***Mystery Strategy***

Title: Democratic People’s Republic of Korea (North Korea) - Democracy or Dictatorship?

**Sixth Grade Standards:**

* 6.10 – Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function.  The extent of citizens’ liberties and responsibilities varies according to limits on governmental authority.
* 6.9 – Different perspectives on a topic can be obtained from a variety of historic and contemporary sources.  Sources can be examined for accuracy.

**Objectives:**

* Given clues from primary and secondary sources, students will be able to analyze the information and create and investigate a hypothesis.
* Given descriptions of North Korea’s government, students will be able to categorize democratic and dictatorship features and support their hypothesis of whether North Korea is a democracy or dictatorship with a written response that includes three supporting details.

**Resources:**

* clues cut up and placed in envelopes (one for each group)
* computer with internet access for youtube video
* projector
* white board
* dry erase markers
* clue organizer and writing guide worksheet (30 copies)
* colored slips of paper from group distinction
* iPod with audio of clues

**Procedures:**

**I.**    **Readiness/Motivation for Lesson  *(Engage)***

1.  Show the youtube video: <https://www.youtube.com/watch?v=o4_w4xZ3kSM>

This video describes the difference between a democracy and a dictatorship in a short 2:34 second video to grab student’s attention and help them get a basic understanding of the difference between the two types of governments.

2.  On the board, write the mystery question you will be exploring today and explain to the students they will be “detectives”!  They will need to use the evidence, or clues, you provide each team to come up with a hypothesis that answers the mystery question.

**Question:**  Democratic People’s Republic of Korea (North Korea) - Democracy or Dictatorship?

**II.**     **Lesson Focus:  *(Explore, Explain, Extend)***

1.  Divide the class into their predetermined groups by passing out colored slips of paper.  There should be approximately six groups of students with four members each.  The groups are determined based on both learning style (each student in the group has a different learning style) and reading level (mixed from low to high).

2.  Pass out the envelopes which include the clues. (Please see the attached sheet entitled: Mystery Clues).  The clues should be cut up in strips inside the envelope.

3.  Briefly explain to students that they will collect data by examining the clues and taking notes on their “Clue Organizer and Writing Guide Worksheet”.  They are to look for relationships between the clues and relate it to the mystery question.  Their goal is to generate a hypothesis which answers the mystery question using the clues as their supporting evidence.

4.  Give students time to work in their groups and allow them to create a hypothesis which answers the mystery question.  They should complete the “Clue Organizer and Writing Guide Worksheet” as they work with their group as they will hand that in at the end of the class.

5.  Bring the class together and have a representative from each group (the oldest student, or the one with the longest last name, etc.) share their hypothesis with the class as you write it on the board for everyone to see.

6. As you write the statements on the board, have a whole class discussion about each hypothesis and if it makes sense from the clues given.  After each group has shared with the class and all of the hypotheses have been reviewed, the class should come to a conclusion on the best hypotheses or create a new one that encompasses the best evidence into a hypothesis.

**III.**       **Closure to Lesson**

1.  Have each student pick a way to show what they learned from the mystery process and the content learned using supporting clues of evidence.  The choices of their final product, for differentiation, would be: letter, poster, pamphlet, comic, or blog.

2.  Students complete their final product in class.  Those students who do not have time to complete in class complete it for homework.

**Assessment:**

Informal Assessment: Throughout the lesson, the teacher is visiting each group and asking guiding/probing questions to determine students understanding.  The teacher also asks students to support their views with evidence.  The teacher can carry a clipboard or iPad to keep track of student progress and those students to may need more support during the final product.

Informal Assessment: On the “Clue Organizer and Writing Guide Worksheet” students will have one hypothesis written down that is formed from the given clues.

Formal Assessment:  Students complete the final product.  In the final product, students need to support their final hypothesis with three pieces of evidence.  Points possible: 5.  Use the following rubric to grade the final product.

5 points: Hypothesis is clearly written and supported by 3 pieces of evidence from the clues.  The student reflects in at least 3 sentences on the mystery process and what they learned from it.

4 points:  Hypothesis is clearly written and supported by 2 pieces of evidence from the clues.  The student reflects in at least 3 sentences on the mystery process and what they learned from it.

3 points:  Hypothesis is written and supported by some evidence.  The student reflects in less than 3 sentences on the mystery process and what they learned from it.

2 points:  Hypothesis is written but is not supported by evidence.  The student reflects in less than 3 sentences on the mystery process and what they learned from it.

1 point:  No hypothesis is written and therefore cannot be supported.  The student reflects in less than 2 sentences on the mystery process and what they learned from it.

OR

A hypothesis is written but not supported with evidence.  There is no student reflection.

0 points:  The student did not complete the assignment.  It was not turned in.

**Differentiation:**

* Groups based on different learning styles and reading levels.
* Students may complete the final product in several different formats: letter, poster, pamphlet, comic, or blog.
* Students who need audio support are able to listen to the clues on a ipod as were recorded by the teacher talking.
* Students who are determined to need additional support will receive one-on-one support from the teacher during group work time.

**Extension/Enrichment Activities:**

* Students who have mastered this skill can do more research to add more clues from primary and secondary sources that can support the hypothesis.
* Students can create another mystery question on something they have questions about (such as the disappearance of the Indus River Valley civilization) from previous learning targets and complete clues to exchange with another student and try to solve each others mysteries.

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:\_\_\_\_\_\_\_\_\_\_\_

**Clue Organizer and Writing Guide Worksheet**

Use the space in the box below to organize clues into categories:

|  |
| --- |
|  |

Observations:

Hypothesis:

New and improved hypothesis:

Final Product Activity:  After putting all the clues together, you have now solved the mystery!  On a separate piece of paper, pick one method of showing off your information and include the following (check them off as you complete them to make sure you earn all your points - 5 points possible):

* hypothesis clearly written (1 point)
* 3 pieces of supporting evidence for hypothesis (3 points)
* Answer to reflection question in at least 3 sentences: What did you think about using the mystery process to answer a question about social studies?  What did you learn?  How did it help you? (1 point)

Options of showing your knowledge: letter, poster, pamphlet, comic, or blog.

**Mystery Clues**

**Is the Democratic People’s Republic of Korea (North Korea) a Democracy or Dictatorship?**

Directions: Cut out the clues below and put them in an envelope and distribute one envelope to each group.  Students are to sort their clues in categories, and then record their work and hypothesis on their worksheet.

|  |
| --- |
| In a democracy, the power of those in authority is limited because the people retain the supreme power. |
| In a dictatorship, a ruler or small group with absolute power over the people holds power, often through force. |
| https://lh6.googleusercontent.com/DKeY0Wsg7TG7NheT9Jt8VdqT2TT8E2YHRBV2KMXbFLvwY0pKxXQWUhXi6jsnsDqEMW0h5MKKRVuLQxqJXWZSr6-xIo1UV4Pp-l3zKfz5zpzW3JNYZOIfrdtPLqkj8vS9SwMajor Prison Camps: The existence of five main camps has been confirmed by survivors, escapees and former guards and have been around for more than 50 years.  People suspected of going against (opposing) the government are forced to do slave labor in the camp.  North Korea’s government says the camps don’t exist, but high-resolution satellite images show otherwise.<http://www.washingtonpost.com/wp-srv/special/world/north-korean-prison-camps-2009/> |
| Suffrage, the right to vote, is allowed for citizens 17 years of age and older. |
| The last election was held on March 9, 2014 where Kim Jong Un was selected as president. |
| https://lh3.googleusercontent.com/OTGGM2PU1dISJG8KXpcSvDkWYCvE_v5kbQr-jgFBaih-HYMyJvm2k0DfGN2r_UYnm6IHHmHdJJbJGJa8L33h-HLLin42hibJr-ILnc48SRm5WdzHPPUFSr-3gbTc9dkCiw<http://www.thewire.com/global/2014/03/north-korea-elections-guide/358875/>The election poster above reads: “March 9th is the election for the 13th Supreme People’s Assembly, Let’s all vote in agreement!” |
| When voters in North Korea go to the ballot to vote, there is only one name listed.  According to the country, the vote is considered secret, but if a citizen would like to oppose the candidate, they must go to a “special booth and cross out the name before placing it in the ballot box.”  If a voter does this, the leaders see it as an act of rebellion and most citizens consider it an unthinkable action in fear of the consequences. |
| https://lh4.googleusercontent.com/MIA_qeDBdJ7i5lza5W2cIGGJOK-rMolCa4lZgwXEEKC-X7j460Vv7884bN3JOjTHFg8LCZ4mckdct1ohAtWbqK8uePyxpKhNxpsFbSv28gACZ-MBWojdFk4-aYw8FpzGWQ<http://www.npr.org/2013/04/03/176038904/double-take-toons-empty-threats> |
| From USA Today article “Kim Jon Un ‘elected’ with 100% of the vote” by Associated Press, March 10, 2014“With no one else on the ballot, state media reported Monday  that supreme leader Kim Jong Un was not only elected to the highest legislative body in North Korea, he won with the unanimous approval of his district, which had 100% turnout.” |
| In North Korea there are social categories, called songbun, which people are given and ranked by how loyal they are to the president.  The social category is inherited by ancestors (you are born with your rank) and can also be affected by the behavior of relatives.  An individual’s social category, which ranks from 1 to 51, determines opportunities such as education, employment, and access to food. |
| Letter from Shin Dong-Hyuk, an escaped North Korean political prisoner, to Dennis Rodman on his visit to North Korea:“But as you have a fun time with the dictator, please try to think about what he and his family have done and continue to do. Just last week, Kim Jong Un ordered the execution of his uncle. Recent satellite pictures show that some of the North’s labor camps, including Camp 14, may be expanding. The U.N. World Food Programme says four out of five North Koreans are hungry. Severe malnutrition has stunted and cognitively impaired hundreds of thousands of children. Young North Korean women fleeing the country in search of food are often sold into human-trafficking rings in China and beyond.I am writing to you, Mr. Rodman, because, more than anything else, I want Kim Jong Un to hear the cries of his people.” |
| In the Economist Intelligence Unit democracy index 2006, North Korea was ranked 167th and was in last place as the most authoritarian regime in the index. |

References:

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