

**WHDE**  
Lesson Plan

5 Themes of Geography-South Korea

**AUTHOR INFORMATION**

**Author: Rebecca Turnbull**  
**State: Kansas**

**GENERAL INFORMATION**

**Lesson Grade Span:** Secondary (9-10)  
**Targeted Grade Level/Course:** World Geography  
**Estimated Time to Complete Lesson:** 3 50-minute classes for preparation and 1 for presentations.

**FOCUSED QUESTION**

How can the Five Themes of Geography be applied to South Korea?

**STANDARDS (STATE/C3)**

D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics

D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.

<https://www.socialstudies.org/sites/default/files/2017/Jun/c3-framework-for-social-studies-rev0617.pdf>

Kansas Social Studies Standards: 1. Choices have consequences. 2. Individuals have rights and responsibilities. 3. Societies are shaped by beliefs, idea, and diversity. 4. Societies experience continuity and change over time. 5. Relationships between people, place, idea, and environments are dynamic.

**WHDE**  
Lesson Plan

<https://www.ksde.org/LinkClick.aspx?fileticket=zNGRyc6vESw%3D&tabid=472&portalid=0?=1587>

**STUDENT & TARGET OUTCOMES**

Students will investigate various elements of South Korea under the view of the 5 Themes of Geography, while making comparisons to the United States.

**LESSON OVERVIEW**

This lesson exposes students to various aspects of South Korea while allowing them to compare some of those elements to other places such as the United States and North Korea.

**PROCEDURES**

Students will be given time and materials to create a presentation over the following:

**Location:**

Include a regional map identifying the location of South Korea

**Place:**

**Physical Characteristics:**

Using the internet and/or teacher provided pictures, identify 5 landforms found in South Korea.

**Human Characteristics:**

**Food:** Using the internet and/or teacher provided pictures, identify with names and pictures, 5 foods commonly found in South Korea.

**Government:** Explain South Korea's type of government. Provide two contemporary pictures that you feel best exemplify South Korea's government.

Possible information to share with students:

**WHDE**  
Lesson Plan

<https://www.citylab.com/design/2013/08/koreans-let-seouls-mayor-know-what-theyre-thinking-yelling-big-ear/6527/>

**Language:** Identify the language spoken in South Korea. Provide an example of a written phrase with an English translation.

**Human Environment Action:**

Provide information on one way that South Korea is addressing environmental issues in the country. Include pictures of the project/initiative.

Possible information to share with students:

<https://www.landscapeperformance.org/case-study-briefs/cheonggyecheon-stream-restoration>

**Movement:**

**Imports/Exports**

Identify South Korea's major import and exports. Who are the country's top 3 trade partners? What are the major companies of South Korea? What do they make? (\*include teacher pictures of Posco, Samsung)

Possible information to share with students:

<http://www.worldstopexports.com/south-koreas-top-10-major-export-companies/>

**Culture**

Include one aspect of Korean culture that has spread to other parts of the world.

Possible ideas: K-Pop, food, Korean-made Cars, etc.

**Region:**

How has the Korean Peninsula changed over time? This may be a change in the land, government, religion, economy, etc. over any span of time.

---

After presenting the above, students will work together to answer the following questions:

1. How do you think South Korea's type of government impacts their culture?
  - a. How do you think this is similar to or different to North Korea?
  - b. How do you think this is similar to or different to the United States?
2. How might the landscape of South Korea impact trade and or resources in the country.
3. What elements of American culture do you think have spread to South Korea?

**WHDE**  
Lesson Plan

**FORMATIVE ASSESSMENT**

See Rubric for Project Evaluation  
Partner Discussion Questions listed above.

**RESOURCE LIST**

Metcalf, John. "Got a Complaint With the Government? Yell Into This 8-foot Ear." *City Lab*, 12, Aug. 2013, <https://www.citylab.com/design/2013/08/koreans-let-seouls-mayor-know-what-theyre-thinking-yelling-big-ear/6527/>

Workman, Daniel. "South Korea's Top 10 Major Export Companies." *World's Top Exports*, 1 Oct. 2019, <http://www.worldstopexports.com/south-koreas-top-10-major-export-companies/>

"Cheonggyecheon Stream Restoration Project." *Landscape Performance Series* by The Landscape Architecture Foundation  
<https://www.landscapeperformance.org/case-study-briefs/cheonggyecheon-stream-restoration>

**MODIFICATIONS & EXTENSIONS (OPTIONAL)**

**MODIFICATIONS**

For use in an ESOL class, more images/pictures may be use. Discussion questions may be altered.

Different elements that fit with the 5 Themes of Geography may be used in place of the ones listed above in order to better suit student interests.

Different examples may be used in place of the links provided.

The sections can be divided out among students in a group to compile into one project.

Additional comparisons to the United States and/or other countries may be used for discussion questions.

Different discussion questions may be used to address a particular content focus.

**EXTENSIONS**

South Korean students attending a local university may be invited to help work with students on this project.

**WHDE**  
Lesson Plan

<b>Location</b>	<b>Presentation contains a map identifying South Korea's location in the region.</b>  --pts		<b>Presentation does not contain a map identifying South Korea's location in the region.</b>  --pts
<b>Place-Landforms</b>	<b>Presentation contains at least 5 landforms.</b>  --pts	<b>Presentation contains 3-4 landforms.</b>  --pts	<b>Presentation contains 0-2 landforms.</b>  --pts
<b>Place-Food</b>	<b>Presentation includes pictures and names of 5 common Korean foods.</b>  --pts	<b>Presentation includes pictures and names of 3-4 common Korean foods.</b>  --pts	<b>Presentation includes pictures and names of 0-2 common Korean foods.</b>  --pts
<b>Place-Government</b>	<b>Presentation appropriately describes South Korea's type of government.</b>  --pts	<b>Presentation mostly describes South Korea's type of government but may miss a few important points.</b>  --pts	<b>Presentation does not appropriately describe South Korea's type of government.</b>  --pts
<b>Place-Government Pictures</b>	<b>Presentation includes 2 pictures exemplifying government in South Korea.</b>  --pts	<b>Presentation includes 1 picture exemplifying government in South Korea.</b>  --pts	<b>Presentation does not include pictures exemplifying government in South Korea.</b>  --pts
<b>Place-Language</b>	<b>Presentation includes an example of a phrase translated into English.</b>  --pts	<b>Presentation includes an example of a phrase but it is not translated into English.</b>  --pts	<b>Presentation does not include a phrase nor a translation.</b>  --pts

**WHDE**  
Lesson Plan

<b>Human Environment Interaction-Project</b>	Projects appropriately explains how South Korea is addressing an environmental issue.  --pts.	Projects somewhat explains how South Korea is addressing an environmental issue but is lacking information.  --pts	Projects does not appropriately explain how South Korea is addressing an environmental issue.  --pts
<b>Human Environment Interaction-Picture</b>	Project includes a picture of the project listed above.  --pts		Project does not include a picture of the project listed above.  --pts
<b>Movement-Imports/Exports</b>	South Korea's major imports and exports are identified.  --pts	South Korea's major imports and exports are somewhat identified.  --pts	South Korea's major imports and exports are not identified.  --pts
<b>Movement-Trade Partners</b>	South Korea's top 3 trade partners are listed.  --pts	South Korea's top 1-2 trade partners are listed.  --pts	South Korea's top trade partners are not listed.  --pts
<b>Movement-Major Companies</b>	3 or more of South Korea's major companies are identified.  --pts	1-2 of South Korea's major companies are identified.  --pts	South Korea's major companies are not identified.  --pts
<b>Movement-Culture</b>	One example of the spreading of Korean culture is explained.  --pts	One example of the spreading of Korean culture is somewhat explained.  --pts	Presentation does not include an example of Korean culture spreading to other places.  --pts
<b>Region</b>	An appropriate example of changes over time in Korea is provided.  -pts	An appropriate example of changes over time in Korea is somewhat provided.  -pts	An appropriate example of changes over time in Korea is not provided.  -pts
<b>Total</b>			

**WHDE**  
Lesson Plan

	<b>Excellent</b>	<b>Average</b>	<b>Poor</b>
<b>Pictures</b>	<b>Presentation contains 2 pictures for each of 10 comparisons.</b>  <b>20</b>		<b>Presentation does not contain 2 pictures for each of 10 comparisons.</b>  <b>19-0</b>
<b>Sentences</b>	<b>Presentation contains at least 1 sentence explaining each comparison.</b>  <b>10</b>		<b>Presentation does not contain an appropriate sentence explaining each comparison.</b>  <b>9-0</b>
<b>3 Connections</b>	<b>Presentation appropriately includes 3 connections between the brochure and the country's culture overall.</b>  <b>15-12</b>	<b>Presentation somewhat includes 2-3 connections between the brochure and the country's culture overall.</b>  <b>11-9</b>	<b>Presentation does not appropriately include connections between the brochure and the country's culture overall.</b>  <b>8-0</b>
<b>Appearance</b>	<b>Presentation is nice in appearance.</b>  <b>5</b>	<b>Presentation is mostly nice in appearance.</b>  <b>4-3</b>	<b>Appearance of presentation needs improvement.</b>  <b>2-0</b>
<b>Grammar/Spelling</b>	<b>No or minimal grammar/spelling errors.</b>  <b>5</b>	<b>Some grammar/spelling errors.</b>  <b>4-3</b>	<b>Several grammar/spelling errors.</b>  <b>2-0</b>
<b>Total</b>			