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**The Classroom Implementation Plan (CIP)—**  
**2 Koreas**  
***Maria G. Blake***  
**Sophomore English**  
**Tucson, AZ**  
**December 15, 2019**

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**RATIONALE AND CONNECTIONS TO SOPHOMORE ENGLISH CURRICULUM:**

Resources from this seminar on the Two Koreas will be useful in improving the students' understanding of the sociopolitical reality in George Orwell's, Animal Farm, and the relative conditions in North Korea, the latter providing an example of a real country. Discussions and engagement with the topic on the two Koreas will begin after students have completed their study of Animal Farm. They will, then, begin applying their understanding of the political reality of communism through the process of comparison and contrast of documents that address similar topics in materials such as "The Manifesto of the Korean Communism," and the speech by Kim Il Sung. The study of the short film on a defector from North Korea (i.e.: Hyeonseo Lee) will provide a context for students' path to understanding the impact of government on individual and society, and giving a personal dimension to the political reality that will enhance opportunities for empathy. In the latter parts of the unit on the two Koreas, students will develop their awareness about the social issues apparent in South Korea in the present, which offer contexts for students to discover connections to issues in their own lives. The final activity in the unit will include another learning opportunity for students to develop their empathy for the Korean experience during and after the Korean War using the experience of Deok-soo to fathom out the complex dimensions of such an experience.

**OBJECTIVES:**

**# 1: 10.RI.2** Student will be able to identify similarities and differences between the commandments in Animal Farm and the manifesto of the Korean Communist Party by completing a compare and contrast organizer, and summarizing five interesting points in a paragraph, while working individually, or in pairs. **(APPENDIX A)**

**# 2: 10.RI.1** Student will be able to cite strong and thorough textual evidence in support of what is heroic in Hyeonseo Lee's speech in "My Escape from North Korea and Life Beyond" by identifying and describing the heroic with three examples using a concept map, a three-body paragraph, and two illustrations, while working individually, and in pairs. **(APPENDIX B)**

**#3: 10.RI.8** Student will be able to delineate and evaluate the argument and specific claims of Kim Il Sung's speech in "On Eliminating Dogmatism" through annotating and summarizing an article using a flow chart, while working individually, and in pairs. **(APPENDIX C)**

**# 4: 10.RI.8:** Student will be able to compare and contrast Kim Il Sung's speech to that of Old Major's in Animal Farm, assessing whether the reasoning is valid and the evidence is relevant using a Venn Diagram and an objective summary, while working individually, and in pairs. **(APPENDIX D)**

**#5: 10.RL.2** Student will be able to determine a central idea about North Korea and trace its development in a selection of media using a graphic organizer, and providing an objective summary of findings, while working individually, or in pairs. **(APPENDIX E)**

**#6: 10.RL.2** Student will be able to determine a theme, or central idea, in an article about South Korean social issues and analyze in detail its development over the course of the text by developing a one-pager and working collaboratively. **(APPENDIX F)**

**#7: 10.RI.1** Student can cite strong and thorough textual evidence to develop a timeline on the events in the life of the protagonist during and after the Korean war using Ode to My Father, while working individually, and in pairs. **(APPENDIX G)**

**#8: 10.RL.6** Student will draw evidence about one character in Ode to my Father, and then write a reflection on how the character represents a historical event/cultural experience through using a sensory moment chart **(APPENDIX H)**

**#9: 10.W.3** Student will develop a one-page diary, or a letter to a friend/ family member from a single perspective of a character in Ode to my Father, working individually, and in pairs in order to develop real, or imagined experiences, using well-chosen details, and well-structured event sequences. (APPENDIX I)

**ASSESSMENTS/PROCEDURES(DESCRIPTION)/PURPOSE:**

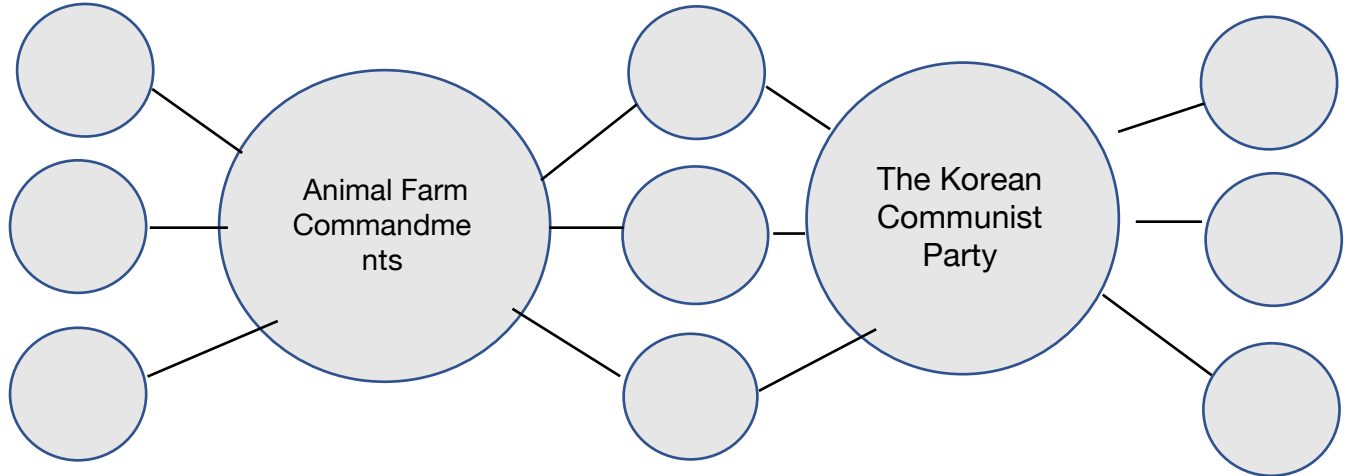
- #1:** After students review the commandments issued forth in the society of Animal Farm, they study the manifesto of the Korean Communist party available through “Asia for Educators” website, in order to draw some ideas that are commonly shared by the two reading contexts. The goal of this activity is to help students study the ideological underpinnings of Communism and the allegorical dimensions and symbolic meaningfulness of George Orwell’s narrative.
- #2:** Students will watch the video on a North Korean defector and develop their understanding of what some dimensions of heroism are, which can be related to other stories students will study, or have studied. The personal selections of heroic evidence will demonstrate students’ ability to support their claims with evidence using media.
- #3:** This activity will develop the students’ ability to annotate and analyze the strength of an argument/claim, and determine, thus, the strength of such an argument/claim. When students annotate, they practice the following steps on a hard copy of the text: they read, first, the text quietly on their own; next, they read it out to another person; afterwards, they cloud out any words that are difficult to understand. (They may use a dictionary to look up the meaning of those words) They number paragraphs, and box in main ideas in each paragraph(usually found in the first sentence of each paragraph). Students, later, underline, or number supporting evidence in each paragraph. Students can summarize the main points in each paragraph on the left, while drawing a picture of the main ideas on the right. The flow chart helps with organizing the main ideas in the passage in terms of arguments and the evidence used to support those. Students will need to evaluate the effectiveness of such arguments. Knowing how to analyze arguments helps with understanding the strategies of a propaganda, which is present also in their lives, and thus this activity will equip students for analyzing propaganda in their lives.
- #4:** Students will have the opportunity to apply the knowledge of evaluating arguments and their validity with the further practice of reading the familiar speech of Old Major, representing a leader in the Russian Revolution, to an unknown speech related to a North Korean leader. The activity will improve the students’ understanding of similarities and differences between the two leaders, and explore the fallacies that inhere in both, or one of the speeches.
- #5:** Students will learn more about the sociopolitical realities in North Korea as a result of the political system that is prevalent there. Such an exposure to the film will equip students with knowledge about the dimensions of a system of government that reflects traits of communism and dictatorship.
- #6:** Students will familiarize themselves with social issues that characterize the present reality in South Korea, which issues are problems that cross boundaries and are present in the lives of students, too. Students will work in teams and each team will read one article. The information they will pick up from their reading will be represented in their poster, where each member in the team will be responsible to summarize and illustrate a section from the article. Members in each team will include a question from their reading that is not answered, in addition to determining a general topic and subtopic for the reading students did in their team. Eventually, student teams present their findings to the class. The teacher can debrief the ideas and their application to the students’ lives.
- #7:** Students develop a better grasp of the events in the story described in Ode to my Father by way of constructing a timeline that allows them to picture the events in their mind as a sequence of events centered on the life of one person, the protagonist. They may choose to do a timeline on a different character, such as the protagonist’s wife. The timeline, also, will facilitate the students’ engagement with the following activity on a moment in time from the perspective of one the characters they chose for this activity. The timeline includes pictures, in addition to events and dates.
- #8:** Following upon the previous activity, students will develop a sensory moment for one of the characters they drew a timeline about. This sensory moment chart will help students visualize the experience of one character during a particular historical moment, which can be drawn from the Korean War, the Vietnam War, or the last scene in the movie, Ode to my Father, where the protagonist is celebrating his birthday as a grandfather

#9: This third-in-the-sequel activity related to the previous two activities is an opportunity for students to write a diary entry from the perspective of one of the characters they drew a timeline about, or a moment in time chart. But they can also choose to write a diary entry for any character they were able to identify through the plot in Ode to my Father.

**APPENDICES:**

**APPENDIX A:**

**Compare and Contrast Organizer ANIMAL FARM COMMANDMENTS AND THE KOREAN COMMUNIST PARTY:**



**Summary:**

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**APPENDIX B:**  
**Concept Map on what is Heroic in Hyeonsoo Lee's life—**

Heroic

<b><u>EXAMPLE # 1:</u></b>	<b><u>EXPLANATION PARAGRAPH:</u></b>
<b><u>EXAMPLE # 2:</u></b>	<b><u>EXPLANATION PARAGRAPH:</u></b>
<b><u>EXAMPLE # 3:</u></b>	<b><u>EXPLANATION PARAGRAPH:</u></b>
<b><u>ILLUSTRATION # 1:</u></b>	<b><u>ILLUSTRATION # 2:</u></b>

**APPENDIX C:**

**KIM II SUNG'S  
SPEECH**

**CLAIM/ARGUMENT # 1**

**CLAIM/ARGUMENT # 2**

**CLAIM/ARGUMENT # 3**

**EVIDENCE #1  
EVIDENCE # 2**

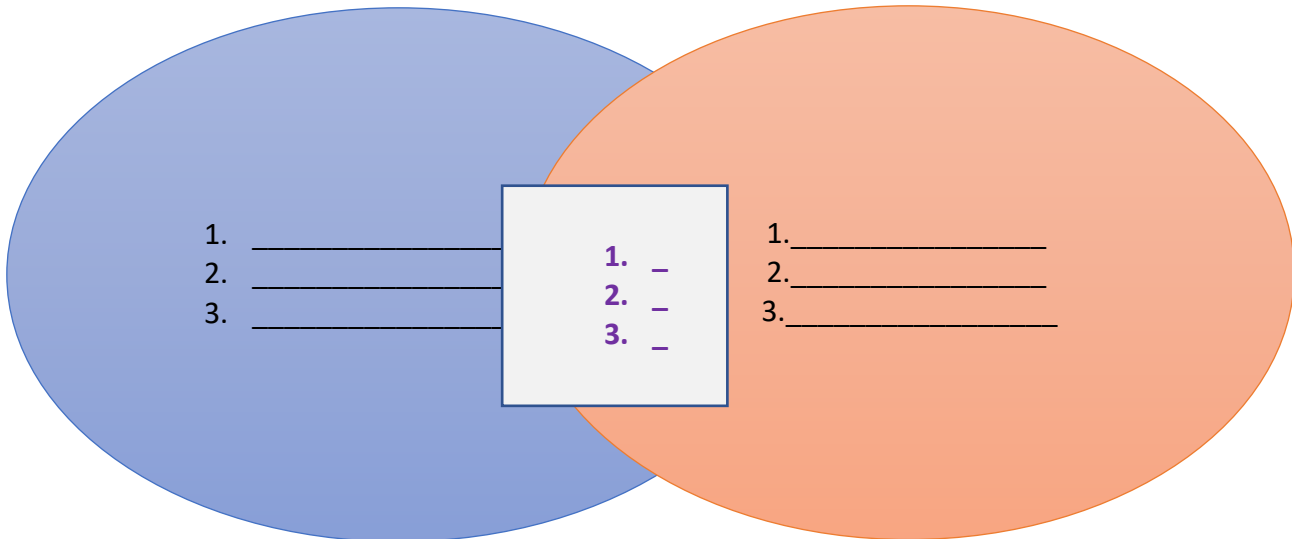
**EVIDENCE # 1  
EVIDENCE # 2**

**EVIDENCE # 1  
EVIDENCE # 2**

**APPENDIX D:**

Old Major

Kim Il Sung



**Summary:**

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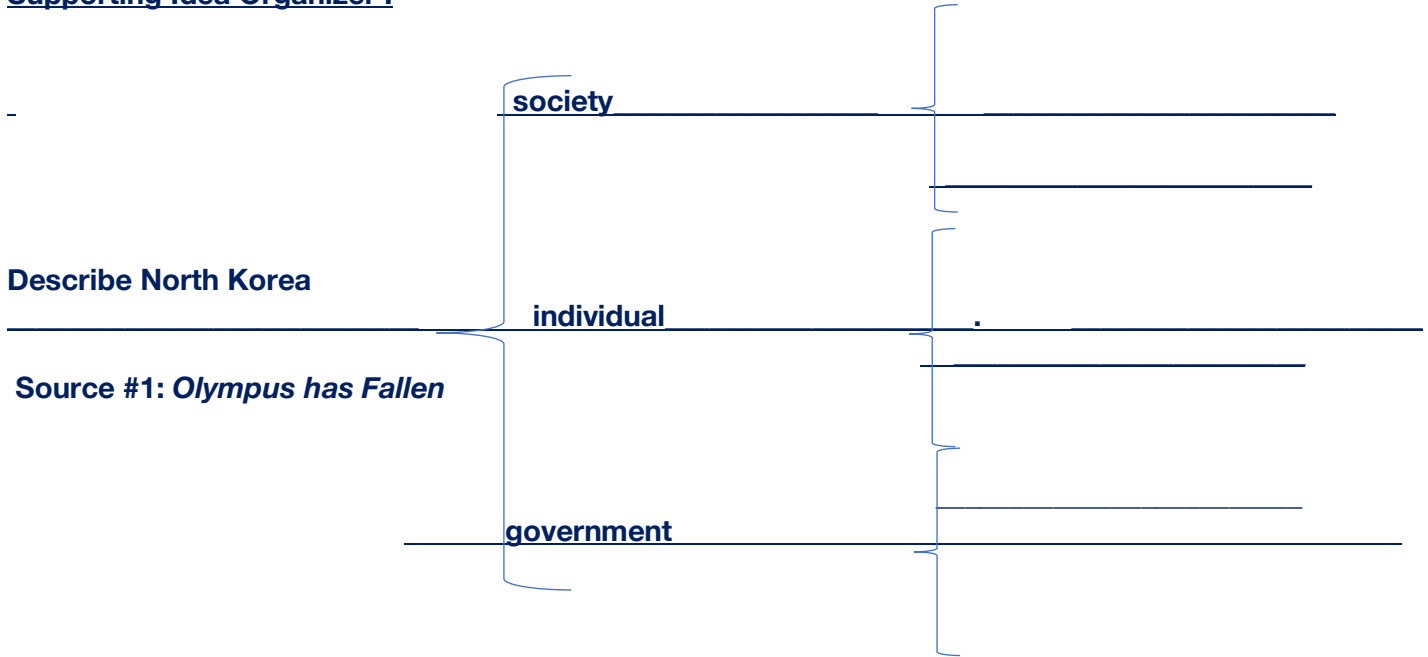


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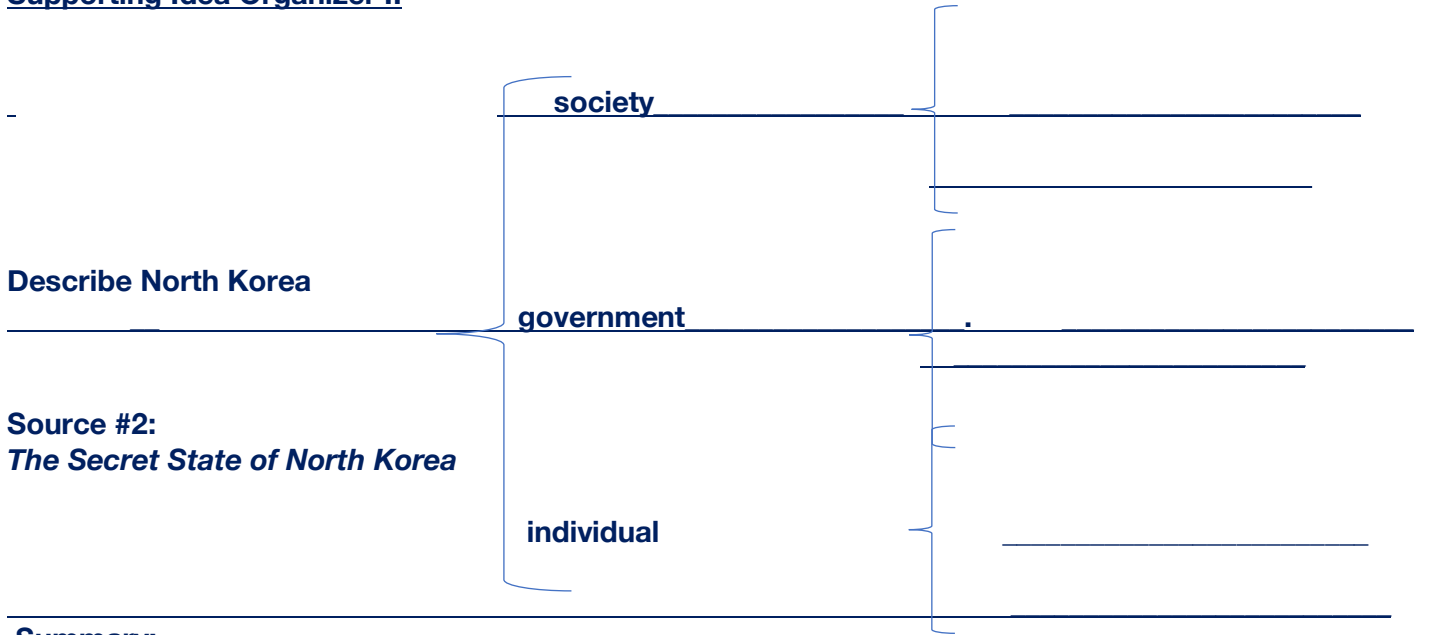


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**APPENDIX E:**  
**Supporting Idea Organizer I**



**Supporting Idea Organizer II**



**Summary:**

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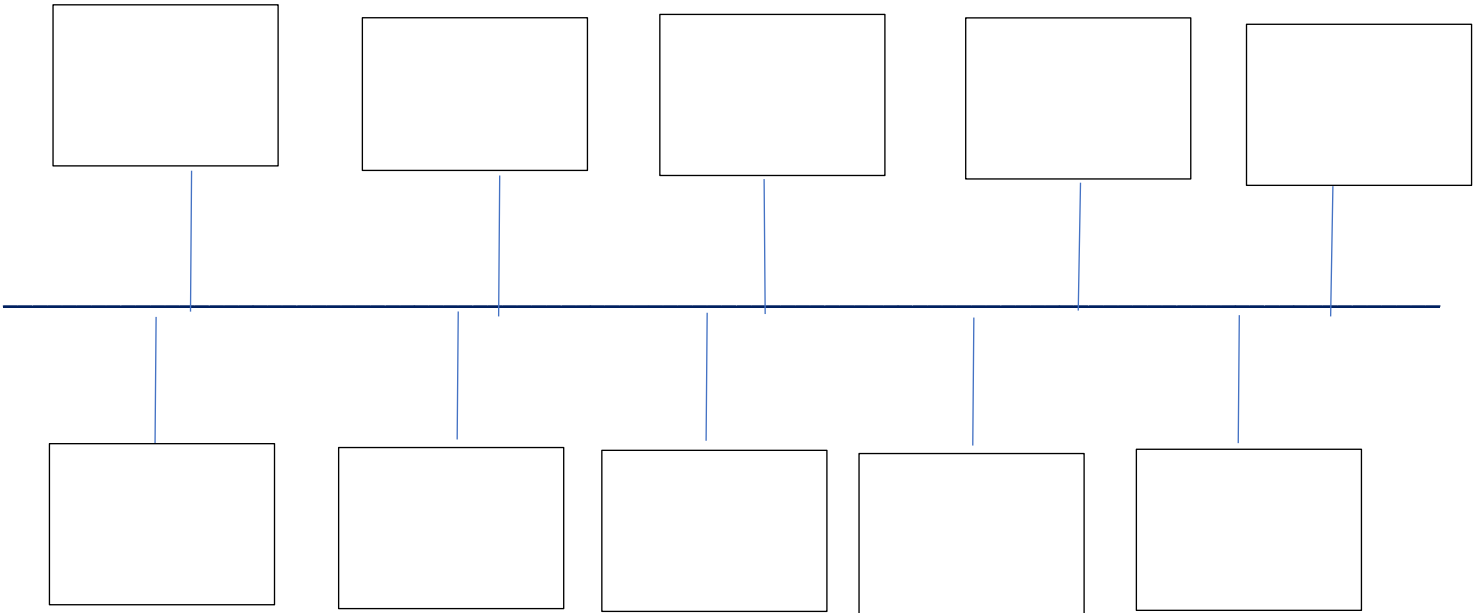
**APPENDIX F:**

**Article Options—**“Empowered by #MeToo,” “South Korean Women 'Escape the Corset',” “South Koreans Learn to Love the Other,” “Gender, Globalization and Aesthetic Surgery in South Korea”

**Article Title**

<p><u>Subtitle</u> <u>Summary</u></p>      <p><u>Picture</u></p>      <p><u>Question</u></p>	<p><u>Subtitle</u></p> <p><u>Summary</u></p>      <p><u>Picture</u></p>      <p><u>Question</u></p>
<p><u>Subtitle</u></p> <p><u>Summary</u></p>      <p><u>Picture</u></p>      <p><u>Question</u></p>	<p><u>Subtitle</u></p> <p><u>Summary</u></p>      <p><u>Picture</u></p>      <p><u>Question</u></p>

**APPENDIX G:**  
**Annotated Timeline:**



**APPENDIX H:**  
**A Sensory Moment in Time:**

Definition: The Korean War/The Vietnam War/Birthday Party

Illustration:

If I were there, I would have experienced.....

Sounds	Sight	Taste	Feel	Smell



**APPENDIX I:**

**Writing from Different Perspectives:**

Dear Diary,  
Today was a horrible day.

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Dear Georgia,  
Today was an unpredictable day.

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**RESOURCES:**

**ON NORTH KOREA:**

Heonik Kwon and Byung-Ho Chung. "North Korea's Partisan Family State."  
[Hyeonsoo Lee: My Escape from North Korea and Life Beyond \(Media\)](#)  
[North Koreans Try American BBQ feat. Asian Boss \(Media\)](#)  
[Manifesto of the Korean Communist Party\(Reading\)](#)  
[On Eliminating Dogmatism by Kim IISung \(Reading\)](#)  
[Olympus Has Fallen\(Media\)](#)  
[Front Line: The Secret State of North Korea\(Media\)](#)  
[Ode to My Father\(Media\)](#)

**ON SOUTH KOREA:**

"Korea at a Glance." (Reading)  
Kim, Victoria. Empowered by #MeToo, a new generation fights sexual abuse in South Korea's schools. Los Angeles Times. 2019. (Reading)  
Kuhn, Anthony. "South Korean Women 'Escape the Corset' And Reject Their Country's Beauty Ideals." NPR, 2019. (Reading)  
Palmer, James & Ga-Young- Park. "South Koreans Learn to Love the Other: How to manufacture multiculturalism." 2018. (Reading)  
Ruth Holliday . "Gender, Globalization and Aesthetic Surgery in South Korea." University of Leeds, 2012. (Reading)  
[How to: KOREAN 10 Step Skincare Routine | Glass Skin\(Media\)](#)  
[Human Form \(人形\)\(Media\)](#)  
[I am the filmmaker of Human Form \(Media\)](#)  
[The Giant Balloons Smuggling Tech into North Korea \(Media\)](#)  
[Launching Balloons in North Korea\(Media\)](#)