

WHDE Lesson Plan

<b>Korean Reunification</b>
<b>AUTHOR INFORMATION</b>
<b>Author:</b> Leah Hoyle <b>State:</b> North Carolina
<b>GENERAL INFORMATION</b>
<b>Lesson Grade Span:</b> Secondary (9-12) <b>Targeted Grade Level/Course:</b> 9/World History <b>Estimated Time to Complete Lesson:</b> 3 90 minute classes
<b>FOCUSED QUESTION</b>
What are the biggest obstacles to peaceful Korean reunification?
<b>STANDARDS (STATE/C3)</b>
CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. CCSS.ELA-Literacy.W1 Write arguments to support claims with clear reasons and relevant evidence.
<b>STUDENT &amp; TARGET OUTCOMES</b>
Students will: Identify and understand the primary obstacles to Korean reunification. Explore, evaluate, and discuss multiple perspectives. Construct an argument supported by specific reasons and relevant evidence.
<b>LESSON OVERVIEW</b>
By investigating the issue of Korean reunification, students will make decisions about what the obstacles of the reunification are and how to give weight to each.

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### PROCEDURES

Students imagine that North and South Carolina will be joining to form one state. Students brainstorm with a partner the potential social, political, and economic problems to unification and share out with the rest of class. Students then consider the implications of North and South Korea unifying. The teacher will ask what might be some similarities/differences between the two scenarios.

Students will be given a Graphic Organizer. Before viewing the *Business Insider* video as a class, the teacher will instruct students to pay attention to obstacles to Korean reunification and consider where each may fit on the Graphic Organizer. After viewing, students will discuss what they saw/heard. The teacher will use student suggestions and the transcript to model adding to the Graphic Organizer.

Students will read (independently, in pairs, or small groups) two articles. As students read, they will continue adding to their Graphic Organizer.

Students will participate in a Socratic Seminar addressing the question, "What are the biggest obstacles to peaceful Korean reunification?"

Students will construct an argument supported by specific reasons and relevant evidence addressing the question, "What are the biggest obstacles to peaceful Korean reunification?"

### FORMATIVE ASSESSMENT

Completion of Graphic Organizer.  
Participation in the Socratic Seminar.  
Construction of argument.

### RESOURCE LIST

Graphic Organizer (see attached).

Video:

Friedman, N. (2018, March 29). 3 reasons why North and South Korean reunification is unlikely. Retrieved from <https://www.businessinsider.com/julian-ku-north-south-korea-reunification-2018-3>

Articles:

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Campbell, C. (2018, April 26). Don't Hold Your Breath for Korean Reunification: 5 Problems. Retrieved from <http://time.com/5255381/north-south-korea-kim-jong-un-reunification/>

Jen, S., Friere, J., Jones, B., Kurata, H., Lee, J., Weathersby, K., . . . Young-shik, B. (2018, June 06). Imagining a unified Korea. Retrieved from <https://asia.nikkei.com/Spotlight/Cover-Story/Imagining-a-unified-Korea>

### MODIFICATIONS & EXTENSIONS

#### MODIFICATIONS

The teacher may wish to modify, excerpt, or annotate the two readings for differing reading levels or abilities.

#### EXTENSIONS

The teacher may wish to adapt the essay into a letter to elected representatives, recommending how the United States can best support Korean reunification.

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Korean Reunification Graphic Organizer

	<i>Video: Business Insider</i>	<i>Article: Time</i>	<i>Article: Nikkei Asian Review</i>
<b>Political</b>			
<b>Economic</b>			
<b>Social</b>			
<b>Thoughts Connections Questions</b>			