

## WHDE Lesson Plan

(Pushing Possibilities)
<b>AUTHOR INFORMATION</b>
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<b>GENERAL INFORMATION</b>
<b>Lesson Grade Span:</b> Middle and High School, 6-8 and 9-12 <b>Targeted Grade Level/Course:</b> Social Studies, Economics <b>Estimated Time to Complete Lesson:</b> 1 class
<b>FOCUSED QUESTION(S)</b>
<ul style="list-style-type: none"><li>• What is significant about a countries production possibility?</li><li>• What are the advantages and disadvantages between high/low capital goods production and high/low consumer production?</li><li>• What types of governments are associated with high/low capital goods and high/low consumer goods production?</li></ul>
<b>STANDARDS (STATE/C3)</b>
<ul style="list-style-type: none"><li>• <b>D2.Eco.1.6-8.</b> Explain how economic decisions affect the well-being of individuals, businesses and society.</li><li>• <b>D2.Eco.7.6-8.</b> Analyze the role of innovation and entrepreneurship in a market economy.</li><li>• <b>D2.Eco.13.9-12.</b> Explain why advancements in technology and investments in capital good and human capital increase economic growth and standards of living.</li></ul>
<b>STUDENT &amp; TARGET OUTCOMES</b>
<ul style="list-style-type: none"><li>• Understand the concept of Production Possibilities</li><li>• Make inferences about the impact that the Korean War has had on the economy of the Republic of Korea (South Korea)</li></ul>

## WHDE Lesson Plan

- Understand how production possibilities curves illustrate choice, how choice illustrates opportunity cost and how opportunity cost is illustrative of trade-offs encountered on a daily basis.

### LESSON OVERVIEW

Students will explore the economic differences between North Korea and South Korea and apply concepts of production possibilities in order to make informed determinations about the economic prosperity (or lack thereof) in both North Korea and South Korea.

In small groups of 4-5, students will be presented with a variety of sources. These sources will help students draw conclusions, make inferences and make comparisons of production possibilities in both North Korea and South Korea.

Students will then engage in a gallery walk to view the conclusions of the various groups in the classroom.

Finally, students will individually reflect on the activity.

### PROCEDURES

#### Materials Needed:

- White Boards (Class Set)
- Dry Erase Marker (1 per student)
- Primary & Secondary Source Documents printed or,
- Ipads/Computers
- Production Possibilities Chart Sheet
- Korean Peninsula Compare/Contrast Sheet
- Reflective Journal

#### Prior Knowledge:

##### Teacher

- The teacher should have an understanding of the implications of opportunity cost and how choice and tradeoffs are universally shared amongst everyone everywhere.
- The teacher should understand the sources used in the activity.

## WHDE Lesson Plan

- The teacher should understand the macro application of the Production Possibilities Curve and the differences between economies that focus on capital goods production versus those focused on consumer goods production.
- The teachers should have an understanding of the micro application of the Production Possibilities Curve and how it is illustrative of maximum individual potential in relation to opportunity cost.
- The teacher should have knowledge of government types and how command and free market economies relate to a focus on capital goods production over consumer goods production respectively.

### **Students**

- Students should have an understanding of various types of governments.
- Students should have a basic understanding of how to draw, correctly label and interpret a Production Possibilities Curve.
- Students should have the ability to discern a primary source from a secondary source.

### **Introduction (Focus, Anticipatory Set):**

In order to draw on previous knowledge, students will be asked to correctly draw and label two production possibilities curves. The first will represent an economy at full production and the second will represent an economy in a recession. Additionally, students will define Capital Goods and Consumer Goods by giving two examples of each.

### **Procedure:**

#### **Teacher will:**

- Split students into groups of four or five
- Give each group a pre-sorted folder of primary and secondary sources, Production Possibilities Chart Sheets and Korean Peninsula Compare and Contrast Sheets
- Keep time

#### **Students will:**

- Individually, read/analyze primary and secondary sources looking for exemplars of production possibilities in Korea
- Collaboratively, compare and contrast North and South Korea using the Korean Peninsula Compare and Contrast Sheet
- Individually, plot North Korea and South Korea on their respective production possibilities graphs
- Collaboratively, compare their graphs, and then produce one, agreed upon, production possibilities graph for North and South Korea

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### Teacher will:

- Facilitate a “gallery walk” or a rotation through group areas (whichever is best for the classroom)

### Students will:

- Rotate, with groups, through the gallery walk or around group areas
- Read and critique their peer group charts
- Return to their seats and individually reflect on the findings

### Closing and Evaluation:

The teacher should close the lesson by making personal application of production possibilities to students’ lives. On a macro level, students should be able to determine where the United States economy would be placed on the graph. On a micro level, students should understand that production possibilities curves can illustrate our own potential. Because they are illustrative of trade-offs, full potential requires choices and choices are reflective of opportunity cost.

After the teacher will invite students to complete a personal reflection based on their observations of the activity. Students should place focus on how the production possibilities curve illustrates the economic focus of each country. Additionally, reflections should draw support from the primary sources and secondary sources included in the activity.

## FORMATIVE ASSESSMENT

Students will be assessed, formatively, in various ways throughout the lesson.

- Focus, Anticipatory set (Production Possibilities Curves)
- Group participation
- Personal Reflection

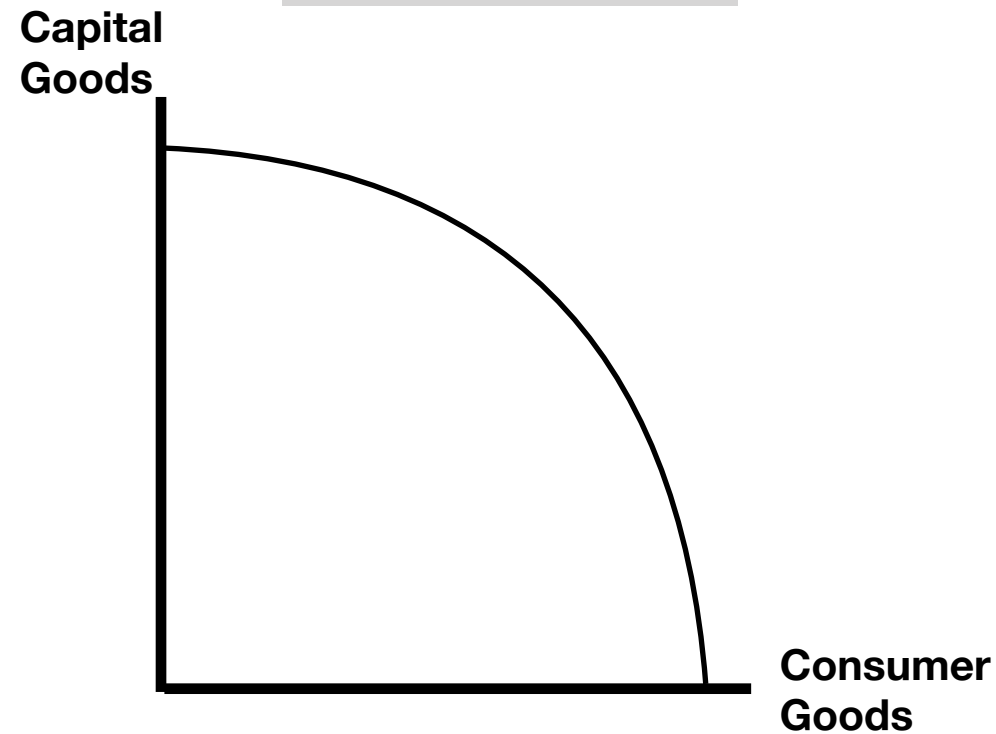


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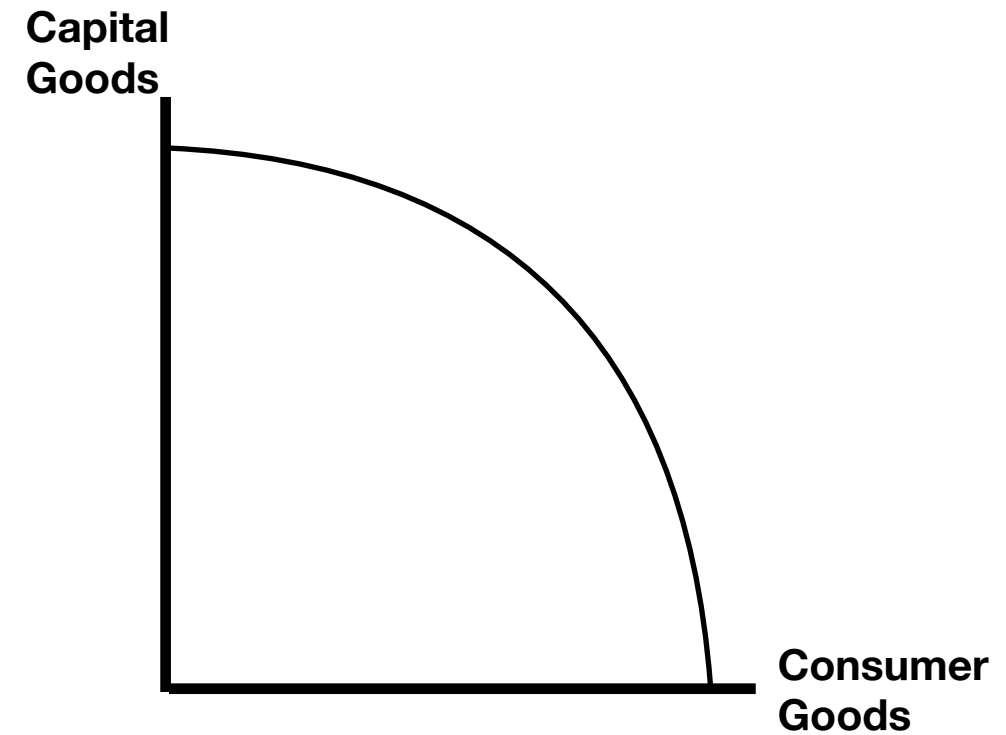
RESOURCE LIST
<a href="https://www.theguardian.com/world/2018/sep/19/parallel-lives-matching-portraits-from-south-and-north-korea-in-pictures">https://www.theguardian.com/world/2018/sep/19/parallel-lives-matching-portraits-from-south-and-north-korea-in-pictures</a>  <a href="https://www.bbc.com/news/world-asia-41228181">https://www.bbc.com/news/world-asia-41228181</a>
MODIFICATIONS & EXTENSIONS (OPTIONAL)
<p><b>MODIFICATIONS</b></p> <p>The teacher is the expert in the classroom and must preview all materials prior to students completing the lesson. From there, teachers may decide which materials are most appropriate for various learner group or individuals in their classroom. Given the focus of the lesson, teachers may choose to look for pictures or materials that might better suit students in their classes.</p>

# Pushing Possibilities

## South Korea



## North Korea



## A Production Possibilities Curve

**Examples of Capital Goods:**

**Examples of Consumer Goods:**

## Discussion Questions

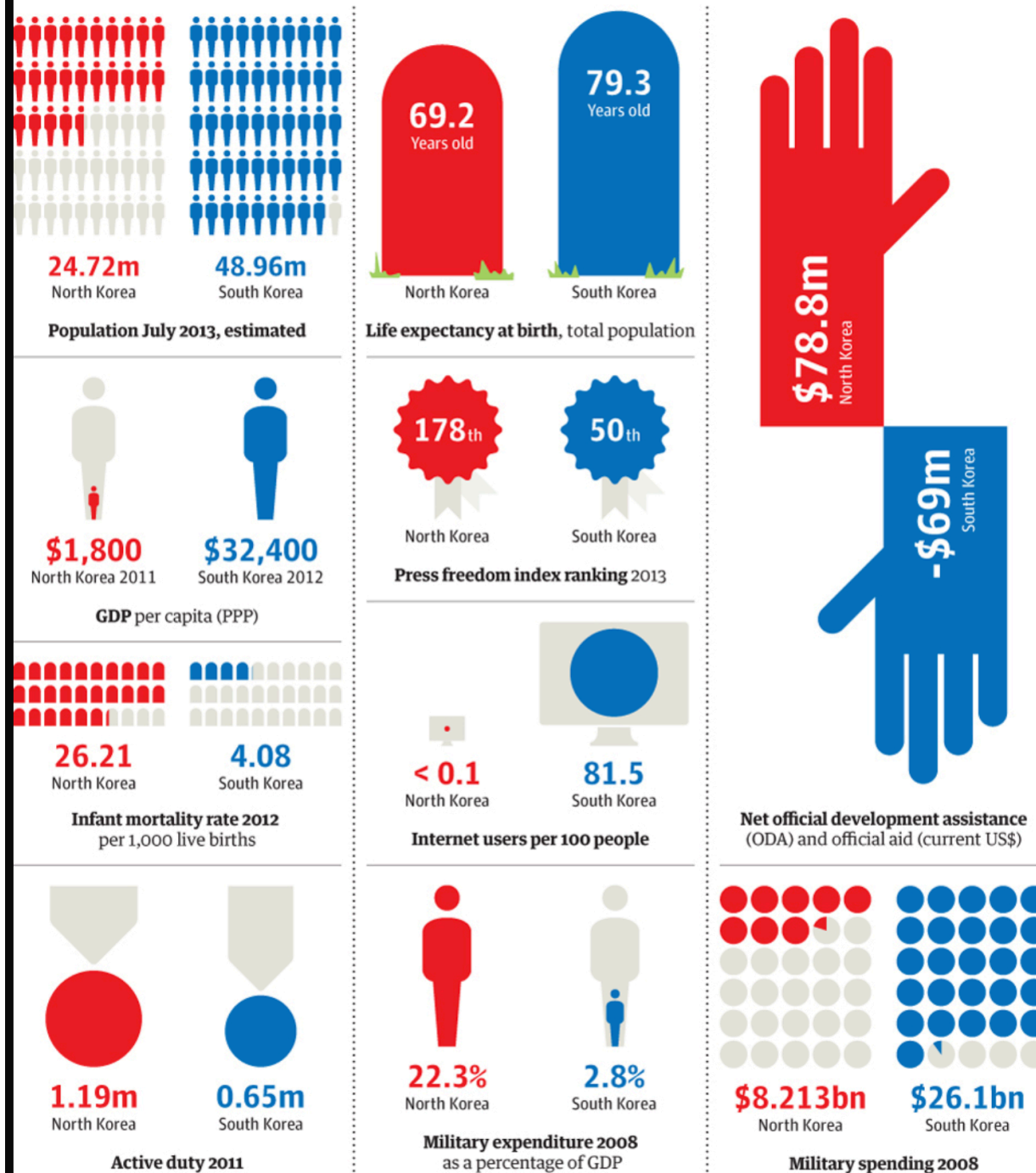
1. Place a X on the line where you think the economy's production is focused.
2. Compare and Contrast the economy of the North Korea and South Korea.
3. Analyze why both types of economies are good and why focusing on one is bad.







## North and South Korea



SOURCE: CIA WORLDFACTBOOK, REPORTERS WITHOUT BORDERS, WORLD BANK, FOREIGN POLICY, IISS MILITARY BALANCE 2012

North v South Korea		
Country	N.Korea (Democratic People's Republic of)	S.Korea (Republic of)
Population	24,720,407	48,955,203
GDP (purchasing power parity), \$bn	40	1,622
GDP - real growth rate (%)	0.8	2.7
GDP - per capita (PPP), \$	1,800	32,400
Unemployment rate, %		3.8
Urban population (%)	60	83
Military expenditures		
Median age	33	39
Infant mortality rate, per 1,000 live births	26.21	4.08
Life expectancy at birth (total population)	69.2	79.3
Area	122,762 sq km	99,313 sq km
Corruption Index ranking 2012	174	45
Press Freedom Index 2013	178	50
Total executed, 2007-2011	105	0
Total sentenced to death, 2007-2011	0	13
CO2 Emissions (metric tons per capita)	3.1	10.4
% of rural population with access to an improved water source	97	88
Internet users per 100 people	< 0.1	81.5
Intentional homicide, rate per 100,000 population	15.2	2.6
Intentional homicide, count per 100,000 population	3,658	1,251
Exports, \$ billion	4.71	552.6
Imports	4	514.2
Net official development assistance (ODA) and official aid (current US\$)	78,840,000	-69,070,000
Net ODA per capita (current US\$)	3	
Global Hunger Index score	19	N/A
Manpower fit for military service, males age 16-49	4,836,567	10,864,566
Manpower fit for military service, females age 16-49	5,230,137	10,168,709
Active duty	1190000	655000
Reserve	600,000 (Armed Forces). Paramilitary 5,700,000	4,500,000. Paramilitary 3,000,000
Military expenditure as a percentage of GDP	22.3	2.8
Military spending, \$ billion	8.21	26.1

# Dynasty vs democracy

Leaders since 1948



North Korea

3



L-r: Kim Il-sung,  
Kim Jong-il,  
Kim Jong-un



South Korea

12



L-r: Rhee Syng-man, Yun Bo-seon,  
Park Chung-hee, Choi Kyu-hah,  
Chun Doo-hwan, Roh Tae-woo,  
Kim Young-sam, Kim Dae-jung,  
Roh Moo-hyun, Lee Myung-bak,  
Park Geun-hye, Moon Jae-in

Source: CIA World Factbook

BBC

## Hardly anyone has a mobile

Mobile phone subscriptions, 2015



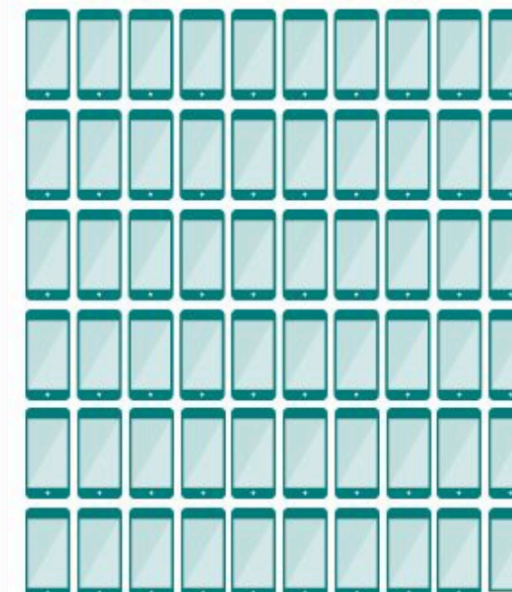
North Korea

3.2 million



South Korea

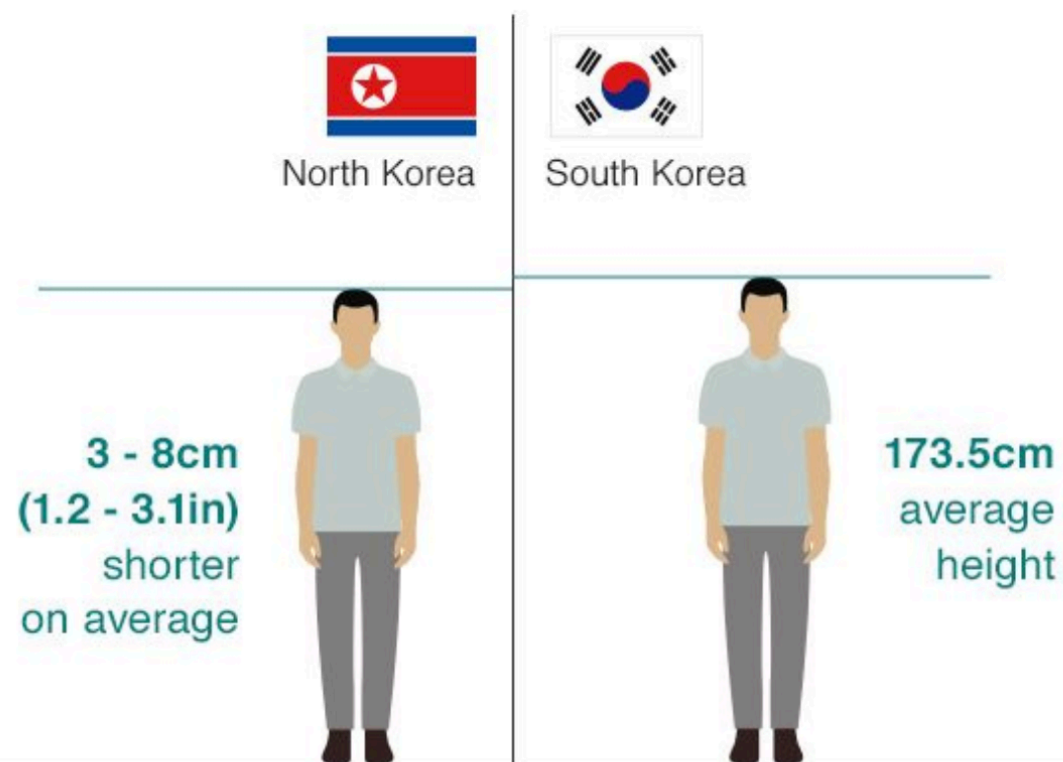
58.9 million



Source: CIA World Factbook

BBC

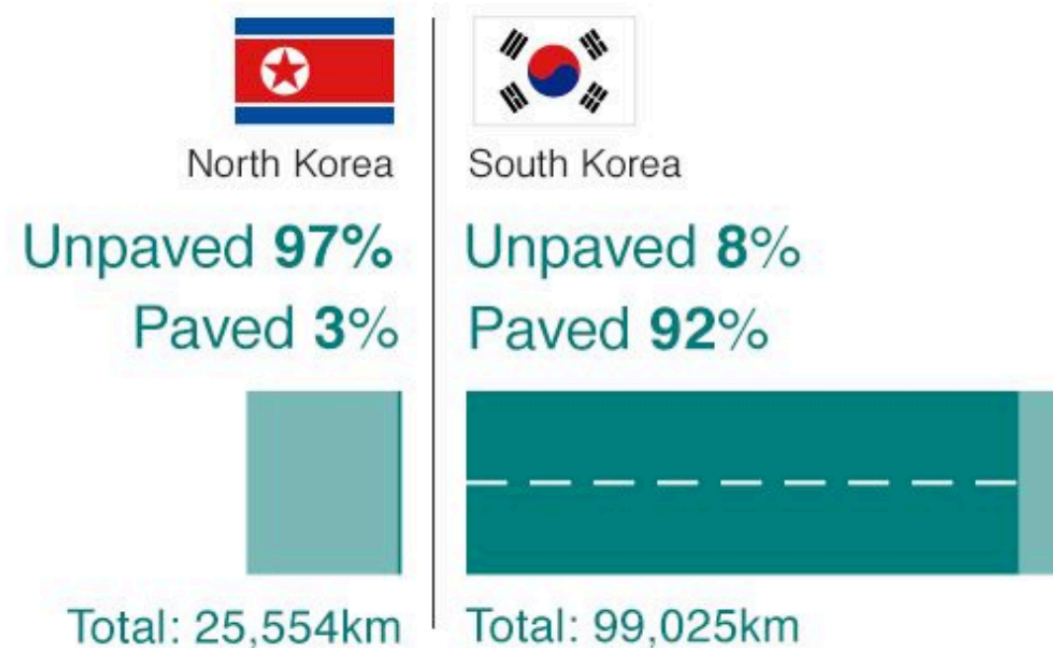
## North Koreans are shorter than South Koreans



Source: OEC

BBC

## North Korea's roads are bad

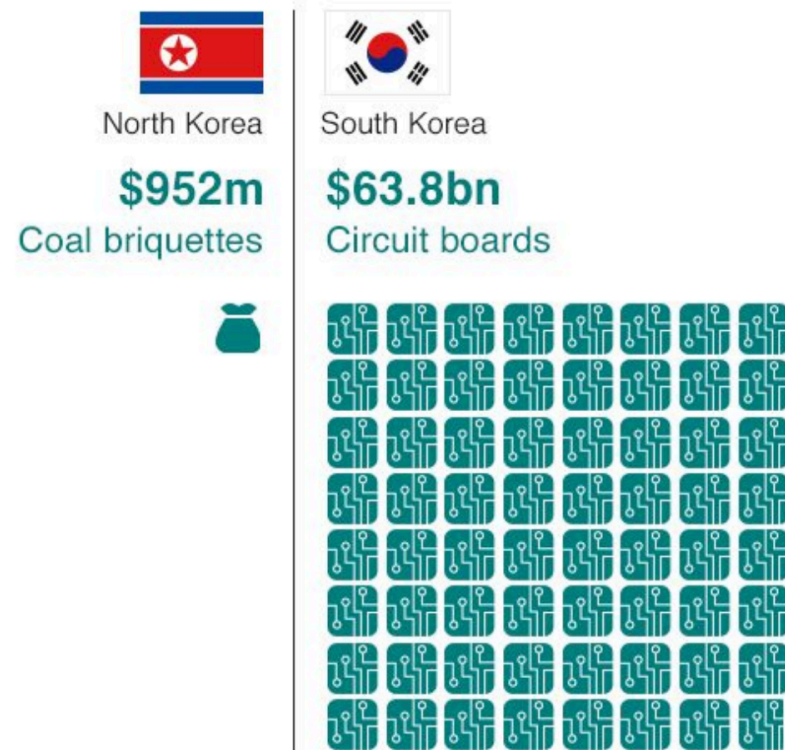


Source: CIA World Factbook

BBC

## Coal is king in the North

Main exports from North and South Korea, 2015

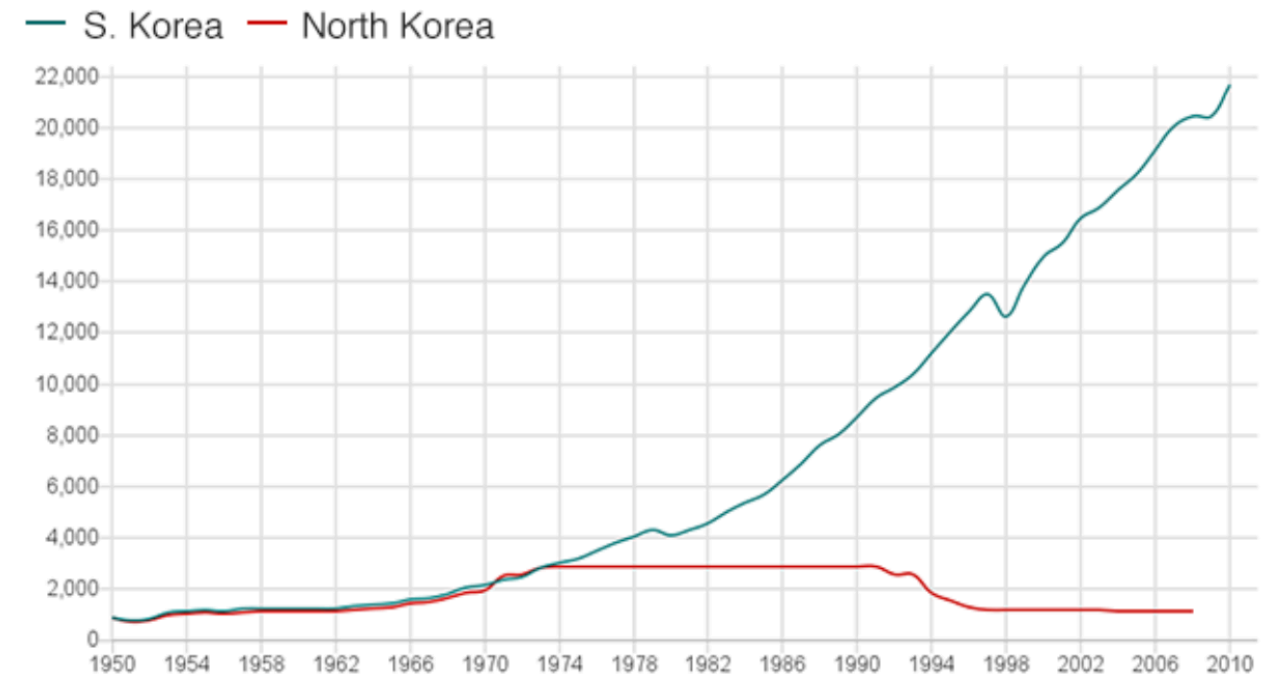


Source: OEC

BBC

## But the Koreas used to be much more closely matched

GDP per capita in USD, 1950-2010



Source: The Maddison Project

BBC



# Military might

Active Personnel		 North Korea	 South Korea
Total		1,190,000	630,000
Army		1,020,000	495,000
Navy		60,000	70,000
Air force		110,000	65,000
Paramilitary		189,000	4,500
Reserves		5,700,000	4,500,000
Tanks		3,500	2,434
Aircraft		545	567
Submarines		73	23
Artillery		21,100	11,000

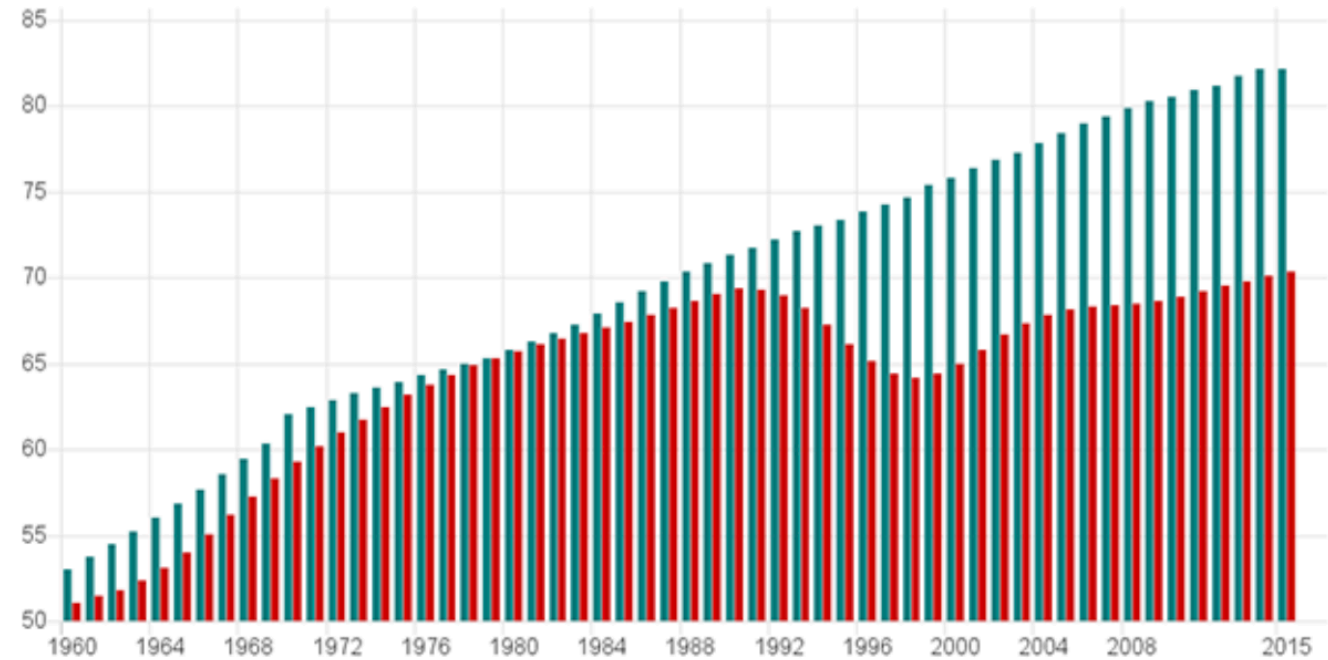
Source: The Military Balance 2017, IISS



## South Koreans live longer

Average life expectancy, 1960-2015

 South Korea  North Korea



Source: World Bank

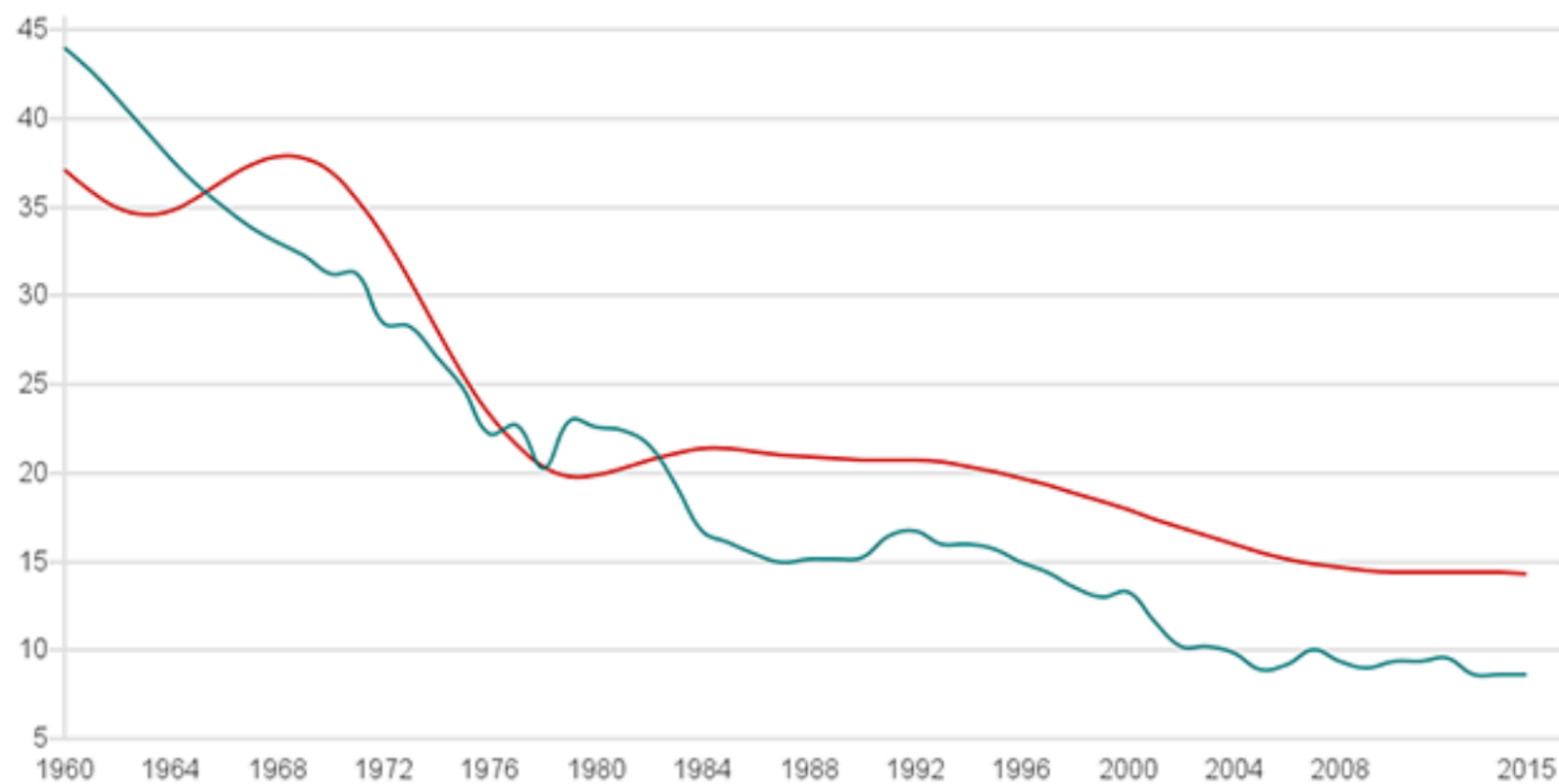




## ... but North Koreans have more babies

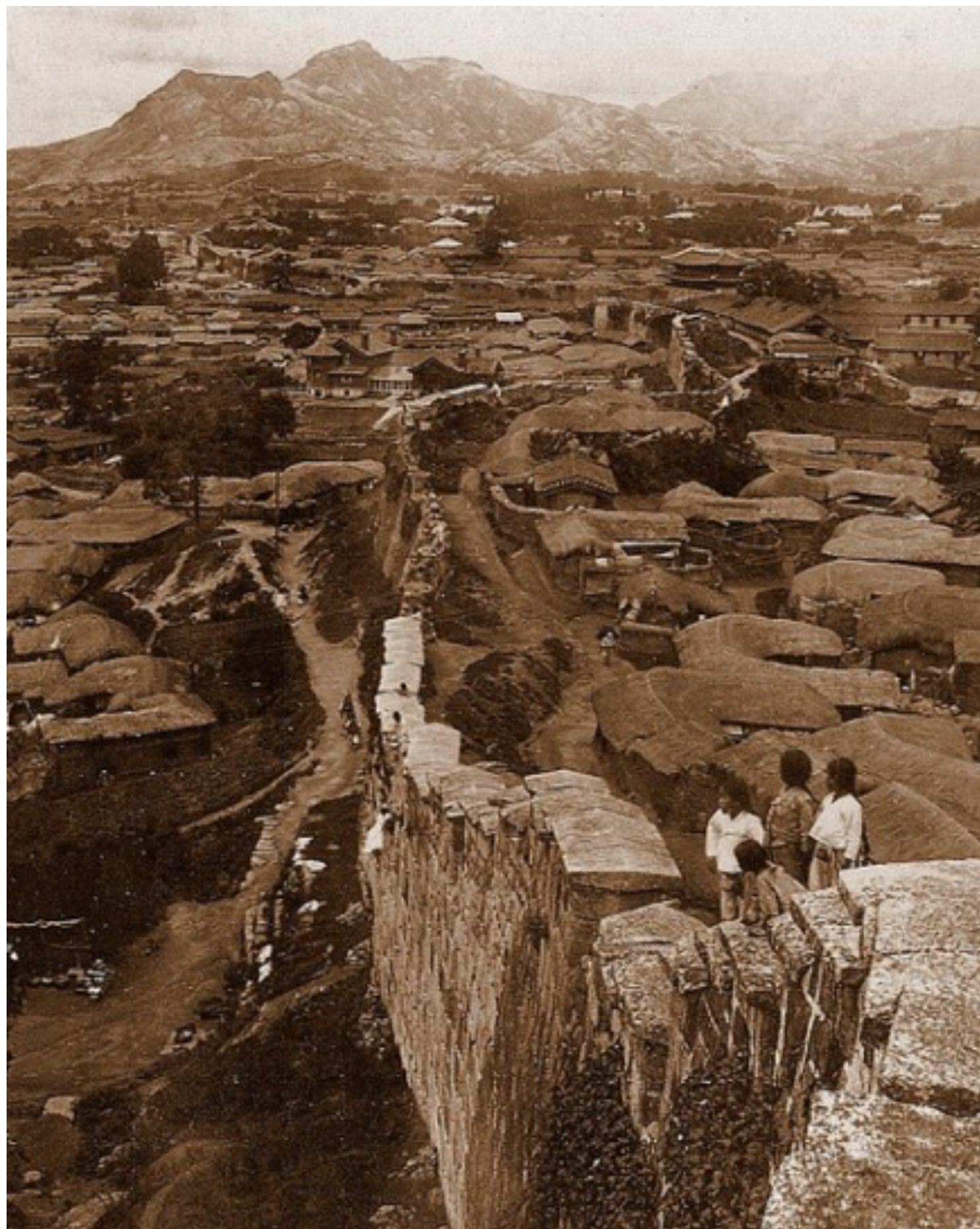
Birth rate per 1,000 people

— S. Korea — North Korea



Source: World Bank

BBC



**Seoul**  
**Before the Korean War**





**Seoul  
During the War**





**Seoul**  
**Modern Day**





**Schooling  
Before the Korean War**





**Schooling  
During the War**







**Schooling  
Modern Day**





**Businesses  
Before the Korean War**





**Businesses  
During the War**





**Businesses  
Modern Day**





**Transportation  
Before the Korean War**





Buses right after the Korean War were either donated by the U.N., or assembled with components from vehicles damaged during the war.

## **Transportation During the War**





**Transportation  
Modern Day**





**Han River  
Before the Korean War**



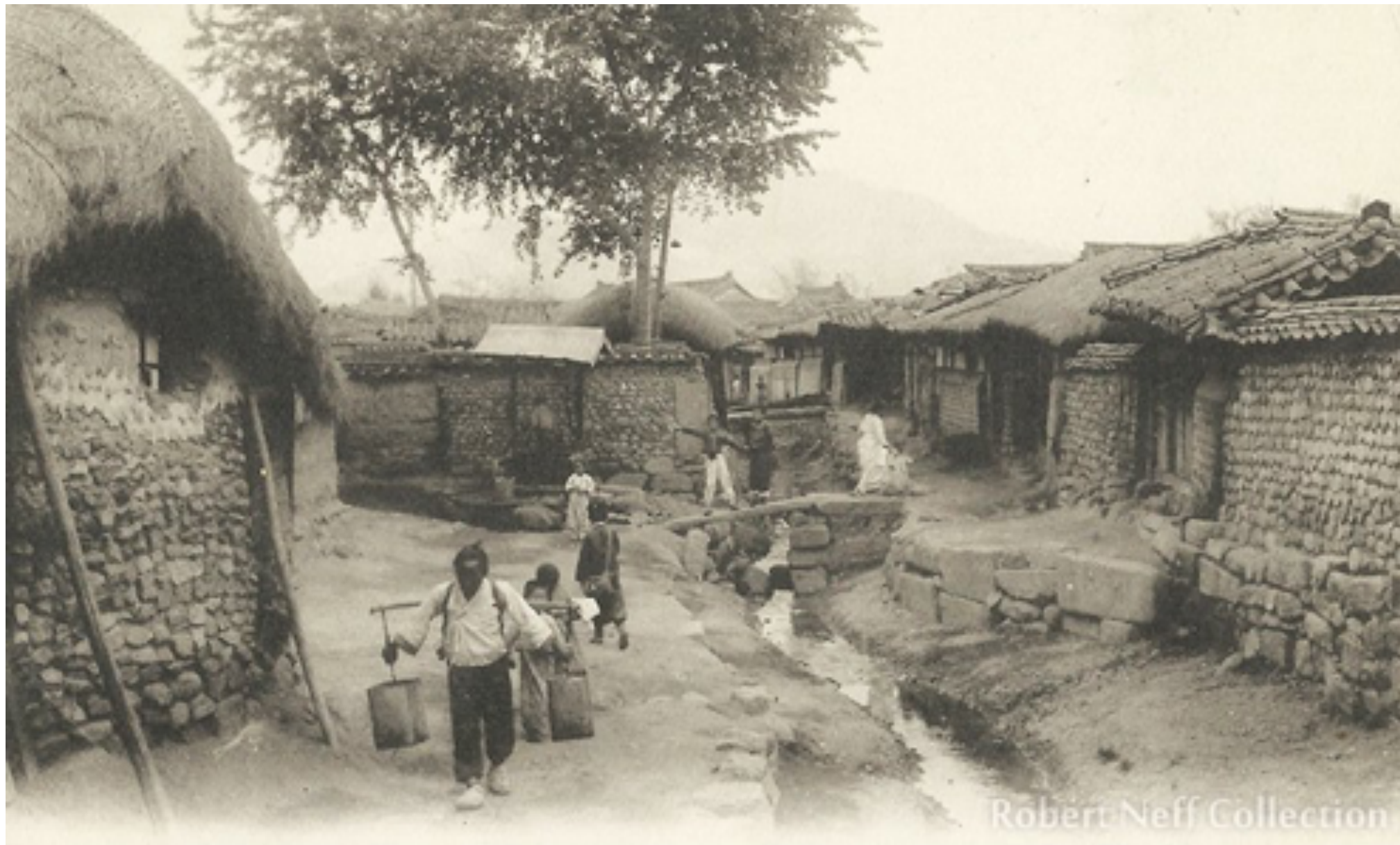
**Han River  
During the Korean War**





**Han River  
Modern Day**





**Homes  
Before the Korean War**



**Homes  
During the Korean War**





**Homes  
Modern Day**



**North Korea**

**South Korea**

