

WHDE Lesson Plan

Do Borders Matter?
AUTHOR INFORMATION
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GENERAL INFORMATION
Lesson Grade Span: Secondary (9-12) Targeted Grade Level/Course: Economics Estimated Time to Complete Lesson: 2 – 55 minute periods
FOCUSED QUESTION
<ul style="list-style-type: none">• Do borders matter in economic development?• What is economic freedom?• Do a government’s actions influence economic development?
STANDARDS (STATE/C3)
National/C3 Standards <ul style="list-style-type: none">• D2.Civ.6.9-12. Critique relationships among governments, civil societies, and economic markets.• D2.Eco.1.9-12. Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.• D2.Eco.7.9-12. Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.• D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions. Arizona State Standards <ul style="list-style-type: none">• HS.E2.1 Explain how scarcity results in economic decisions and evaluate their impact on individuals, institutions, and societies• HS.E2.2 Analyze how incentives influence economic choices for individuals, institutions, and societies.• HS.E3.3 Evaluate the role of government in regulating market places.• HS.G3.5 Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time.
STUDENT & TARGET OUTCOMES

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- Students will understand the basic governments of North Korea and South Korea.
- Students will compare data from South Korea and North Korea.
- Students will analyze the economic development of North Korea and South Korea.

LESSON OVERVIEW

Students will research and compare the current economic development of Republic of Korea and the Democratic People's Republic of Korea.

PROCEDURES

POWERPOINT LINK:

https://drive.google.com/open?id=1RNVjWNEkFvKxk_oP3IWCWeywXUe7tJS7

Article: Why Do Some Nations Prosper? <https://drive.google.com/open?id=1Fg9D-Bii8jOIIIbBBLy8jlfRzTiMRR5U>

Korea Map: https://drive.google.com/open?id=16GvRMIDeZ0eY49hGpMj8Hienr_jv0ffH

Day 1

1. Bellwork: Review command, free market, and mixed economies.
2. Display map of the Korean peninsula at night on a PowerPoint presentation.
3. Have students brainstorm what they observe.
4. Then put student into groups of two and have students theorize why there are distinct differences between the two Koreas.
5. Display Al Jazeera graphic and briefly discuss the major events.
6. Assign one member of the group of two to become the subject matter expert (SME) on South Korea and assign the other member to become the subject matter expert (SME) on North Korea.
7. Have all of the South Korean SME students move into a new group, and have all of the North Korea SME students move into a group.
8. Pass out the Korean peninsula map and graphic organizer. On the graphic organizer have students use the CIA Fact Book website to find basic economic and political data for either South Korea or North Korea depending upon which SME group they are in.
 - GDP and GDP Per Capita
 - Labor Force by Occupation
 - Unemployment Rate
 - Population below the poverty line
 - Inflation Rate
 - Exports and Imports

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- Government

9. After all of their country research is done, have students move back into their smaller groups of two (one South Korea SME and one North Korea SME).
10. Once in their small groups students will discuss the two Koreas and determine which is more economically prosperous creating a comparison graph of the two countries.

Day 2

1. Have students read excerpt from FPRI article “Why do some nations prosper?”
2. In the same groups of two from yesterday, have students brainstorm a definition economic freedom and write a “tweet” in 140 words where they define economic freedom in their own words.
3. Have students write their tweets on the board to be reviewed and discussed through an entire class discussion.
4. Using a computer have paired groups research both South Korea and North Korea using the Index of Economic Freedom website.
5. Using all of what they have learned students will make a proposal to the North Korean government on what economic/governmental changes and plans they can make to ensure their country is economically prosperous.

FORMATIVE ASSESSMENT

1. Graphic organizer map filled in with data from both South Korea and North Korea.
2. Annotation of FPRI article.
3. “Tweet” of economic freedom definition.

RESOURCE LIST

- Central Intelligence Agency. (2018, September 26). *The World Factbook: KOREA, NORTH*. Retrieved from <https://www.cia.gov/library/publications/the-world-factbook/geos/kn.html>
- Central Intelligence Agency. (2018, September 26). *The World Factbook: KOREA, SOUTH*. Retrieved from <https://www.cia.gov/library/publications/the-world-factbook/geos/ks.html>
- Ellington, Lucien & Ferrarini, Tawni. (April 27, 2017). Why do some nations prosper? The case of North and South Korea. Retrieved from <https://www.fpri.org/article/2017/04/nations-prosper-case-north-south-korea/>
- The Heritage Foundation. (2018) *Index of Economic Freedom*. Retrieved from <https://www.heritage.org/index/>
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from <https://www.nesdis.noaa.gov/content/noaa-20-viirs-day-night-band-captures-japan-and-korean-peninsula>

MODIFICATIONS & EXTENSIONS (OPTIONAL)

MODIFICATIONS

- Add leading bullets for graphic organizer for ELL or IEP students.
- Use only visual images and maps to determine the differences between South and North Korea.
- Create guiding questions for the FPRI article.
- Have mixed-level pair partners read the FPRI article together.

EXTENSIONS

1. Research a third country's economic situation and government to compare to South Korea and North Korea.
2. Have students debate the proposals to the North Korean government.