

Jeff Smith  
Buckeye High School  
Medina, Ohio

## TIP FOR NCTA

### North Korea and Nuclear Weapons Development

**Purpose:** The students will analyze North Korea's history and posturing position on developing a strong military including nuclear weapons capabilities.

**Standard (Social Studies skills and methods) Grades 11-12:** Students collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral or written form and apply what they have learned to societal issues in a real world setting.

**Benchmark:** Work in groups to analyze an issue and make a decision.

**Indicator #7 (Grade 12):** Engage in group work on issue-analysis and decision making:

- a. Identify the problem
- b. Analyze the interests, values and points of view
- c. Identify the causes of the dilemma
- d. Propose alternate solutions
- e. Formulate a cause of action or position
- f. Evaluate the consequences of the action taken

**Grade Level and Courses:** AP U.S. Government and Politics; AP Comparative Government; Senior U.S. Government and Model U.N.

### Materials:

Websites:

[www.un.org](http://www.un.org)

[www.kent.edu/Academics/Asian/NCTA.cfm](http://www.kent.edu/Academics/Asian/NCTA.cfm)

<http://www.pbs.org/wgbh/pages/frontline/shows/aim/>

<http://www.zmog.org/content/AsiaWatch/elichnorthkorea/cfm>

<http://www.zmag.org/content/showarticle/cfm/sectionID=69/Item> ID=12129

<http://fpif.org.fpif.txt/3999>

<http://fpif.org.fpif.txt/3997>

<http://pro-and-con.org/members/articleprint.asp>, issue=204&article=japan

Cummings, Bruce, Korea's Place in the Sun: A Modern History, Updated Edition, W.W. North & Company, New York, NY 2005

The Security Council Responds to the Crisis: The North Korean Nuclear Test, International Debates, November 2006, Vol. 4, No. 8.  
Department of Political Science, Gannon University Model United Nations Handbook, 54<sup>th</sup> Ed. Erie, Pennsylvania 2006. (pg 17-18)

**Skills:** Differing perspectives, problem solving and decision making in the international community.

**Procedures:** Following a lecture/power point on Korea and U.S. relations in the 20<sup>th</sup> century and reading International Debates “Should the UN Security Council Impose Sanctions on North Korea for Conducting a Nuclear Weapons Test?”, the students will be grouped into UN delegations North Korea, China, South Korea, Japan and the United States. I will give the students the structure and examples of UN resolutions.

**Activities:** All five groups of three or four students will prepare official UN resolutions and presentations. They will present it during a Mock Security Council meeting and we will vote on the final resolution with amendments and compromises. The students will write a response paper on the effects of the legislation.

**Structure:** Day One: Power point on the history of North Korean agreements between UN and United States.

Day Two: Research resolution writing and politicking.

Day Three: Presentations and vote.

Day Four: Conclusion and paper due.

**Assessment:** Group participation, presentation, council compromise and response paper.

**Reflection:** This lesson plan should take four or five days. I will definitely use this in my AP Comparative Government class, AP U.S. Government courses and the UN Club. I may change the countries based on the Security Council’s temporary membership and make sure North Korea has allies in the debate (maybe Venezuela).