nuclear weapons programs. It touched off a tense two years in which North Korea kicked out weapons inspectors and announced the reprocessing of its spent plutonium rods.

But it has steadfastly denied admitting to the second uranium program, which again became the focus of attention last week after U.S. officials reportedly told China, South Korea and Japan that North Korea provided Libya with 1.6 tons of converted uranium that could be enriched to nuclear-bomb-grade level. Libya turned the uranium hexafluoride over to the United States last year as part of its agreement to give up its program of weapons of mass destruction.

"I think certainly you have to be concerned about the potential for sales to terrorist groups; I think North Korea would sell to anyone with hard currency," Undersecretary of State John R. Bolton, told reporters in Tokyo Wednesday morning before North Korea's announcement. "It's bad enough that they would sell missile technology or chemical or biological weapons capability, but the nuclear capabilities are obviously the most dangerous of all."

Staff writer Robin Wright in Luxembourg and special correspondent Akiko Yamamoto in Tokyo contributed to this report. Staff writer William Branigin contributed from Washington.

### Journal- Rubric

**DIRECTIONS:** This form is designed to help evaluate your work in journal writing. Read each point as you write your response to make sure all criteria is included in journal. Journal must be **1 page in length**.

**Do you agree that North Korea should be allowed to build Nuclear Weapons? Explain.**

1=Weak 2=Somewhat Weak 3=Average 4= Strong 5=Very Strong

1. The topic of the journal entry meets the requirements of the assignment.

1 2 3 4 5

2. The journal entry covers various aspects of the article.

1 2 3 4 5

3. The entries provide very descriptive explanation of article information.

1 2 3 4 5

4. The organization of the journal entry is clear and easy to follow.

1 2 3 4 5

5. The journal entry flows smoothly from one idea to another.

1 2 3 4 5

6. The spelling, grammar, punctuation, and length of the journal is accurate.

1 2 3 4 5

7. The journal entry exhibits the informed opinion of the student.

1 2 3 4 5

8. The journal offers information on bias of author and reliability of information.

1 2 3 4 5

9. The effort put forth has demonstrated the full potential of the student's capability.

1 2 3 4 5

Total Points: \_\_\_\_\_

