

## **The Government of North Korea**

TIP for Korea  
Wooster High School  
World Studies  
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**Purpose:** This 5 day lesson will serve as an application of students understanding of how various systems of governments acquire, use and justify their power; the purpose, structures and functions of these systems of government; describe opportunities for citizen participation in these government systems; and, how these governments and others have used propaganda to influence public opinion and behavior. This activity follows previous study and discussion of the various systems of government and the use of propaganda. This is an application of this understanding and can be used at various points of the course, most easily in the Cold War unit, after studying the Korean War. This is also an opportunity to begin discussion and identification of credibility and bias of sources of information.

**OGT Standards:** This activity is a direct measure of student understanding of 9th grade OGT : Government benchmark B-Analyze differences among various forms of government to determine how power is acquired and used. (Indicators 1,2)

Citizenship Rights and Responsibilities benchmark A - Analyze ways people achieve governmental change, including political action, social protest and revolution. (Indicators 2,3)

Social Studies Skills and Methods A - Evaluate the reliability and credibility of sources. (Indicators 1,2)

**Grade Level:** 9th grade World Studies

### **Essential Questions:**

1. What form of government exists in North Korea today?
2. How is power obtained and justified?
3. What opportunities are there for citizens to participate in this government?
4. How is propaganda used by this government to influence the public?

- 5 What is juche and what role does it play in the government of North Korea?
6. In what ways may documentaries be used to serve as propaganda?

## **Lesson**

### **Day 1: Introduction and Viewing Film**

As a pre-lesson activity, have students write their prediction of what kind of government North Korea has and discuss their reasons why. Discuss what they know about North Korea today.

Prepare students to view film by explaining what they are to watch, by whom and how the film was made. Explain the assessment students will write and instruct them to complete the viewing guide as they view "Inside North Korea" (see attached)

Students will view the film "Inside North Korea" during 2 class periods.

### **Day 2: View Film, Discuss**

Class discussion of film and viewing guide - questions, observations, surprises, clear up any questions.

### **Day 3: Introduction of second film "a state of mind"**

Hand out viewing guide for second film and direct students to complete it as they view second film, one from the North Korean perspective. Begin to view film

### **Day 4: Continue viewing "a state of mind"**

Discuss information gathered on the viewing guide.

**Assessment:** Summarize the notes you have taken and answer the following questions in essay form, using correct grammar, spelling and complete sentences and paragraphs.

Essay 1 - Identify the system of government of North Korea today and explain how power is acquired, used and justified by it.

Essay 2 - Describe the use of propaganda by this government system to influence public opinion and behavior of their own citizens and others. Use examples from the movie to support your description.

Essay 3 - Compare and contrast the two videos on the following points: bias and credibility of the sources of information used, and the overall impression given about North Korea today. Support your comparisons with examples from both films. Conclude your comparison by speculating about the reasons for the two different perspectives on North Korea

**Resources:**

textbook "Modern World History: Patterns of Interaction". McDougal Littell. 2003.

video "Inside North Korea." A&E Television Networks. The History Channel. 2003.

video "a state of mind". by Daniel Gordon, prod., dir., BBC ARTE. 2004. Very Much So/Passion Pictures.