

Lesson Plan 2: Korea: *Nothing to Envy*: Modern Day Dystopia

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9th grade

One 45-55 minute class period

This lesson can follow any study of dystopian literature.

Activities:

1. Ask the essential question, Could a dystopian society be a reality today? Ask students to do a turn and talk, in which each student turns to a classmate and takes turns discussing their answers.
2. Students may volunteer to share answers with the class.
3. Next, ask students what they know about North Korea. Ask a student volunteer to write down responses on board/ chart paper.
4. Distribute copies of *Nothing to Envy* by Barbara Demick. Ask students to read chapter one.
5. Instruct students that as they read to underline any part of the story that they would find shocking or disagreeable.
6. When finished, ask students to share what they underlined.
7. Ask students how it would feel to live in North Korea today.
 - a. Guided questions:
 - i. How would it feel not to be able to talk to the opposite sex?
 - ii. Not to have electricity?
 - iii. Be forced to worship your government?
 - iv. Possibly be separated from family
 - v. Share a living space with dozens of other families?
 - vi. Live somewhere where millions of people have died of starvation?
 - vii. What would you do for fun?
 - viii. Walked or biked everywhere because there are few cars?
 - ix. Outside movies, music, newspapers and magazines were banned?
 - x. Could be shot if you tried to leave your country?
8. Closing assessment: Students will write a journal entry as if they were a teen living in North Korea today.

Standards

KEY IDEAS AND DETAILS

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CRAFT AND STRUCTURE

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

INTEGRATION OF KNOWLEDGE AND IDEAS

7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

TEXT TYPES AND PURPOSES*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

COMPREHENSION AND COLLABORATION

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.