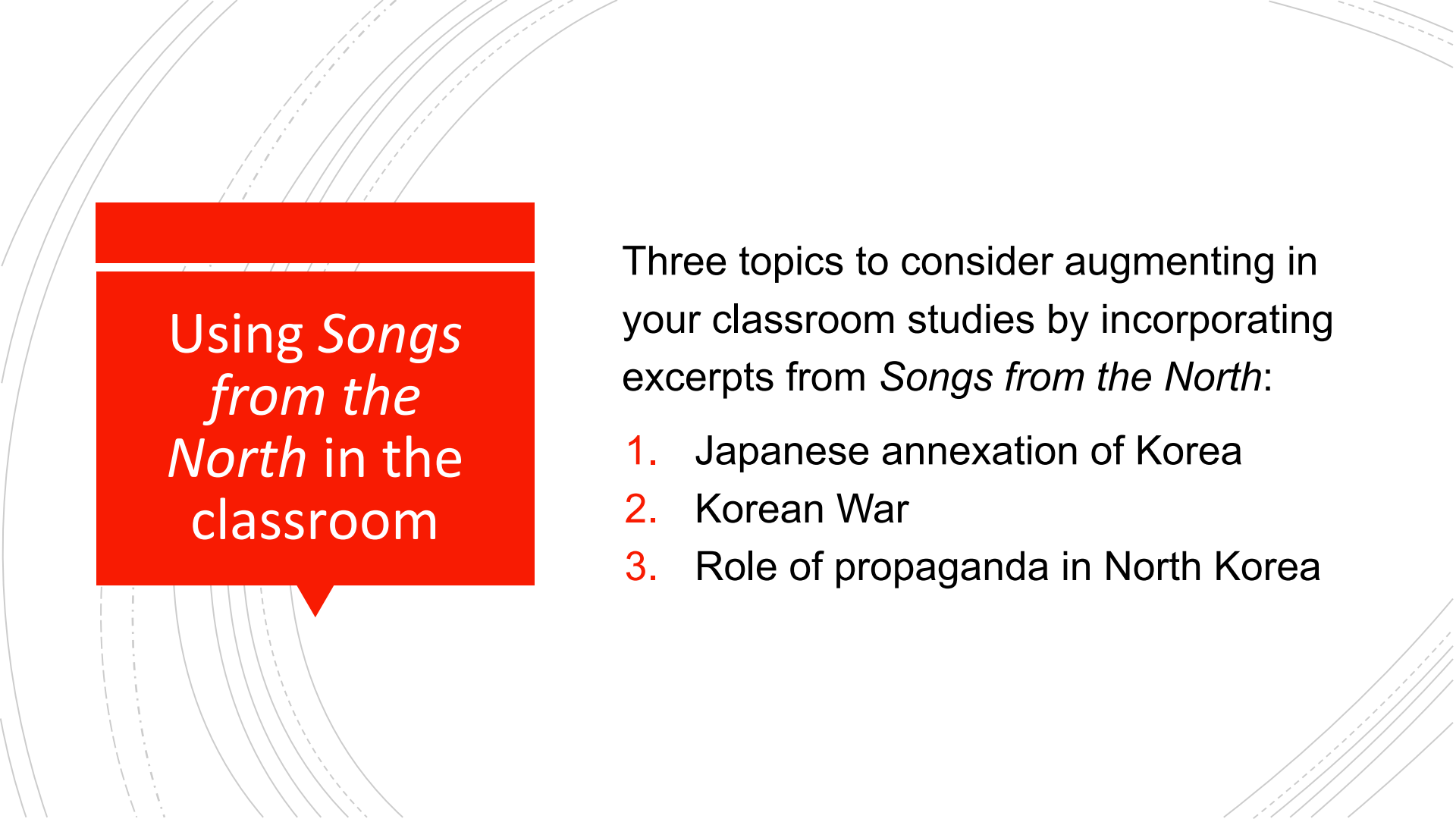


## Summer Screenshots: Hot Nights/Cold War

Exploring the history of Korea through the film

### ***Songs from the North.***

K-14 Curriculum Ideas.

The background features several concentric, curved lines in shades of gray, some solid and some dashed, creating a sense of motion and depth. A prominent red speech bubble is positioned on the left side of the slide.

Using *Songs from the North* in the classroom

Three topics to consider augmenting in your classroom studies by incorporating excerpts from *Songs from the North*:

1. Japanese annexation of Korea
2. Korean War
3. Role of propaganda in North Korea

| Topic                               | Film Excerpt  | Film Quote   | Questions for Classroom Discussion   | Activity  | Resources  |
|-------------------------------------|---|--|--|---|--|
| <p>Japanese Annexation of Korea</p> | <p>scene of Kim Il Sung singing “Nostalgia” song about trying to expel the Japanese from Manchuria in 1937.</p> | <p>“All North Korean narratives stem from memory of colonial suffering and armed struggle for independence.” (15:05)</p> | <p>How did Japan’s annexation of Korea impact Korea’s sense of identity?</p> <p>What kind of effect do you think Japan’s actions had on the rise of Kim il Sung?</p> | <p>Have students study primary source documents related to Japan’s annexation of Korea to better understand and interpret the impact that annexation had on Korean identity and on North Korea’s trajectory after World War II.</p> | <p><a href="https://www.youtube.com/watch?v=v4MueFAnaOA">https://www.youtube.com/watch?v=v4MueFAnaOA</a><br/>(lyrics and music from “Nostalgia”)</p> <p><a href="http://afe.easia.columbia.edu/tps/1900_ko.htm">http://afe.easia.columbia.edu/tps/1900_ko.htm</a></p> <p><a href="https://visualizingcultures.mit.edu/throwing_off_asia_01/toa_vis_01.html">https://visualizingcultures.mit.edu/throwing_off_asia_01/toa_vis_01.html</a></p> |

| Topic                    | Film Excerpt   | Film Quote  | Questions for Classroom Discussion  | Activity  | Resources  |
|--------------------------|--|---|---|---|--|
| <p><b>Korean War</b></p> | <p>1.)Screen text</p> <p>2.)Interview with Lt. General Edward Timberlake</p> | <p>“Is it possible to imagine a different North Korea? One could begin by imagining a different USA.”(43:20)</p> <p>“Frankly, we ran out of targets.” (46:25)</p> <p>“Do you think we should have gone north, bombed the Manchurian bases, for example? For the life of me, I never have understood why we didn’t. I think some people thought that if we went across the Yalu River, and really what was sacred about it, I don’t know.” (46:30)</p> | <p>What perception did North Korea have of the United States as a result of U.S. bombings and invasion of the Korean peninsula?</p> <p>Is a permanently divided Korea and the tenable for the Korean people, the region, and the world? Why or why not?</p> | <p>Re-visit the film scenes of devastation in Korea as a result of U.S. bombings. Have students research the numbers of Korean and American casualties in the Korean War and areas of battle on a map.</p> <p>Have students debate the two arguments--to liberate North Korea from communist rule and possibly invade China to liberate it, as well, OR to maintain the U.S.’s original objective of containment.</p> | <p><a href="https://www.tumanlibrary.gov/education/lesson-plans/korean-war-0">https://www.tumanlibrary.gov/education/lesson-plans/korean-war-0</a></p> |

| Topic   | Film Excerpt   | Film Quote   | Questions for Classroom Discussion  | Activity   | Resources   |
|---|--|--|---|--|---|
| <p><b>Role of Propaganda in North Korea</b></p> | <p>1.) Scene of theatrical performance</p> <p>2.)scene of young boy “confessing” to audience</p> | <p>1.)“This chosun, with its Changjon street is the same country that recently shot into the sky the Kwangmyongsong-3 satellite.” (22:00);</p> <p>2.)“I came to this stage to share my gratitude. I am Kim Kum Sok from Chongchongang Middle School in Angu City. Fathers, mothers, my father committed a terrible crime against our country.” (57:30)</p> | <p>1.)Why has the use of propaganda been so crucial in North Korea during the Kim dynasty?</p> <p>2.)What kind of emotions or appeal has the Kim dynasty utilized in its use of propaganda?</p> | <p>Define the term propaganda with students and be able to give both historical and present-day examples of it.</p> <p>Have students watch the examples of North Korean propaganda from the suggested film excerpts and then answer the following: Why is it propaganda? What does it seek to do? What emotions is it appealing to? Do you think it is effective for its audience? Why or why not?</p> | <p><a href="https://library.ucsd.edu/news-events/north-korean-poster-collection/">https://library.ucsd.edu/news-events/north-korean-poster-collection/</a></p> <p><a href="https://cdn.kqed.org/wp-content/uploads/sites/26/2017/04/North-Korea-in-Context-lesson-plan1.pdf">https://cdn.kqed.org/wp-content/uploads/sites/26/2017/04/North-Korea-in-Context-lesson-plan1.pdf</a></p> |