

WHDE Lesson Plan

Economic Development: Is Korea the key?
AUTHOR INFORMATION
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GENERAL INFORMATION
Lesson Grade Span: Secondary (9-12) Targeted Grade Level/Course: AP Human Geography (9-12) Estimated Time to Complete Lesson: Two 50-minute classes, possible homework
FOCUSED QUESTION
Why should developing countries emulate South Korea?
STANDARDS (STATE/C3)
College Board, AP Human Geography Standards VI.B. Social and Economic Measures of Development
STUDENT & TARGET OUTCOMES
Construct an argument (outline, poster, essay, PowerPoint, etc.) that discusses the compelling question using specific claims and relevant evidence from statistical sources while acknowledging competing views.
LESSON OVERVIEW
During the Development Unit of AP Human Geography, students will look at data from other countries who were similar to South Korea in the 1960s, then the same data for today. Based on GDP, IHDI, and GNI they will use the obvious differences in development to draw conclusions as to how South Korea was able to develop so quickly, and what those countries can do to in an attempt to reach the same development level as South Korea.

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PROCEDURES

This lesson should follow those in which students learn about the measures of development (GDP, GNI, GDI, HDI, IHDI, etc).

Students should first be introduced to the compelling question: Why should developing countries emulate South Korea?

To illustrate the differences in South Korea, they should watch video clips from the Korean War Veterans Digital Memorial website that show veterans discussing the changes they have identified when visiting South Korea compared with what they remembered seeing while serving. Ideal clips would be:

- (1) Joseph Calabria (3:40-5:25) discussing war memories with what he saw on a recent trip and how he connects his service to the industrializing.
- (2) Clayton Burkholder (39:12-40:52) discussing how he sees Korea today.
- (3) Ronald Rosser (21:41-23:42) describing technological innovations he witnessed on return trips in 1975 and 2001.

Conduct a discussion with students where they brainstorm ideas about what may have occurred within South Korea that led to the changes.

First area to focus on: GDP changes. Have students use the CIA World Factbook to list the countries with similar GDP to South Korea in the 1960s. Then list countries its GDP is similar to today. (Can collect lists if needed for comprehension check).

Second area to focus on: IHDI and GNI per capita. Using the UN Development Programme's Human Development Reports, create a chart that shows the IHDI and GNI per capita of South Korea in 1990, 1995, 2000, 2005, 2010, and 2015. (Can collect chart if needed for comprehension check).

Third area of focus: Economic Crisis. Students should research the 1997-98 Asian Financial Crisis and the 2008 Global Economic Downturn to determine what effects it had on South Korea. (Can collect research found if needed for a comprehension check).

FORMATIVE ASSESSMENT

Final product: Construct an argument (outline, poster, essay, PowerPoint, etc.) that discusses the compelling question using specific claims and relevant evidence from statistical sources while acknowledging competing views.

Rubrics would vary based on teacher's writing expectations from students. Attached rubric is based on a class where tests are 50 points and assignments range from 10-30 points.

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RESOURCE LIST

Central Intelligence Agency. (2018) The World Factbook Library. Retrieved September 3, 2018 from <https://www.cia.gov/library/publications/the-world-factbook/>

United Nations Development Programme. (September 14, 2018). Human Development Indices and Indicators 2018 Statistical Update. Retrieved September 3, 2018 from <http://hdr.undp.org/en>

Korean War Legacy Foundation, Inc. (2015) Oral History (Interviews). Retrieved September 3, 2018 from <http://www.kwvdm.org/collection.php?p=oral>

MODIFICATIONS & EXTENSIONS (OPTIONAL)

MODIFICATIONS

You could provide students with all necessary data and just have them draw conclusions if needed, but since this is designed for an AP class, there should not be a need for modifications.

EXTENSIONS

Create a “How-to Guide” for developing countries to follow on their road to development.

OR

For a specific developing country, write a Development Plan it can follow to change its status from “developing” to “developed.” Include a timeline of which steps to take when, and what to do in the event of unforeseen disruptions to the plan.