

## COMPARISON MODULE OVERVIEW

### SKILL: COMPARISON

This module focuses on **comparison** through an examination of South and North Korea. The two activities lead toward a document-based question (DBQ) that addresses the economic impact of differing ideologies.

### CONTENT: AP WORLD C.F. KEY CONCEPT 6.3

After the Korean War (1950-1953), the role of the state in the domestic economy varied, and new institutions of global associations emerged and continued to develop throughout the twentieth century.

### DAY 1

#### What is the state's role in developing the economy?

#### CLASS ACTIVITY: Comparing North and South Korea through Sources

Students work collaboratively to compare the roles that the state, ideology, and historical developments played in the development of North and South Korea's economies after World War II until the 1980s. During the activity, students construct evidence-based interpretations using North and South Korean sources, culminating in a thesis statement and contextualization.

#### AP ALIGNED ASSESSMENT: Long Essay Question (LEQ)

Long Essay Question—Thesis and Contextualization Focus: "Develop an argument that evaluates the extent to which the governments of North and South Korea differed in developing their economies."

### DAY 2

#### How did economic models, ideologies, and political structures differ between North and South Korea after 1950?

#### CLASS ACTIVITY: Escape Room!!!! Comparing North and South Korea

Students work in groups to apply content knowledge from pre-assigned homework readings about North and South Korea to a sequence of puzzles in an "escape room" scenario. The activity involves some advance teacher and student preparation, but the puzzle work and group interaction reinforce material that is sometimes challenging.

#### AP ALIGNED ASSESSMENT: Long Essay Question (LEQ)

Long Essay Question—Thesis Writing: "Evaluate the extent to which ideologies influenced the outcome of economic or political planning in North or South Korea after 1951."

### DAY 3

#### CLASS ACTIVITY: Teaching the Document-Based Question (DBQ)

Students can practice three targeted document-based question skills: thesis writing, contextualization, and sourcing. Students do not need extensive knowledge of Korean history. Teachers could alternatively assign students to write the full AP-aligned DBQ.

#### AP ALIGNED ASSESSMENT: Document-Based Question

Document-Based Question: **Evaluate** the extent to which political ideologies affected the economies of Korea after 1945.

## COMPARISON MODULE SOURCES

### DAY 1

AUTHOR	SOURCE	DATE
1. Mao Zedong	Telegram to Filippov (Josef Stalin)	1952
2. Kim Il-sung	Speech to the Korean Workers' Party Central Committee	1956
3. Kim Il-sung	Speech to the 5th Congress of Korean Workers' Party	1970
4. North Korea	Propaganda poster targeted at "Young Heroes"	1985
5. Syngman Rhee	Letter on U.S. economic development of South Korea	1954
6. Park Chung-hee	Semi-autobiographical account of South Korea's progress	1971
7. Kim Dae-jung	Speech addressing South Korea's economy	1985
8. Kwan S. Kim	Working paper addressing "The Korean Miracle"	1991

### DAY 2

AUTHOR	SOURCE	DATE
1. C. Wolf, Jr. and N. Levin	Report on attempts to modernize North Korea	2008
2. Bruce Cumings	Influences on development	2005
3. Jongwoo Han	Political, economic, and ideological features	2013
4. CIA	Memorandum on economic development	1972
5. Jongwoo Han	Article on Korean economic development	2018

### DAY 3

AUTHOR	SOURCE	DATE
1. Syngman Rhee	Presidential Inaugural Address	1948
2. Kim Il-sung	Speech, "On Eliminating Dogmatism..."	1955
3. Yi Sujong	"Declaration of the Seoul National Un. Students' Assoc."	1960
4. Park Chung-hee	<i>To Build a Nation</i>	1971
5. Anonymous	Student fliers and slogans	1980s
6. Kim Dae-jung	Presidential Inaugural Address	1998
7. North Korea	Publicity poster, 50th anniversary	1998

## DAY 2

BASED ON A 60-MINUTE CLASS

### Lesson Question: How did economic models, ideologies, and political structures differ between South and North Korea after 1950?

#### AP CURRICULUM FRAMEWORK REFERENCE

**Key Concept 6.3**—After the Korean War (1950-1953), the role of the state in the domestic economy varied, and new institutions of global associations emerged and continued to develop throughout the twentieth century.

- I. States responded in a variety of ways to the economic challenges of the twentieth century.
  - A. In communist states, such as the Soviet Union and China, governments controlled their national economies, often through repressive policies with negative repercussions for their populations. [North Korea]
  - D. In a trend accelerated by the end of the Cold War, many governments encouraged free-market economic policies and promoted economic liberalization in the late twentieth century. [South Korea]
  - E. In the late 20th century, revolutions in information and communications technology led to the growth of knowledge economies in some regions, while industrial production and manufacturing were increasingly situated in developing economies including the Pacific Rim and Latin America.

### Historical Reasoning Skill: COMPARISON

#### OVERVIEW

*This activity is designed to engage students in problem-solving activities to apply content knowledge from pre-assigned homework readings about North and South Korea. The activity is centered around the concept of an escape room scenario, applying content about North and South Korea to a sequence of three puzzles. Students should have had some introduction to East Asian economic and political development as part of the overall course. The activity involves some advance teacher preparation, but the student activities, interaction, and checks for understanding help reinforce material that is sometimes challenging to teach.*

#### SUPPLIES NEEDED FOR IN-CLASS ACTIVITIES (PUZZLES)

- Combination, letter, and/or directional locks (or cards with stamps to replace such hardware)
- Boxes, lockers, books, and classroom items in which to hide clues (try [Breakout.Edu's escape room toolbox](https://store.breakoutedu.com/) (<https://store.breakoutedu.com/>))
- Envelopes (standard letter size is fine)
- 3 x 5 note cards for follow-up questions
- Blacklight and pen

#### MATERIALS PROVIDED

- Puzzles
- Readings and analysis pages
- Warm-up activity
- Book spine images (to cover books in classroom bookshelf)
- Follow-up questions
- Escape Room certificate

#### TEACHER SET-UP BEFORE CLASS BEGINS

- [Puzzle Setup Instructions](#) (p. 8)

#### MATERIALS NEEDED FOR:

##### Homework

- [Homework Handout](#) (p. 25)
- [Homework Sources Handout](#) (p. 19-24) — contains the five excerpted sources on which the homework is based

##### In-Class Activity—Homework discussion (using both homework handouts)

- [Student Activity Handouts](#) (p. 26-36) — the Puzzle Handouts for the In-Class Activity Assessment
- [Exit Ticket](#) (p. 36) — the assessment materials

## SEQUENCE OF INSTRUCTION

### HOMework ASSIGNED PRIOR TO CLASS

#### HOMework (60 MINUTES):

Homework Handout (p. 25) with Homework Sources Handout (p. 19-24)

Students will read, as homework, five readings about North Korean and South Korean economic, political, and ideological components. Students will discuss the main ideas of the readings with their groups for reinforcement as they begin the escape room activity. Students will analyze economic, political, and ideological components of the documents using the Homework Handout.

#### Teaching Tip



Depending on a number of factors, teachers might choose not to assign all five readings to be completed by each student. Teachers might consider assigning only three to each member of the group, for example, but should be sure that all five readings are assigned within each group.

The purpose of the homework is to:

- provide background on North and South Korea in order to collaborate in an escape room activity.
- provide a framework for comparison between North and South Korean political, economic, and ideological developments.
- establish causal and comparative connections in the development of the two Koreas after 1951.

#### Teacher Notes

The puzzles that follow during the Class Activity are based on these homework readings. If teachers are not able to assign the homework, it should be completed as student work during the first day of class.

### CLASS ACTIVITY 1 OF 5: WARM-UP

#### WARM-UP (5-10 MINUTES):

Warm-Up Document (p. 26)

- Students will break into groups of three to five for the escape room activity. In their groups, they will discuss their homework reading notes and respond to one of these three opening questions:
  - To what extent were ideologies similar between North and South Korea after 1950?
  - What historical developments prior to 1950 influenced the political and economic systems of Korea after 1950?
  - How did North and South Korea achieve economic growth after 1950?
- Each group takes one question and brainstorms possible answers. Teachers should consider assigning each question to two different groups for a richer exchange of response ideas. Students write the answers on the escape room handout with instructions to add to them as they pursue the escape room puzzles.

## Teacher Notes

The puzzles that follow are designed to elicit comparisons and connections between the two regions of Korea and developments in the larger world in the second half of the twentieth century.

### Teaching Tip



Either assign one question to each group, or allow student choice of which focus question the group wants to answer.

## CLASS ACTIVITY 2 OF 5: ESCAPE ROOM PUZZLE 1

### CLASS ACTIVITY (10-12 MINUTES):

1. In Puzzle 1, students will be working in groups of three to five to complete the [Puzzle 1 Handout \(pp. 27-28\)](#). This puzzle is based on the readings from the homework. Students must correctly fill in all the answers before submitting the password to the teacher.

### Teaching Tip



Teachers might prefer to view all [three student puzzles \(pp. 27-28, 29-31, 33-35\)](#) and all [three puzzle keys \(pp. 9-10, 11-13, 16-17\)](#) in one document.

### Teaching Tip



A timer is useful. When the puzzle activity is fully underway, teachers might set an online timer and display the countdown for the students in order to provide a sense of urgency for completing the puzzles. The timer can be set for individual puzzles or for the time teachers allot for the full escape room activity: <https://www.online-stopwatch.com/countdown/>.

2. Teachers check all answers for accuracy before providing follow-up questions. All answers and further explanations are provided in the [Escape Room Puzzle Keys \(pp. 9-18\)](#).

3. **Follow-Up Questions** Each student in the group chooses from a set of note cards. Cards are face down, one contains a question and the other cards are blank. The student who chooses the card with the question must answer it. If the answer the student gives is incorrect, the group returns to its work area or a space designated by the teacher to discuss the readings and their answers to Puzzle 1 before returning to attempt again. Teachers may allow the student to answer the original Follow-Up 1 question or offer another round with Follow-Up 2.

Follow-Up 1: Explain one ideology that contributed to political developments in Korea in the twentieth century.

#### Alternate:

Follow-Up 2: Explain one economic development associated with North Korea in the twentieth century.

Once the students have provided a correct response to the question, teachers release them to locate the book with the title that matches their password (see [Puzzle Setup Instructions \[p. 8\]](#)).

## CLASS ACTIVITY 3 OF 5: ESCAPE ROOM PUZZLE 2

### CLASS ACTIVITY (10-12 MINUTES):

1. In Puzzle 2, students will work in their groups using the [Puzzle 2 Handout \(p. 29\)](#) to make comparisons between the two regions of Korea and link them to the larger global networks that developed in the second half of the twentieth century. This puzzle is also based on the homework readings. Copies of this puzzle are found inside the book with the title matching the Puzzle 1 solution. The five different parts of Puzzle 2 can be cut into individual pieces and placed in an envelope, or students can read the full set from a single copy so they can more easily discuss content and collaborate on answers.

- If students are completely stuck on an answer, teachers may want to provide clues to nudge them along. Each response provides a clue to the password. Once students have filled in all the answers to each of the five parts (not just the password letters), they will obtain verification from the teacher. The password will be UNIFICATION.
- Teachers will check all answers for accuracy before providing follow-up questions. All answers are provided in the [Escape Room Puzzle Keys \(pp. 9-18\)](#).

2. **Follow-Up Multiple Choice:** Students solve Puzzle 2 and give the password to the teacher, who asks [Follow-Up Multiple Choice Questions for Puzzle 2 \(pp. 32-33\)](#) associated with one of the excerpts used in the puzzle. One group member chooses a note card from the teacher. The member who chooses the card will answer the question. If the answer is incorrect, the group goes back to review content from the reading before returning to respond to the original question or an alternate.

#### Teaching Tip



Teachers might also consult some of these questions to provide additional focus points for debriefing or discussion time with students.

3. Once the question is answered correctly, the students receive a blacklight to read the combination on the note card. The combination can be any set of three or four numbers available on a lock. [Puzzle Setup Instructions \(p. 8\)](#) lay this step out more fully.

## CLASS ACTIVITY 4 OF 5: ESCAPE ROOM PUZZLE 3

### CLASS ACTIVITY (10-12 MINUTES):

1. Using the Puzzle 3 Handout, students will choose the region(s) represented in each excerpt. The correct answer sequence will provide a combination to a locked box containing the exit ticket. (The correct code is 8472 in the current version of the puzzle, but teachers can change the numbers to match a different lock code, if necessary.)

### Teacher Notes

This puzzle requires students to make connections beyond their readings to identify which region applies to each quote. Teachers may want to help students choose by asking questions about each region's leaders, economic features, etc.

2. Students will take the answer page to the teacher for verification of the combination and directions to the last lock box.

- Teachers check all answers for accuracy before providing follow-up questions. All answers and further explanations are provided in the [Escape Room Puzzle Keys \(pp. 9-18\)](#).

3. The lock box contains the [exit ticket \(p. 36\)](#) to be completed for the final escape.

## CLASS ACTIVITY 5 OF 5: ASSESSMENT/CHECK FOR UNDERSTANDING

### OPTIONAL DEBRIEF (AS TIME PERMITS):

Students will return to the whole group and debrief with the following possible questions:

1. Were the clues easily identified by region (clearly either North Korea or South Korea)? Were any of the clues surprising?
2. How were ideologies, economic planning, and state-building efforts related?
3. Based on the sources, which region began with the greatest economic advantages after 1950? Which region has experienced the strongest economic growth? How do the models identified in the clues affect social and political components of a state?
4. Who were the important people or groups in the two regions, and what strategies were pursued to achieve economic development?

### FORMATIVE ASSESSMENT (10 MINUTES):

#### EXIT TICKET:

(Remember: this was found in the last lock box.)

Students will write a thesis statement responding to a prompt modeled from one of the original warm-up questions.

1. Evaluate the extent to which North and South Korean leaders pursued different political strategies after 1951.
2. Evaluate the extent to which economic growth differed between North and South Korea after 1951.
3. Evaluate the extent to which ideologies influenced the outcome of economic or political planning in North and South Korea after 1951.

## TEACHER MATERIALS

### Puzzle Setup Instructions

#### INITIAL SETUP:

This activity can be completed using the source summaries. Teachers will need to provide copies for each group to complete. The escape room should be set up in advance so all parts of the activity are in place. Teachers should read through all the steps ahead of time to ensure the correct placement of all pieces of the puzzles.

Copies needed include source summaries, homework handout, source summaries handout, warm-up document, puzzle documents, book spine copies for the number of books needed to supply Puzzle 2 documents, follow-up questions, exit ticket, and escape room certificates.

#### PUZZLE 1:

A book from a classroom bookshelf should be covered with a copy of the book spine that matches the password for Puzzle 1 (which is Cold War Spy). Further, multiple copies of Puzzle 2 should be placed inside that book (one copy for each group). Follow-up questions should be prepared on 3 x 5 note cards.

#### PUZZLE 2:

Copies of this puzzle are inside the book with the title matching the Puzzle 1 solution (Cold War Spy). The five different parts of Puzzle 2 can be cut into pieces and placed in an envelope, or students can read the full set from a single copy so they can more easily discuss content and collaborate on answers.

Follow-up questions should be copied and pasted, taped, or written onto note cards. (Teachers will create a set of note cards for each member of the group. Only one card per group will have a question on it.) On the back of the card with the question, teachers will write the combination code to a lock box in blacklight pen so that students who answer the follow-up questions correctly can be given a blacklight to read the code to access Puzzle 3. See [Student Puzzle Doc](#) for questions modified to cut and paste onto note cards.

Teacher setup options: The combination can be any set of three or four numbers available on a lock. A locker or suitcase with a combination lock can be substituted for a lock box. If your lock uses letters instead of numbers, BOLD any of the letters from the password and let the students open the lock using that sequence of letters. The combination will open the container that takes students to Puzzle 3.

Teachers will place copies of Puzzle 3 in a lock box. More than one box is useful, as it gives groups a chance to spread out rather than crowd around a single box. In such a case, blacklight access codes can be different, with clues on how to find the box.

#### PUZZLE 3:

Teachers will arrange a final lock box and program its combination to open using the code in the Puzzle 2 key. The correct answer sequence will provide a combination to a locked box containing the exit ticket. (In the current key, the correct code is 8472 in the current version of the puzzle, but teachers can change the code to match a different lock if necessary.)

#### EXIT TICKET:

Place this inside the locked box associated with Puzzle 3.



# Puzzle 1 Key

## Directions

Use your Homework Reading Notes pages to fill in the blanks below. Match the numbered letters in each response to the numbered blanks below the first answers to form the password. Take the password to the teacher for verification of the correct responses and instructions to “escape” to the next station.

1. Increasing a nation’s capacity for producing goods is referred to as building \_\_\_\_\_. When it is controlled by foreign entities, a nation risks exploitation by foreign entities. *(capital) Han 2*
2. A major political focus of North Korea is \_\_\_\_\_ control, while South Korea is a democratic republic. *(totalitarian) Modernizing*
3. South Korea and North Korea both advocate for political independence by tapping into patriotic feelings and shared identities, which is known as \_\_\_\_\_. *(nationalism) Cumings*
4. The use of information technology in Korea by young people afforded them more participation in the \_\_\_\_\_ process. *(democratic) Han 1*
5. A key goal of both North and South Korea in the Red Cross talks of 1971 was not just humanitarian aid; both countries were also interested in economic exchange and \_\_\_\_\_. *(growth) CIA Report*
6. Much of North Korea’s productive capacity is geared toward \_\_\_\_\_ buildup. *(military) Modernizing*
7. An economic strategy that attempts to achieve rapid recovery and development in a specified amount of time is a \_\_\_\_\_. *(Five-Year Plan) Cumings*
8. In 2001, South Koreans began to link their economy to a vast Eurasian market stretching from England to the southern tip of the Korean peninsula, which has been referred to as an “Iron \_\_\_\_\_” linking Pusan to London. *(silk road) Han 2*
9. An important factor in the development of oil refineries in both North and South Korea has been that both regions lack \_\_\_\_\_ raw materials. *(petroleum) CIA Report*
10. The state or condition of being under the influence or domination (in a moral, spiritual, or similar sense) of another person, entity, force, etc. is known as \_\_\_\_\_. The ideology that most influenced the forces of change associated with this condition in Korea over the centuries is Confucianism. *(heteronomy) Han 1*

## FINAL STEP FOR PUZZLE 1

1. (C) \_A \_P \_I \_T \_A \_L \_
2. \_T \_ (O) \_T \_A \_L \_I \_T \_A \_R \_I \_A \_N \_
3. \_N \_A \_T \_I \_O \_N \_A \_ (L) \_I \_S \_M \_
4. (D) \_E \_M \_O \_C \_R \_A \_T \_I \_C \_
5. \_G \_R \_O \_ (W) \_T \_H \_
6. \_M \_I \_L \_I \_T \_ (A) \_R \_Y \_
7. \_F \_I \_V \_E \_ \_Y \_E \_A \_ (R) \_ \_P \_L \_A \_N \_
8. (S) \_I \_L \_K \_ \_R \_O \_A \_D \_
9. (P) \_E \_T \_R \_O \_L \_E \_U \_M \_
10. \_H \_E \_T \_E \_R \_O \_N \_O \_M \_ (Y) \_

\_C \_O \_L \_D \_W \_A \_R \_S \_P \_Y \_

**COLD WAR SPY** – Book spine is below. Resize digitally and print it out to use as a cover for a book already in the bookshelf.



### Follow-up Question:

Explain one ideology that contributed to political developments in Korea in the twentieth century.

*Possible answer: Communism from both China and the USSR contributed to political developments in Korea in the twentieth century. North Korea formed an alliance with the USSR and China, accepting both political advice and monetary aid from those countries during the Cold War and beyond. North Korea's focus on military industrial production was also aided by Communist nations.*

### Alternate:

Explain one economic development associated with North Korea in the twentieth century.

*Possible answer: North Korea developed a command economy with a heavy industry focus tied to military production. North Korea focuses on self-sufficiency and produces fewer consumer goods than many capitalist nations.*

## Puzzle 2 Key

### Directions

Use the quotes found in the readings to answer the questions. Each response provides a clue to the password. Once you have filled in all the answers (not just the password letters) for each of the readings, use the numbered letters to complete the password. Take the individual answers and the password to your teacher. Your teacher will give you a follow-up question to answer correctly in return for a combination that will help you move on to Puzzle 3.

*The ultimate password is UNIFICATION.*

“Industrial output as a share of total output has been increasing in both countries. In addition, the product mixes of the industrial sectors have been growing more alike. Nevertheless, significant differences in the industrial structure of the two countries still remain. The most striking difference is in machine building, which accounts for a much greater share of total industrial output in North than in South Korea. Trucks, tractors, freight cars, machine tools, and electrical equipment are products of North Korea; these products are generally made from domestic raw materials and are generally destined for internal consumption. South Korea’s output in machine building consists of about one-fourth each of automobiles and electrical appliances or equipment and 8%-10% each of industrial machinery, electronics, and shipbuilding. Raw materials and semi-finished products are typically imported for assembly, and much of the final product is exported.” (CIA Report)

Although they both developed (3)  \_\_\_\_\_ (7)  \_\_\_\_\_ sectors, South Korea’s economy is more export-based, while North Korea’s economy creates machinery for internal consumption. **I N D U S T R I A L**

“Accompanying the system’s insularity in the economic, military, and political spheres has been the DPRK’s view of sociocultural influences from outside the country as threats. To protect its insularity, the system considers such outside influences potential agents of ideological and cultural ‘contamination,’ which brings to mind, in perhaps exaggerated form, similar stances of totalitarian systems in other times and places. Shielding North Korean citizens from information about and interactions with the outside world and ensuring absolute ideological conformity together constitute one of the leadership’s top priorities. This priority, and the pervasive fear underlying it, impedes adoption of major economic reforms. It also hinders broader social policy innovation and makes interaction with foreigners a potentially seditious offense.” (*Modernizing the North Korean System*)

North Korea’s insularity and focus on

\_\_\_\_\_ (4)  — \_\_\_\_\_ (1)  \_\_\_\_\_ prohibits them from participating in the late twentieth-century economic exchange known as globalization.

**S E L F - S U F F I C I E N C Y**

“There is another important reason why this book reflects on the role of Confucianism in Korea’s democratization process. Some extend this Confucianization of modernization to democratization. Advocates of an ‘Asian-style’ democracy cite the Mandate of Heaven as an arbiter of good governance, claiming that the people have a right to rebel if the state violates their trust, as clearly expressed in Mencius’ notion of *Yeokseong hyeokmyeong*. Advocates also refer to classical texts like the *Minben Zhengchi*, which teaches officials to respect the will of the people ‘as heaven itself.’ Indeed... Confucianism offers the potential for developing democracy even beyond the level of the West. [...]

“The existence, development, and expansion of heteronomical forces within and outside the Confucian governing structure during the three eras of Korean history in general, as well as the democratization process in modern Korea in particular, could be understood through Confucianism’s unique flexibility of recognizing the masses’ right to revolt against unrighteous rulers.” (Han)

The concept of revolting against unrighteous rulers is shared by the Western tradition promoted by John Locke and Jean-Jacques Rousseau known as the \_\_\_\_\_ and the Confucian tradition of the Mandate of Heaven.

\_\_\_\_ (6) \_\_\_\_\_ (5) \_\_\_\_\_ (8) \_\_\_\_\_

### SOCIAL CONTRACT

“The United States was willing to indulge certain countries—especially places like Korea, which sat on the fault lines of the Cold War—so they could become self-supporting and compete in world markets. If that meant hothouse protection for their cement industry, so be it. The Joint Chiefs of Staff had still other ideas: posting huge armies like that in South Korea along these same fault lines, in order to contain communism [...]. The 600,000-man armies in Korea and Taiwan were expensive, to be sure, but they were the sandbags holding back the onrushing waters for a disarmed Japan and a stretched United States.

Thus you hardly got free-market economics in the 1950s, in spite of a Republican administration. Rhee followed what specialists call ‘import substitution industrialization,’ or ISI, with nearly full American support. If he couldn’t get the State Department to go along, General James Van Fleet would intervene and get it done: after all, the ROK was also our courageous Free World ally.” (Cumings)

Syngman Rhee’s lip-service to capitalism masked what was really a state-\_\_\_\_ (11) \_\_\_\_\_ economy.

CONTROLLED.

“Traditional Korean economic thought focused on land investment, as most of Korea’s production was

based on rice production. Infrastructure and industry began to grow through the early 1900s. Since 1951, both economic and political structures in South Korea and North Korea have changed drastically, especially as we consider the nation's capital, its capacity to produce all goods. The despotic rules of Syngman Rhee and Park Chung-hee shifted South Korea from an agriculturally based economy (eighty percent of the Korean population engaged in agriculture in 1910) into industrial production, although democracy did not thrive until decades later. The economy has been a continued focus, but political stability was threatened by military coups and even foreign influence, particularly by the United States in its efforts to maintain a presence on the geographic fringes of communist-controlled nations in Asia." (Han)

The \_\_\_\_ (10) (2) \_\_\_\_ (9) \_\_\_\_ structure of Korea shifted from agriculture with a heavy focus on rice production prior to 1900 to heavy industry and information technology production in the late 20th and early 21st centuries.

**ECONOMIC**

## FINAL STEP FOR PUZZLE 2

The Six-Party Talks in August of 2003 involving China, Japan, North Korea, South Korea, Russia, and the United States sought to reduce North Korea's nuclear program and achieve eventual re-\_\_\_\_\_ of the two regions of Korea.

PASSWORD:

1.\_u\_ 2.\_n\_ 3.\_i\_ 4.\_f\_ 5.\_i\_ 6.\_c\_ 7.\_a\_ 8.\_t\_ 9.\_i\_ 10.\_o\_ 11.\_n\_

PASSWORD: **UNIFICATION**

Students take the password to the teacher, who asks multiple choice questions from a chosen note card.

## FOLLOW-UP MULTIPLE CHOICE QUESTIONS FOR PUZZLE 2

An example of cultural diffusion throughout Asia that most affected Korea's social hierarchy and political structure was

- a) Daoism.
- b) Confucianism.
- c) Hinduism.
- d) Legalism.

The focus on capitalism and economic growth in Syngman Rhee's administration resulted in

- a) a shift to communism in the 1980s.
- b) an export economy that was subsidized by the United States.
- c) a trade alliance with China and Russia.
- d) trade barriers that prevented economic relations with Japan.

The best description of the economy in South Korea under Syngman Rhee was

- a) capitalist industrialization with heavy government controls.
- b) command with production quotas to redistribute wealth to peasants.
- c) purely agrarian with no attempts to industrialize.
- d) a focus on heavy industry with no attention to production of consumer goods.

One example of government controls on the economy in South Korea was the perks provided to

- a) Communists who supported Syngman Rhee.
- b) U.S. soldiers who moonlighted in the factories producing cars.
- c) family-owned conglomerate companies called *chaebols*.
- d) small farmers who needed to send their children to university in Europe.

North Korea's economy can best be categorized as

- a) a capitalist Confucian economy.
- b) an industrial capitalist economy.
- c) a democratic free-market economy.
- d) a closed command economy.

One of the most important influences on young people's participation in politics and rights-based discourses may be

- a) the International Court of Appeals.
- b) the worldwide elimination of the draft into the armed services.
- c) the internet and social media outlets.
- d) the elimination of communism in the Pacific Rim.

Other than South Korea, a nation that engaged in import substitution industrialization was

- a) Russia after the 1911 Revolution.
- b) Haiti after the Great Depression.
- c) Brazil after the Great Depression.
- d) China after the Taiping Rebellion.

The biggest beneficiaries of the negative interest rates were

- a) small farmers in rural areas.
- b) Communist landowners who wanted to defect to North Korea.
- c) students who wanted to pay for graduate school in the arts.
- d) the *chaebols* who exploited labor to generate export revenue.

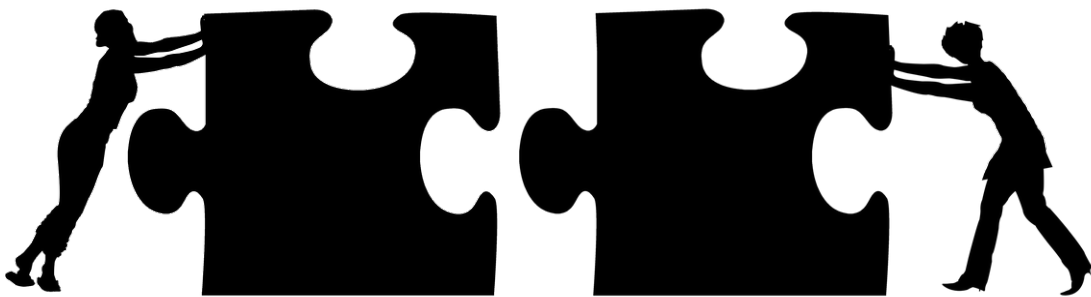
One example of rulers legitimizing rule through the arts would be

- a) North Korea naming an orchid *Kimilsungia*.
- b) South Korea naming its five-year plan after Dwight Eisenhower.
- c) North Korea utilizing a chemical plant founded by the Japanese in 1924.
- d) South Korea embracing the song *Gangnam Style* in 1950.

## Puzzle 3 Key

### Directions

As a group, discuss each excerpt and choose the region it represents. Write down the number representing the correct answer on the answer document. Please do not write on the puzzle pieces. When you have chosen the answers and written down the code numbers, take your code to the teacher, who will direct you to the lock box containing your exit ticket. Once you have correctly completed your exit ticket, you have escaped the room!



### ANSWERS for PUZZLE 3:

1.   8
2.   4
3.   7
4.   2

1. "Then there was so-called 'negative interest': that was the rate [he] would give you on a few million dollars, if you would throw it into electronics or steel. In Korea, the state deployed money in the magical way that Joseph Schumpeter imagined, as a mysterious pool of energy for the incessant innovation that he way as the motive force of growth." (Cumings)

8: South Korea

4: North Korea

2: Both



2. "The regime announced that the orchid *Kimilsungia* was blossoming around the country. In utterly predictable DPRK fashion, there was also *Kimjongilia*, a new begonia brought forth by state-controlled florists." (Cumings)

Such naming conventions represent *juché*, the nationalist adoration of a beloved leader.

3: South Korea

4: North Korea

5: Both

3. "The revolutionary government announced the first Five Year Economic Development Plan. The five-year plan gave priority to the following things:

- Development of energy industries such as coal production and electric power
- Expansion of agricultural production aimed at increasing farm income and correcting the structural imbalance of the national economy
- Development of basic industries and the economic infrastructure
- Maximum utilization of idle resources; increased employment; conservation and utilization of land
- Promotion of science and technology"

(Park Chung-hee, 1971)

Which region advanced economic development through five-year (or longer) plans?

1: South Korea

3: North Korea

7: Both

4. "Far from carrying out agrarian reform, the land formerly owned by the Japanese is being concentrated in the hands of the Americans and the reactionary profiteers. The peasants are still groaning under the yoke of the feudal system of high-rents tenancy." (Kim Il-sung, 1946)

6: South Korea about North Korea

2: North Korea about South Korea

5: United Nations about both regions

ESCAPE ROOM PUZZLE KEYS

## Exit Ticket Key

Write a thesis statement responding to a prompt modeled from ONE of the original warm-up questions.

Name:

- a. Evaluate the extent to which North Korean or South Korean leaders pursued different political strategies after 1951.

Possible answer: While North Korea's Kim Il-Sung and his successors promoted a communist dictatorship modeled after communist China and the USSR, South Korean leaders such as Syngman Rhee and Park Chung Hee established a democratic-style government. However, both utilized authoritarian control tactics to control opposition.

- b. Evaluate the extent to which economic growth differed between North Korea or South Korea after 1951.

Possible answer: After 1951, North Korea established a command economy based on military production, while South Korea embarked on a consumer-goods export production economy. Both economies were heavily controlled by the government.

- c. Evaluate the extent to which ideologies influenced the outcome of economic or political planning in North Korea or South Korea after 1951.

Possible answer: Both North Korea and South Korea relied on Confucian traditions such as filial piety and duty to society and economic growth as they established political policies.

Thesis Statement:

## HOMEWORK MATERIALS

### STUDENT HANDOUT: READING SUMMARIES

Question: How did economic models, ideologies, and political structures differ between South and North Korea after 1950?

Document 1	Charles Wolf, Jr. and Norman Levin, <i>Background and Foreground</i> , chapter in <i>Modernizing the North Korean System</i> , 2008.
Annotation	<i>Wolf and Levin approach the Six Party Talks designed to promote denuclearization in North Korea.</i>

Wolf and Levin outline the approaches to reducing North Korean nuclear proliferation, explaining that modernization is preferable to totalitarian regime change because modernization provides a stronger chance for eventual reunification of the two regions and the ability to develop lasting and productive relations with the outside world.

According to the authors, North Korea spends an enormous amount of resources and money on military buildup, noting “North Korea’s huge and nearly unprecedented allocation of resources for its armed forces—which absorbs in the neighborhood of 30 percent of North Korea’s gross domestic product (GDP).”

Further, isolation prevents the people of North Korea from engaging in significant interactions with others including South Korea’s democratic republic. The nationalist near-worship of Kim Il Sung (*juché*) isolates the people from outside influences and understanding of modern markets and global exchanges. Indeed, the DPRK sees outside information as dangerous to North Korean autonomy. “To protect its insularity, the system considers such outside influences potential agents of ideological and cultural ‘contamination,’ which brings to mind, in perhaps exaggerated form, similar stances of totalitarian systems in other times and places. [...] This priority, and the pervasive fear underlying it, impedes adoption of major economic reforms. It also hinders broader social policy innovation and makes interaction with foreigners a potentially seditious offense.”

Question: How did economic models, ideologies, and political structures differ between South and North Korea after 1950?

Document 2	Bruce Cumings, <i>Korea's Place in the Sun</i> , W.W. Norton, 2005.
Annotation	<i>Bruce Cumings provides a nuanced analysis of influences on political and economic development in Korea through the twentieth century.</i>

Cumings ties the Confucian tradition to both North and South Korean society and politics. After the Korean War, the United States supported development in South Korea through loans and military support in an attempt to shore up defenses against Cold War enemies, “posting huge armies like that in South Korea along these same fault lines, in order to contain communism.” The support meant that charismatic South Korean President Syngman Rhee obtained U.S. grants and pursued economic policies that hardly resembled a free-market economy. Building support for himself and his economic policies, “he issued the so-called ‘negative interest’ rate: that was the rate [they] would give you on a few million dollars, if you would throw it into electronics or steel. In [South] Korea the state deployed money as the motive force of growth. In the American system, it is typically the private bank and the entrepreneur whose symbiosis creates this energy, but in Korea, *chaebol* [large corporations, often family owned] coupling with the finance ministry isn’t quite as romantic as the entrepreneur looking for the main chance. It isn’t too hard to imagine the incentive, however, if the bank rate is 20 percent per annum on loans, and the state gives you one for 10 percent, or even 5. People come running for money like that, but they had to perform to keep it coming.” Then there were the five-year plans, designed to develop heavy and chemical industry featuring steel, automobiles, ships, and heavy machinery. “The target was \$10 billion in exports and \$1,000 per capita income within a decade. Park centralized the Third Five-Year Plan team in the Blue House (the official residence of the South Korean head of state).”

Cumings also considers self-sufficiency policies in North Korea. “North Korea offers the best example in the post-colonial developing world of conscious withdrawal from the capitalist world system and a serious attempt to construct an independent, self-contained economy; as a result, it is the most autarkic [self-sufficient] industrial economy in the world.” North Korea also embarked on development plans. “The three-year plan that began at the end of the Korean War and the five-year plan that succeeded it (1957-61) both stressed the reconstruction and development of major industries devastated by the war, with consumer goods left at the bottom of the regime’s priorities. This bias toward major industries, combined with unprecedentedly large amounts of aid from the Soviet bloc, however, pushed the economy forward at world-beating growth rates in the 1950s and 1960s.”

While Rhee suppressed opposition in a decidedly un-democratic way in South Korea, North Korea promoted *juché*, the loyal devotion to leader Kim Il Song [Kim Il-sung]. Images of the beloved leader were posted on billboards and in subways. In nationalistic fervor, “the regime announced that the orchid *Kimilsungia* was blossoming around the country. In utterly predictable DPRK fashion, there was also *Kimjongilia*, a new begonia brought forth by state-controlled florists.”

Question: How did economic models, ideologies, and political structures differ between South and North Korea after 1950?

Document 3	<p>Jongwoo Han, <i>Power, Place, and State-Society Relations in Korea: Neo-Confucian and Geomantic Reconstruction of Developmental State and Democratization</i>, Lexington Books, 2013.</p> <p>Jongwoo Han, <i>Networked Information Technologies, Elections, and Politics: Korea and the United States</i>, Lexington Books, 2017.</p>
Annotation	<p><i>Jongwoo Han discusses the history of political, economic, and ideological interactions in Korea, focusing particularly on the importance of technology in political activism and participation. He also focuses on state-society relations as a focal point for explaining simultaneous economic development and democratization.</i></p>

In *Networked Information Technologies, Elections, and Politics*, Han explains the obsession of French historian and philosopher Alexis de Tocqueville with the political community of the United States in the 1800s, admiring their “local grassroots democracy.” Analyzing the democratization along the lines of Western traditions, Han explores the social capital of “multiple human resource networks, whether actual or potential, with certain characteristics of shared norms, values, attitudes, and trust built through prior collective actions that can be utilized for future social and political mobilization,” tying the use of the internet to a networked public sphere (NPS) and new networked information technologies (NNITs) to increased political activism in young people in 2002.

In *Power, Place, and State-Society Relations in Korea*, Han further explores Western democratic traditions, explaining that German sociologist Max Weber “famously argued that modern democratization can only occur as a result of capitalist industrialization, meaning that economic development must precede democratization. He and his colleague, L. H. M. Ling, have criticized the West’s understanding of non-Western Asian political culture, claiming that Westerners contrast “Confucian authoritarianism with the norms of Western liberal capitalism. Where the West prizes ‘autonomy’ and ‘individual identity,’ Asians desire ‘personal security’ in the form of childlike dependency. Where the West defines power as ‘participation,’ Asians view power as the epitome of non-decision-making.” Han claims that Confucius and Mencius both viewed the Mandate of Heaven as a leader’s respect for the will of the people and that “Confucianism offers the potential for developing democracy beyond the Enlightenment thinkers’ views as expressed in the concept of the Social Contract.

Han addresses geomancy and alignment with the heavens as a way to develop virtuous leadership. He explains the heteronomical\* forces associated with the Confucian governing structure and how it pertains to Korea past and present. Citing “Confucianism’s unique flexibility of recognizing the masses’ right to revolt against unrighteous rulers,” he focuses on student protests as the vanguard against social injustice and arbitrary state power. Though suppressed heavily by the Park regime, university students served as a militant heteronomical response in the Confucian tradition. “In fact, students have long viewed themselves as the ‘only and last citadel for maintaining the justice’ in Korean history. [...] One of the main themes of students’ statements from the 1960s to the present is that ‘because we are the incarnation of the justice in our society, we have to stand up against current immoral, evil, vicious, and corrupt despotic power.’ This duty is one that students have taken as a given.”

\* *Heteronomy*: the state or condition of being under the influence or domination, in a moral, spiritual, or similar sense, of another person, entity, or force

Question: How did economic models, ideologies, and political structures differ between South and North Korea after 1950?

Document 4	"North and South Korea: Separate Paths of Economic Development," CIA Intelligence Memorandum, May 1972.
Annotation	<i>This sanitized and excerpted copy of a CIA intelligence report compares the industrial capacity and economic development plans of North and South Korea.</i>

**Sanitized Copy Approved for Release 2011/01/18: CIA-RDP85T00875R00170003**

1. Since the division of Korea at the 38th parallel in 1945, North and South Korea have developed independently and have compensated for many of the original deficiencies in their respective economies. Thus North Korea has gone its separate route within the Communist world and has established important ties with the USSR, Eastern Europe, and the People's Republic of China for the supply of machinery and technology. In contrast, South Korea has moved with the market-oriented world and has developed strong economic and technological ties with the United States and Japan. Whereas North Korea—which has always been the heavy industrial area of Korea—has moved to redress its weaknesses in consumer industries and agriculture to satisfy minimum demand, South Korea has been particularly concerned to boost output for the export markets while strengthening such basic industries as chemicals, steel, and electric power.

4. In August 1971 the governments of North and South Korea agreed to talk on a limited basis after two decades of almost unremitting hostility. Red Cross delegations of both countries—each heavily laden with government officials—began preliminary discussions in September 1971, and plenary talks will begin during June 1972. The talks are ostensibly to help separated families visit each other, but it is widely assumed that the talks may eventually reach beyond humanitarian matters and perhaps include the discussion of economic exchanges. In attempting to determine how much economic stimulus there might be to widening these talks, this memorandum reviews North and South Korea's comparative economic situation in four parts: (1) economic growth, (2) current levels of economic output, (3) potential trade between the two Koreas, and (4) prospects for the future.

7. The comparative growth of the industrial sectors of the two economies following the Korean War is neatly divisible into three parts. First, there was a more rapid rate of growth in the North; then, similar rates for both countries; and finally, a more rapid rate in the South.

17. Industrial output as a share of total output has been increasing in both countries. In addition, the product mixes of the industrial sectors have been growing more alike. Nevertheless, significant differences in the industrial structure of the two countries still remain. The most striking difference is in machine building, which accounts for a much greater share of total industrial output in North than in South Korea. Trucks, tractors, freight cars, machine tools, and electrical equipment are products of North Korea; these products are generally made from domestic raw materials and are generally destined for internal consumption. South Korea's output in machine building consists of about one-fourth each of automobiles and electrical appliances or equipment and 8%-10% each of industrial machinery, electronics, and shipbuilding. Raw materials and semi-finished products are typically imported for assembly, and much of the final product is exported.

21. Many of the dissimilarities in industry have resulted from differences in resource endowment and development policies. In general, North Korea's industrialization program has centered on the exploitation of domestically available resources. South Korea, on the other hand, has developed a trading economy by importing

raw materials, processing these raw materials, and exporting a large part of the resulting output. For example, both North and South Korea lack petroleum raw materials. In 1964, however, South Korea opened its first oil refinery, and by 1965 production of petroleum products exceeded consumption. Since then, both production and consumption have increased five-fold. In 1970, South Korea purchased 8.1 million tons of crude oil for conversion into petroleum products. In the same year, North Korea imported 838,000 tons of petroleum products—a large part of which was gasoline and diesel fuel—from the USSR. Saving in foreign exchange presumably has been a major factor in P'yongyang's decision to build a 2-million-ton oil refinery.

Question: How did economic models, ideologies, and political structures differ between South and North Korea after 1950?

Document 5	Jongwoo Han, "Economic Development, the Rise of Democracy, and an Interdependent World," Lecture, 2018.
Annotation	<i>In these excerpts, Han analyzes the development of South Korea's economy considering a variety of factors including a shift in the focus of the economy as well as its relationship to regional and global partners.</i>

Traditional Korean economic thought focused on land investment, as most of Korea's output was based on rice production. Infrastructure and industry began to grow through the early 1900s. Since 1945, economic and political structures in South Korea have changed drastically, especially as we consider the nation's capital (its capacity to produce all goods). The despotic rules of Syngman Rhee and Park Chung-hee forcibly shifted South Korea from an agriculturally based economy (eighty percent of the Korean population engaged in agriculture in 1910) into industrial production, although democracy did not thrive until decades later. The economy has been a continued focus, but political stability was often threatened by military coups and even foreign influence, particularly by the United States in its efforts to maintain a presence on the geographic fringes of communist-controlled nations in Asia.

Political leaders recognize the importance of trade in maintaining peace. Specialization of trade and international comparative advantage enables trade participants to increase their nations' welfare through trade. Interruptions to trade threaten a political leader's ability to retain power and influence. Since politicians are elected by voters in a democracy, they are wary of policies that will be politically unpopular. South Korea's first direct presidential elections were held in 1987. Politicians in South Korea realize they need to reflect voters' desires in their policymaking to stay in power. Both businesses and consumers are keen on protecting their economic interests. Knowledge is indeed power, and a key component in the modern South Korean political balance is the high number of people in their twenties who participate in politics. Their exposure to international events through the internet and technology provides them with the interest in current topics and the platform with which to communicate with a broad network of like-minded citizens for political change. They represent the essence of democratic action.

The links between the South Korean economy and the rest of the world have been fluid since 1945. A good example of the growing impact of South Korea is its relationship with China. "The makeup of South Korea's exports to China has shifted from intermediate goods for light manufacturing to electronics and chemicals. In 1996, the largest Korean export to China was the textiles used in China's burgeoning clothing industry. Plastics, iron and steel, and petroleum products ranked second, fourth, and fifth. By 2006, textiles had been supplanted by electronics, office equipment, and telecommunications equipment. South Korean manufacturers were shipping

components to Chinese plants for assembly of household electronics, computers, and mobile phones” (Kim and Mah, 2006). In fact, South Korea has an increasing share of Chinese trade and has even begun to rival and cut into the United States’ share in Asian trade. High-tech industries including telecommunications and electronics are becoming the domain of South Korean businesses. Furthermore, South Korea has become the largest source of foreign investment in China (\$6.25 billion) and is actively and aggressively investing around the world.

Even brief analysis and overview of the economy, its capital, and an examination of downtown Seoul would lead one to conclude that the South Korean economy has recovered and even grown since the economic downturn that was part of the Asian financial crisis of 1997-98. That recovery was bolstered by the strategies of South Korean chaebols such as Samsung, LG, SK, and Hyundai. Korean trade developments extended across Eurasia, as well. In 2001, South Koreans began to envision their country as part of a vast Eurasian market stretching from England to the southern tip of the Korean peninsula. In December 2001, President Kim Daejung called for the completion of an "Iron Silk Road" linking Pusan to London and other destinations throughout Europe and Asia via a Trans-Korea Railroad connected to Chinese and Russian rail systems.

Overall, economic stability, its capital, international trade relations, and access to knowledge about international developments have been key components of political stability in South Korea.



# Homework Reading Notes Handout

## Directions

As you read your assigned document, note key and unfamiliar terms, similarities and differences, and causal connections. Consider what about the documents is useful to discuss with your group mates. If using the longer documents, it will be useful to note specific page numbers for reference.

DOCUMENT TITLE:

TOP 5 IDEAS:

- 1.
- 2.
- 3.
- 4.
- 5.

NOTE ANY SIMILARITIES/DIFFERENCES CONNECTED TO OTHER READINGS:

POLITICAL/ECONOMIC/IDEOLOGICAL CONNECTIONS: NOTE ANY INTERNAL OR EXTERNAL COMPONENTS THAT AFFECTED DEVELOPMENT IN EITHER OR BOTH REGIONS.

STUDENT HANDOUT: WARM UP

# Escape the Room!

WARM UP:

PART 1. DISCUSS and SHARE READING SUMMARIES: Break into your groups to share summaries and observations about the five reading assignments.

PART 2. APPLY YOUR LEARNING: Apply your understanding to the focus questions below. Brainstorm possible answers and write the answer to the focus question(s) assigned to your group in the space below.

FOCUS QUESTION A:

To what extent were ideologies similar between North and South Korea after 1951?

FOCUS QUESTION B:

What historical developments prior to 1950 influenced the political and economic systems of Korea after 1950?

FOCUS QUESTION C:

How did North and South Korea achieve economic growth after 1951?

Response:

# Puzzle 1

## Directions

Use your Homework Reading Notes pages to fill in the blanks below. Match the numbered letters in each response to the numbered blanks below the first answers to form the password. Take the password to the teacher for verification of the correct responses and instructions to “escape” to the next station.

11. Increasing a nation’s capacity for producing goods is referred to as building \_\_\_\_\_. When it is controlled by foreign entities, a nation risks exploitation by foreign entities.
12. A major political focus of North Korea is \_\_\_\_\_ control, while South Korea is a democratic republic.
13. South Korea and North Korea both advocate for political independence by tapping into patriotic feelings and shared identities, which is known as \_\_\_\_\_.
14. The use of information technology in Korea by young people afforded them more participation in the \_\_\_\_\_ process.
15. A key goal of both North and South Korea in the Red Cross talks of 1971 was not just humanitarian aid; both countries were also interested in economic exchange and \_\_\_\_\_.
16. Much of North Korea’s productive capacity is geared toward \_\_\_\_\_ buildup.
17. An economic strategy that attempts to achieve rapid recovery and development in a specified amount of time is a \_\_\_\_\_.
18. In 2001, South Koreans began to link their economy to a vast Eurasian market stretching from England to the southern tip of the Korean peninsula, which has been referred to as an “Iron \_\_\_\_\_” linking Pusan to London.
19. An important factor in the development of oil refineries in both North and South Korea has been that both regions lack \_\_\_\_\_ raw materials.
20. The state or condition of being under the influence or domination (in a moral, spiritual, or similar sense) of another person, entity, force, etc. is known as \_\_\_\_\_. The ideology that most influenced the forces of change associated with this condition in Korea over the centuries is Confucianism.

## FINAL STEP FOR PUZZLE 1

1. ( ) \_ \_ \_ \_ \_
2. \_ ( ) \_ \_ \_ \_ \_
3. \_ \_ \_ \_ \_ ( ) \_ \_ \_ \_
4. ( ) \_ \_ \_ \_ \_
5. \_ \_ \_ \_ ( ) \_ \_ \_
6. \_ \_ \_ \_ \_ ( ) \_ \_ \_
7. \_ \_ \_ \_ \_ ( ) \_ \_ \_ \_ \_
8. ( ) \_ \_ \_ \_ \_
9. ( ) \_ \_ \_ \_ \_
10. \_ \_ \_ \_ \_ ( )

\_\_\_\_\_

\*Take this answer to your teacher for a Follow Up Question to “escape” to the next station.

## Puzzle 2

### Directions

Use the quotes found in the readings to answer the questions. Each response provides a clue to the password. Once you have filled in all the answers (not just the password letters) for each of the readings, use the numbered letters to complete the password. Take the individual answers and the password to your teacher. Your teacher will give you a follow-up question to answer correctly in return for a combination that will help you move on to Puzzle 3.

“Industrial output as a share of total output has been increasing in both countries. In addition, the product mixes of the industrial sectors have been growing more alike. Nevertheless, significant differences in the industrial structure of the two countries still remain. The most striking difference is in machine building, which accounts for a much greater share of total industrial output in North than in South Korea. Trucks, tractors, freight cars, machine tools, and electrical equipment are products of North Korea; these products are generally made from domestic raw materials and are generally destined for internal consumption. South Korea’s output in machine building consists of about one-fourth each of automobiles and electrical appliances or equipment and 8%-10% each of industrial machinery, electronics, and shipbuilding. Raw materials and semi-finished products are typically imported for assembly, and much of the final product is exported.” (CIA Report)

Although they both developed (3)  \_\_\_\_\_ (7)  \_\_\_\_\_ sectors, South Korea’s economy is more export-based, while North Korea’s economy creates machinery for internal consumption.

“Accompanying the system’s insularity in the economic, military, and political spheres has been the DPRK’s view of sociocultural influences from outside the country as threats. To protect its insularity, the system considers such outside influences potential agents of ideological and cultural ‘contamination,’ which brings to mind, in perhaps exaggerated form, similar stances of totalitarian systems in other times and places. Shielding North Korean citizens from information about and interactions with the outside world and ensuring absolute ideological conformity together constitute one of the leadership’s top priorities. This priority, and the pervasive fear underlying it, impedes adoption of major economic reforms. It also hinders broader social policy innovation and makes interaction with foreigners a potentially seditious offense.” (*Modernizing the North Korean System*)

North Korea’s insularity and focus on

\_\_\_\_\_ (4)  — \_\_\_\_\_ (1)  \_\_\_\_\_ prohibits them from participating in the late twentieth-century economic exchange known as globalization.

“There is another important reason why this book reflects on the role of Confucianism in Korea’s democratization process. Some extend this Confucianization of modernization to democratization. Advocates of an ‘Asian-style’ democracy cite the Mandate of Heaven as an arbiter of good governance, claiming that the people have a right to rebel if the state violates their trust, as clearly expressed in Mencius’ notion of *Yeokseong hyeokmyeong*. Advocates also refer to classical texts like the *Minben Zhengchi*, which teaches officials to respect the will of the people ‘as heaven itself.’ Indeed... Confucianism offers the potential for developing democracy even beyond the level of the West. [...]

“The existence, development, and expansion of heteronomical forces within and outside the Confucian governing structure during the three eras of Korean history in general, as well as the democratization process in modern Korea in particular, could be understood through Confucianism’s unique flexibility of recognizing the masses’ right to revolt against unrighteous rulers.” (Han)

The concept of revolting against unrighteous rulers is shared by the Western tradition promoted by John Locke and Jean-Jacques Rousseau known as the \_\_\_\_\_ and the Confucian tradition of the Mandate of Heaven.

\_\_\_\_ (6) (5) \_\_\_\_ (8) \_\_\_\_

The United States was willing to indulge certain countries—especially places like Korea, which sat on the fault lines of the Cold War—so they could become self-supporting and compete in world markets. If that meant hothouse protection for their cement industry, so be it. The Joint Chiefs of Staff had still other ideas: posting huge armies like that in South Korea along these same fault lines, in order to contain communism [...]. The 600,000-man armies in Korea and Taiwan were expensive, to be sure, but they were the sandbags holding back the onrushing waters for a disarmed Japan and a stretched United States.

Thus you hardly got free-market economics in the 1950s, in spite of a Republican administration. Rhee followed what specialists call “import substitution industrialization,” or ISI, with nearly full American support. If he couldn’t get the State Department to go along, General James Van Fleet would intervene and get it done: after all, the ROK was also our courageous Free World ally. (Cumings)

Syngman Rhee’s lip-service to capitalism masked what was really a state-\_\_\_\_ (11) \_\_\_\_\_ economy.

“Traditional Korean economic thought focused on land investment, as most of Korea’s production was

based on rice production. Infrastructure and industry began to grow through the early 1900s. Since 1951, both economic and political structures in South Korea and North Korea have changed drastically, especially as we consider the nation's capital, its capacity to produce all goods. The despotic rules of Syngman Rhee and Park Chung-hee shifted South Korea from an agriculturally based economy (eighty percent of the Korean population engaged in agriculture in 1910) into industrial production, although democracy did not thrive until decades later. The economy has been a continued focus, but political stability was threatened by military coups and even foreign influence, particularly by the United States in its efforts to maintain a presence on the geographic fringes of communist-controlled nations in Asia." (Han)

The \_\_\_\_ (10) \_\_\_\_ (2) \_\_\_\_ (9) \_\_\_\_ structure of Korea shifted from agriculture with a heavy focus on rice production prior to 1900 to heavy industry and information technology production in the late 20th and early 21st centuries.

## FINAL STEP FOR PUZZLE 2

The Six-Party Talks in August of 2003 involving China, Japan, North Korea, South Korea, Russia, and the United States sought to reduce North Korea's nuclear program and achieve eventual re-\_\_\_\_\_ of the two regions of Korea.

PASSWORD:

1. \_\_\_\_ 2. \_\_\_\_ 3. \_\_\_\_ 4. \_\_\_\_ 5. \_\_\_\_ 6. \_\_\_\_ 7. \_\_\_\_ 8. \_\_\_\_ 9. \_\_\_\_ 10. \_\_\_\_ 11. \_\_\_\_

## FOLLOW-UP MULTIPLE CHOICE QUESTIONS FOR PUZZLE 2

An example of cultural diffusion throughout Asia that most affected Korea's social hierarchy and political structure was

- a) Daoism.
- b) Confucianism.
- c) Hinduism.
- d) Legalism.

The focus on capitalism and economic growth in Syngman Rhee's administration resulted in

- a) a shift to communism in the 1980s.
- b) an export economy that was subsidized by the United States.
- c) a trade alliance with China and Russia.
- d) trade barriers that prevented economic relations with Japan.

The best description of the economy in South Korea under Syngman Rhee was

- a) capitalist industrialization with heavy government controls.
- b) command with production quotas to redistribute wealth to peasants.
- c) purely agrarian with no attempts to industrialize.
- d) a focus on heavy industry with no attention to production of consumer goods.

One example of government controls on the economy in South Korea was the perks provided to

- a) Communists who supported Syngman Rhee.
- b) U.S. soldiers who moonlighted in the factories producing cars.
- c) family-owned conglomerate companies called *chaebols*.
- d) small farmers who needed to send their children to university in Europe.

North Korea's economy can best be categorized as

- a) a capitalist Confucian economy.
- b) an industrial capitalist economy.
- c) a democratic free-market economy.
- d) a closed command economy.



One of the most important influences on young people's participation in politics and rights-based discourses may be

- a) the International Court of Appeals.
- b) the worldwide elimination of the draft into the armed services.
- c) the internet and social media outlets.
- d) the elimination of communism in the Pacific Rim.

Other than South Korea, a nation that engaged in import substitution industrialization was

- a) Russia after the 1911 Revolution.
- b) Haiti after the Great Depression.
- c) Brazil after the Great Depression.
- d) China after the Taiping Rebellion.

The biggest beneficiaries of the negative interest rates were

- a) small farmers in rural areas.
- b) Communist landowners who wanted to defect to North Korea.
- c) students who wanted to pay for graduate school in the arts.
- d) the *chaebols* who exploited labor to generate export revenue.

One example of rulers legitimizing rule through the arts would be

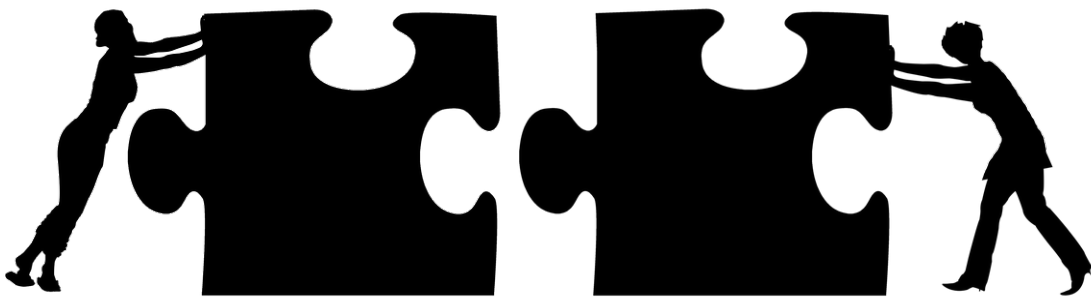
- a) North Korea naming an orchid *Kimilsungia*.
- b) South Korea naming its five-year plan after Dwight Eisenhower.
- c) North Korea utilizing a chemical plant founded by the Japanese in 1924.
- d) South Korea embracing the song *Gangnam Style* in 1950.

STUDENT HANDOUT: PUZZLE 3

## Puzzle 3

### Directions

As a group, discuss each excerpt and choose the region it represents. Write down the number representing the correct answer on the answer document. Please do not write on the puzzle pieces. When you have chosen the answers and written down the code numbers, take your code to the teacher, who will direct you to the lock box containing your exit ticket. Once you have correctly completed your exit ticket, you have escaped the room!



### ANSWERS for PUZZLE 3:

- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_

1. "Then there was so-called 'negative interest': that was the rate [he] would give you on a few million dollars, if you would throw it into electronics or steel. In Korea, the state deployed money in the magical way that Joseph Schumpeter imagined, as a mysterious pool of energy for the incessant innovation that he way as the motive force of growth." (Cumings)

8: South Korea

4: North Korea

2: Both

2. “The regime announced that the orchid *Kimilsungia* was blossoming around the country. In utterly predictable DPRK fashion, there was also *Kimjongilia*, a new begonia brought forth by state-controlled florists.” (Cumings)

Such naming conventions represent *juché*, the nationalist adoration of a beloved leader.

3: South Korea

4: North Korea

5: Both

3. “The revolutionary government announced the first Five Year Economic Development Plan. The five-year plan gave priority to the following things:

- Development of energy industries such as coal production and electric power
- Expansion of agricultural production aimed at increasing farm income and correcting the structural imbalance of the national economy
- Development of basic industries and the economic infrastructure
- Maximum utilization of idle resources; increased employment; conservation and utilization of land
- Promotion of science and technology”

(Park Chung-hee, 1971)

Which region advanced economic development through five-year (or longer) plans?

1: South Korea

3: North Korea

7: Both

4. “Far from carrying out agrarian reform, the land formerly owned by the Japanese is being concentrated in the hands of the Americans and the reactionary profiteers. The peasants are still groaning under the yoke of the feudal system of high-rents tenancy.” (Kim Il-sung, 1946)

6: South Korea about North Korea

2: North Korea about South Korea

5: United Nations about both regions

## ASSESSMENT MATERIALS

### EXIT TICKET

# Exit Ticket

Write a thesis statement responding to a prompt modeled from ONE of the original warm-up questions.

Name:

- d. Evaluate the extent to which North Korean or South Korean leaders pursued different political strategies after 1951.
- e. Evaluate the extent to which economic growth differed between North Korea or South Korea after 1951.
- f. Evaluate the extent to which ideologies influenced the outcome of economic or political planning in North Korea or South Korea after 1951.

Thesis Statement:



This is to certify that

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is a true Puzzle-Room Master  
(as well as an expert on Korean  
economic and political developments).



ESCAPE THE ROOM: KOREA

