MODULE OVERVIEW

SKILL: Apply Political Concepts/Processes; Source Analysis, Evaluations

CONTENT: Political and Civic Participation

DAY 1

LESSON QUESTION: What are the signs of a Totalitarian State?

CLASS ACTIVITY: Source Analysis

While working collaboratively, students will define "totalitarian government" and learn about its core characteristics. Students will work individually and in teams to analyze videos to identify the different ways totalitarian leaders manipulate a society to gain control through the story of a fictional state.

CHECK FOR UNDERSTANDING: Assessing a Totalitarian State

Students will use their understanding of the characteristics of a totalitarian leader to assess and rank the characteristics that pose the greatest threat to society.

DAY 2

LESSON QUESTION: To what extent is North Korea a totalitarian state?

CLASS ACTIVITY: Potential Totalitarianism in North Korea & its Impact on Citizens

Working individually and in teams, students will use their expanded understanding of totalitarianism to apply it to the context of North Korea, examining the extent to which the Kim family uses appeals to Extreme Nationalism, National Emergencies and Scapegoating, Government Control of Media and Technology, Propaganda and Cult of Personality, Bribery and Kickbacks, and Force and Violence to control North Korea. Through a variety of sources, students will investigate and assess North Korean totalitarianism. Students will also watch North Korean defector videos as another way to assess totalitarianism in North Korea.

CHECK FOR UNDERSTANDING: Exit Ticket

Students will use the information from primary sources and videos of defectors from North Korea to assess totalitarianism in North Korea and its impact on the individuals who live there. Hearing the voices and stories of defectors provides a unique opportunity to reflect on the state and how lives have been affected by the government.



ASSESSMENT: What is an effective policy to shape US-North Korean relations?

In light of their analysis of North Korea as a totalitarian state, students will craft a policy recommendation to the President of the United States that will guide US-North Korean relations.

DAY 2 Based on a 60-minute class

Lesson Question: To what extent is North Korea a totalitarian state?

Curriculum Standards

Texas - Texas Essential Knowledge and Skills High School Government Course

13 Citizenship - The student understands the difference between personal and civic responsibilities. The student is expected to:

(A) describe scenarios where good citizenship may require the subordination of personal desire for the sake of the public good;

(B) explain the responsibilities, duties, and obligations of citizenship such as being well informed about civic affairs, serving in the military, voting, serving on a jury, observing the laws, paying taxes, and serving the public good.

New York: New York State Social Studies K-12 Framework

12.G4 POLITICAL AND CIVIC PARTICIPATION: There are numerous avenues for engagement in the political process, from exercising the power of the vote, to affiliating with political parties, to engaging in other forms of civic participation. Citizens leverage both electoral and non-electoral means to participate in the political process.

12.G4c In addition to voting, there are many ways in which citizens can participate in the electoral process. These include joining a political organization, donating money, and doing volunteer work on a political campaign.

12.G4e Citizens participate in civic life through volunteerism and advocacy, including efforts such as contacting elected officials, signing/organizing petitions, protesting, canvassing, and participating in/organizing boycotts.

California: History Social Science Content Standards

12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.

1. Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.

2. Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.

Civics Skills: Apply Political Concepts and Processes; Source Analysis

LESSON OVERVIEW

Working individually and in teams, students will use their understanding of totalitarianism to the context of North Korea, examining how the Kim family potentially uses appeals to Extreme Nationalism, National Emergencies and Scapegoating, Government Control of Media and Technology, Propaganda and Cult of Personality, Bribery and Kickbacks, and Force and Violence. Throughout this activity, students will analyze the North Korean government and its impact on its citizenry.

Materials needed for In-Class Activity:

- Exit Ticket (from Day 1): Ranking the Warning Signs of Totalitarianism
- Student Handout: Possible Warning Signs of Totalitarianism in North Korea Today
- Video: "North Korean Defector: Explaining the Video," published by the *New York Times*
- Student Handout: Check For Understanding: Examining the Testimonies of North Korean Defectors
- Video: North Korean refugee Eunsun Kim: 2013 interview *SVT/NRK/Skavlan News*
- Video: A North Korean defector tells what life was like under a dictatorship, *Business Insider*
- Video: Horror Stories From North Korea Imprisonment Camps *Human Rights Watch/Upworthy*
- Video: North Korean defectors reflect on decade of Kim Jong-un's rule *BBC News*

SEQUENCE OF INSTRUCTION

CLASS ACTIVITY 1 of 4: WARM UP/INTRODUCTION (10 Minutes)

What are the signs of a Totalitarian State?

ACTIVITY PROCEDURE: Using Their Prior Knowledge on the Subject

- Have students arrange desks to work in teams of four for this activity.
- As a way of drawing the students' attention back to what they learned in yesterday's class, have them take out the assignment they completed right before they left that's entitled: Exit Ticket: Ranking the Warning Signs of Totalitarianism (also included at the end of this instruction here).
- Remind them that the Warning Signs of Totalitarianism are the following:
  - -Appeals to Extreme Nationalism
  - -Use of National Emergencies and Scapegoating
  - -Government Control of Media and Technology
  - -Use of Propaganda and Cult of Personality
  - -Bribery and Kickbacks
  - -Use of Force and Violence
- Lead a discussion for several minutes of what students believe are the most dangerous warning signs of totalitarianism in a society.

- Note: This discussion should end by the teacher mentioning, as a segue, today's class will have the students use their knowledge to analyze to what extent the government of North Korea might be totalitarian.

CLASS ACTIVITY 2 of 4:

INTRODUCING NORTH KOREA: SHORT VIDEO (10 MINUTES)

ACTIVITY PROCEDURE: Examining A Brief History of North Korea

- As a way of providing the class with some important background information, the students should watch the YouTube video "A Brief History of North Korea."
- After, the teacher should lead a discussion to debrief the points the students found to be interesting, then segue into the next activity, noting that the information will provide the foundation for their activities to follow.

CLASS ACTIVITY 3 of 4:

EXAMINING POSSIBLE SIGNS OF TOTALITARIANISM IN NORTH KOREA (20 Minutes)

ACTIVITY PROCEDURE: Analyzing Possible Warning Signs of Totalitarianism in North Korea

- Distribute the handout entitled "Possible Warning Signs of Totalitarianism in North Korea."
- Working in groups, the students should complete the pages of the handout.
- After providing around 10-15 minutes for students to work, review the answer to each resource page as a group. Please note that covering these topics thoroughly could take the rest of the class period.
- Review sources 1-6 to the class (use slide deck a projector if possible), pausing to elicit conversation and discussion on each source, asking the following:
  - What warning sign does the resource show?
  - Why might this sign be of concern?
  - Does this resource reflect a Low, Medium, or High risk of totalitarianism in North Korea?
- After the students complete their examination of the eight sources, briefly recap each source, creating an interactive discussion if possible.

Teaching Tip



Some educators might prefer to hang each source on the walls of their classroom as a Gallery Walk, providing the students the opportunity to physically get up to answer the questions that relate to each. Doing so might provide some physical stretch time, which may be an appealing option to many learners.

Teaching Tip



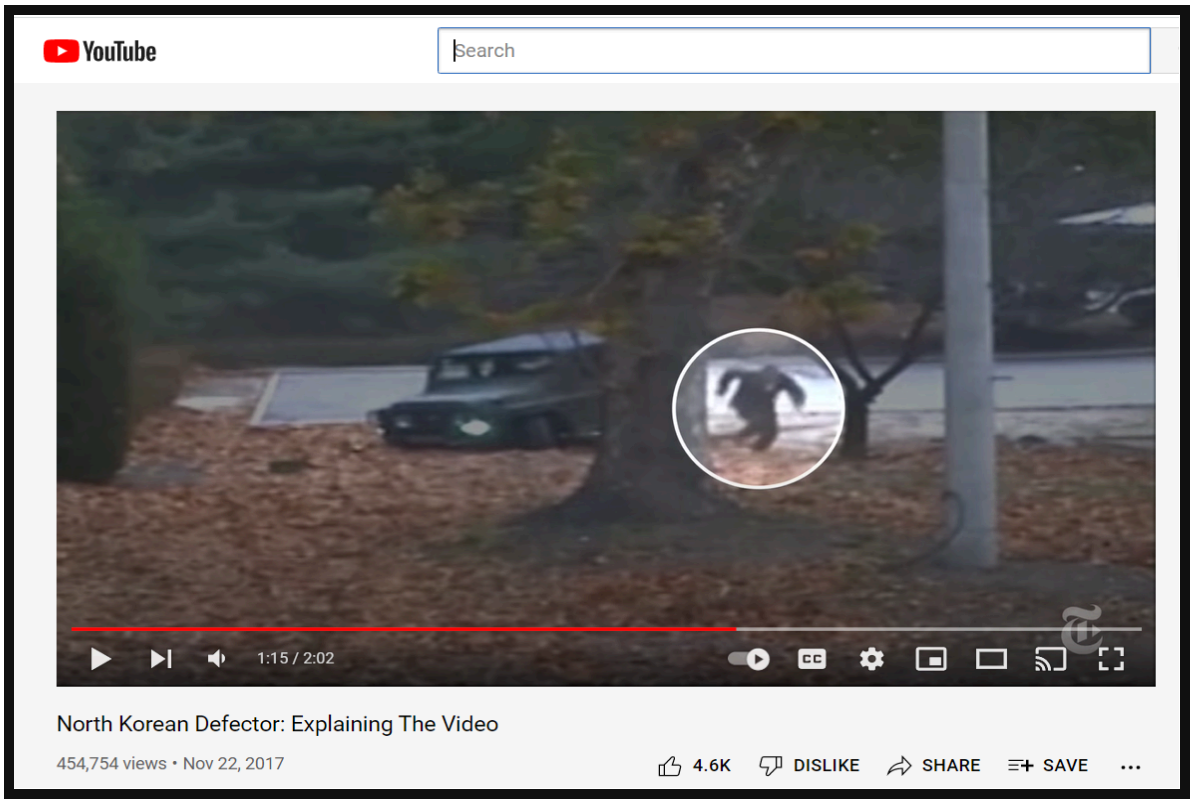
Depending on the class, students may need a quick refresher on the major tenets of Confucianism. One goal of Source 8 is to briefly have them explore how the religion's Five Relationships–specifically between ruler and subject–provides a social "power source" that may indeed position the North Korean people to actually *welcome* totalitarian rule.

CLASS ACTIVITY 4 of 4: Check for Understanding (5 minutes)

Examining the testimonies of defectors from North Korea

ACTIVITY PROCEDURE:

- To further contextualize the potential connections between North Korea and totalitarianism, share with the class that for homework, they will be looking at the stories of North Korean defectors.
- To capture their attention, the teacher should show this video of a defector attempting to leave North Korea in late 2017: North Korean Defector: Explaining the Video, from the New York Times.
- One purpose of showing this video is to visually explain what a defector is. See below.



- Distribute the assignment handout "Check For Understanding: Examine the Testimonies".
- End class by explaining the directions of the assignment. Students should watch two of the videos, then answer the questions, connecting it to the warning signs of totalitarianism.
- This assignment will in turn provide a natural segue to the third day of the lesson.

Student Handout:
Possible Warning Signs of Totalitarianism in North Korea

Student Directions: Examine the following 8 sources that show possible warning signs of totalitarianism, then answer the questions that follow each source.

Source 1: Statues in the Capital of North Korea, Pyongyang



Statues of North Korean leaders Kim Il-sung and Kim Jong-il at the Mansudae-Monument in Pyongyang, North Korea. Note the people in front of the statues. Source: Wikimedia

Task A: Assessing the Information

Which Totalitarian Warning Signs apply to this source? (Use an "X".)

APPEALS TO EXTREME NATIONALISM	
USE OF NATIONAL EMERGENCIES AND SCAPEGOATING	
GOVERNMENT CONTROL OF MEDIA AND TECHNOLOGY	
USE OF PROPAGANDA AND CULT OF PERSONALITY	
BRIBERY AND KICKBACKS	
USE OF FORCE AND VIOLENCE	

Task B: Evaluating the Problem

Evaluate why these signs might be concerning:

Task C: Assessing the Risk

Using Tasks A and B for this source, assess the risk of Totalitarianism (circle your ranking below):

LOW RISK **MEDIUM RISK** **HIGH RISK**

0 1 2 3 4 5 6 7 8 9 10

Why? _____

Source 2: Poster in a North Korean Elementary School



Translation: "It's exciting to play military games of battering American jerks!"
Source: Wikimedia Commons

Task A: Assessing the Information

Which Totalitarian Warning Signs apply to this source? (Use an "X".)

APPEALS TO EXTREME NATIONALISM	
USE OF NATIONAL EMERGENCIES AND SCAPEGOATING	
GOVERNMENT CONTROL OF MEDIA AND TECHNOLOGY	
USE OF PROPAGANDA AND CULT OF PERSONALITY	
BRIBERY AND KICKBACKS	
USE OF FORCE AND VIOLENCE	

Task B: Evaluating the Problem

Evaluate why this sign might be concerning:

Task C: Assessing the Risk

Using Tasks A and B for this source, assess the risk of Totalitarianism (circle your ranking below):

LOW RISK **MEDIUM RISK** **HIGH RISK**

0 1 2 3 4 5 6 7 8 9 10

Why? _____

Source 3: North Korean Government Communications Vehicle, sharing "inspiration for workers to be productive," sometimes referred to in the West as "propaganda vans."



Source: Wikimedia

Task A: Assessing the Information

Which Totalitarian Warning Signs apply to this source? (Use an "X".)

APPEALS TO EXTREME NATIONALISM	
USE OF NATIONAL EMERGENCIES AND SCAPEGOATING	
GOVERNMENT CONTROL OF MEDIA AND TECHNOLOGY	
USE OF PROPAGANDA AND CULT OF PERSONALITY	
BRIBERY AND KICKBACKS	
USE OF FORCE AND VIOLENCE	

Task B: Evaluating the Problem

Evaluate why this sign might be concerning:

Task C: Assessing the Risk

Using Tasks A and B for this source, assess the risk of Totalitarianism (circle your ranking below):

LOW RISK **MEDIUM RISK** **HIGH RISK**

0 1 2 3 4 5 6 7 8 9 10

Why? _____

Source 4: The Victorious Fatherland Liberation War Museum mural, September 2008, North Korea.



The central figure is Kim Il-Sung.
Source: Wikimedia

<u>Task A:</u> Assessing the Information

Which Totalitarian Warning Signs apply to this source? (Use an "X".)

APPEALS TO EXTREME NATIONALISM	
USE OF NATIONAL EMERGENCIES AND SCAPEGOATING	
GOVERNMENT CONTROL OF MEDIA AND TECHNOLOGY	
USE OF PROPAGANDA AND CULT OF PERSONALITY	
BRIBERY AND KICKBACKS	
USE OF FORCE AND VIOLENCE	

<u>Task B:</u> Evaluating the Problem

Evaluate why this sign might be concerning:

<u>Task C</u>: Assessing the Risk

Using Tasks A and B for this source, assess the risk of Totalitarianism (circle your ranking below):

LOW RISK **MEDIUM RISK** **HIGH RISK**

0 1 2 3 4 5 6 7 8 9 10

Why? _____

Source 5: Human Rights Watch*, Report on North Korea

HUMAN RIGHTS WATCH

"The government (of North Korea) does not tolerate pluralism, bans independent media, civil society organizations, and trade unions, and systematically denies all basic liberties, including freedom of expression, public assembly, association, and religion. Fear of collective punishment is used to silence dissent. Authorities in North Korea routinely send perceived opponents of the government to secretive political prison camps (*kwanliso*) in remote regions where they face torture by guards, starvation rations, and forced labor."

*Human Rights Watch (HRW) is an international non-governmental organization headquartered in New York City that conducts research and advocacy on human rights.The group pressures governments, policymakers, companies, and individual human rights abusers to denounce abuse and respect human rights, and often works on behalf of refugees, children, migrants, and political prisoners. In 1997, it won the Nobel Peace Prize.

Source: Human Rights Watch website, 2-7-22, Logo from Wikipedia

Task A: Assessing the Information

Which Totalitarian Warning Signs apply to this source? (Use an "X".)

APPEALS TO EXTREME NATIONALISM	
USE OF NATIONAL EMERGENCIES AND SCAPEGOATING	
GOVERNMENT CONTROL OF MEDIA AND TECHNOLOGY	
USE OF PROPAGANDA AND CULT OF PERSONALITY	
BRIBERY AND KICKBACKS	
USE OF FORCE AND VIOLENCE	

Task B: Evaluating the Problem

Evaluate why this sign might be concerning:

Task C: Assessing the Risk

Using Tasks A and B for this source, assess the risk of Totalitarianism (circle your ranking below):

LOW RISK **MEDIUM RISK** **HIGH RISK**

0 1 2 3 4 5 6 7 8 9 10

Why? _____

Source 6: United Nations High Commissioner for Human Rights, Michelle Bachelet, May 28, 2019.



"Based on more than 200 first-hand accounts of escapees from (North Korea), the report asserts that people (are forced) to work in informal markets, where they have no choice but to bribe officials to avoid arrest. The rights to food, health, shelter, work, freedom of movement and liberty are universal and inalienable, but in North Korea they depend primarily on the ability of individuals to bribe State officials", said UN High Commissioner for Human Rights, Michelle Bachelet."

Source: UN News, May 28, 2018, photo from Flickr

Task A: Assessing the Information

Which Totalitarian Warning Signs apply to this source? (Use an "X".)

APPEALS TO EXTREME NATIONALISM	
USE OF NATIONAL EMERGENCIES AND SCAPEGOATING	
GOVERNMENT CONTROL OF MEDIA AND TECHNOLOGY	
USE OF PROPAGANDA AND CULT OF PERSONALITY	
BRIBERY AND KICKBACKS	
USE OF FORCE AND VIOLENCE	

Task B: Evaluating the Problem

Evaluate why this sign might be concerning:

Task C: Assessing the Risk

Using Tasks A and B for this source, assess the risk of Totalitarianism (circle your ranking below):

LOW RISK **MEDIUM RISK** **HIGH RISK**

0 1 2 3 4 5 6 7 8 9 10

Why? _____

Source 7: The Impact of Religion and Culture
A passage from *Power, Place, and State-Society Relations in Korea*, by Dr. Jongwoo Han.

"To describe the various types of relations that exist, Confucius set forth the 'Five Codes of Conduct'…In short, it is evident in Chinese classical literature that parents and the ruling elites have a status linked to that of Heaven, while the public is regarded as children. In this set of relations, the patriarchal (male-dominated) power relationship within the family automatically extends to the public domain…This Confucian hierarchy has a long history in North Korea that encouraged citizens to obey those in power. In fact, to quote the thinker Michel Foucault, these Confuscian beliefs are the "concrete soil in which their state power is grounded..allowing it to function."

Task A: Assessing the Information

Which Totalitarian Warning Signs apply to this source? (Use an "X".)

APPEALS TO EXTREME NATIONALISM	
USE OF NATIONAL EMERGENCIES AND SCAPEGOATING	
GOVERNMENT CONTROL OF MEDIA AND TECHNOLOGY	
USE OF PROPAGANDA AND CULT OF PERSONALITY	
BRIBERY AND KICKBACKS	
USE OF FORCE AND VIOLENCE	

Task B: Evaluating the Problem

Evaluate why this sign might be concerning:

Task C: Assessing the Risk

Using Tasks A and B for this source, assess the risk of Totalitarianism (circle your ranking below):

LOW RISK **MEDIUM RISK** **HIGH RISK**

0 1 2 3 4 5 6 7 8 9 10

Why? _____

Source 8: Report of the DPRK (North Korea) Association for Human Rights Studies
This excerpt is a summary of the document entitled "Report of the DPRK Association for Human Rights Studies" as published by (*North) Korea Central News Agency*, September 13, 2014.

Recently, distorted views were floated by anti-North Korean forces about the realities of our country, especially its human rights situation. The United States and its followers are pursuing persistent anti-North Korean human rights campaigns aimed at interfering in our internal affairs and eventually overthrowing the social system by fabricating a "human rights issue" to mislead international opinions and raise it to the United Nations. However, truth will always prevail.

In North Korea, great efforts were exerted to raise people's living and cultural standards, thus resulting in a great advance in basically meeting their needs for food, clothing, housing, education, cultural activities and health care. Taxation was abolished and systems of universal free medical care and free education have been put in place.

The 60-year long history of the DPRK is a history of self-reliance in which Korean people established and strengthened the people-centered socialist system under the wise leadership of the great President Kim Il Sung and the great leader Kim Jong Il.

The Korean People are convinced that their state and social system guarantees them genuine freedom and rights and place absolute trust in it, making devoted efforts to further consolidate and develop it under the wise leadership of the respected (leader) Kim Jong Un.

Task A: Assessing the Information
Which Totalitarian Warning Signs apply to this source? (Use an "X".)

APPEALS TO EXTREME NATIONALISM	
USE OF NATIONAL EMERGENCIES AND SCAPEGOATING	
GOVERNMENT CONTROL OF MEDIA AND TECHNOLOGY	
USE OF PROPAGANDA AND CULT OF PERSONALITY	
BRIBERY AND KICKBACKS	
USE OF FORCE AND VIOLENCE	

Task B: Evaluating the Problem

Evaluate why this sign might be concerning:

Task C: Assessing the Risk

Using Tasks A and B for this source, assess the risk of Totalitarianism (circle your ranking below):

LOW RISK **MEDIUM RISK** **HIGH RISK**

0 1 2 3 4 5 6 7 8 9 10

Why? _____

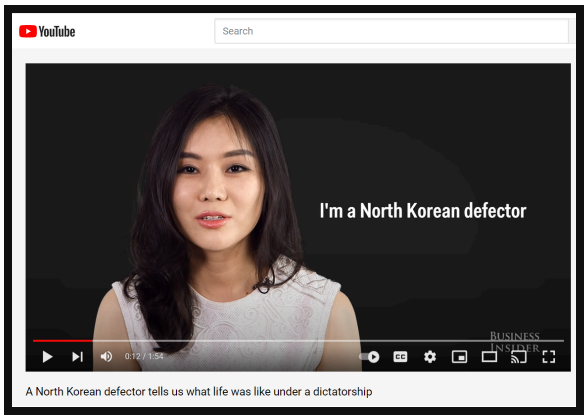
Check For Understanding:
Examining the Testimonies of North Korean Defectors

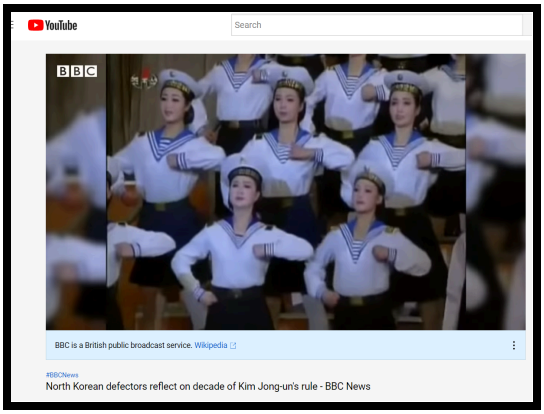
Name: _____ Period: _____

Student Directions:

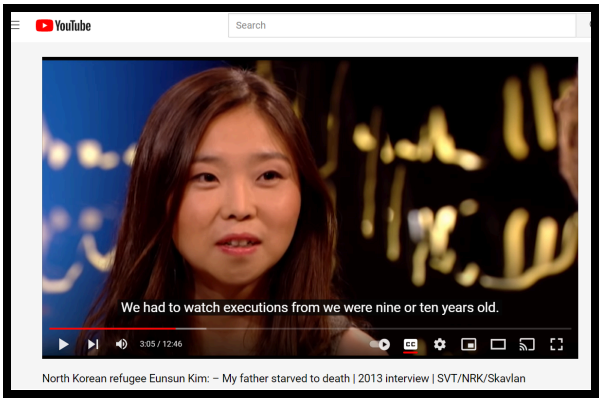
Part 1: Watch the following two videos and complete the tasks. Write a paragraph as if you are one of the defectors. Connect their story to one (or more!) of the six warning signs of totalitarianism.

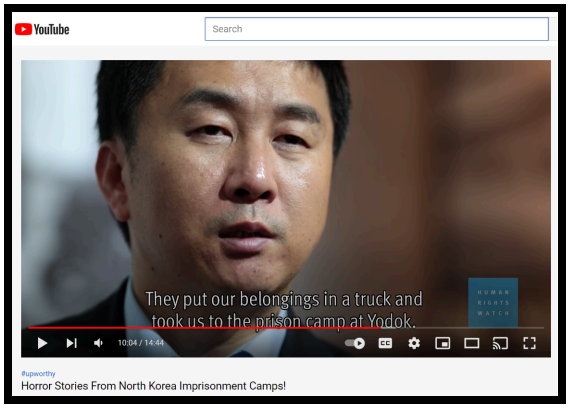
- Appeals to Extreme Nationalism
- Use of National Emergencies and Scapegoating
- Government Control of Media and Technology
- Use of Propaganda and Cult of Personality
- Bribery and Kickbacks
- Use of Force and Violence

Video 1:	Paragraph that summarizes their testimony (written as if you were the defector):
 A North Korean defector tells what life was like under a dictatorship Hyeonseo Lee, Business Insider (1:54)	What warning sign(s) do they describe?

Video 2:	Paragraph that summarizes their testimony (written as if you were the defector):
 North Korean defectors reflect on decade of Kim Jong-un's rule BBC News (3:15)	What warning sign(s) do they describe?

OPTIONAL VIDEOS

Optional Video A:	Optional Tasks Paragraph that summarizes their testimony (written as if you were the defector):
 [North Korean refugee Eunsun Kim: 2013 interview] SVT/NRK/Skavlan (12:46)	What warning sign(s) do they describe?

Optional Video B:	Optional Tasks Paragraph that summarizes their testimony (written as if you were the defector):
 [Horror Stories From North Korea Imprisonment Camps] Human Rights Watch/Upworthy (14:44)	What warning sign(s) do they describe?

Exit Ticket (from Day 1): Ranking the Warning Signs of Totalitarianism

Student Directions: Now that you have an understanding of what the warning signs of totalitarianism are, as an Exit Ticket, rank how dangerous each factor is. While they all pose danger to a free society, which ones make it more likely that totalitarianism will occur?

Ranking the Signs of a Totalitarian State

SIGNS of a TOTALITARIAN STATE	RANKING of MOST DANGEROUS (#1) to LEAST DANGEROUS (#6)
Appeals to Extreme Nationalism	
Use of National Emergencies and Scapegoating	
Government Control of Media and Technology	
Propaganda and Cult of Personality	
Using Bribery and Kickbacks	
Use of Force and Violence	

Justify or explain your ranking: