

## CONTEXTUALIZATION MODULE OVERVIEW

### SKILL: CONTEXTUALIZATION

This module focuses on **contextualization** through an examination of South and North Korea. The two activities lead toward a document-based question (DBQ) that has students evaluate the extent to which the Cold War affected economic and technological development.

### 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

### To what extent is South Korea a manufacturing or information economy?

#### CLASS ACTIVITY: Box Protocol Mystery Source Analysis

Students work collaboratively to better understand the current context surrounding South Korean economic development. Students will examine secondary sources to develop an understanding of South Korea's economic and technological developments in comparison to other states.

#### AP-ALIGNED ASSESSMENT: Long Essay Question

Long Essay Question—Thesis and Contextualization: Students will evaluate the extent to which the AP Course Framework, specifically Key Concept 6.3 IE, accurately explains Korean historical developments in the twentieth and twenty-first centuries.

#### DAY 2

### How are North and South Korea impacted by the Cold War, economic liberalization, and Information Age technological developments?

#### CLASS ACTIVITY: Paired Sources about North and South Korea

Students work collaboratively to investigate the impact of the Cold War, economic liberalization, and the Information Age on North and South Korea. Students will read paired sources, one on North Korea and one on South Korea, to compare the responses of each to the three twentieth- and twenty-first-century historical developments.

#### AP-ALIGNED ASSESSMENT: Short Answer Question

Short Answer Question(s): Students will answer questions about how the Cold War, economic liberalization, and the Information Age affected North and South Korea, and how the countries responded to each historical development.

#### DAY 3

#### CLASS ACTIVITY: Teaching the Document-Based Question

Students can write (and/or peer grade) an AP-aligned DBQ. A set of annotated Scoring Guidelines are provided for the teacher and/or student to use in assessing student work and offering feedback.

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

Document-Based Question: **Evaluate the extent to which the Cold War affected economic and technological development.**

## CONTEXTUALIZATION MODULE SOURCES

### DAY 1

AUTHOR	SOURCE	DATE
1. KWLF	Chaebols	2017
2. Ahn Choong-yong	Excerpt from Korea: Rags to Riches	2012
3. KWLF	Article on South Korean industry	2018
4. KWLF	Article on South Korean technological innovations	2018
5. KWLF	Article on South Korean technology and culture	2018
6. KWLF	Article on South Korean national image index	2018

### DAY 2

AUTHOR	SOURCE	DATE
1. Kim Il-sung	Speech on North Korean economic development	1955
2. Syngman Rhee	Letter to President Eisenhower	1953
3. Kim Il-sung	Speech to the Communist Party	1956
4. Edward Graham	Excerpt from Reforming Korea's Industrial Conglomerates	2003
5. Choe Sang-Hun	Article on North Korean nuclear program	2017
6. Kim Dae-jung	Speech: Presidential Inaugural Address	1998
7. Gov't. of North Korea	Official Statement on Government Website	2018
8. T. Karako & W. Rumbaugh	Graph: North Korean Nuclear Missiles	2017
9. Gov't. of South Korea	Chart: South Korean Internet Usage	2004

### DAY 3

AUTHOR	SOURCE	DATE
1. Wang Liuying et al.	Propaganda poster on economic advances	1958
2. Dwight Eisenhower	Speech on the military-industrial complex	1961
3. William Fulbright	Speech on US foreign policy	1965
4. CIA	Intelligence Report on Ghana	1971
5. CIA	Intelligence Report on North and South Korea	1972
6. Mikhail Gorbachev	Notes from a Politburo meeting	1988
7. US State Department	Charts: North and South Korea Military Spending	2017

## DAY 2

BASED ON A 60-MINUTE CLASS

### Lesson Question: How are North and South Korea impacted by the Cold War, economic liberalization, and Information Age technological developments?

#### 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 the national economies, often through repressive policies and with negative repercussions for their populations. [North Korea]
  - C. In new independent states after World War II, governments often took on a strong economic role guiding economic life to promote development. [North and South 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 twentieth century, revolutions in information and communications technology led to 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. [South Korea]

### Historical Reasoning Skill: Contextualization

#### OVERVIEW

*This activity is designed to engage students in an analysis of the impact of the Cold War, economic liberalization, and Information Age technological developments on North and South Korean development. Students should have general knowledge of each of the three historical developments mentioned above. Students will work in collaborative pairs on an analysis of one of three sets of paired sources. Each set explores one of the three historical developments—the Cold War, economic liberalization, or the Information Age—through North and South Korean sources. In the second stage of the lesson, student pairs will join other pairs to develop a short presentation to share their learning. At the conclusion of the lesson, students will demonstrate their learning by writing responses to Short Answer Questions (SAQs). Teachers should note that students are initially divided into pairs with only one set of sources to allow for deeper exploration of one historical development. The lesson could be extended to allow pairs to explore all three historical developments, if time permits. The sources will demonstrate how North and South Korea responded to the larger historical developments of the period. For instance, though the second historical development is economic liberalization, the North Korean reaction was to reject this trend and focus instead on continued central planning according to communist command-economy principles, while South Korea introduced elements of central planning and state coordination onto a capitalist framework. The Information Age sources likewise reflect the distinct differences between the types of technology on which North and South Korea focused.*

#### MATERIALS NEEDED FOR:

##### In-Class Activity (p. 8)

- Korea Contextualization Graphic (p. 8)
- Paired Sources #1 (Cold War) (pp. 9-10)
- Paired Sources #2 (Economic Liberalization) (pp. 12-14)
- Paired Sources #3 (Information Age) (pp. 17-22)
- Student Graphic Organizer handout (pp. 23-24)
- Butcher, chart, or poster paper

Assessment: Short answer questions (pp. 25-28)

## SEQUENCE OF INSTRUCTION

### CLASS ACTIVITY 1 of 5: WARM UP/INTRODUCTION

WARM UP/INTRODUCTION (10 MINUTES):

#### WHOLE GROUP DISCUSSION

Students will participate in a whole-group discussion of the [Korea Contextualization Graphic \(p. 8\)](#).

1. Teachers will ask students to explain each of the three historical developments in their own words, based on prior learning.
  - a. Cold War: the state of heightened geopolitical tension and rivalries between allies of the United States and those of the Soviet Union between 1947 and 1991.
  - b. Economic Liberalization: a global trend toward decreasing government regulation and oversight of national economies that began after World War II and increased after the end of the Cold War in the 1990s.
  - c. Information Age: the twenty-first-century shift in economic development from traditional industrial production to economies based on information technologies.
2. Next, teachers will ask students to speculate on the relationship between these three developments. Teachers will note the two-directional arrows linking the developmental concepts in the graphic, and ask students:
  - a. Does one developmental concept cause the other?
  - b. Does one concept have a great impact than the other?
  - c. Do the concepts share a symbiotic relationship?
3. Third, teachers will ask students to explain in their responses the extent to which they feel these three developments could explain political and economic development globally, or more specifically in North and South Korea in the twentieth century.

#### Teaching Tip



The emphasis of this warm-up activity is for students to speculate on the relative importance of each of these historical developments on the twentieth century. Prior knowledge of each is necessary. If students are unfamiliar with any of the three, teachers might need to model the process by providing a basic overview, such as:

*The Cold War set the stage for economic development focused on military superiority, which increasingly required advanced technological development. As public and private entities pushed for high-tech military applications, consumer offshoots such as the internet changed economies toward information technologies. As the Cold War ended, governments removed themselves more and more from the economy, leading to liberalized economies dominated by private corporations seeking to develop more profitable Information Age technologies.*

At this point, the focus of the discussion should be global/macro rather than specific to Korea.

### CLASS ACTIVITY 2 OF 5: PAIRED HISTORICAL DEVELOPMENT SOURCES

SOURCE INVESTIGATION (20 MINUTES):

Working in collaborative pairs, students will explore one of the three sets of paired sources. Each set explores one of the three historical developments—the [Cold War Paired Sources](#) (pp. 9-10), [Economic Liberalization Paired Sources](#) (pp. 12-14) , or the [Information Age Paired Sources](#) (pp. 17-22)—and includes North and South Korean sources.

1. Student pairs should read both sources in their assigned set, then discuss how they see their assigned historical development reflected in each source.
2. Students should use the [Student Graphic Organizer](#) (pp. 23-24) to record:
  - a. general information to help with reading comprehension.
  - b. specific evidence related to the historical development.
  - c. information from their knowledge of history that further supports the historical development.
  - d. similarities and differences between the North and South Korean experience or response to the historical development, including possible reasons for these similarities or differences.

### Teacher Notes

Students are split into pairs with only one set of sources to allow for deeper exploration of one historical development. The sources will demonstrate how North and South Korea responded to the larger historical developments of the period. For instance, though the second historical development is economic liberalization, the North Korean reaction is to **reject** this trend and focus instead on continued central planning according to communist command-economy principles, while the South introduces elements of central planning and state coordination onto a capitalist framework. The Information Age sources likewise reflect the distinct differences between the types of technology on which North and South Korea focused.

### Teaching Tip



The lesson could be extended to allow pairs to explore all three historical developments. The graphic organizer can be copied for multiple sources, as needed.

## CLASS ACTIVITY 3 of 5: HISTORICAL DEVELOPMENT PRESENTATIONS

### PRESENTATIONS (20 MINUTES):

When student pairs have completed the graphic organizer, teachers should divide the class into three larger groups to combine all pairs that have read the same sources. Each larger group will choose a spokesperson to present a summary of their sources to the whole class. If time allows, students could also make quick posters or use their graphic organizers as visual aids in short presentations. The presentation should include:

- a general summary of each source, including main idea and author background, as needed.
- an explanation of how each source demonstrates the historical development.

- an explanation of the similarities and differences between the North and South Korean experience.

Students should use their graphic organizer to record key observation and evidence for each historical development.

### Teacher Notes

The intent of the large-group presentation is to expose all students to all three historical developments and the North and South Korean experience during the period. This exposure will allow them to demonstrate their understanding on the Short Answer Question assessments that follow.

### Teaching Tip



Be particularly aware of time during this phase of the lesson. Students need to be reminded of time constraints and the need to capture common learning quickly to present to other groups. Due to time constraints, poster-type visual aids should be quick and to the point, not polished works of art. Reserve enough time for students to listen to (or gallery walk) the other two groups' findings. As students use their graphic organizers to record pertinent information on the other two historical developments, they can differentiate between the three groups' findings by using different colored pens or pencils for each.

## CLASS ACTIVITY 4 OF 5: DEBRIEF

### DEBRIEF (10 MINUTES):

Still working as a whole class, students will return to the [Korea Contextualization Graphic \(p. 8\)](#) from the lesson warm-up. Teachers will ask students which historical development best explains the history of the twentieth century in North and South Korea.

### Teacher Notes

This debrief requires students to take their thinking to the evaluative level after spending most of the activity in analysis mode.

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

TYPE OF ASSESSMENT: SHORT ANSWER QUESTION (SAQ). Each SAQ contains paired passages

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about each of the three historical developments.

Teachers have three options for when to complete the final task —the [SAQ assessment \(pp. 25-28\)](#): if time permits, this can be completed at the end of the class, or it can be assigned as homework, or it can be completed at the beginning of the next class period. Teachers can elect to have students complete the SAQ on the historical development they studied in class, or assign them a different historical development for the SAQ. Scoring guides for each set are included below.

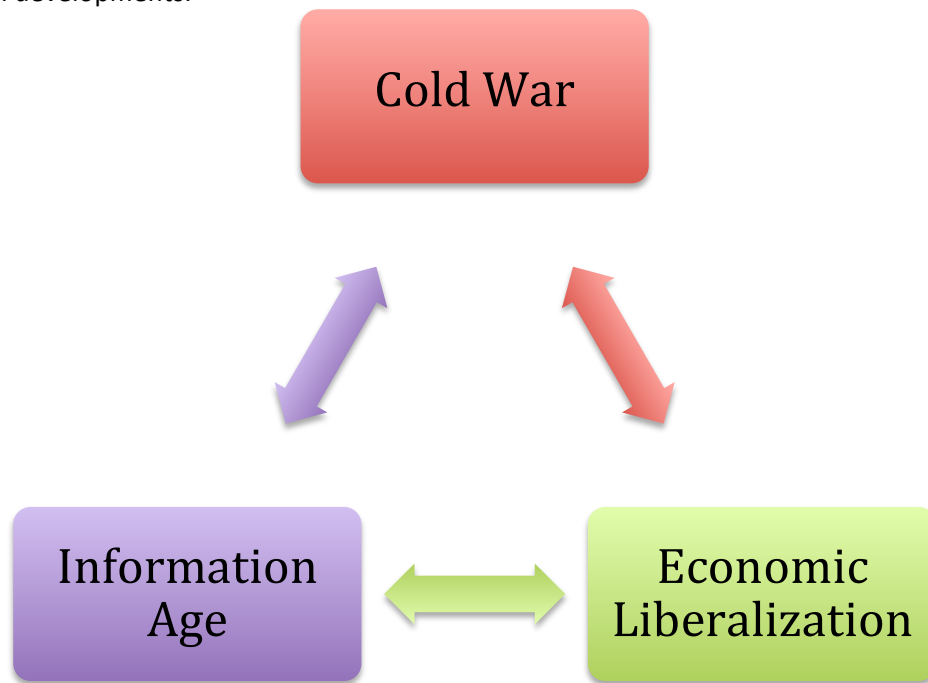
- SAQ #1 – [Cold War Scoring Guide \(p. 29\)](#)
  - SAQ #2 – [Economic Liberalization Scoring Guide \(p. 30\)](#)
  - SAQ #3 - [Information Age Scoring Guide \(p. 31\)](#)
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## IN-CLASS ACTIVITY MATERIALS

### KOREA CONTEXTUALIZATION GRAPHIC

#### PART 1

Based on your prior knowledge, briefly describe each of these twentieth- and twenty-first-century historical developments.



#### PART 2

Note the arrows linking each historical development. Discuss the following:

- Does one development cause the other?
- Does one development have a greater impact than the others?
- Do the developments share a symbiotic relationship?
- How would you display the relationship differently?

#### PART 3

Explain the extent to which these three developments could explain the twentieth century globally or more specifically in North and South Korea.



PAIRED SOURCES #1

**How does this document reflect or respond to one or more of these twentieth- and twenty-first-century historical developments: the Cold War, economic liberalization, or the Information Age?**

<b>Document:</b>	Kim Il-sung. "On Eliminating Dogmatism and Formalism and Establishing Juche [ <i>Chuch'e</i> ] in Ideological Work" (speech), 1955.
<b>Annotation:</b>	<i>Kim Il-sung was the leader of North Korea from its founding in 1948 until his death in 1994. Kim fought the Japanese as a member of the Chinese Communist Party and, beginning in World War II, worked closely with the Soviet Union. After the Korean War, Kim sought to exercise independent action within the Communist bloc to assert his authority and consolidate power against rivals within Korea who were aligned more closely with the Soviets or the Chinese. To demonstrate this independence, Kim uses the term Juche throughout the source. Juche literally translates to "self-reliance," but became the backbone ideology of North Korea as it continued its evolution into a communist state.</i>

Today I want to address a few remarks to you on the shortcomings in our Party's ideological work and on how to eliminate them in the future.

As you learned at yesterday's session, there have been serious ideological errors on the literary front. It is obvious, then, that our propaganda work also cannot have been faultless.

It is to be regretted that our propaganda work suffers in many respects from dogmatism and formalism.

The principal shortcomings in ideological work are the failure to delve deeply into all matters and the lack of *Juche*. It may not be proper to say *Juche* is lacking, but, in fact, it has not yet been firmly established. This is a serious matter. We must thoroughly rectify this shortcoming. Unless this problem is solved, we cannot hope for good results in ideological work.

Why does our ideological work suffer from dogmatism and formalism? And why do our propagandists and agitators fail to go deeply into matters, only embellishing the façade, and why do they merely copy and memorize foreign things, instead of working creatively? This offers us food for serious reflection.

What is *Juche* in our Party's ideological work? What are we doing? We are not engaged in any other country's revolution, but precisely in the Korean revolution. This, the Korean revolution, constitutes *Juche* in the ideological work of our Party. Therefore, all ideological work must be subordinated to the interests of the Korean revolution. When we study the history of the Communist Party of the Soviet Union, the history of the Chinese revolution, or the universal truth of Marxism-Leninism, it is all for the purpose of correctly carrying out our own revolution.

[...]

To make revolution in Korea we must know Korean history and geography and know the customs of the Korean people. Only then is it possible to educate our people in a way that suits them and to inspire in them an ardent love for their native place and their motherland.

It is of paramount importance to study, and widely publicize among the working people, the history of our country and of our people's struggle [...] Only when our people are educated in the history of their own struggle and its traditions, can their national pride be stimulated and the broad masses be aroused to the revolutionary struggle.

Yet, many of our functionaries are ignorant of our country's history, and so do not strive to discover and carry forward its fine traditions. Unless this is corrected, it will lead, in the long run, to the negation of Korean history.

[...]

In schools, too, there is a tendency to neglect lectures on Korean history. [...] In our propaganda and agitation work, there are numerous examples of extolling only foreign things, while slighting our own.

Once I visited a People's Army vacation home, where a picture of the Siberian steppe was hung. That landscape probably pleases the Russians. But the Korean people prefer the beautiful scenery of our own country. There are beautiful mountains such as Mts. Kumgang-san and Myohyang-san in our country; there are clear streams, the blue sea with its rolling waves and the fields with ripening crops. If we are to inspire in our People's Army men a love for their native place and their country, we must show them many pictures of such landscapes of our country. [...] I noticed in a primary school that all the portraits hanging on the walls were of foreigners such as Mayakovsky, Pushkin, etc., and there were none of Koreans. If children are educated in this way, how can they be expected to have national pride? [...]

We should study our own things in earnest and be versed in them. [...]

It is important in our work to grasp revolutionary truth, Marxist-Leninist truth, and apply it correctly to the actual conditions of our country. There can be no set principle that we must follow the Soviet pattern. Some advocate the Soviet way and others the Chinese, but it is not high time to work out our own?

The point is that we should not mechanically copy forms and methods of the Soviet Union, but should learn from its experience in struggle and Marxist-Leninist truth. So, while learning from the experience of the Soviet Union, we must put stress not on the forms but on learning the essence of its experience. [...]

Just copying the forms used by others instead of learning Marxist-Leninist truth brings us no good, only harm.

Both in revolutionary struggle and in construction work, we should firmly adhere to Marxist-Leninist principles, applying them in a creative manner to suit the specific conditions of our country and our national characteristics.

If we mechanically apply foreign experience, disregarding the history of our country and the traditions of our people and without taking account of our own realities and level of preparedness of our people, dogmatic errors will result and much harm will be done to the revolutionary cause. To do so is not fidelity to Marxism-Leninism nor to internationalism; it runs counter to them. [...]

*Source: Marxists Internet Archive*

**How does this document reflect or respond to one or more of these twentieth- and twenty-first-century historical developments: the Cold War, economic liberalization, or the Information Age?**

<b>Document:</b>	Syngman Rhee, "The President of the Republic of Korea to President Eisenhower," letter, July 27, 1953, <a href="https://digitalarchive.wilsoncenter.org/document/116205.pdf?v=99d3060b7a7faed3620e034bb2becd4b">https://digitalarchive.wilsoncenter.org/document/116205.pdf?v=99d3060b7a7faed3620e034bb2becd4b</a> .
<b>Annotation:</b>	<i>Syngman Rhee was president of the Republic of South Korea from its founding in 1948 through 1960. He spent much of the early twentieth century in exile in the United States due to his political activities in opposition to the Ancient Regime in Korea and then Japanese occupation. At the end of World War II, Rhee returned to Korea and assumed a leading role in the South. He was elected to four terms as president, but resigned amid protests at alleged electoral corruption and spent the remaining five years of his life again in exile in the United States.</i>

Confidential

My Dear Mr. President:

I have much for which to be grateful to you, and much cause to rejoice that in these desperate days our beleaguered nation has found so good a friend. Your great generosity in rushing through this last week of the Congressional session an immediate appropriation of two hundred million dollars to speed our reconstruction is appreciated from the depths of our hearts. Your considerate understanding of my position during these most difficult days has been a heartwarming experience for me. But above all, I want to thank you and to congratulate you for the statesmanlike vision with which you have brought the relationships of your powerful nation and of our weaker one onto a basis of honest mutuality and two-way cooperation. Nothing could do more to reassure the disillusioned peoples of the Far East that there may be dawning a new day when they need no more fear the revival of the old and hated era of Western Colonialism.

With the signing of the truce, one phase of our problem ends and another begins. I am looking forward with hopefulness to my meeting soon with Mr. Dulles. We will have many trials in the future and there is much to be accomplished. You have labored with great patience and great skill to bring about the signing of the truce. I pray with all my soul that your hopes from it may be fulfilled and your statesmanlike objective of the unification of Korea may be obtained in peace. Never in all my life have I hoped so much that my own judgment should prove to be wrong.

With assurances of renewed appreciation and cordial friendship I am

Sincerely yours,

Syngman Rhee

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PAIRED SOURCES #2

**How does this document reflect or respond to one or more of these twentieth- and twenty-first-century historical developments: the Cold War, economic liberalization, or the Information Age?**

**Document:**

"Third Party Congress of the Korean Workers Party held from 24 to 30 April 1956," April 24, 1956,  
<https://digitalarchive.wilsoncenter.org/document/112729.pdf?v=5b49c743a8e15925ad163a9927129704>.

Note: This document contains both Kim Il-sung's remarks and the minutes of a speech by Kim Du-bong

**Annotation:**

*Kim Il-sung was the leader of North Korea from its founding in 1948 until his death in 1994. Kim fought the Japanese as a member of the Chinese Communist Party and, beginning in World War II, worked closely with the Soviet Union. After the Korean War, Kim sought to exercise independent action within the Communist bloc to assert his authority and consolidate power against rivals within Korea who were aligned more closely with the Soviets or the Chinese. Kim Du-bong was one such rival, who was an early leader of the North Korean Worker's Party during its time in China before independence from Japan. He was later expelled from North Korea by Kim il-sung in 1957.*

[Remarks by Kim Il-sung.]

Marxism-Leninism is teaching us that inner ideological purity and organizational unity has to be the highest principle of the party. Our party has always observed this principle and led a permanent struggle against all forms of factionalism, localism, and liberalism. At the third expanded session of North Korea's Organization Committee in December 1945, the Communist Party of Korea had already begun this struggle. This path leads towards the unmasking and disciplining of the agents of American imperialism and enemies of the Korean people, Pak Heon-yeong [Pak Hon Yong] and Ri Seung-yeop [Ri Sung Yop] and their clique.

The clique of Pak Heon-yeong infiltrated our party already early on. It was hiding its evil intentions and thus inflicted great damage on our revolutionary movement. Through its criminal activity and its factional struggle, it completely destroyed the organization of our party in South Korea. It split the party in many parts, facilitated the establishment of small groups, and propagated its approach by making much loud noise on "tradition." They called their "fan group" [followers] "light of the lamp in the dark night" and "clear water in a murky stream" while invoking the tradition of the Korean revolution. By supporting all groups within the party in South Korea, they succeeded in camouflaging and hiding their criminal intentions. Thus they led the party organization in South Korea onto the path of decline.

When the clique then came to North Korea, they continued with their criminal activities. During the hard times of the war they activated their measures, destroyed the revolutionary forces in South Korea, and attempted to do the same in the North. They tried to weaken our party from within and separate it from the people's masses. Yet our firmly welded and strong party unmasked their splittist and destructive activities and smashed the clique. During

the course of this struggle, our party repulsed the attacks by the American imperialists and the Syngman Rhee clique. It was highly important for gaining this victory and the successes in the peaceful period [after the end of the war] that our party strictly adhered to ideological and organizational principles of Marxism-Leninism and followed the guideline of collective leadership.

In its struggle, our party always listened to the people's masses, followed their wishes and demands, and did everything in order to provide a happy life for the people's masses.

During the war, the third, fourth, and fifth plenum of the Central Committee of our party played major roles. If we had not convened these meetings, we could not have overcome the difficulties of the war. We also could not have in time unmasked and liquidated the influence of the treasonous group of Fe On I [?] and the clique of Pak Heon-yeong and Ri Seung-yeop.

After the war, our party continued its struggle in the same way. Mistakes that were made in the process of buying up grain were quickly discovered and corrected. The law on agricultural tributes was improved. Proposals coming from the working people were thoroughly reviewed and examined. During all those measures the collectivity of the leadership was always maintained.

[Minutes of a Speech by Kim Du-bong.]

Then Kim Du-bong talked about role and character of the people's power (i.e., the government) in North Korea. He referred to democratic reforms it implemented, the democratization of the laws, the creation of the people's army, and the struggle against capitalist and other reactionary forces during the course of implementing all those measures. He talked about the education of the people's masses in this struggle and stressed that, with the establishment of the DPRK, a solid base was created on [a] democratic foundation for Korea's unification in a peaceful manner.

Due to the party's correct economic policy, it became possible to grow in 1949 overall production in industry by 3.4 times compared to 1946. During the same period the grain harvest increased by 139.9 percent. This improved living standards of the population significantly.

During the three hard years of the war our people's democracy system proved its viability. In the countryside, in industry, and in administration our people brilliantly fulfilled also during the war their destiny as masters of the country. [Kim Du-bong] also praised the achievements of the heroic Korean people's army.

During reconstruction of the destroyed economy after the war, our people fought in the same heroic manner as they did during the war.

For instance, 307 large and small factories were rebuilt, expanded, or newly constructed until the end of 1955. By January of the current year (1956) already, the nationalized and cooperative industry had already surpassed pre-war levels as outlined in the three-year plan. Today 63.6 percent of farms and 62.1 percent of farmland are organized in agricultural collectives. In order to increase grain production there are extensive irrigation works conducted. Care is taken to provide the agricultural sector with sufficient amounts of fertilizer. Due to four markdowns of state-fixed prices, the real wages of workers and all employees increased. Today our party has become a strong force, which leads the Korean people to victory in fulfillment of its main mission, namely the peaceful unification of the fatherland and the building of the foundations of socialism.

Then [Kim Du-bong] referred to the situation in South Korea under the rule of the United States and the reactionary treasonous Syngman Rhee clique (only in general terms). Party and government of the DPRK have fought a continuous struggle for Korean unification but did not succeed because of South Korean policy.

It is really indispensable, in order to fulfill future revolutionary tasks, to solidify the government, strengthen the alliance between workers and peasants, and connect the government even closer to the people's masses. In order to improve the work of the government, the administration has to strengthen the democratic way of conducting its work. This also includes the improvement of performance by elected local councils. The main requirement in this regard lies in a close connection to the people's masses and in preservation of a democratic character. However, there exist mistakes and tendencies to deviate from democratic principles in the work of local councils. Many local councils are not convened on a regular basis, and delegates do not give an account of their work to their voters. The reason for this is not just the fact that many people's representative councils are badly composed due to consequences of the war. It is also that party organizations are not interested in this kind of work. This has to change in the future.

After the elections of 1949, deputies were frequently changed during the war. Often the work of councils was just conducted in a formal manner. The new deputies were frequently not elected by the people in a democratic fashion. Instead they were selected in deputy meetings or in part just simply appointed. This is a grave violation of our democratic laws and does not represent the principles of our constitution.

Furthermore, in order to improve our administrative work, it is also necessary to strengthen democratic legality. The latter has to be respected in particular in interior, law enforcement, and police [organizations]. All decisions to be made there have to be approached from class-based positions. [Organizations] of people's representations must never forget that they represent the working people, and that they cannot resolve any question without listening to the opinion of the people's masses. The [organizations] have to fight continuously to improve the life of the people and to fulfill their demands. They must always observe the teachings of Marxism-Leninism that the people's masses are the true creators of history. Under the guidance of the party, our government saw as its first task, from the first day of its foundation, to strengthen the connection with the people's masses and never let it be broken. Functionaries of party and administrative organs always fought against all signs of bureaucratism, according to the guidelines provided by Kim Il-sung in his February speech and by the fourth plenum of the Central Committee.

Yet nonetheless, some of our functionaries have elevated themselves above the masses and developed a bureaucratic style of working. [Other] functionaries appropriated state property.

If the functionaries and the administrations do not liquidate such phenomena immediately, they will drift ever further apart from the people's masses and thus inflict major damage to our revolution. We will solidify our governing power through a permanent struggle against bureaucratism, against poor work, and against waste.

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**How does this document reflect or respond to one or more of these twentieth- and twenty-first-century historical developments: the Cold War, economic liberalization, or the Information Age?**

<b>Document:</b>	Edward M. Graham, "The Miracle with a Dark Side: Korean Economic Development under Park Chung-hee," <i>Reforming Korea's Industrial Conglomerates</i> , Washington, DC: Institute for International Economics, 2003, <a href="https://piie.com/publications/chapters_preview/341/2iie3373.pdf">https://piie.com/publications/chapters_preview/341/2iie3373.pdf</a> .
<b>Annotation:</b>	<i>Park Chung-hee was a military general and later president of the Republic of South Korea from 1963 until his assassination in 1979. From 1961-1963, Park was the leader of the military junta that overthrew the democratic government the year after President Syngman Rhee resigned under a cloud of corruption in 1960. Park Chung-hee's tenure was marked by both economic growth and authoritarian rule.</i>

In the face of growing economic and social instability, the Korean military seized power in 1961, effectively ending any pretext of democracy in South Korea. Although many democratic trappings would remain in place, largely at the insistence of the United States (which constantly pressured the Korean government to permit more democracy throughout the period of military leadership), for more than thirty years Korea would effectively be under authoritarian military rule. It was under this rule that the "economic miracle" took shape.

The main organizer of the military coup was Kim Jong-pil, a young lieutenant colonel. But when the military actually took over the government, the leader who emerged was a more senior officer, Major General Park Chung-hee. Park had been a junior officer in the Japanese army during the 1930s and 1940s, and he was strongly influenced by a doctrine—widely held by the Japanese military during that period (Clifford 1994)—characterized by a belief in a strong, centralized management of the economy and by a strong nationalism. The first of these beliefs was almost Marxist in its stress on the extent to which the state should engage in centralized planning of the economy; indeed, when Park first took control in Korea, the Kennedy administration in the United States worried that he might be a "closet Communist." However, the second element of this doctrine— intense nationalism— included complete rejection of international communism and the dominance of the Soviet Union in that movement. Park thus in fact proved to be something of an enigma, an intense Korean nationalist who had fought the Japanese, who believed in the primacy of state power in economics, but who oversaw the creation of what were to become very large, privately owned industrial groups. [...]

Though political agencies in the early Park regime were dominated by the military, economic agencies generally were not. Rather, under Park the status of economics experts in the Korean government rose considerably. One of Park's first acts was to elevate the status of economic planning in Korea, placing civilian experts in charge of it. In 1961 he created the Economic Planning Board (EPB), whose head was made deputy prime minister. In spite of the political title and [the] high level of his position, Park insisted that it be filled by a person of superb technical qualifications rather than a political figure or a high-ranking member of the military.

In 1962, the EPB introduced the first of what was to become a series of five-year plans for Korea's development. State-owned banks were created to help implement the government's development plans, and laws were passed to force private banks effectively to also become agents of their implementation. Over the next years, the Korean government became, in the words of former EPB member and Deputy Prime Minister Il SaKong, an "entrepreneur-manager." [...]

However, as the Park years progressed, the Korean government's role as "entrepreneur-manager" increasingly was manifested not so much in public enterprises, as important as these were, but rather in the government's direction of activities in the surging private sector. At its core was a policy of subsidizing those private enterprises that were able to achieve increasingly higher levels of export or of substituting domestic production for imports. [...]

[...]Korean planners who worked under Park during the early years developed two unwritten policies. First, export expansion, rather than import substitution, received higher priority. Thus, those infants given the most nurturance by the state were those that delivered increased exports. Second, complementing the first policy, activities that did not produce the desired result of increased exports were allowed to fail, often with ruthless speed. The unwritten rule in Korea became, in effect, that an entrepreneur who got tight in with the government could become rich only if that entrepreneur's export performance was outstanding. By contrast, in many other developing countries, only a close relationship with the government was necessary. [...]

The antecedents of what became chaebol, for the most part, were those firms that succeeded under the policies of Park during the 1960s.

*Used by permission of Institute for International Economics*



PAIRED SOURCES #3

**How does this document reflect or respond to one or more of these twentieth- and twenty-first-century historical developments: the Cold War, economic liberalization, or the Information Age?**

**Document:**

Choe Sang-Hun, Motoko Rich, Natalie Reneau, and Audrey Carlsen; additional work by Sergio Peçanha, "Rocket Men: The Team Building North Korea's Nuclear Missile," *New York Times*, December 15, 2017, <https://www.nytimes.com/interactive/2017/12/15/world/asia/north-korea-scientists-weapons.html>.

**Annotation:**

*Kim Jong-un, the grandson of North Korean founder Kim Il-sung, become leader of North Korea in 2011. The North Korean nuclear program began in the 1950s with the help of the Soviet Union, but beginning in 1989 its focus shifted away from power generation to weapons. Since assuming power, Kim Jong-un has accelerated the program to the dismay of the West.*

When the North Korean leader Kim Jong-un celebrated the launch of a powerful new missile last month, he was surrounded by a group of top scientists and officials.

State media did not identify them, but they have all been seen with Mr. Kim before.

These men – known by nicknames such as the “nuclear duo” and the “missile quartet” – have built an intercontinental ballistic missile that appears capable of hitting any city in the United States, an extraordinary scientific achievement for the world’s most isolated country.

At only 33, Mr. Kim has been ruthless about consolidating power, executing scores of senior officials, including his own uncle. But he has showered his regime’s scientists with incentives and adulation, turning them into public heroes and symbols of national progress.

“We have never heard of him killing scientists,” said Choi Hyun-kyoo, a senior researcher in South Korea who runs NK Tech, a database of North Korean scientific publications. “He is someone who understands that trial and error are part of doing science.”

Analysts are still trying to explain how North Korea managed to overcome decades of international sanctions and make so much progress so quickly. But it is clear the nation has accumulated a significant scientific foundation despite its backward image.

Its new ICBM is a feat of physics and engineering that has stunned the world, and each of its six nuclear tests has been more powerful than the last, boosting Mr. Kim’s stature at home and his leverage abroad.

Still, it is unclear if the North has mastered the technology needed to keep a nuclear warhead intact as it re-enters the Earth’s atmosphere.

**Science Worship**

Mr. Kim has elevated science as an ideal in the regime’s propaganda and put his fondness for scientists and engineers on prominent display across North Korea.

That is a departure from the practice of his predecessor and father, Kim Jong-il, who instead emphasized cinema and the arts as propaganda tools.

Four years after taking power in 2011, Kim Jong-un opened a six-lane avenue in Pyongyang known as Future Scientists Street, with gleaming apartment towers for scientists, engineers and their families.

He also opened a sprawling complex shaped like an atom that showcases the nation's achievements in nuclear science.

Extravagant galas are held to celebrate scientific progress. There is little doubt what is behind Mr. Kim's passion for science. In ubiquitous propaganda posters, North Korean rockets soar into space and crash into the United States Capitol.

And after successful tests, scientists and engineers are honored with huge outdoor rallies. On their way to Pyongyang, their motorcades pass cheering crowds.

"They are already pretty sophisticated in metallurgy, mechanical engineering, and to some extent chemistry," all areas tied to the nation's civilian and military needs, said Joshua Pollack, a senior research associate at the Middlebury Institute of International Studies at Monterey, California.

North Korea has imported scientific papers and journals from Japan for decades. And when it sends students abroad, it orders them to copy scientific literature and bring it home, said Michael Madden, who runs the North Korea Leadership Watch website.

United Nations sanctions prohibit the teaching of scientific material with military applications to North Korean students. Yet North Korea still sends students to countries such as China, India and even Germany, according to analysts and United Nations reports.

The internet has also been a gold mine for the North. While the state blocks public access, it allows elite scientists to scour the web for open-source data under the watch of security agents. The North has also built digital libraries of approved material that are accessible across the country.

North Korea funnels its top science students into military projects. Those selected for the nuclear and missile program are relocated from their hometowns and allowed to return for visits only with government minders, according to defectors and analysts.

But they are also given better food rations — and access to weapons designs and components obtained by the nation's spies and hackers, who have focused on the former Soviet republics.

### **Familiar Faces**

Scientists and engineers also enjoyed special privileges under Mr. Kim's grandfather, Kim Il-sung, as he struggled to rebuild North Korea from the ruins of the Korean War. He embraced those trained in Japan when Korea was a Japanese colony and later sent hundreds of students to the Soviet Union, East Germany and other socialist states.

One of them was So Sang-guk, a nuclear scientist who emerged as a key figure in the nation's nuclear program but seems to have retired.

Since taking power, Kim Jong-un appears to have overseen a generational shift at the top of the weapons program, elevating a group of scientists and officials about whom little is known.

He tends to assign officials to different projects, letting them compete for his attention and favor. But analysts have identified six figures who have repeatedly appeared alongside Mr. Kim at key moments — four tied to missile development and two associated with nuclear tests.

Two members of the “missile quartet” are scientists, according to state media. Jang Chang-ha is 53 and president of the Academy of National Defense Science, and Jon Il-ho, 61, is commonly described as an “official in the field of scientific research.” Ri Pyong-chol appears to be the quartet’s highest-ranking member. A former air force commander, he serves as first deputy director of the ruling Workers’ Party’s munitions industry department.

Kim Jong-sik, 49, first began appearing with Kim Jong-un in February 2016 and has an engineering background. His rise has coincided with an acceleration of test launches, but he and Mr. Ri did not attend last month’s launch.

Ri Hong-sop, the director of North Korea’s Nuclear Weapons Institute, appears to be a leading figure in the nuclear program. He has been blacklisted by the United Nations since 2009.

Hong Sung-mu, the other member of the “nuclear duo,” is a former chief engineer at the Yongbyon nuclear complex, the birthplace of the North’s nuclear weapons program.

North Korea has also recruited scientists from the former Soviet Union, offering salaries as high as \$10,000 per month, according to Lee Yun-keol, a defector who runs the North Korea Strategic Information Service Center in Seoul and has studied the history of the North’s nuclear program.

In 1992, a plane carrying 64 rocket scientists from Moscow was stopped before departing for North Korea. It is not clear how many, if any, former Soviet scientists made it to North Korea in the decades since.

Theodore A. Postol, a professor emeritus of science, technology and international security at the Massachusetts Institute of Technology, said the North has “this fantastic record for flying rockets the first time and having them succeed.”

“We think it’s because they had rocket motors and designs that were basically Russian designs, and they had the expertise of Russian engineers who knew how to solve the problems,” he said.

### **Father Figure**

Little is left to chance in propaganda related to the weapons program. Even the smallest of details can be laden with significance.

“By launching rockets and treating scientists like stars, Kim Jong-un gives his people a sense of progress,” Mr. Lee said. “It’s not just a military project but also a political stratagem.”

Mr. Kim’s annual visit to his grandfather’s mausoleum is the most important ritual of his dynastic regime. The missile quartet’s proximity to him at the July event was a sign of their high status.

Missile experts were shown sharing cigarettes with Mr. Kim after last month’s missile launch — an almost unimaginable privilege in a nation where he is portrayed as a godlike figure.

After successful tests, Mr. Kim is sometimes even shown embracing his scientists, some of whom can be seen weeping. Perhaps the most surprising photo came in March, when Mr. Kim carried an unidentified official on his back while celebrating the ground test of a new rocket engine.

The image evoked an old Korean tradition in which young men give their aging parents piggyback rides as a symbolic gesture of gratitude for the hardship they have endured for their children. But others say Mr. Kim was actually playing the parent, carrying the scientist on his back as a father might a child.

In general, Mr. Kim is presented in the regime's propaganda as a father figure — a national patriarch whom the public is supposed to obey without question. That makes the symbolism of his interactions with these scientists and engineers even more striking.

In traditional Korean culture, it is generally inappropriate for a son to smoke with his father or even with a teacher. One would only do so with great reluctance — and gratitude — at the elder's insistence. In effect, Mr. Kim is insisting that these scientists take a bow.

But even as he honors these men and celebrates their accomplishments, they remain bit players on the stage. Every scientist in North Korea, no matter how important, must credit Mr. Kim for his successes, just as the nation's athletes never fail to cite him as inspiration for their achievements at the Olympics and other competitions.

In the end, the real star of the nuclear weapons program is Mr. Kim himself.

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**How does this document reflect or respond to one or more of these twentieth- and twenty-first-century historical developments: the Cold War, economic liberalization, or the Information Age?**

<b>Document:</b>	Kim Dae-jung, Presidential Inaugural Address, 1998. Translated by Youngeun Kim.
<b>Annotation:</b>	<i>Kim Dae-jung was elected President of the Republic of South Korea in 1998 and served until his term expired in 2003. His election came during a severe economic crisis in 1997-1998 that threatened the economies of many Asian nations. Kim was active in politics from the 1950s on, and was exiled under a death sentence in 1980 by the military government of the time. The death sentence was commuted to house arrest upon his return to South Korea, due in part to international pressures. Under house arrest, he continued to lead opposition parties in South Korea, running for president a total of four times. He won the Nobel Peace Prize in 2000.</i>

My Fellow Citizens:

We will have a new century in three years. The beginning of the 21<sup>st</sup> century is not just about entering a new century, but also the beginning of a new revolution. Humanity, which has passed through five great revolutions since appearing on the earth, beginning with the Human Revolution passing through the Agricultural revolution, the Urban Revolution, the Revolution in Thought, and the Industrial Revolution, is now entering a new era of revolution.

The world is moving from the industrial society where natural resources were the primary factor for economic development to an information and knowledge-based society.

The information revolution is converting the national economies into a one world economy, turning the world into a global village. The information age means that everyone can obtain information easily and cheaply and will have access to information anytime and anywhere. It is only possible in a democratic society. We must actively respond to new challenges by approaching this transitional period in a history of civilization.

Unfortunately, we are now facing our greatest national crisis since June 25 [1950, the outbreak of the Korean War]. ... During this year, consumer prices and unemployment ratio would increase. Incomes would drop, and many businesses would go bankrupt. All of us are required to shed sweat and tears.

... My Fellow Citizens: You have demonstrated remarkable patriotism and power even in today's difficulties. We have accomplished a peaceful transition of power even in the midst of the IMF Crisis. You have gathered gold to overcome the national crisis and have already collected over \$ 2 billion in gold. I am very proud of your patriotism, which is more valuable than gold.

... The biggest task facing the government of the people is to overcome our economic crisis and to revitalize our economy. The government of the people will combine democracy and economic development. A market economy and democracy are like two sides of the same coin or like two wheels on a cart that cannot be removed. If they are separated success is impossible. Every country that has embraced both democracy and a market economy has been successful.

...With the promise of building in a new technology, we will implement a policy to develop cutting edge technologies.

This is the only way for companies and our economy to survive. The government will guarantee completely the autonomy of business. But, it will also strictly require that they make self-reform efforts.

... We have a high education level and cultural tradition. We have a great ability to exert our power in the information society of the 21<sup>st</sup> century. The new government will try to make our young generations can become a new leader in the knowledge and information society. We will provide computer classes in elementary school and they can choose computer subjects on the college admission test. We will lead a computer power country in the world.

We are proud of our half-century history. The spirits of our ancestors are encouraging us.

... Let's make today's crisis into a blessing. We can do it. The history of our overcome from the ruins of 6.25 (Korean War) proves it. I will be at the head. Let's all move forward. Let's overcome the national crisis. Let's make another leap forward.

STUDENT GRAPHIC ORGANIZER

How do your documents reflect or respond to either of these twentieth- and twenty-first-century historical developments: the Cold War, economic liberalization, or the Information Age?

**First Source**

**Second Source**

General Observations (who, what, when, where)

General Observations (who, what, when, where)

Record evidence that links the source to one or more of the three historical developments.

Record evidence that links the source to one or more of the three historical developments.

Cold War

Economic  
Liberalization

Information Age

Cold War

Economic  
Liberalization

Information Age

Identify and record evidence from history *not in the document* that helps to clarify or support your evidence from the document.

Identify and record evidence from history *not in the document* that helps to clarify or support your evidence from the document.

How do the sources demonstrate similar or different reflections or responses to twentieth- and twenty-first-century historical developments?

What could explain the reason for the similarity or difference?



## ASSESSMENT MATERIALS

### SAQ #1

#### Directions

Answer Question 1.

In your responses, be sure to address all parts of the questions you answer. Use complete sentences; an outline or bulleted list alone is not acceptable.

*The Government of the DPRK steadfastly maintains Juche in all realms of the revolution and construction.*

*Establishing Juche\* means adopting the attitude of a master towards the revolution and construction of one's country. It means maintaining an independent and creative standpoint in finding solutions to the problems which arise in the revolution and construction. It implies solving those problems mainly by one's own efforts and in conformity with the actual conditions of one's own POLITICS country. The realization of independence in politics, self-sufficiency in the economy and self-reliance in national defence is a principle the government maintains consistently.*

*The Korean people value the independence of the country and nation and, under the pressure of imperialists and dominationists, have thoroughly implemented the principle of independence, self-reliance and self-defence, defending the country's sovereignty and dignity firmly.*

Democratic People's Republic of Korea,  
statement from the official government website of North Korea, 2017

\*Juche is often translated as "self-reliance" and refers to the government's firm belief that the North Korean people are the "masters of the revolution and construction."

*My Dear Mr. President: I have much for which to be grateful to you, and much cause to rejoice that in these desperate days our beleaguered nation has found so good a friend. Your great generosity in rushing through this last week of the Congressional session an immediate appropriation of two hundred million dollars to speed our reconstruction is appreciated from the depths of our hearts. Your considerate understanding of my position during these most difficult days has been a heartwarming experience for me. But above all, I want to thank you and to congratulate you for the statesmanlike vision with which you have brought the relationships of your powerful nation and of our weaker one onto a basis of honest mutuality and two-way cooperation. Nothing could do more to reassure the disillusioned peoples of the Far East that there may be dawning a new day when they need no more fear the revival of the old and hated era of Western Colonialism.*

Syngman Rhee, President of South Korea,  
letter to President Eisenhower, July 1953

1. Using the excerpts above, answer (a), (b), and (c).
  - a. Identify a historical context that would help explain the developments discussed in the first excerpt.
  - b. Identify a historical context that would help explain the developments discussed in the second excerpt.
  - c. Based on both excerpts, explain a difference in the way that South Korea and North Korea interact with other countries economically.

SAQ #2

Directions

Answer Question 2.

In your responses, be sure to address all parts of the questions you answer. Use complete sentences; an outline or bulleted list alone is not acceptable.

*During reconstruction of the destroyed economy after the war [Korean War, 1950-1953], our people fought in the same heroic manner as they did during the war.*

*For instance, 307 large and small factories were rebuilt, expanded, or newly constructed until [by] the end of 1955. By January of the current year [1956], the nationalized and cooperative industry had already surpassed pre-war levels as outlined in the three-year-plan. Today 63.6 percent of farms and 62.1 percent of farmland are organized in agricultural collectives. In order to increase grain production there are extensive irrigation works conducted. Care is taken to provide the agricultural sector with sufficient amounts of fertilizer. Due to four markdowns of state-fixed prices, the real wages of workers and all employees increased. Today our party has become a strong force, which leads the Korean people to victory in fulfillment of its main mission, namely the peaceful unification of the fatherland and the building of the foundations of socialism."*

Kim Il-sung, President of North Korea,  
discussion of the Third Party Congress of the Korean Workers Party, April 1956

*In 1962, the EPB [Economic Planning Board] introduced the first of what was to become a series of five-year plans for [South] Korea's development. State-owned banks were created to help implement the government's development plans, and laws were passed to force the private banks effectively also to become agents of their implementation. Over the next years, the Korean government became, in the words of ... Deputy Prime Minister Il SaKong, an "entrepreneur-manager" (Sakong 1993, 27). During the first and second five-year plans, the government itself was involved in industrial undertakings. In the 1960s, more than one-third of government expenditures were for investment, and public investment accounted for close to a third of all fixed capital formation. [...] This emphasis reflected Park's own philosophy, under which the state was meant to be the dominant agent in the economy.*

Edward M. Graham  
Reforming Korea's Industrial Conglomerates, 2003

2. Using the excerpts above, answer (a), (b), and (c).
  - a. Identify ONE similarity between North and South Korean economic policies in the twentieth century as described in the excerpts.
  - b. Explain a historical context other than the Korean War that influenced the developments described in the second excerpt.
  - c. Explain how a country other than North or South Korea devised an economic program similar to the one described in the first excerpt.

SAQ #3

Directions

Answer Question 3.

In your responses, be sure to address all parts of the questions you answer. Use complete sentences; an outline or bulleted list alone is not acceptable.

NORTH KOREAN NUCLEAR MISSILES



Thomas Karako and Wes Rumbaugh, "Dissecting the Big Missile Defense Plus-up," 2017,  
<https://www.csis.org/analysis/dissecting-big-missile-defense-plus>.

# SOUTH KOREAN INTERNET USAGE

## NUMBER OF INTERNET USERS IN [SOUTH] KOREA (IN THOUSANDS)

Year	# of Internet Users in Korea (in thousands)
1995	366
1996	731
1997	1,634
1998	3,103
1999	10,860
2000	19,040
2001	24,380
2002	26,270

*National Internet Development Agency of Korea, Korea Internet Statistics, 2004*

3. Using the sources above, answer (a), (b), and (c).
  - a. Identify one historical context that explains the data in the first source.
  - b. Explain how a country other than North or South Korea changed in ways that were similar to the change shown in the second source.
  - c. Explain one reason for a difference in the national priorities presented in the two sources.

## SAQ #1 SCORING GUIDE

A more detailed scoring guide, including sources, is linked [here](#).

A. Identify a historical context that would help explain the developments discussed in the first excerpt. **(1 point)**

Possible examples *may* include:

- The Cold War rivalry between communist and capitalist nations caused North Korea to focus on development.
- The Korean War and continued hostilities between North Korea and the South and its allies focused North Korea on development to ready itself for conflict.
- The fall of the Soviet Union and the loss of outside support from its former largest source of economic aid forced the North to become self-reliant.
- The desire to continue a Kim family dynasty led the North to seek a separate development path from its former Soviet and current Chinese communist allies.
- International sanctions led by the West have caused North Korea to focus on self-reliance.

B. Identify a historical context that would help explain the developments discussed in the second excerpt. **(1 point)**

Possible examples *may* include:

- The Korean War and the devastating invasion by the North that was thwarted with the help of UN forces led by the US tied South Korea to a continued alliance.
- The Korean War and the continued hostilities between North and South focused the South on maintaining close ties to the United States for protection.
- The Korean War destroyed much of South Korea by 1953, requiring significant reconstruction and development aid from outside allies.
- The Cold War rivalry between communist nations (including North Korea and China in East Asia) forced South Korea to seek alliances with strong capitalist nations such as the US.

C. Based on both excerpts, explain a difference in the way that South Korea and North Korea interact with other countries economically. **(1 point)**

Possible examples *may* include:

- North Korea limits economic interaction, preferring to isolate and become self-sufficient, while the South seeks to be connected with allies such as the United States.
- North Korean trade is limited due to its reliance on only its own resources, which also limits its economic growth; South Korea trades internationally, which allows its economy to grow and modernize due to its access to advances and assistance from outside nations.
- The North Korean economy was not dependent on foreign trade and interaction, while the South Korean economy depended on foreign aid and economic interactions.

**Total Score (3 points possible)**

SAQ #2 SCORING GUIDE

A. Identify ONE similarity between North and South Korean economic policies in the twentieth century as described in the excerpts. **(1 point)**

Possible examples *may* include:

- North Korean economic development continued under socialist principles—as it had during the war—in order to complete the process of unifying the Korean peninsula.
- South Korean economic development emulated elements of a socialist state-directed nation to pursue rapid industrialization.

B. Explain a historical context other than the Korean War that influenced the developments described in the second excerpt. **(1 point)**

Possible examples *may* include:

- State economic intervention in times of economic distress was common in the mid-twentieth century in capitalist countries, such as the New Deal during the Great Depression in the United States.
- The Cold War and continued hostilities between communist and capitalist nations required rapid economic development by South Korea to ensure its security.
- With the shift of developed nations to information and communications technologies, developing economies turned to industrial production and manufacturing.

C. Explain how a country other than North or South Korea devised an economic program similar to the one described in the first excerpt. **(1 point)**

Possible examples *may* include:

- The Soviet Union developed a command economy with central planning in the 1920s after the conclusion of its revolution and civil war.
- Communist China developed a command economy with central planning in the 1950s after its communist revolution and civil war.
- Eastern European states, such as Poland, East Germany, Czechoslovakia, Yugoslavia, Hungary, Bulgaria, and Albania established communist regimes under Soviet direction after World War II and developed command economies with five-year plans.
- Vietnam, Laos, and Cambodia underwent communist revolutions and instituted a command economy.
- Cuba established a command economy with central planning after its 1959 communist revolution.

**Total Score (3 points possible)**

SAQ #3 SCORING GUIDE

A. Identify one historical context that explains the data in the first source. **(1 point)**

Possible examples *may* include:

- Continued hostilities between North Korea and South Korea and its allies led the North to seek security with nuclear weapons.
- Arms races as part of the Cold War were common between communist and capitalist countries.
- Missiles and nuclear weapons were viewed as necessary deterrents to aggression during the Cold War era.

B. Explain how a country other than North or South Korea changed in ways that were similar to the change shown in the second source. **(1 point)**

Possible examples *may* include:

- After World War II and occupation, Japanese economic development shifted from industrial production to consumer electronics and information technology.
- Taiwanese economic development focused on information technology fields in the late twentieth century.
- China began to invest heavily in transforming its economy from manufacturing to information technology in the early twenty-first century.

C. Explain one reason for a difference in the national priorities presented in the two sources. **(1 point)**

Possible examples *may* include:

- Economic development in South Korea moved to consumer technology rather than remaining focused on military development.
- Economic development in South Korea shifted from basic industrial production and manufacturing to information and communication technologies.
- North Korea remained a totalitarian closed state hostile to technological developments—such as the internet—that could undermine its rigid control and grip on information about the outside world.

**Total Score (3 points possible)**