

EAST ASIAN LESSON PLANS

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**THE TWO KOREAS: South-North Joint Declarations on the Journey Towards  
Reunification  
(Lesson Plan— 3 class periods (50 minutes each))**

Purpose: To understand the complexities and human emotion surrounding the division of Korea and the journey towards reunification through student-created South-North Joint Declarations.

Essential Questions

1. Why was Korea divided?
2. What were the causes, course, and consequences of the Korean War and what was the United States' involvement?
3. What were the similarities and differences between North Korea and South Korea after the Korean War?
4. How has the division of Korea impacted its people?
5. Are peace and reunification possible? How will a new relationship for Korea impact the United States?

Rationale: This lesson exposes students to the importance of the summit talks in fostering mutual understanding, furthering North-South relations and beginning the journey towards reunification in the context of modern Korean history.

Materials: "A Divided Korea" (World History: The Human Journey by Holt, Rinehart, Winston, pp. 664,666).

Background notes: South Korea <http://www.state.gov/r/pa/et/bgn/2800.htm>

Background notes: North Korea <http://www.state.gov/r/pa/et/bgn/2792.htm>

"South Korea" and "North Korea" Reunification Issues Discussion questions handout

South-North Joint Declaration handout (student version)

South-North Joint Declaration

[http://www.usip.org/library/pa/n\\_skorea/n\\_skorea06152000.html](http://www.usip.org/library/pa/n_skorea/n_skorea06152000.html)

Activities:

1. Students read, "A Divided Korea" and teacher reviews key points highlighting Korea's division, the Korean War, and differences between North and South Korea's governments and economies.

2. Ask students to write down a 3-4 sentence response on what it would be like to be separated from their relatives. Ask for volunteers to share their responses with the class.
3. Explain to students that Kim Jong II of North Korea and Kim Dae Jung of South Korea agreed to a summit meeting in June of 2000 to further South-North relations and to discuss the prospects of reunification. Inform students that they will now prepare for and simulate that historical meeting.
4. Students form groups of four and read their assigned background notes on “South Korea” or “North Korea” to further understand their country’s profile and perspective. They will highlight relevant facts as they read.
5. Working within their own groups, students will engage in a discussion of reunification issues towards forming their South-North Joint Declarations by discussing the questions on their handout. They may also explore their own questions and introduce new reunification issues.
6. South Korean and North Korean groups will then meet to forge their South-North joint declarations. Students must grapple with what is best for their own country as well as for coming to a mutually beneficial agreement for both Koreas through their negotiations.
5. Ask for groups to voluntarily share their South-North joint declarations.
6. Teacher will debrief the activity with a class discussion:
  - How did it feel to negotiate a peace agreement?
  - How was North Korea’s perspective different from South Korea’s? Why?
  - Are peace and reunification possible?
  - How would reunification change life for Koreans and for Korea-U.S. relations?
7. Students will read the North-South Joint Declaration to understand the historical reality of what was achieved at the Korea Summit in June 2000.

Assessment:

1. Students will research the most recent coverage of development in the relationship between North Korea and South Korea. They must bring in the article as well as their written responses to share with the class. The teacher will ask for volunteers to present. The written response should include two paragraph responses with the first indicating a summary of the article. The second paragraph should include their opinion of the article including whether they agree or disagree, any predictions of future developments, and two questions intended to spark class discussion.

Grade Adaptation:

Intended Grade Level: 9<sup>th</sup> grade (World History)

Scale down for middle school by simplifying content to focus on key concepts and events (alternative text, simplified version of the background notes). Also, the teacher may want to first model the negotiation process generally. For example, students might attempt to work within their initial groups to create a top 10 dance request list for their next class dance and then negotiate with another group to forge their newly created top ten dance request list.

## **SOUTH KOREA**

### REUNIFICATION ISSUES:

Is it in our interests to pursue reunification?

Should reunification be controlled only by Koreans, by the international community, or by a combination of the two?

What type of government will work best?

Do we want to advance humanitarian aims? (Should we allow for exchange visits by separated family members and relatives? If yes, how often? What should be done about Communists serving prison sentences in the South?)

How can we best promote trust through development of our economy? (Should we seek balanced development? Should we provide for cooperation and exchanges in civic, cultural, sports, health, environmental and all other fields? Which are priorities?)

How can we implement any agreed upon declarations? How important are communication and time to the process of reunification?

# NORTH KOREA

## REUNIFICATION ISSUES:

Is it in our interests to pursue reunification?

Should reunification be controlled only by Koreans, by the international community, or by a combination of the two?

What type of government will work best?

Do we want to advance humanitarian aims? (Should we allow for exchange visits by separated family members and relatives? If yes, how often? What should be done about Communists serving prison sentences in the South?)

How can we best promote trust through development of our economy? (Should we seek balanced development? Should we provide for cooperation and exchanges in civic, cultural, sports, health, environmental and all other fields? Which are priorities?)

How can we implement any agreed upon declarations? How important are communication and time to the process of reunification?

## SOUTH-NORTH JOINT DECLARATION

Directions: Please read, discuss, and respond (circle accordingly).

The South and the North *have/have not* agreed to resolve the question of reunification through a process that will be determined by the *Koreans only, international community, or a combination of the two*.

Note: Assuming you have chosen to pursue reunification please proceed:

For the achievement of reunification, we *have/have not* agreed that there is a common element in the South's concept of a confederation and the North's formula for a loose form of federation

(Please list any alternate agreement:

\_\_\_\_\_).

The South and the North *agree/not agree* to promote reunification in that direction.

The South and the North *agree/not agree* to resolve humanitarian issues such as exchange visits by separated family members and relatives on the occasion of the August 15 National Liberation Day and the question of Communists serving prison sentences in the South.

(Please list any alternate agreement:

\_\_\_\_\_)

The South and the North *have agreed/not agreed* to consolidate mutual trust by promoting balanced development of the national economy through economic cooperation and by stimulating cooperation and exchanges in civic, cultural, sports, health, environmental and all other fields.

(Please list any alternate agreement:

\_\_\_\_\_)

The South and the North *have agreed/not agreed* to hold a dialogue between relevant authorities in the near future to implement the above agreements expeditiously.

(Please list any alternate agreement:

\_\_\_\_\_)

Sign below to signify to the above South-North Joint Declaration:

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\_\_\_\_\_

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