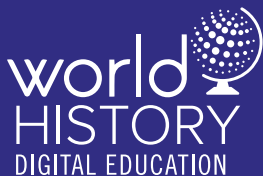# KOREA'S PLACE IN TEACHING HUMAN GEOGRAPHY

Lessons on the Population, Culture, and Economy of the Republic of Korea

NCSS

world HISTORY DIGITAL EDUCATION

WORLD HISTORY DIGITAL EDUCATION FOUNDATION

National Council for the Social Studies is the largest professional association in the United States devoted solely to social studies education. Founded in 1921, its mission is to provide leadership, service, and support for all social studies educators. NCSS is the publisher of the National Curriculum Standards for Social Studies and the College, Career, and Civic Life (C3) Framework for Social Studies State Standards.

The World History Digital Education Foundation creates innovative resources in world history education. It seeks to engage social studies teachers in writing lesson plans on world history, and to educate both teachers and students on the use of digital resources for teaching and learning. One of its aims is to develop a collaborative online community of educators who will share best practices in social studies education.

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FOREWORD:
GEOGRAPHY'S PLACE IN SOCIETY

JONGWOO HAN

Geography is one of the oldest of the fundamental sciences. Our early ancestors, who faced challenges of survival daily, must have pondered many questions: Where can we find good water, food, and weather? And where is the safest place to live? By closely observing the rising and setting of the sun and moon, they developed knowledge of their surroundings. Where the sun rises and sets they called "East" and "West." These directions were easy to name because the sun and moon were consistent enough to track. But what about North and South? More knowledge was needed before this important axis could be added to their concept of orientation, bringing even deeper questions about life and death and how the universe operates: Who made us? Where do we come from?

When they looked to the heavens, the sky was full of stars. It was also the origin of wind, rain, snow, hail, eclipses, lightning and thunder, light, and darkness. With the passage of the seasons, conditions continually shifted. But one thing never changed—the Polar Star stood still. This constant presence must have made quite an impression on our ancient ancestors, and it came to represent the divine force to whom they turned for answers. The concept of the south must have developed in contrast to the north—if the divine being who does everything for us is up there in the north, then we're down here in the south. Therefore, geography not only inquires into the spaces where we live but also provides profound and even philosophical foundations for inquiries into who we are.

"Geography," according to *Encyclopedia Britannica*, is the study of the diverse environments, places, and spaces of Earth's surface and their interactions. National Geographic goes further to mention the relationships between people and their environments, the way in which human cultures interact with their surroundings, and the impact of locations upon people. Here, our inquiry into the nature of our relationships with the Earth entails three concepts essential to the study of geography: location, locale, and place.

Every nation and country is born with a certain location. In this sense, location is ascribed. Of course, there are exceptions, such as migrations due to natural disasters and wars or in search of better food and weather. By definition, a "location" is the position of a particular point on the Earth's surface at a certain latitude and longitude.

People began to settle in a location by building houses and other structures. Thus, the land became part of a built environment. We call the outcome of such a process a "locale"—that is, the physical setting for relationships between people and a piece of land.

However, the interaction of humans with the land does not stop there. By building around that locale constructions that reflect human ideas, philosophies, norms, and values, they transform both location and locale into an object onto which people may project, articulate, and embed their loyalty and values. Thus, the sense of "place" is ultimately constructed. Examples abound. Archaic tribal groups began to identify certain locations that made them feel awe, such as giant rocks or grandiose

landscapes that looked different from human life—that is, not vulnerable, finite, or transient. Such locations differed from the mundane locations where these people resided.

Here, a dichotomy arises between sacred and profane. In locations where they believed the sacred had been manifested, peoples built special buildings like temples and political institutions. Ancient humans sought awe-inspiring locations and then separated them from the mundane; centering around the structures they had built in these sacred places, they began seeking answers to the more ontological questions mentioned above. Thus, they built their religious temples and cultural centers, and founded political institutions to govern themselves for better lives in and around such auspicious landscapes. That is how humans built society, history, and cultures and related their locations and locales, creating a sense of place all around us. That is what human geography is all about.

Having described the sense of "place" as an important element in our study of geography and its implications for human lives, we must also consider how location plays a critical role in determining the destiny of human lives. A good example is the Korean Peninsula. Located at the latitude of 38° 18' 60.00" N and longitude of 127° 13' 60.00" E, it extends from East Asia southward into the Pacific Ocean for about 1,100 km (680 miles) between the East Sea (Sea of Japan) and West Sea (Yellow Sea). To the northwest, the Yalu River separates the peninsula from China, and to the northeast, the Duman River divides it from China and Russia. Due to its strategic location bordering with the world's most power-ful former and current communist regimes—and with Japan just across the Korea Strait—Korea has become a battleground between the superpowers. China wants to maintain its traditional influence. Russia has repeatedly tried expanding toward the Peninsula to unlock its harbors. Japan illegally and inhumanely occupied Korea with the destructive ambition of expanding toward the Asian continent. The United States forcibly opened Korea in 1882, gave it up in 1905, occupied and divided it in 1945, lost 36,574 American lives there while fighting in 1950-53, and still has almost 26,000 troops stationed in the Republic of Korea (South Korea). Finally, North Korea's standoff with the United States, resulting from its nuclear and ICBM brinkmanship, further complicates the region.

In Korean society, the sense of place was highly sophisticated and practiced as a discipline called "geomancy." The term for "geomancy" in Korean is *Poong Soo Jiri*. *Poong* means wind, *Soo* means water, and *Jiri* means the study of Earth. Koreans looked for topological configurations that resembled the most sacred parts of the celestial chart, the Heavens. The Pole Star, around which the Heavens circled, was viewed as the center of the Universe, and geomancers tried to locate the landscape that most closely resembled Polaris and its celestial surroundings in order to build the most important buildings there. These included the Altar of the State Deities and the Royal Confucian Shrines and University, as well as palaces and ministry institutions. To Koreans and most Asians, geomancy was not just a system of pseudo-scientific techniques for identifying good land but a comprehensive body of knowledge that brought together astronomy and various philosophies like Taoism, Confucianism, and Mohism.

Geomancy was not only practiced by rulers but also by ordinary Koreans. Houses with access to water in front and mountains in back were viewed as auspicious. Thus, an ideal location for a house was one that faced south for sunshine and water, with mountains in the north to block winter winds. Believing that the location of their houses, shrines, and other important buildings influenced their prosperity and happiness, Koreans have widely accepted geomantic ideas for thousands of years. Due to this Korean belief system, the occupancy by rulers of the most sacred spaces essentially guaranteed the loyalty and obedience of the ruled. The power relations between state and society, or between the rulers and the ruled, were represented materially and were internalized.

In my book *Power, Place, and State-Society Relations in Korea*, I explained how Korea's state was powerful enough to lead the society and economy to accomplish unprecedentedly rapid economic and industrial development in the 1960s. My research showed how this geomantic belief system actually contributed to the autonomous power of the state and the legitimacy of its intervention in economic development. This is how the study of geography, and geomancy in particular, has affected not only Koreans' daily lives but also the macro-level relations between the Korean state, society, economy, and political culture.

I am pleased to see that geomancy and its Korean manifestations comprise a significant portion of this book's section on culture, so that our students may learn how countries other than the U.S. developed different relationships with their location, locales, and places. Though skeptics may view geomancy as unscientific and superstitious, geomancy can still teach us how widely the discipline of geography varies across the continents, cultures, and societies of the world. At the same time, it teaches us about who we are in our relationship with the Earth because, after all, it is all about us, the people.

Lastly, I want to recognize our brilliant writing team of social studies teachers—Allison Cecil, Jeremiah Rush, Tom Sakole, Christina Shively, and Richard Katz—for their faithful commitment and hard work on this wonderful curriculum. My good friends, Joseph Karb and Greg Ahlquist, who are also social studies teachers and chief executives of the World History Digital Education Foundation, deserve the highest recognition. Finally, this series of AP Korean Studies Projects could not exist without the gracious support of the Korea Foundation. For all of your help and excitement about these developments we are making possible together, I am deeply grateful.

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PRESIDENT
World History Digital Education Foundation, Inc.
June 6, 2020
Syracuse, NY

Jongwoo Han founded the Korean War Veterans Digital Memorial and serves as President of the World History Digital Education Foundation and the Korean War Legacy Foundation. In addition to articles in renowned scholarly journals such as *International Studies Quarterly*, he has published several books on Korea: *Networked Information Technologies, Elections and Politics*; *Understanding North Korea: Indigenous Perspectives*; *Power, Place and State-Society Relations in Korea: Neo-Confucian and Geomantic Reconstruction of the Developmental State and Democratization*; and *The Gospel: Mark, Matthew, Luke and John in One*. His involvement with North Korea's Kim Chaek University of Technology since 2002 led to North Korea's first digital library in 2005. As Series Editor of "Lexington Studies on Korea's Place in International Relations," he is working with scholars to produce five books annually, including his own *The Two Korean Wars and Metamorphosis of US-Korea Relations*.

ACKNOWLEDGMENTS

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A GEOGRAPHICAL PERSPECTIVE ON SOUTH KOREA

JOSEPH P. STOLTMAN

The modules that comprise this book provide significant content and develop skills that are important in the Advanced Placement Human Geography (APHG) course. APHG is a course rich in visual information presented in maps, graphic data charts, and photo images, both digital and print. Students live in a visual world that encompasses most of their waking hours, ranging from social media to direct observations of their daily environments indoors and out-of-doors. APHG connects the regular visualizations of everyday life with the critical visualization that a student develops from the study of geography. The understanding of the world outside of school in three dimensions is largely enhanced by using geographic skills of scale and perspective. Both are skills and habits of mind developed through the study and application of APHG visual models to view the world, ask critical questions, and formulate reasoned responses using geographic data. Those learning experiences provide students with the unique geographic ability to see the world as others see it, a skill critical to understanding the intricacies of human geography. This book's modules for South Korea provide students with the opportunity to apply skills and perspectives that will enhance their future geographic perspectives and practices as engaged, responsible citizens.

The geographic perspective that I present in the following pages is largely a result of my direct observations and experiences while traveling and doing field studies in South Korea with groups of Advanced Placement Human Geography teachers between 2009 and 2019. During that time, I was able to visit every region of South Korea, including Ulleungdo, JeJu-do, and Dokdo. You may have concluded that the "do" in those geographical names must refer to the same feature. Indeed, it does and the geographical names refer to islands that are within the territory of South Korea.

The attainment of skills and perspectives that enable students to formulate geographical questions, analyze spatial patterns on maps, interpret quantitative and qualitative information, and reach informed decisions is expected at the end of the APHG course. The assessment of students' progress along the scholarly journey to that end is addressed within the modules, each of which provides examples of meaningful items that serve as models for the powerful assessment of student learning. The Free Response and Multiple-Choice questions included in the modules thoughtfully represent the types of questions that students will encounter on the APHG exam. The interpretation of spatial patterns, analysis of data, and stimulation of discourse regarding the human geography of South Korea are the basis for the model assessments. They provide students with opportunities to engage in the experience of constructing a powerful free response or to critically evaluate the options in a multiple-choice question to select the best option. The application of geographic content, skills, and perspectives within the assessments provides students the context of South Korea in which to prepare for any eventual questions on the APHG assessment.

KOREAN CULTURE AND HUMAN GEOGRAPHY

The Korean culture is distinct in the region of northeast Asia that includes northern China, Mongolia, and Japan. Location and physical features were both important in the development of Korean culture. Based on excavations of pottery, it is believed that the first people on the Korean Peninsula came from Siberia and Asia before 5,000 BCE. Pieces of pottery, called shards, excavated at locations north and

west of the Korean Peninsula had similar appearances and were made of similar types of clay materials. Pottery similarities have become the basis for early theories about migrations and trade connections among people. New ideas about pottery making for different purposes were shared using those connections. Another theory is that very similar pottery was developed independently at different locations.

The geographical attachment of the peninsula to Eurasia provided land access to people from the west and north. Ever since those early periods, the peninsula has come under the influence of other cultures in the form of warfare, trade, migration, religion, and cultural colonialism, sometimes by land and at other times by sea. Buddhism diffused from India and was introduced to the Korean peninsula in the 4th century CE. The teachings of Confucius reached the peninsula from China in 372 CE. While Buddhism and temples remain very much a part of the cultural landscape in South Korea, Confucianism is reflected in the cultural values of the people, such as respect for elders, good manners, integrity, and love of family.

China has had a long period of influence on Korea, especially in written language. The Korean language once used Hanja, or Chinese characters, for writing, but developed a distinct writing form called Hangul in 1443 CE. It is a phonetic writing system for the Korean language. Korean is a distinct spoken language. The diffusion of Christianity to South Korea gives the country a distinct cultural trait, with approximately 25% of the population being Christian. Christian churches and Buddhist temples are common fixtures on the cultural landscape. Korean culture readily adopts ideas from elsewhere, such as baseball, popular music genres, fast food such as KFC, and television soap operas. The invention, adoption, and repurposing of ideas into better and more innovative approaches with strong Confucian values exemplify the Korean culture.

THE GEOGRAPHIC CONTEXT OF THE KOREAN PENINSULA

In order to understand the human geography of the Korean people, it is necessary to know about the physical conditions that have served as the backdrop. The Korean Peninsula is the largest peninsula in East Asia (85,270 sq. mi.). The land area of the peninsula is larger than the Florida Peninsula (65,755 sq. mi.). The peninsula has two countries, North and South, and remains the world's last divided country from the World War II Era.[1] The northern half is The People's Democratic Republic of Korea and the southern half is the Republic of Korea. While the peninsula connects to the Eurasian Continent in the north, there is no scheduled transportation from the South to the North. Therefore, the Republic of Korea, or South Korea, is a political island with no regular overland access to the rest of the world.[2] The North has a land area (47,541 square miles) that is larger than the area of South Korea (38,024 square miles).

The border between the North and South is 143 miles in length and is often referred to in casual conversations in the United States as the 38th parallel. However, in 1945 when the military forces of the Soviet Union met the U.S. military, it was decided to identify the 38th parallel north latitude as the dividing line between the occupation zones for the two countries until a post-World War II Korean government could be established. By 1948, an agreement on a single government for the Korean Peninsula failed to materialize, the Cold War had begun, and the division of the country into a communist North supported by China and the Soviet Union and a democratic South supported by the United States sealed the political future of the Peninsula. The 38th parallel thus served as the initial boundary between North and South. The Korean War began in 1950 and the conflict ended in 1953 with a cease-fire agreement, but no formal peace treaty to end the war. The Military Demarcation Line

(MDL) designates where the fighting stopped. The Demilitarized Zone (DMZ) was then established designating a strip of land approximately 2.5 miles wide with nearly equal distance north and south from the MDL. The MDL and DMZ have in reality become the de-facto boundary between North and South Korea.

The pre-Korean War rail line from South to North Korea has been rebuilt into North Korea with a newly constructed rail bridge crossing the Imjin River. The rail line connects the two capitals, Seoul and Pyongyang. Northbound trains reach the Dorasan Station, but that is the end to travel northward for scheduled trains. On the platform, there is signage indicating the direction to Pyongyang with an arrow pointing north.

THE PHYSICAL TERRAIN AND CULTURAL INTERPRETATIONS OF THE KOREAN PENINSULA

The Korean Peninsula is largely the result of tectonic forces that have wrinkled, uplifted, collapsed, and caused volcanic fissures on the surface and nearby seafloors. The physical structure of the Korean Peninsula began taking shape approximately three million years ago. The physical landscapes of Mount Baekduson in the northeast and JeJu-do, Korea's largest island in the south, are reminders of that volcanic past. Both demonstrate dramatic evidence of volcanism. The millions of years of uplifting, volcanic activity, erosion, and flooded lowlands have resulted in a diverse, challenging physical landscape. Visual examination of a physical features map reveals numerous mountains and highlands. In fact, 70% of South Korea consists of mountains, highlands, and eroded plateaus with steep-sided valleys. The peninsula is bordered by an irregular coastline. The northeast of South Korea is the most mountainous, notably a reminder that the 2018 Winter Olympics had cold temperatures that enabled snow machines to provide necessary snow depth for snow-dependent events. The volcanoes are dormant. There are occasional earthquakes and the peninsula is relatively quiet with regard to its contextual physical system.

The most active physical component for the Korean Peninsula is climate. Climate is largely explained by the peninsular shape that explains the maritime influences, the range of latitude from south to north, the Pacific Ocean to the South and East, and the Eurasian landmass to the west. The southernmost region of South Korea is JeJu-do, the island that is a volcanic remnant of past tectonic forces. With a latitude of 33.5 degrees north, the island is known for its 21st-century beaches and resorts, and its prolific tangerine (*gyul*) crops dating from the 13th century. Northward-flowing ocean currents from the tropical seas to the south surround the island with warm air that rises from the waters during the winter months, protecting the tangerine trees from freezing temperatures.

While maritime influences moderate the climate of the southern Korean Peninsula, the northerly latitude and the Eurasian landmass have the opposite effect on the central and northern regions. In order to make a comparison, it is informative to compare temperature information for Seoul and Boston, in the United States. The temperature pattern for Seoul is very similar to the temperature pattern for Boston. The latitudes are 36- and 42-degrees north latitude, respectively, with Seoul being further south, and presumably somewhat warmer. The air masses that affect Seoul's temperatures arrive from the west, where the landmass of Eurasia is frigid during winter. From November through March, the cold air from Siberia descends over the northern 80% of the peninsula, including Seoul. Similarly, Boston's cold air arrives from further north and west in North America. Precipitation does differ between the two locations. Seoul has a wet monsoon season beginning in July as a result of southeasterly winds delivering warmer, more humid air from the Western equatorial Pacific Ocean. During

mid-to-late summer, the peninsula may feel the brunt of a typhoon arriving from the waters to the southeast and south tropical maritime regions. In comparison, Boston has thunderstorms and a very occasional hurricane delivering precipitation during the summer months, along with weather fronts that deliver rain prior to continuing eastward over the Atlantic Ocean.

Water bodies have been and continue to be significant physical components that affect climate, but that may also serve as cultural icons. The sea to the east of the Korean Peninsula has significant cultural meaning to Koreans. For over 2000 years the sea has been a provider of marine food, a means for transportation, and a widely recognized part of the cultural landscape. On centuries-old Korean maps, the water body is identified as the East Sea. On modern maps, the water body has a dual name—East Sea (Sea of Japan)—in recognition of its cultural significance, which is equally as important to Koreans as the names Uluru in Australia and Denali in the United States are within those cultural landscape contexts.

The mountainous terrain that covers much of the surface and the north-to-south climatic diversity have presented challenges and opportunities for people ever since they arrived on the Korean Peninsula. The mountains and highlands are prominent features of nearly every area of South Korea, with river valleys and floodplains that naturally regulate the flow of rivers from richly vegetated mountains to the nearby seas. The peninsula presented the early arrivals and later residents with a land that was neither richly endowed with natural resources nor sculpted with vast plains of fertile agricultural lands. The physical context required innovations to produce food and establish settlements. Living in harmony with an environment that was challenging seems to have fortified the culture with resilience and harmony. Those qualities became embedded in the culture that has evolved on the Korean Peninsula.

CONFUCIAN PHILOSOPHY, GEOMANCY, AND THE CULTURAL LANDSCAPE

A geographic perspective on the Korean Peninsula entails an understanding of how the culture embraced the natural environment. Unforeseen challenges and opportunities seemed to accompany the natural landscape of mountains, rivers, and coastal regions as it was harmoniously transformed into a Korean cultural landscape. The arrival of a philosophical approach for living on the land could not have come to a more applicable place than this rugged, mountainous, river-sculpted peninsula. Confucius centered his teachings in China and they diffused to Korea by the 4th century CE. By the 8th century CE, the "way of life" that emanated from his teaching was influencing Korean thought. In the 21st century, South Korea is the foremost country where people continue Confucian philosophy and practices.

Korea's geographical terrain abounds with mountains and streams. Those physical elements of the environment became prominent influences on the cultural landscape, especially the built environment of houses, villages, temples, and government structures. It became very important in Korean culture to select a building site and construct the building so that it received the most positive energy and avoided negative energy. Positive energy would provide a long, useful, and productive life for the structure and those who entered, while negative energy would portend a life of difficulty for the structure and the persons who entered. The practice was traditionally called *Poong Soo Jiri* and became widespread beginning in the 10th century CE. *Poong Soo Jiri* blended the spatial, topographical, and cultural attributes of traditional folk beliefs and applied them as a divining practice for building and activities. Within the Confucian philosophy, the harmonious relationship between humans and nature (the natural environment) was not an abstract concept, but rather a practical approach to interactions

with the environment. The physical terrain and water in the natural landscape were connected to the human/cultural conditions of human existence such as success/failure; happiness/misery; and progress/regress. The more modern term used for this practical approach to life in South Korea is *Geomancy*.

Imagine viewing the cultural landscape of a Korean rural village in the 11th century CE and recognizing a spatial pattern of the houses and other buildings. Next, realize that the same spatial pattern continues to be visible in both rural villages and newly designed urban regions in the 21st century. The reason for the similarity is that geomancy continues to focus on two physical features of the natural landscape. They are mountains and water. The Korean Peninsula is well endowed with both features.

While geomancy may be applied to protect or prevent ill fortune of numerous types, the explanation that is observable within the Korean cultural landscape is the focus of this essay. The human search to capture the energies in Earth and Heavens and use them beneficially required topological geometry, topographical knowledge, and environmental components of mountains and water. The interactions among the three provided a complementary spatial pattern of location for villages, houses within villages, and the spatial orientation of all other human structures in the built environment.

The alignment of buildings is the spatial essence of geomancy. Korean geomancy pursues the correct flow of universal energies, referred to as *qi* (defined as cosmic currents). If the energy flows are determined by a geomancer, then the spatial positioning (for example, a building or pavilion) will result in success as measured by wealth, happiness, procreation, and a long and enjoyable life. If the energies do not align, then a negative flow of qi may result in unfortunate consequences. Through geomancy, the cosmic bodies are connected to human actions through topological, topographical, and environmental (wind and water) features.

How does geomancy appear within the cultural landscape? The cultural landscape revealed by the design and orientation of buildings is evidence of a deep connection between beliefs (folk and Confucian) and cultural practices and their manifestation in the built environment. For example, traditional villages were located and designed with the mountain behind and water in front. In order to enter a village, a person had to walk over a mountain or pass over a stream, applying the principle of water in front, mountain behind. The spatial orientation to mountains and water has continued to be a prominent cultural landscape feature conforming to geomancy and the energies of mountains and waters. In South Korea, the Gyeongbokgung Palace of the Joseon Dynasty (the original palace construction began in 1395 CE) is located with Mt. Baegaksan (Bukaksan) to the north and the Han River to the south. The siting of the palace reflects the significance of geomancy in the cultural landscape. In the latter half of the 20th century, when South Korea's infrastructure was being reconstructed following the Korean War, the influence of geomancy within the physical and cultural environment became a significant factor in the location and orientation of government buildings, temples, monuments, residences, apartment complexes, and other prominent structures.

Geomancy is one of human geography's best examples of the power of beliefs and values and the way in which they affect the cultural landscape.

SOUTH KOREA'S ECONOMY: THE ADVANTAGES OF LOCATION

The Korean Peninsula was comprised of two quite different economic regions when World War II ended the Japanese colonial period. Industrialization activities from the period 1905-1945 were largely in the North, while agriculture dominated the economy in the South. Large migrations of Koreans into the South took place after 1945 from the Soviet-held North, and the migrants required full amenities since they arrived with few items of value. Attempts were made to stabilize the governance of the country and initiate a development plan, but economic and political problems prevailed. Then, in 1948, the final attempts to build a democratically governed, unified Korea faltered, and North and South requested independent governmental status. Thereafter, the South was encouraged by the United States to pursue a market-based economy, while the North adopted a command economic model favored by China and the Soviet Union. This economic-political divide continues into the 21st century.

The Korean War from 1950 until 1953 further destroyed and damaged the existing infrastructure and industrial facilities in both North and South. The economic development of South Korea halted. It was not until the mid-1950s that post-Korean War reconstruction began in the agrarian-based economy, one of the world's poorest countries at the time. South Korea needed to generate capital in order to rebuild the country from the ravages of war. The way forward was to build an export economy that would add value to products and then market them to other countries, thus generating income for the government, businesses, corporations, and individuals. The transition to manufacturing from an agrarian society resulted in huge sacrifices by Koreans, entailed a coup that resulted in a military government, and required government support of key industries, such as steelmaking, shipbuilding, and textiles, that produced items for export.

The resources necessary for an export economy were not available in large amounts in South Korea. During the Japanese colonial period, coal and iron in the North were in high demand. Limestone was available in the South. The three resources of coal, iron ore, and limestone were essential to the production of steel, the backbone of industrial countries. Of the three essential resources, only limestone was domestically available to South Korea in large amounts following the peninsula's political division in 1948. The South has graphite, zinc, lead, kaolin, and tungsten. Each was necessary for a diverse economy, but would not replace coal and iron ore. South Korea was a country with few natural resources necessary for an advanced economy. Countries near and far away, including the Soviet Union, Canada, and Australia, became the suppliers of coal and iron ore to South Korea.

South Korea's economic challenges were to (1) construct an industrial/transportation infrastructure; (2) arrange for imports of critical natural resources that were not domestically available; and (3) develop international markets. The transition from a primary economy based on agriculture, resource mining, and forest harvesting to a secondary economy occurred rapidly in South Korea. Technological developments enhanced the new South Korean industries by providing efficiency and high quality in steel production, shipbuilding, and machinery. At the same time, the infrastructure of railways, highways, urban water systems, and housing was being constructed as a continuing recovery from the war. Construction advanced to be the most important industry for domestic purposes. In addition, South Korea was transitioning from a rural to an urban industrial society. For example, shipbuilding requires heavy industrial inputs on a large scale. Korean shipbuilders construct oil tankers, container vessels, cargo ships, military ships, and special ships to haul liquified natural gas. In 2019 South Korea ranked first in the global orders for new ships, followed by China.

While heavy industry dominated the view of South Korea beginning in the 1970s, there was also the manufacturing of textiles, parts components for household items such as refrigerators and washing machines, and electronic devices. These latter items are representative of light industry within the economy. In the 21st century, the global association with South Korean manufacturing is mainly through personal devices, such as smartphones, tablets, communication aids, and Hyundai/Kia automobiles. Samsung and LG are Korean names associated with a wide range of products for individuals. The secondary sector of the South Korean economy has become a common indicator of high quality, personal devices.

Carrying cargo on ships to ports around the world is a tertiary, or service sector activity. The locations of seaports where cargos are delivered or procured are important since the seaports also provide the services for loading and unloading cargo. South Korean shipping companies are among the top ten in the world in terms of tonnage transported. Another important measure of the importance of ocean transport for a country is the connectivity its seaports have with seaports in other countries as determined by tonnage. South Korea ranks third, behind only China and Singapore, for connectivity for its ocean transport services. Goods carried on ships include thousands of different products packaged and loaded into metal containers. Smartphones, digital televisions, expensive cars, machinery, household items, and replacement parts for many types of machines are transported on South Korean ships as a service to manufacturers and customers to seaports across the world. The Korean owned Shinhan Bank has offices in more than 20 countries, where it provides banking services for companies and individuals. South Korean companies and individuals provide numerous services domestically, ranging from processing seafood at the Noryangjin Fisheries Wholesale Market in Seoul to street vendors selling roasted chestnuts, a Korean favorite.

The fourth and fifth sectors of the economy are quaternary and quinary. South Korea has become one of the leading economies in pursuing knowledge-based, intellectual developments. Information technology, computer programming, and research about numerous topics represent the quaternary component of the economy. Education is a tertiary service, but the intellectual capacities that people develop as a result of education and how they apply them are part of the quaternary sector. Developing a cure for a type of cancer or vaccination for the COVID-19 disease is quaternary. The technology for the 5G smartphone was developed in South Korea. South Korea has invested in the country's education services to provide the intellectual capacity for research in the quaternary sector of the economy.

Often referred to as the Silicon Valley of South Korea, Pangyo Techno Valley is the research center for information technology, biotechnology, cultural diffusion technology, and fusion energy technology. The Techno Valley is based on the aggregation of technology research that attracts human capital to pursue theoretical constructs that have the potential to present major changes for society, such as the 5G network. Geographical location was important when deciding where to locate the second Valley Research Complex. The best location was adjacent to the first complex for the advantages of aggregation. Robotics, autonomous vehicles (including ocean-going ships), digital broadcasting, digital visualization, smart homes, extended storage batteries, and new biomedicines are being developed for the future by industries in South Korea.

South Korea's educational services have provided the country with people who serve at the highest levels of the economy, the quinary sector. This is the decision-making level where critical decisions must be made by leaders in different positions of responsibility, but where each decision is important

to the future of the economic, political, and social conditions going forward. Economic decisions are made about the location of new facilities for the most opportune connection to the local community or to other places in the world. Political decisions are made regarding the impact on the environment of a newly located facility. Educational services make decisions related to accommodating students whose families relocate with employment. Many of those decisions are leveraged for success when a geographic perspective is applied.

SOUTH KOREA'S POPULATION DYNAMICS

South Korea is a technologically advanced, urbanized country. Approximately 82 percent of the population resides in urban places or urban regions. The largest urban agglomeration is Seoul, the capital of the country, where approximately 52 percent of the population resides. Seoul is the political and economic hub for the country and meets the requirements to be labeled the "primate city" of Korea. There are no other urban centers that compete with the urban dominance of Seoul.

South Korea's post-World War II population was approximately 20.2 million in 1949, the year after the national governments of the North and South were formed. The Korean War was devastating for the national population. Following the war, South Korea experienced a baby boom. The 1955 population of 21.5 million persons increased to 30.8 million people by 1970. In 1960, the total fertility rate was 6.1 children per Korean woman. The Korean government at the time became alarmed that a continuing population increase of that magnitude would divert badly needed investments for industry to care for a large population dependent on imports of essential consumer products.

The government introduced a family planning program designed to decrease the total fertility rate in 1962. Changes in total fertility rate did not happen suddenly and South Korea's population continued to grow, reaching 40.5 million in 1985 and an estimated 51.3 million in 2020. Compared to the earlier periods of the 1970s, the population growth had slowed significantly. The total fertility rate declined from 4.5 children per woman in 1970 to 1.5 children in 1985. The total fertility rate may reach less than 1.0 children per woman in the 21st century, far lower than the rate of 2.1 needed to sustain the current population.

The geographic distribution of the population also changed. The rural population density decreased as people engaged in Korea's great migration from the rural areas to cities. Newly created jobs were available in urban places, and the amenities of urban life had more appeal than the rigors of rural lifestyles. Young people in the population benefited from important improvements in education and qualified for jobs in the expanding secondary, tertiary, and quaternary sectors of the economy. South Korea became home to one of the ten most educated populations in the world, and education led to upward social and economic mobility in a country that was committed to a peaceful and more prosperous future.

Predictable changes have occurred in the structure of the Korean population since the total fertility rate dropped below the replacement level of 2.1. Two changes may have especially important consequences. First, the median age of the population has increased. In 1975 the median age of the population was 19.9 years and was projected to be 43.7 years in 2020. Additional projections are that the median age will be 56.5 years by 2050. The median age will continue to increase and more elderly people are living in urban regions.

Population geography informs us that population structures that include greater numbers of senior people will also have more women than men due to the greater life expectancy of women. Physical mobility and the aging process will require increasingly greater assistance for seniors. Mobility changes in an aging population and accommodations will be necessary. Older women and men will have smaller extended families due to the decreasing total fertility rate. The traditional family role of caring for senior members of the family will be strained. The government-sponsored retirement programs will have to support more senior South Koreans, with fewer active workers contributing to retirement plans. Planning for the future will require using geographic databases to locate and accommodate more senior members of the population in providing health care and safety from natural disasters.

The declining birth rate has implications for future workers. The employment of adequate numbers of people will be necessary to sustain retirement funding as well as to maintain the levels of productivity necessary to meet social and economic needs. There are two reservoirs of workers who can fill the need for labor. The domestic labor force in 2020 included approximately 51% of Korean women working outside the home. The country needs to bring a greater proportion of women into the workforce outside of the home. South Korea will also need to initiate more programs for guest workers or permanent immigrants to fill workspaces due to a decline in the total fertility rate. The country will need to reintroduce guest worker programs that began in the 1990s. At that time, the program was largely for domestic jobs as maids or nannies, as well as light industrial workers in textiles and electronics, and workers in heavy construction. By 2016, there were approximately one and one-half million guest workers in South Korea on a permit system that allowed them to remain for five years. Opportunities for guest workers to become permanent residents or citizens of South Korea will be necessary so that non-Korean nationals make a longer-term commitment to contribute to the economic and social development of the country. Most guest workers in South Korea in 2018 came from China, Thailand, and Vietnam. While guest workers provide short-term solutions to labor supply shortages, a solution that retains guest workers on a more permanent basis will improve the total birth rate. Permanent immigrants have been shown by the examples of Germany, France, the United States, and other countries to stabilize the population and have larger families for at least one generation following arrival.

CONCLUSIONS

South Korea is a dynamic country that is referred to as the "Miracle on the Han (River)" for its economic transformation since the 1960s. The miracle also extends to other regions of the country and includes more than the economic and technological advancements along the Han. The south and southeast have become major centers for manufacturing and chemical production. The rural regions of South Korea display the latest advances in agricultural production. While the 21st-century culture of South Korea continues to follow many of the traditions of past centuries stemming from Confucian philosophical beliefs and practices, there are numerous examples of new components of the South Korean cultural landscape and human geography. For example, South Korea has had a dramatic decline in its total fertility rate, suggesting a cultural preference for smaller families. In sharp contrast, Korean K-Pop artists and K-Pop diffusion have gained the attention of millions of consumers of music and other popular media in other regions of the world. The K-Pop cultural transmission has become an indicator of Koreanness or being Korean, for a global audience. The South Korean KTX bullet trains that span the country are another cultural indicator of technological and engineering achievement on the landscape and are an international model for high-speed rail development. Finally, the Seoul metropolitan region exemplifies the cultural adaptation to an urban agglomeration of satellite clusters

of high-rise businesses and apartments in a pattern of cultural conformity reflecting the harmony of community.

NOTES
1. Under the One China Principle of the People's Republic of China, Taiwan is considered part of China. The previous Republic of China also claimed Taiwan as part of China. Its government relocated to Taiwan after the Communist victory in China in 1949 and maintained the official name of the Republic of China, but has asserted its independence from the People's Republic of China since 1949.

2. Singapore is another example of a country at the southern tip of the Malaysian Peninsula. There are many other examples of peninsulas that have territories comprising more than one country.

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POPULATION MODULE

Population geography is perhaps the most complex topic in the study of human geography. It is important because it informs us about the spatial distribution of people and the characteristics that distinguish them. Population geography includes considerable quantitative data, such as the density of population and data about the ages and sexes of the population. As populations change, they take on new quantitative trends and patterns that require renewed analyses.

Populations display cultural traits based on language and religious beliefs, ethnic characteristics based on heritage, and generational characteristics based on age. The dynamic population geography of South Korea requires the analysis of data and the use of projections to predict consequences. The population has experienced a very rapid decrease in the total fertility rate over the past four decades, which has resulted in a significant reduction in family size. The spatial distribution of the population reflects agglomeration as a result of internal migration, so that more than half the country's population is located in the greater Seoul Metropolitan Region. The smaller numbers of young people are not in balance with the steadily increasing numbers of seniors in the population. These are real issues that other countries will face in the coming decades.

South Korea is a practical example of the use of population data to anticipate future impacts, such as enrollment in elementary and secondary schools, the number of pediatricians compared to geriatricians needed to meet future medical needs, the sources of workers that may be required, and projected immigration. South Korea's dynamic population geography may represent a window on the future for other countries. Can the necessary balances between population, economy, and cultural sustainability be maintained as populations transition to new geographic realities? That question is embedded in the content and skills of the population module that follows.

POPULATION MODULE DAY 1

1

HOW DOES SCALE AFFECT OUR ANALYSIS OF GEOGRAPHIC TRENDS?

POPULATION MODULE OVERVIEW

SKILL FOCUS
Spatial Relationships, Data Analysis, Scale Analysis

Spatial Relationships: Describe spatial patterns and networks, and explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.

Data Analysis: Explain patterns and trends in maps and in quantitative and geospatial data to draw conclusions.

Scale Analysis: Identify the scale of analysis presented by maps, quantitative and geospatial data, images, and landscapes

CONTENT
Enduring Understanding SPS-2

Changes in population have long- and short-term effects on a place's economy, culture, and politics.

Topic 2.9. Aging Populations

Topic 2.7. Population Policies

DAY 1

How does scale affect our analysis of geographic trends?

CLASS ACTIVITY
Identify and Analyze Demographic Trends and Scales of Analysis
Students will identify and analyze demographic statistics at different scales of analysis and work collaboratively to predict challenges presented by those trends.

AP SKILL ALIGNMENT
Skill Category 2.A. Describe spatial patterns, networks, and relationships.

Skill Category 3.C. Explain patterns and trends in maps and in quantitative and geospatial data to draw conclusions

Skill Category 5.A. Identify the scales of analysis presented by maps, quantitative and geospatial data, images, and landscapes

DAY 2

What challenges are presented by an aging population?

CLASS ACTIVITY
Analyzing Population Policies in South Korea
Students will identify and analyze antinatalist and pronatalist population policies in South Korea and apply their knowledge to explain why a society may want to promote or discourage population growth.

AP SKILL ALIGNMENT
Skill Category 2.C. Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.

Skill Category 3.E. Explain what maps or data imply or illustrate about geographic principles, processes, and outcomes.

DAY 3

Assessment

CLASS ACTIVITY
Concept Mapping and AP-Aligned Assessment
Students will connect vocabulary and concepts via a concept-mapping activity and then demonstrate understanding as they answer five Multiple Choice Questions (MCQs) and one Free Response Question (FRQ) with two stimuli.

AP-ALIGNED ASSESSMENT
Free-Response Question (FRQ) and Multiple Choice Questions (MCQs)

POPULATION MODULE SOURCES

DAY 1
Based on a 60-minute class

How does scale affect our analysis of geographic trends?

AP CURRICULUM FRAMEWORK REFERENCE

Enduring Understanding
SPS-2. Changes in population have long- and short-term effects on the economy, culture, and politics of places.
Topic 2.9. Aging Populations

HUMAN GEOGRAPHY SKILLS

Spatial Relationships: Analyze geographic patterns, relationships, and outcomes in applied contexts.
Skill Category 2.A. Describe spatial patterns, networks, and relationships.

Scale Analysis: Analyze geographic theories, approaches, concepts, processes, and models across geographic scales to explain spatial relationships.
Skill Category 5.A. Identify the scales of analysis presented by maps, quantitative and geospatial data, images, and landscapes.

OVERVIEW
Students will explore population pyramids and maps showing aging populations at different scales to identify trends in the demographic data, as well as determine which scale of analysis is best for understanding the population dilemmas created by those trends. Students will also predict possible economic, social, and political consequences for a country that is aging.

MATERIALS NEEDED:

- Butcher paper or its equivalent (chart paper, extra-large sticky notes)
- Markers or colored pencils
- Day 1 Handouts
    - Scale of Analysis Homework (p. 22)
    - Day 1 Student Handout (1 per student) (pp. 23–24)
    - Vocabulary Sorting Cards (2 sets per group). These will need to be cut out in advance (p. 25)

- Metacognition Cards (p. 25)
- Definition Cards (p. 26)
- Vocabulary Answers Key (p. 27)
- Data Set #1 (1 set per group) (p. 28)
- Data Set #2 (1 set per group) (p. 29)
- Data Set #3 (1 set per group) (p. 30)
- Data Set #4 (1 set per group) (p. 32)

SEQUENCE OF INSTRUCTION

HOMEWORK OPTION 1: AGING POPULATIONS

▶ Reading: "The Ageing Population" (**https://tinyurl.com/economicsHW**)

▶ Using a copy of "The Ageing Population" students use the CAMS reading strategy below to process the information that they read:

  ▷ Step 1: **"C"** — *Circle* unfamiliar words and phrases.

  ▷ Step 2: **"A"** — *Add* synonyms for the circled words and phrases.

  ▷ Step 3: **"M"** — Using *Metacognitive markers,* students annotate the text and use metacognition (awareness and understanding of one's own thought process). Students keep note of their thoughts by using symbols such as *, ?, !, to mark their ideas, questions, comments, and underline key ideas.

  ▷ Step 4: **"S"** — *Stop and Jot in the margin.* Summarize the reading and make notes next to the metacognitive markers.

HOMEWORK OPTION 2: SCALE OF ANALYSIS

▶ Homework Option 2 is designed for students who have not been introduced to the concept of scale, or who might find a brief review of the concept helpful as an introduction.

▶ Using the Scale of Analysis Homework handout on p. 22, students will work through several tasks to understand scale.

TEACHER NOTES

It is important that students understand and can apply the vocabulary needed for Day One of this activity. If you feel that your students need more vocabulary practice before they start the Day One activities, have them create a Frayer box for each of the terms using the structure below. This could be an optional extension activity to the Homework. Key vocabulary includes the following terms:

▶ Fertility Rates

▶ Mortality Rates

▶ Migration Rates

▶ Dependency Ratio

▶ Aging Population

▶ Life Expectancy

▶ Immigration Policies

▶ Pronatalist Policies

▶ Antinatalist Policies

▶ Replacement level
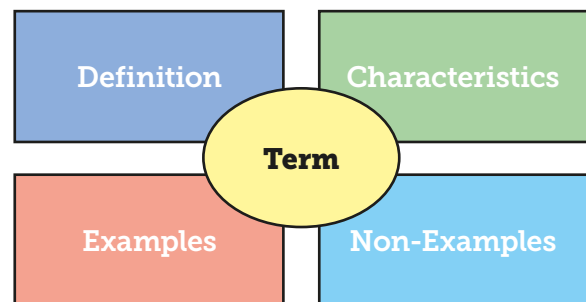
TEACHER NOTES

When using the "CAMS" Strategy it is important that you demonstrate using this strategy by reading at least two paragraphs as a class to model the strategy.

> **TEACHING TIP**
> This activity is the culmination of demographic study and would best follow after students have studied AP Human Geography Population Topics 2.1-2.6 and 2.8.

WARM UP/INTRODUCTION (5 MINUTES): VOCABULARY SORT

ACTIVITY 1

To check that students understand key demographic vocabulary, students will interact with key vocabulary in a sorting activity.

ACTIVITY PROCEDURE

▶ Distribute the Day 1 Student Handout (pp. 23–24) to all students.

▶ Group students in groups of four and assign a number, one through four, to each group member.

▶ Distribute the vocabulary term sorting cards (p. 25), giving two sets to each group.

▶ Communicate that the students assigned numbers 1 and 3 will be partners and students assigned numbers 2 and 4 will be partners.

▶ Students use the metacognition cards (p. 25): "I know this definition", "I think I know this definition", and "I don't know this definition" and separate the cards into three stacks.

▶ Groups use the vocabulary term sorting cards (p. 25) and sort them under the metacognition card that is most appropriate.

▶ Students then view the definition cards (p. 26) and match the definition to the appropriate term card.

▶ After students believe they have all definitions correct, use the Vocabulary Answers Key (p. 27) to determine if any terms are incorrect. If any terms are incorrectly paired, inform students how many incorrect matches they have and ask them to re-sort. Follow the previous step until the students are correct or warm-up time is complete.

▶ Debrief the activity with students, focusing on which terms they found confusing and which terms they found easy to understand and why.

▶ Require students to write down any terms they struggled to understand on their Day 1 Student Handout.

TEACHER NOTES

The vocabulary activity provides a quick formative check of understanding of key vocabulary, but if students have already mastered the key demographic vocabulary in the warm-up, teachers can begin with Activity 2.

TEACHING TIP
Students often do not struggle to understand the definitions of these particular terms, but often struggle with the implications of these measures. Remind them to focus on understanding the effects as well as the definition.

CLASS ACTIVITY (30 MINUTES): IDENTIFYING TRENDS AT DIFFERENT SCALES OF ANALYSIS

ACTIVITY 2

Students will interact with demographic information in the form of population pyramids, maps, and charts to determine trends at different scales. Group members will analyze similar data at different scales and share information using a sentence stem protocol which encourages elaboration and also helps students who may struggle with speaking in front of others to present information. Groups will then determine at which scale the South Korea population concerns can best be understood.

ACTIVITY PROCEDURE

▶ If starting with Activity 2, group students into groups of three or four, and assign numbers 1-4 to each student. Otherwise, keep the groups and numbering from Activity 1; give each student the Data Set Handout that corresponds to their number: Data Set 1, 2, 3, or 4.

▶ On the Day 1 Student Handout, students individually answer the following questions on the first page of the Handout:

  ▷ What is the scale of analysis shown in this data? What are two pieces of evidence to support your answer?

  ▷ What trend(s) do you see in the data? What are at least two pieces of evidence to support your answer?

▶ Each student will share information using the following sentence stems to encourage depth of conversation:

  ▷ "The scale of analysis for my data is . . . because of . . . and . . ."

    • If students need additional scaffolding, provide students with terms such as "large scale," "small scale," "global level," "regional level," "state level," and "sub-state level."

  ▷ "One trend that can be found in the data is . . . because of . . . and . . ."

    • If students need additional scaffolding, provide them with the following questions:

      » *What information is being shown in the data sets?*

      » *What, in general, do all the data sets have in common?*

▶ Teachers can monitor these group conversations and correct any misconceptions.

▶ Debrief:

  ▷ As a whole class, explain at which scale of analysis each handout is focused:

    • Data Set #1: East Asia—Regional Level

    • Data Set #2: Republic of Korea—Country or National Level

    • Data Set #3: Global Population—Global Level

    • Data Set #4: Political Divisions in South Korea—Local or Sub-state Level

  ▷ Have some of the students share the trends they noted and explain what in the data led them to their conclusions.

  ▷ Focus students on the aging population in East Asia and particularly what is occurring in South Korea.

  ▷ Have each group select which scale they think would be most helpful for understanding the aging of the Republic of Korea's population and explain their reasoning.

    • Explain to students that the elder dependency ratio would be high for a country like South Korea.

- Choose one group and have them identify the scale they think would be most helpful to share with the class.

- After hearing that group's choice, ask the other groups if they agree or disagree with the conclusion presented. Encourage the other groups to present evidence and an argument why they either agree or disagree with the first group.

  » *Try to identify one group that agreed with the findings and one that disagreed with the findings.*

TEACHING TIP

Scale can be discussed with students as analogous to looking at a picture. The smaller the area of a picture we focus on, the more detail we see. Thus, when looking at a global scale we do not see local variations, which may be important in making geographical decisions. As the scale of analysis narrows, more detailed information comes into focus which can be studied.

TEACHER NOTES

Students may struggle to understand the Dependency Ratio and related implications. The Dependency Ratio is the ratio of those too young (14 and under) or too old (65 and up) to support themselves versus those who are in their productive economic years. When there is a high youth dependency, countries must devote significant resources to education and youth services. When there is a high elder dependency, countries must devote significant resources to social security, health care, and other elder services. This places a stress on the working-age population and economy.

CLASS ACTIVITY 3 OF 4: PREDICTING CHALLENGES FOR AN AGING POPULATION

CLASS ACTIVITY (20 MINUTES): IDENTIFYING CHALLENGES

ACTIVITY 3

Students will brainstorm economic, social, and political consequences for a country with an aging population or high elder dependency ratio. Each group will create their own list of consequences and then analyze other groups' ideas to develop a master list of consequences.

ACTIVITY PROCEDURE

▶ Students remain in the same groups.

▶ On a poster or butcher paper, students take five minutes to brainstorm the most important economic, social, and political consequences of an aging population. Students write these down on their Day 1 Student Handout.

▶ Groups rotate to look at other group predictions and add any new examples on their Day 1 Student Handout:

▶ Debrief with students:

　▷ "What were the most common consequences identified?" Students will be able to easily identify these as they will have the greatest number of tally marks.

　▷ "What was one consequence, from another group, that you thought was insightful? Explain the reason why."

▶ Possible consequences:

Political	Economic	Social
▷ Shifting demographics cause voters to have different priorities (social safety net vs. schools, etc.)	▷ Shrinking workforce ▷ Shrinking consumer base ▷ Shrinking economy	▷ How to provide for an aging population (social programs) ▷ Closing schools ▷ Closing colleges (Lack of access outside of large cities)

CLASS ACTIVITY 4 OF 4: CHECK FOR UNDERSTANDING — EXIT TICKET

EXIT TICKET (5 MINUTES): AGING POPULATION ANALYSIS

ACTIVITY 4

Students will demonstrate what they have learned on day 1 through a Quick Write.

ACTIVITY PROCEDURE

▶ Have students write a paragraph that describes the causes of an aging population, using at least one economic, social, and/or political consequence of aging populations. Have students include in their paragraph a discussion of what scale of information would be most helpful in understanding the causes and consequences of aging for any state and why that scale would be most useful.

HOMEWORK
SCALE OF ANALYSIS

Name: _____ Period:_____

Answer the following questions using the map on the left:

▶ What would happen if you were to click the **+** button?

▶ Would this view be considered small or large scale? Why?

▶ What would happen to the map if you were to click the **–** button?

▶ Would this view be considered small or large scale? Why?

Zooming in and zooming out describes *map scale.* Large-scale maps show smaller areas with more details, while small-scale maps show larger areas with fewer details. In addition to map scale, the *scale of analysis* can also be analyzed. Scale of analysis relates to the level of the data (also sometimes called data aggregation). Scale of analysis can relate not only to maps, but also to charts, pyramids, etc. In other words, I can take a world map and break the data down to the world regional level or, using the same map, I could break the data down to the country level. *Changing the scale of analysis can lead to different conclusions regarding the patterns presented*.

DIRECTIONS
Using the spectrum below (similar to a timeline), identify the varying levels of scale of analysis from smallest to largest scale. After placing the regions, write a brief justification for your placement under each level of data.

▶ East Asia: Region

▶ South Korea: National or State Level

▶ Global Population: Global Level

▶ Political Divisions in South Korea: Sub-state or Local Level

SMALL SCALE

LARGE SCALE
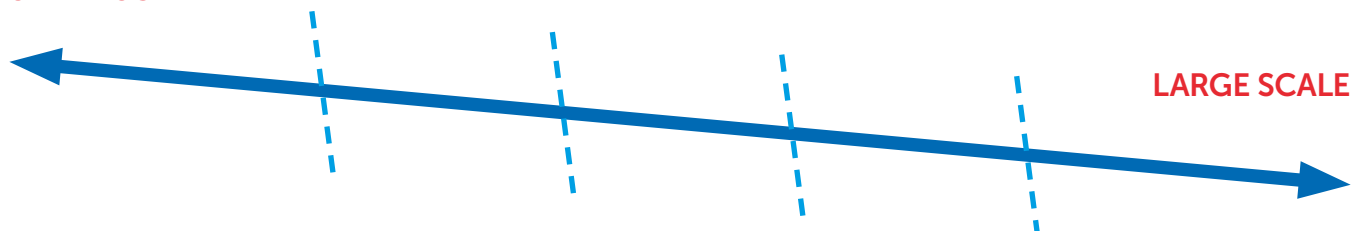
DAY 1 STUDENT HANDOUT

Name: _____ Period:_____

VOCABULARY WARM-UP

Which terms am I still struggling to understand?	How will I better remember this term?

DEMOGRAPHIC TRENDS AND SCALE OF ANALYSIS

For your assigned data set, answer the following questions:

1. What is the scale of analysis shown in this data? What are two pieces of evidence to support your answer?

2. What trend(s) do you see in the data? What are at least two pieces of evidence to support your answer?

Use the following sentence stems as you present to your group:

▶ The scale of analysis for my data is . . . because of . . . and . . .

▶ One trend that can be found in the data is . . . because of . . . and . . .

Which scale of analysis does your group think would most accurately allow you to understand population aging in the Republic of Korea? Why? (Be prepared to share your answer with the class.)

PREDICTING CHALLENGES FOR AN AGING POPULATION

What consequences did your group identify to be the most important for a country with an aging population?

	POLITICAL	ECONOMIC	SOCIAL
Consequences My Group Identified			
Consequences Other Groups Identified			

VOCABULARY TERM SORTING CARDS

Fertility Rates	Mortality Rates
Migration Rates	Dependency Ratio
Aging Population	Life Expectancy
Immigration Policies	Pronatalist Policies
Antinatalist Policies	Replacement Level

METACOGNITION CARDS

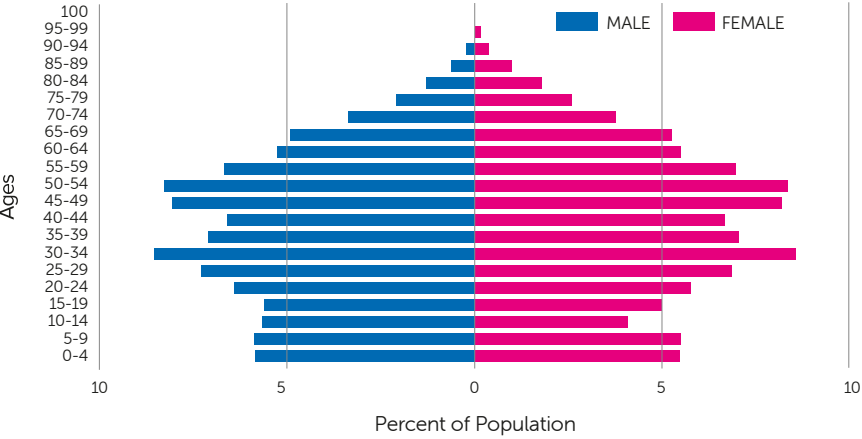| I know this definition	I think I know this definition
I don't know this definition	

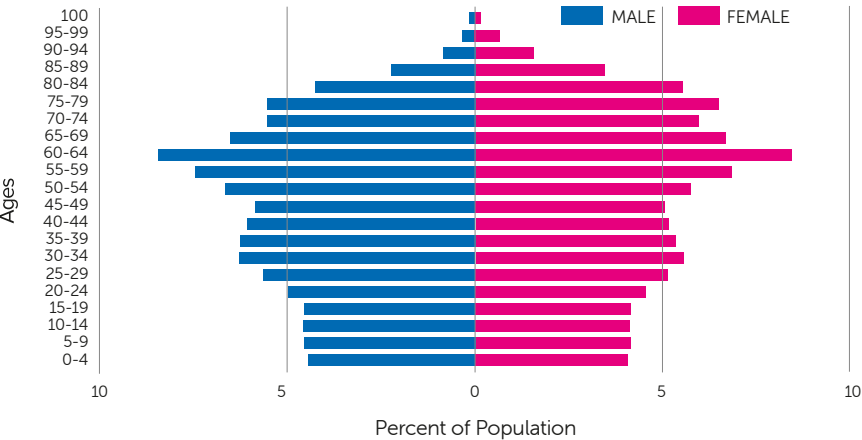|	
Number of immigrants/1000 - the number of emigrants/1000	**The number of deaths per 1000 people per year**
The ratio of the number of people who are either too young (0-14) or old (65+) to support themselves to those who can support themselves	**Due to declining birth rates and increase in life expectancy, the ratio of people over 60 to the total population is increasing**
The average number of years a person is predicted to live	**Policies designed to encourage or discourage immigration**
Policies designed to increase birth rates; sometimes referred to as expansive policies	**Policies designed to decrease birth rates; sometimes referred to as restrictive policies**
The level of fertility needed to maintain the current population—a Total Fertility Rate (TFR) of 2.1. With a TFR lower than 2.1 the total population will shrink; with a TFR above 2.1 the total population will grow.	**The average number of children that a woman will have in her lifetime**

VOCABULARY ANSWERS KEY

Term	Definition
Fertility Rates	The average number of children that a woman will have in her lifetime
Mortality Rates	The number of deaths per 1000 people per year
Migration Rates	Number of immigrants/1000 - the number of emigrants/1000
Dependency Ratio	The ratio of the number of people who are either too young (0-14) or old (65+) to support themselves to those who can support themselves
Aging Population	Due to declining birth rates and increase in life expectancy, the ratio of people over 60 to the total population is increasing
Life Expectancy	The average number of years a person is predicted to live
Immigration Policies	Policies designed to encourage or discourage immigration
Pronatalist Policies	Policies designed to increase birth rates; sometimes referred to as expansive policies
Antinatalist Policies	Policies designed to decrease birth rates; sometimes referred to as restrictive policies
Replacement Level	The level of fertility needed to maintain the current population—a Total Fertility Rate (TFR) of 2.1. With a TFR lower than 2.1 the total population will shrink; with a TFR above 2.1 the total population will grow.

DATA SET #1

East Asia Population, 2020

Projected East Asia Population, 2050

East Asia Demographic Indicators

	2005	2015	2025	2050
Population Growth Rates	.5	.5	.1	-.06
Fertility Rate	1.5	1.6	1.6	1.6
Life Expectancy	74	75	77	81

KOREA'S PLACE IN TEACHING HUMAN GEOGRAPHY

DATA SET #2

Population of South Korea, 2020

Source of data: United States Census Bureau - International Data Base. (n.d.). Retrieved March 28, 2019, from **https://www.census.gov/data-tools/demo/idb/region.php?N=%20Results%20&T=10&A=separate&RT=0&Y=2020&R=121&C=KS,** Mid-year Population by Five Year Age Groups and Sex - South Korea
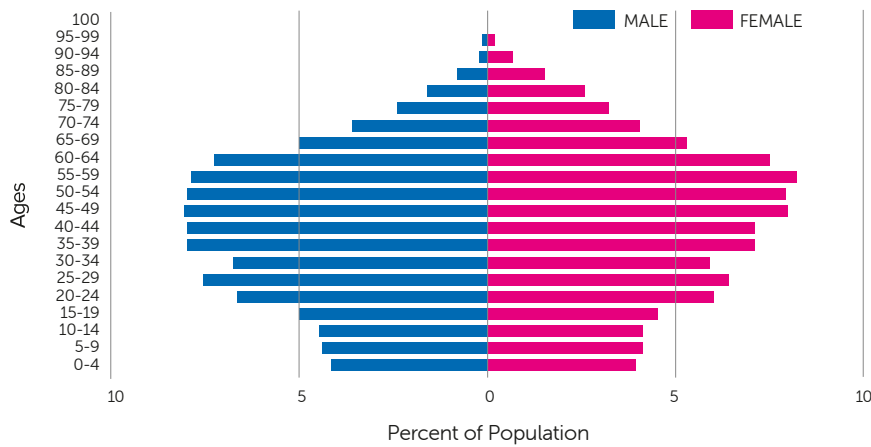

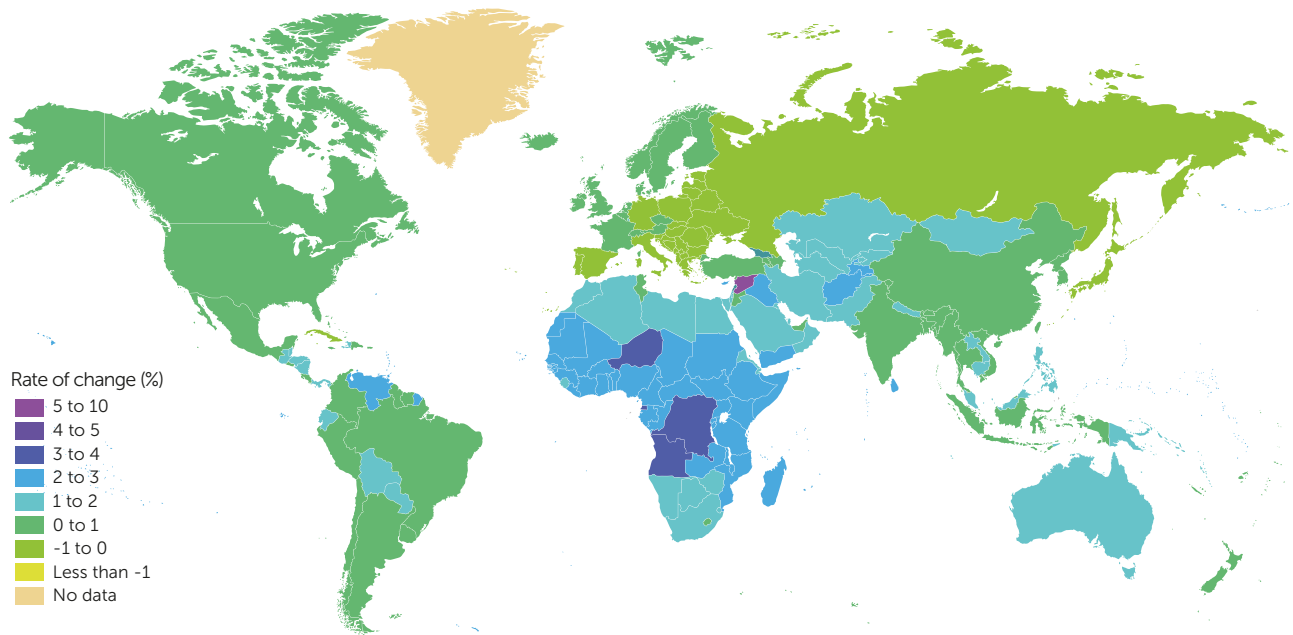## Projected Population of South Korea, 2050

Source of data: United States Census Bureau - International Data Base. (n.d.). Retrieved March 28, 2019, from **https://www.census.gov/data-tools/demo/idb/region.php?N=%20Results%20&T=10&A=separate&RT=0&Y=2050&R=121&C=KS,** Mid-year Population by Five Year Age Groups and Sex - South Korea

South Korea Demographic Indicators

Source of data: United States Census Bureau - International Data Base. (n.d.). Retrieved March 28, 2019, from **https://www.census.gov/data-tools/demo/idb/region.php?N=%20Results%20&T=13&A=both&RT=0&Y=2050&R=121&C=**
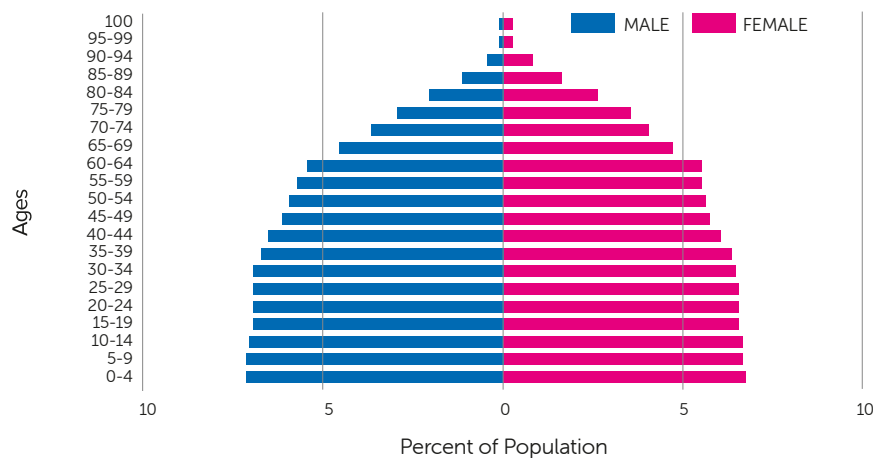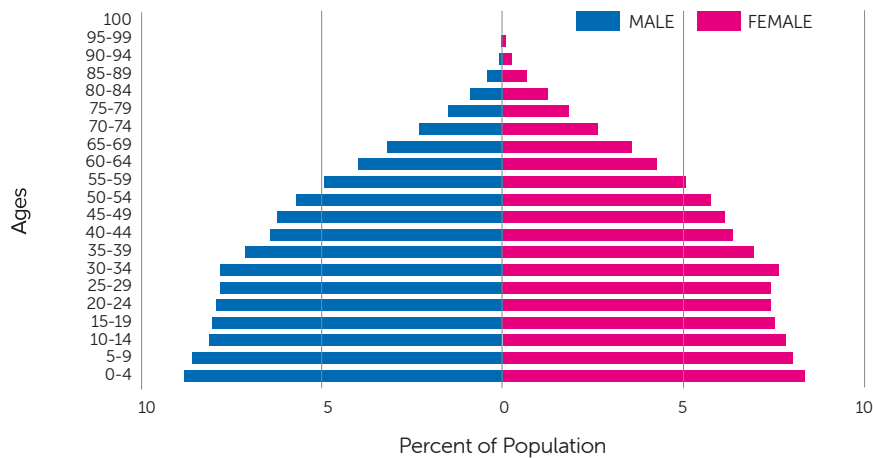
	2005	2015	2025	2050
Population Growth Rates	.2	.6	.2	-.9
Fertility Rate	1.1	1.2	1.3	1.6
Life Expectancy	78	82	83	84

DATA SET #3

Average Projected Annual Rate of Population Change (%), World Map, 2020−2025

©2019 United Nations, DESA, Population Division. Licensed under Creative Commons license CC BY 3.0 IGO. Data source: United Nations, DESA, Population Division. *World Population Prospects 2019.*
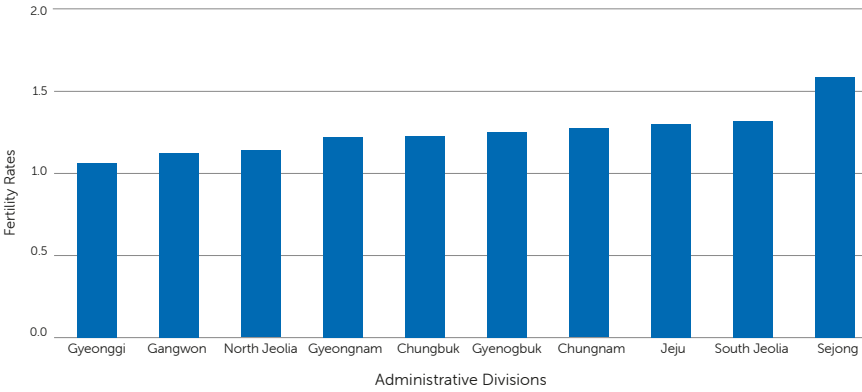**https://population.un.org/wpp/maps/**

Rate of change (%)
- 5 to 10
- 4 to 5
- 3 to 4
- 2 to 3
- 1 to 2
- 0 to 1
- -1 to 0
- Less than -1
- No data

World Population, 2020

Source of data: United States Census Bureau - International Data Base. (n.d.). Retrieved March 28, 2019, from **https://www.census. gov/data-tools/demo/idb/region.php?N= Results &T=10&A=both- &RT=0&Y=2020&R=1&C=,** Mid-year Population by Five Year Age Groups and Sex - World

Projected World Population, 2050

Source of data: United States Census Bureau - International Data Base. (n.d.). Retrieved March 28, 2019, from **https://www.census.gov/ data-tools/demo/idb/region.php?N=%20Results%20&T=10&A=both- &RT=0&Y=2050&R=1&C=,** Mid-year Population by Five Year Age Groups and Sex - World

World Demographic Indicators

Source of data: United States Census Bureau - International Data Base. (n.d.). Retrieved March 28, 2019, from **https://www.census.gov/data-tools/demo/idb/region.php?N=%20Results%20&T=13&A=both&RT=0&Y=2050&R=1&C=**

	2005	2015	2025	2050
Population Growth Rates	1.1	1.1	.9	.5
Fertility Rate	2.5	2.4	2.3	2.2
Life Expectancy	66	69	71	77

DATA SET #4

Fertility Rates (y-axis, 0.0 to 2.0) vs. Administrative Divisions (x-axis)

Administrative Division	Fertility Rate
Gyeonggi	~1.07
Gangwon	~1.12
North Jeolia	~1.14
Gyeongnam	~1.22
Chungbuk	~1.23
Gyenogbuk	~1.25
Chungnam	~1.28
Jeju	~1.30
South Jeolia	~1.32
Sejong	~1.60

Ratio of Elderly Population in South Korea by Province, 2010

Ratio of Elderly Population Aged 65 or Older (%)

25
20
15
10
Average 17.6
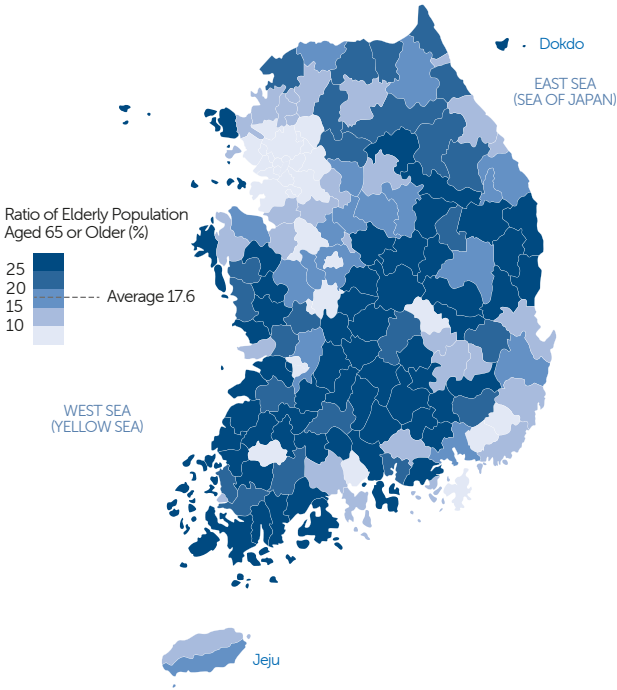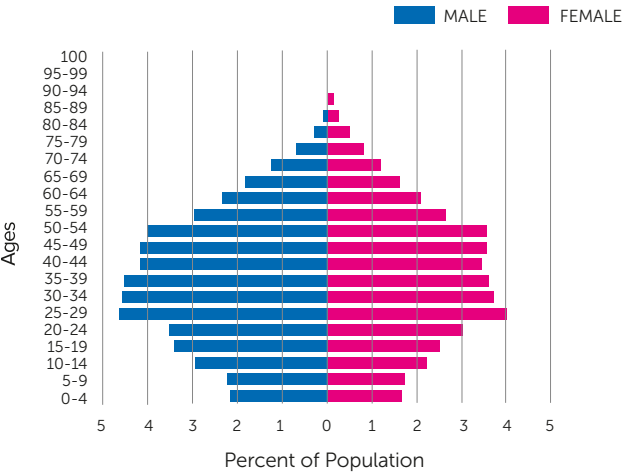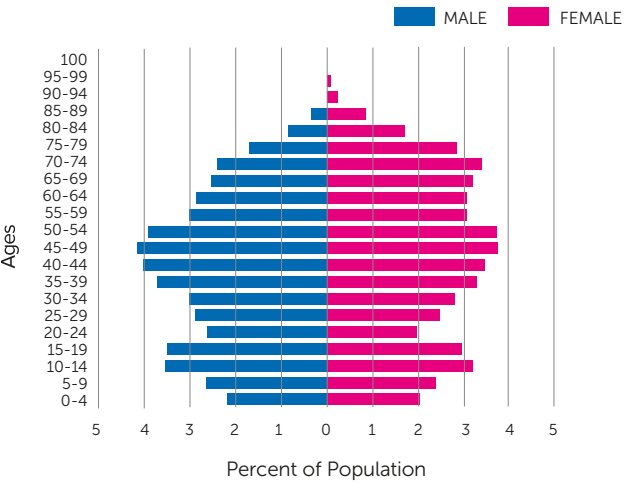
Dokdo

EAST SEA (SEA OF JAPAN)

WEST SEA (YELLOW SEA)

Jeju

Seoul, 2010

MALE   FEMALE

Ages (0-4 to 100) vs. Percent of Population (5 to 0 to 5)

Jeollanam-do, 2010

MALE   FEMALE

Ages (0-4 to 100) vs. Percent of Population (5 to 0 to 5)

POPULATION MODULE DAY 2

2

WHAT CHALLENGES ARE PRESENTED BY AN AGING POPULATION?

POPULATION MODULE OVERVIEW

SKILL FOCUS
Spatial Relationships, Data Analysis, Scale Analysis

Spatial Relationships: Describe spatial patterns and networks, and explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.

Data Analysis: Explain patterns and trends in maps and in quantitative and geospatial data to draw conclusions.

Scale Analysis: Identify the scale of analysis presented by maps, quantitative and geospatial data, images, and landscapes

CONTENT
Enduring Understanding SPS-2

Changes in population have long- and short-term effects on a place's economy, culture, and politics.

Topic 2.9. Aging Populations

Topic 2.7. Population Policies

DAY 1

How does scale affect our analysis of geographic trends?

CLASS ACTIVITY
Identify and Analyze Demographic Trends and Scales of Analysis
Students will identify and analyze demographic statistics at different scales of analysis and work collaboratively to predict challenges presented by those trends.

AP SKILL ALIGNMENT
Skill Category 2.A. Describe spatial patterns, networks, and relationships.

Skill Category 3.C. Explain patterns and trends in maps and in quantitative and geospatial data to draw conclusions

Skill Category 5.A. Identify the scales of analysis presented by maps, quantitative and geospatial data, images, and landscapes

DAY 2

What challenges are presented by an aging population?

CLASS ACTIVITY
Analyzing Population Policies in South Korea
Students will identify and analyze antinatalist and pronatalist population policies in South Korea and apply their knowledge to explain why a society may want to promote or discourage population growth.

AP SKILL ALIGNMENT
Skill Category 2.C. Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.

Skill Category 3.E. Explain what maps or data imply or illustrate about geographic principles, processes, and outcomes.

DAY 3

Assessment

CLASS ACTIVITY
Concept Mapping and AP-Aligned Assessment
Students will connect vocabulary and concepts via a concept-mapping activity and then demonstrate understanding as they answer five Multiple Choice Questions (MCQs) and one Free Response Question (FRQ) with two stimuli.

AP-ALIGNED ASSESSMENT
Free-Response Question (FRQ) and Multiple Choice Questions (MCQs)

POPULATION MODULE SOURCES

DAY 2
Based on a 60-minute class

What challenges are presented by an aging population?

AP CURRICULUM FRAMEWORK REFERENCE

Enduring Understanding
SPS-2. Changes in population have long- and short-term effects on the economy, culture, and politics of places.
Topic 2.7. Population Policies

HUMAN GEOGRAPHY SKILLS

Spatial Relationships: Analyze geographic patterns, relationships, and outcomes in applied contexts.
Skill Category 2.C. Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.

Data Analysis: Analyze and interpret quantitative geographic data represented in maps, tables, charts, graphs, satellite images, and infographics.
Skill Category 3.E. Explain what maps or data imply or illustrate about geographic principles, processes, and outcomes.

OVERVIEW
Students will identify and analyze antinatalist and pronatalist population policies in South Korea using population pyramids and other data. Students will also apply their knowledge to explain why a society may want to promote or discourage population growth.

MATERIALS NEEDED:

- ▶ Butcher paper or its equivalent (chart paper, extra-large sticky notes)
- ▶ Markers or colored pencils
- ▶ Day 2 Handouts
    - ▷ Day 2 Student Handout (1 per student) (p. 39)
    - ▷ Documents (pp. 43–46)
- ▷ Document Analysis Handout (1 per student) (p. 47)
- ▷ Group Discussion Handout (1 per group) (p. 48)
- ▶ Teacher Answer Key for the Documents (p. 49)

SEQUENCE OF INSTRUCTION

CLASS ACTIVITY 1 OF 4: WARM-UP / INTRODUCTION

WARM-UP/INTRODUCTION (15 MINUTES): POPULATION PYRAMID SORT

ACTIVITY 1

Students will sort population pyramids for the Republic of Korea in chronological order to reinforce what they learned from Day 1.

ACTIVITY PROCEDURE

▶ Distribute the Day 2 Student Handout to all students.

▶ Group students in groups of 3 to 4. Teachers may wish to create the groups as mixed-performance groups of 1 student who tends to struggle with material, 1 to 2 students who usually understand the basics but may struggle with more complex concepts, and 1 student who typically masters concepts.

▶ South Korea, like many societies, transitions from high birth rates and high death rates to low birth rates and low death rates over time.

▶ Have student groups place the four population pyramids in chronological order using the Day 2 Student Handout. Ask students to explain their rationale for their order.

TEACHING TIP
Teacher Answer Key and Explanations for Population Pyramid Order: **B - C - D - A**

---

1. PYRAMID B, 1965

  ▷ The pyramid has a wide base representing a high percentage of children.

  ▷ Fewer women than men in many age groups may be attributed to these two main factors:

  • Preference for males

  • Under Japanese colonial administration (1910-1945), it is estimated that between 100,000 and 200,000 Korean women were sent to Japan as "comfort women"

  ▷ There are fewer men aged 35-44 in particular, due to the Korean War (which began in 1950). These men would have been 20-29 at the start of the war, which was the age of many of the Korean men who fought and died during the conflict.

2. PYRAMID C, 1975

  ▷ Preference for males is apparent in lower cohorts.

  ▷ Antinatalist policies in place in South Korea have begun working and you can see the impact in the younger cohorts.

  ▷ The 1962 National Family planning campaign has been established and you can see the impacts it is having in the younger cohorts.

  ▷ The Total Fertility Rate (TFR) declines from 6 in 1962 to 4.5 by 1970.

3. PYRAMID D, 1995

  ▷ Note that the pyramid now goes to over 100 years of age, reflecting the longer life expectancies.

  ▷ The overall population is still increasing due to demographic momentum, but the growth is slowing.

▷ The goal of reaching replacement level (a Total Fertility Rate of 2.1) was set in 1981 when South Korea's TFR was at a rate of 2.57. By 1984 the TFR was down to 1.74, showing that perhaps the efforts to reduce the birth rate were too effective.

4. PYRAMID A, 2015

▷ In 2005 South Korea hit a historic global low TFR of 1.08.

▷ The Saero-Maji plan was introduced in 2005 to raise fertility. This plan encouraged child bearing through incentives such as child care assistance and tax incentives, and was designed to raise the TFR to sustainable levels.

▷ The percentage of women wanting children had declined in South Korea due to women's increased educational access, as well as delayed marriages and child births and an increased number of women in the workplace.

▶ Debrief the activity with students, revealing the year of each pyramid and the factors that created the shape of the population pyramid for that year. In the discussion, focus on what information is shown in each pyramid and how we can use that information to make informed guesses on trends occurring before and after that time. You can use the information about each population pyramid found in the Teacher Answer Key to help aid your discussion. The goal of this process is to help students learn how to "read" the population pyramid.

▷ Potential questions to ask as students analyze the pyramids:

- What is the overall shape of the population pyramid? (Triangle? Rectangle?) What does the shape of the population pyramid tell us about South Korea?

- How does the width of the base of the pyramid compare with the width of the middle of the pyramid? How does the width of the base compare across pyramids? What do these comparisons tell us about how South Korea's population is changing over time?

- Are there any noticeable groups missing? Is there a gender imbalance? A sudden drop in one or a couple of cohorts? (Hint: Look then at these cohorts aging up to determine the chronological order.)

- Which population pyramid(s) is more typical for a Less Economically Developed Country (LEDC)? For a More Economically Developed Country (MEDC)? (Note: LEDCs are also referred to as Less Developed Countries (LDCs) and MEDCs are also referred to as More Developed Countries (MDCs).)

TEACHER NOTES

If students have not already mastered "reading" population pyramids from Day 1 and previous class instruction, more time may be required for this activity.

TEACHING TIP
Students are often proficient at identifying concepts, but not at explaining them. Challenge students to offer evidence-based, complete explanations for each concept discussed. Prior Chief Reader Reports published by the College Board indicate that students usually struggle to earn points when asked to explain their response or argument. One strategy is to require a clear "because" statement any time we ask students to explain.

DAY 2 STUDENT HANDOUT

Name: _____ Period:_____

Hint: Typically countries progress from high birth rates and high death rates to low birth rates and low death rates. Think about how pyramids would then reflect that transition over time.

Pyramid A
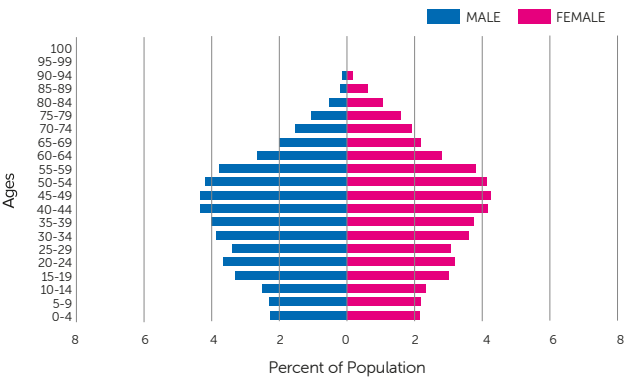
Pyramid B
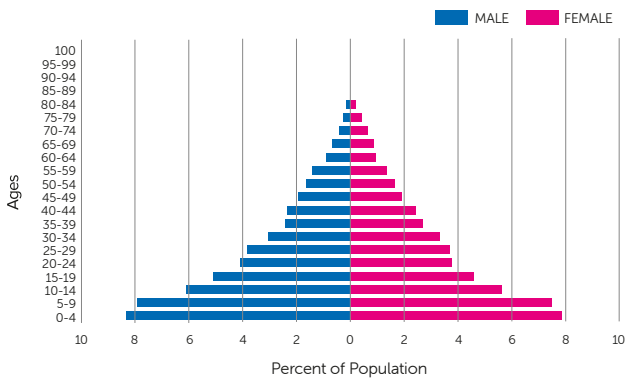
Pyramid C

Pyramid D

Sort the above pyramids, in the correct chronological order for South Korea (oldest to most recent). Be sure to provide your rationale for your order (in other words, explain why you selected the order you did).

Pyramid Letter				
Rationale				

CLASS ACTIVITY (20 MINUTES): ANALYZING POPULATION POLICIES IN KOREA

ACTIVITY 2

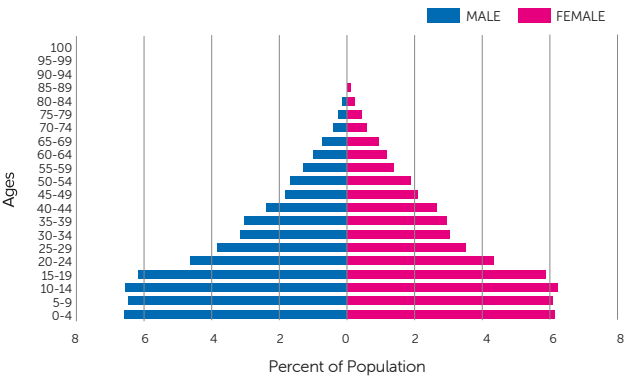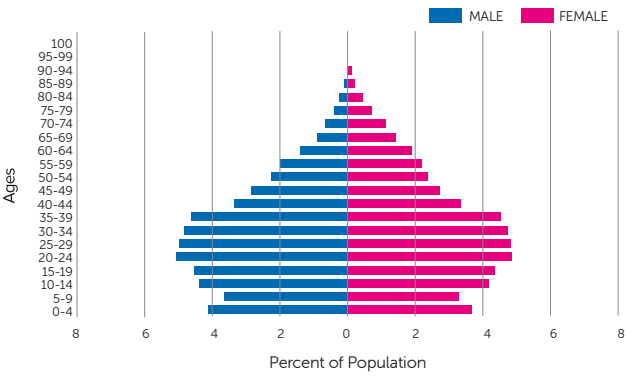Students will interact with different information about how antinatalist and pronatalist population policies were implemented in the Republic of Korea. Students will then apply their other population knowledge regarding why different population policies are enacted.

ACTIVITY PROCEDURE

▶ Have students analyze the posters and other documents provided in the In-Class Activity Materials in small groups. Have students remain in the same groups that were used in Activity 1. For each group, assign two documents to each student. This will allow each group of four to examine a total of eight separate documents. There are eleven documents in all, so the groups will not all examine the same documents.

▶ Students share their information on the Day 2 Student Document Analysis Handout (p. 47), using the following sentence stems to encourage depth of conversation

  ▷ This document illustrates _____ (antinatalist or pronatalist) policies ... because of...

  ▷ The most important quote or evidence from the document is ... because it shows....

▶ As students present their findings to their group, monitor discussions and correct any misconceptions or errors in the student's understanding.

▶ The group will then:

  ▷ Sort the documents into pronatalist and antinatalist categories in the space provided on the Group Discussion Handout (p. 48).

    • A possible answer for the pronatalist category is: Pronatalist policies are typically adopted when countries have an aging population and would like to encourage people to have more children through tax incentives.

    • A possible answer for the antinatalist category is: Antinatalist policies are typically adopted when countries have a large number of youth and would like to discourage people from having more children through tax penalties.

  ▷ Complete the group handout that includes reasons for pronatalist and antinatalist policies. The groups will also work to relate the documents back to the population pyramids from Activity 1.

CLASS ACTIVITY (15 MINUTES): CONSIDERING THE IMPACT OF MIGRATION

ACTIVITY 3

Since pronatalist policies in the Republic of Korea seem to have made little progress, another solution is to consider promoting migration to Korea. Just as there are consequences for aging populations (as students saw in Day 1), there are also consequences if migration is used as a solution to Korea's demographic decline. Students will finish the day's activity brainstorming the potential political, economic, and cultural effects of migration.

ACTIVITY PROCEDURE

▶ Students will remain in the same groups in which they have been working.

▶ On a poster or butcher paper, students take five minutes to brainstorm the most important political, economic, and cultural effects of encouraging migration. Be sure to point out to students that effects may be positive or negative.

▶ Groups will rotate to examine other groups' predictions and add to their list any effect that was not previously identified by their own group.

▶ Potential answers:

Political	Economic	Cultural
▷ Shifting demographics cause voters to have different priorities (social safety net vs. schools, etc.) ▷ Diversity may make political unity more difficult to obtain	▷ Larger workforce ▷ Larger consumer base ▷ Growing economy	▷ How to provide for diverse populations (social programs) ▷ Cultural changes, previous practices may be challenges as new people with new backgrounds enter ▷ May lead to new expressions of culture along with new ways of approaching issues

▶ Be sure to note that there should be some overlap between the Day 1 and Day 2 posters created by students since both represent demographic shifts, just of different types. Also, while immigration can help resolve some of the issues of aging populations, it also has other effects such as cultural change that can be difficult for societies to accept.

EXIT TICKET—QUICK WRITE (10 MINUTES)

ACTIVITY 4

Students will demonstrate what they have learned in Day 2 using a Quick-Write Exit Ticket.

ACTIVITY PROCEDURE

▶ Have students create THREE population pyramids.

  ▷ *The first pyramid* should show what the pyramid for South Korea would look like in 2050 *if* pronatalist initiatives are successful.

  ▷ *The second pyramid* should show what the pyramid for South Korea would look like in 2050 *if* pronatalist initiatives are not successful and the current population path continues.

  ▷ *The third pyramid* should show what the pyramid for South Korea would look like in 2050 *if* immigration is used as a demographic strategy.

Below the pyramids, students should:

  ▷ Explain how the pyramid for Seoul might differ from the pyramid for Korea as a country and why that difference might exist.

TEACHER NOTES

If current trends continue for the Republic of Korea in 2050, we might expect to see the population pyramid below (according to **http://populationpyramid.net**). If there is no solution, then it is possible in the very long term that the Republic of Korea will die out! The population prediction for 2100 is 38,503,824, down from 50,293,439 in 2015, but if the pronatalist initiatives are successful, then this predicted population pyramid will be wrong and there will then be a wider base. On the other hand, if migration is the solution, then perhaps there will be a bump in the 20-30 age group due to attracting guest workers or others into the country.

South Korea, 2050
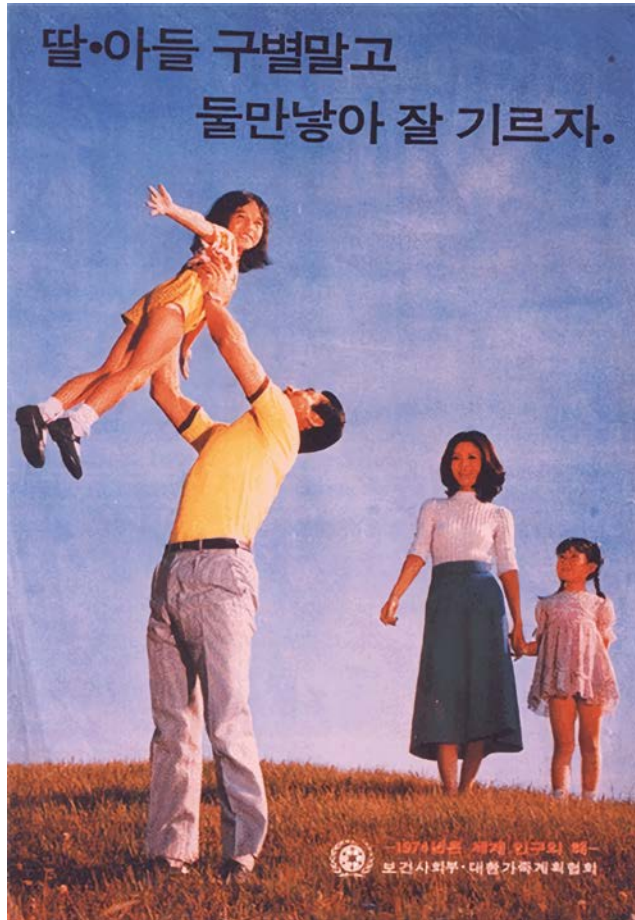Projected population if pronatalist policies are not successful
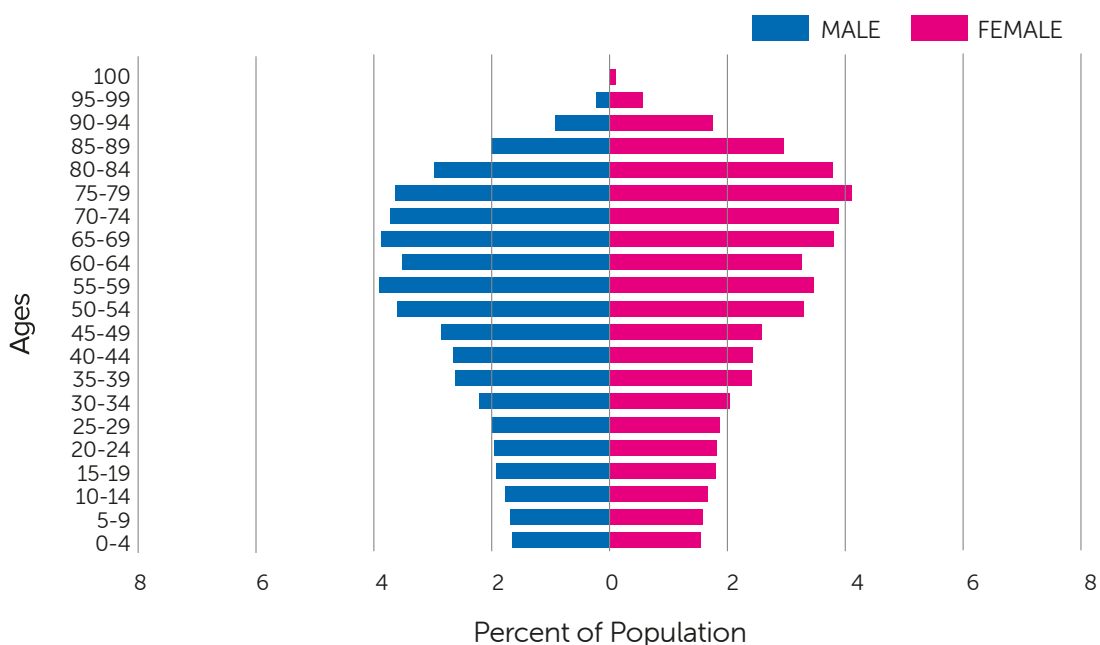
STUDENT HANDOUT: DOCUMENTS

DOCUMENT 1
South Korean Government Poster
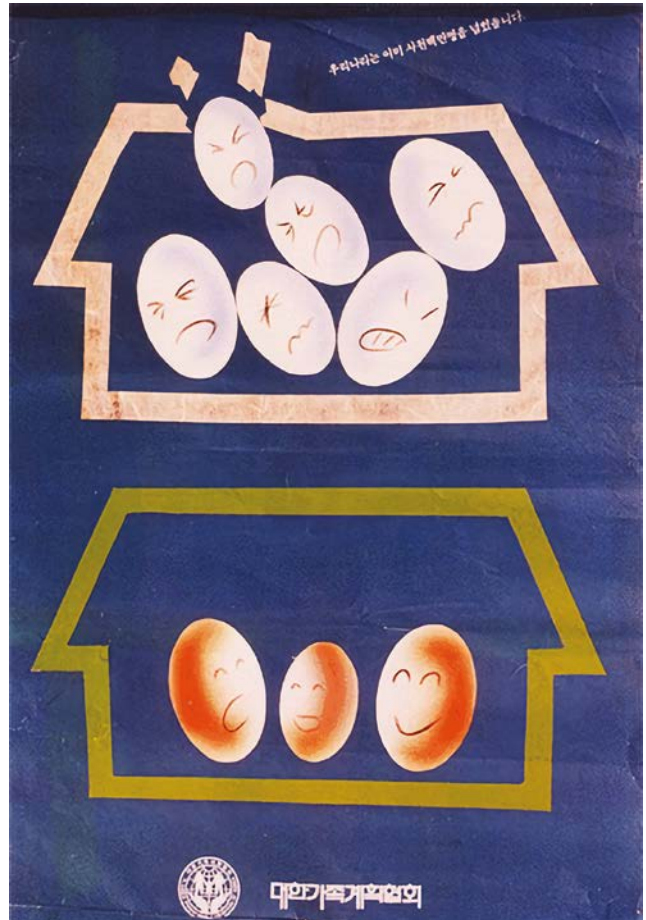"Don't discriminate between boys and girls, have only two children and raise them well."
Source: **https://thegrandnarrative.com/2012/02/16/korean-family-planning/**

DOCUMENT 2
South Korean Government Poster
"Korea's population has already exceeded 40 million"
Source: **https://thegrandnarrative.com/2012/02/16/korean-family-planning/**

DOCUMENT 3
South Korea's Child Care Policy
SOURCE: City Lab, 2018. **https://www.citylab.com/life/2018/08/south-korea-needs-more-babies/565169/**

Lydia Park crawls after her nine-month-old daughter, Irene, who's busy exploring a brand-new playroom inside a community center in Seoul, South Korea. Irene's just woken from her nap and she's full of energy. First she heads for the colorful building blocks in the back of the room, then finds her way to pretend kitchen in the corner. She races another baby up a little ramp, and before long, she's wading in a pit of pastel-colored plastic balls. All the while, Park's reflexes are tested as she repeatedly stops Irene from putting toys into her mouth. The playroom Park and Irene go to costs just 2,000 won—less than $2—for two hours. Park can also place her daughter in a public day care center or a government-subsidized private one for free, part of a universal free child care policy established in 2013 to significantly reduce the financial burdens of raising a child. If both parents hold jobs, their children will often get to jump to the front of the line for centers that have long waiting lists. And that's only a sampling of the suite of benefits Korean cities like Seoul offer to those having kids, from subsidized fertility treatments to free parking and housing assistance.

South Korea's Total Fertility Rate, 1960-2018

SOURCE: World Bank Data

Total Fertility Rate
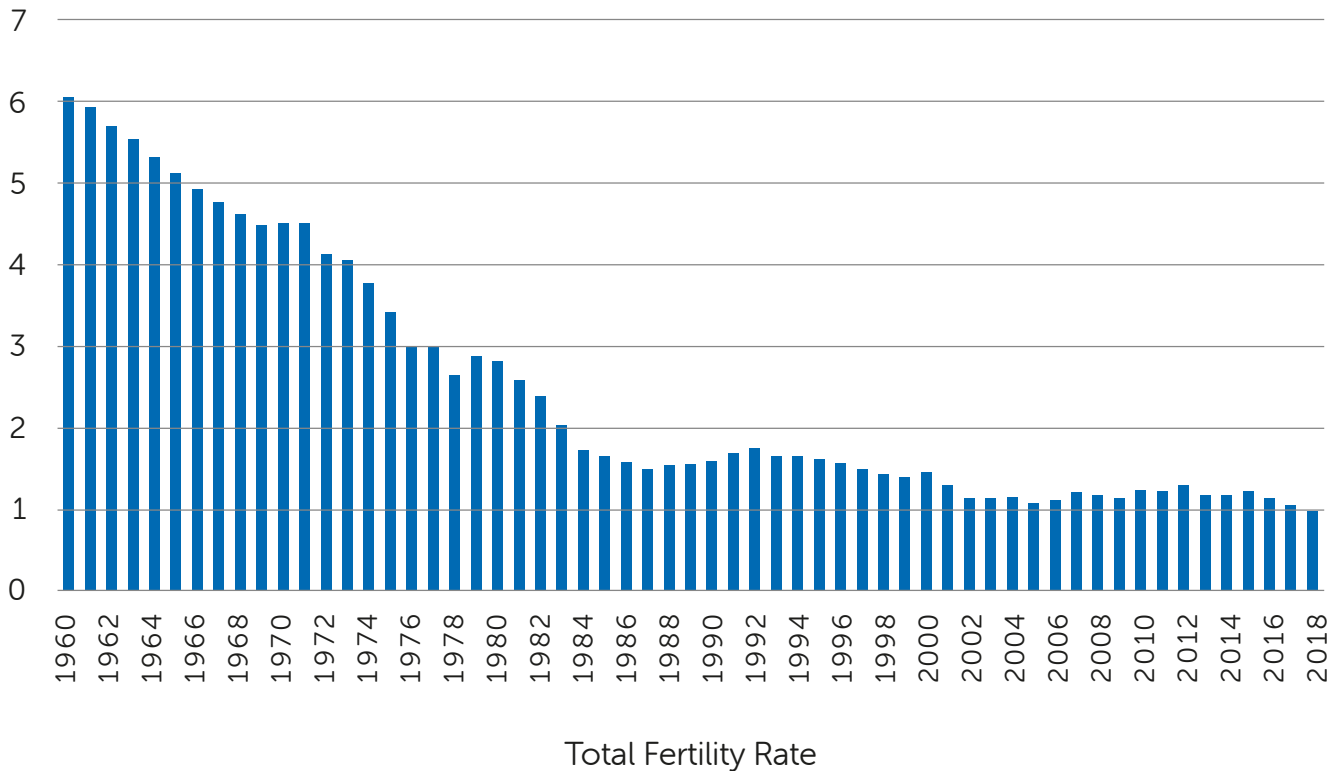
DOCUMENT 5
Field Note About Changing Family Sizes in Korea

SOURCE: A Korean father quoted in a 1982 field note, quoted in T.I. Kim and J.A. Ross, "The Korean Breakthrough," in W. Robinson and J. Ross (eds.), *The Global Planning Revolution: Three Decades of Population Policies and Programs* (Washington, DC: World Bank, 2000). **http://siteresources.worldbank.org/INTPRH/Resources/GlobalFamilyPlanningRevolution.pdf**

When I meet young people, they usually ask me how many children I have. To this question, my answer has been the same for the last 30 years: that is, "I have five children, four sons and one daughter." But their reactions have never been the same. In the fifties, they said "You are the most blessed man in the world." In the sixties, the response was "You are lucky, but you should have a hard time." In the seventies, it changed to "How come you have so many?" Nowadays, they say bluntly, "You must be crazy."

DOCUMENT 6
Korea Endorses Loop for Birth Control

SOURCE: New York Times Archives, October 4, 1964, **https://www.nytimes.com/1964/10/04/archives/korean-group-backs-loop.html**

SEOUL, South Korea, Sept. 29. Medical advisers of the Planned Parenthood Federation of Korea have announced the endorsement of the use of a loop in the uterus as a birth-control method.

Experimenting with the method is in its third year in South Korea. The federation reported that, since September 1962, about 13,000 Korean women had used the plastic loops, originally developed by Dr. Jack Lippes of the University of Buffalo. It said the number was increasing at the rate of nearly 1,500 every month. The intra-uterine contraceptive device has been available free of charge at 13 public health centers throughout the country.

Government Support for Housing For Families With 3+ Children

The Seoul Metropolitan Government announced assistance for married couples with at least three children.

Housing Support
Priority Supply of National Rental Houses
- Target: Newly married couples, household heads who have no house and at least three children

- Number of houses: Within 20% of constructed houses (Newly married couples: 15–30%)

Rental Fee Loan
- Target: Newly married couples (Less than KRW 100 million* of the rental deposit), families with at least three children (Less than KRW 110 million of the rental deposit)

- Contents: Loan amount—within 70% of the rental deposit (Maximum KRW 63 million, KRW 56 million for a newly married couple) / Loan Interest Rate—2%

* In 2020, there were about 1,130 Korean Won (KRW) to the U.S. dollar. In South Korea, it is typical for a tenant to prepay a very large amount of rent in the form of an advance deposit to the landlord.

DOCUMENT 8
South Korean Government Poster
"Korea is already overflowing"

DOCUMENT 9
South Korean Government Poster
"One family, full of love. One child, full of health"

Percentage of South Korean Women Using Contraception (Ages 15-49), 1965–2014
SOURCE: World Bank
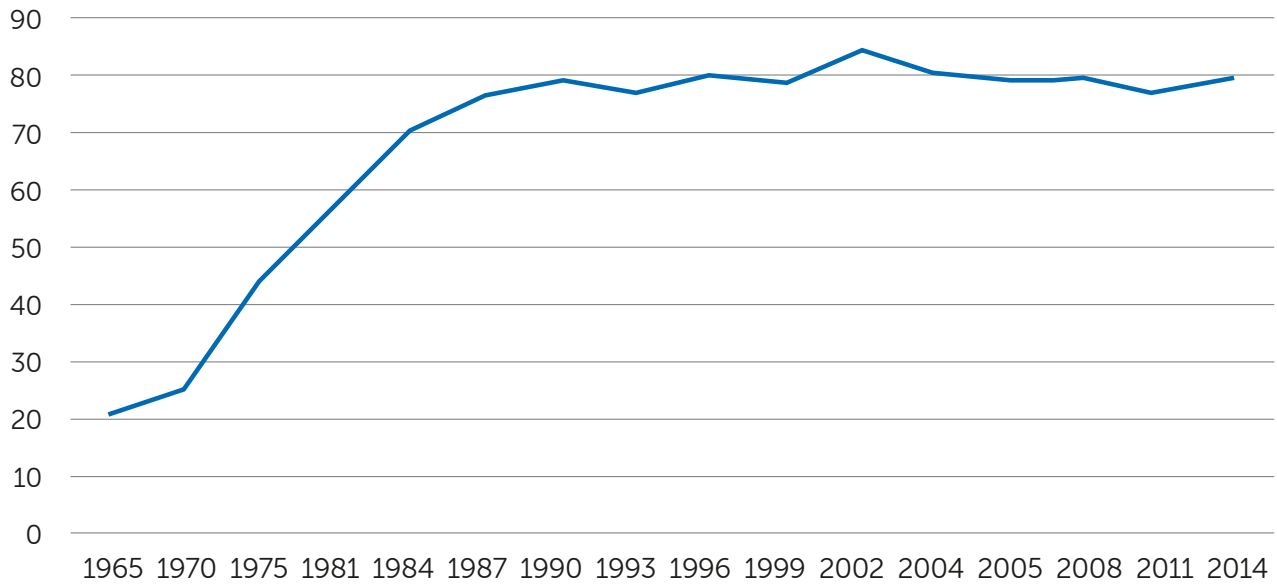
South Korea's Saero-Maji Plan
SOURCE: Population Reference Bureau, "Did South Korea's Population Policy Work Too Well?," 2010, **https://www.prb.org/koreafertility**

The Saero-Maji ("New Beginning") Plan for the 2006-2010 period included provisions to provide a more favorable environment for childbearing. The plan had a long list of measures, including tax incentives, priority for the purchase of a new apartment, support for child care, including a 30 percent increase in facilities, childcare facilities at work, support for education, and assistance to infertile couples. In June 2006, the government announced the Vision 2020 Plan to raise fertility and prepare for a society with extreme aging.

DAY 2 STUDENT HANDOUT: DOCUMENT ANALYSIS

Name: _____ Period:_____

Document	Task
#_____	This document illustrates _____ (antinatalist or pronatalist) policies because of _____and _____. The most important quote or evidence from this document is _____ _____ because it shows _____ _____.

Document	Task
#_____	This document illustrates _____ (antinatalist or pronatalist) policies because of _____and _____. The most important quote or evidence from this document is _____ _____ because it shows _____ _____.

DAY 2 STUDENT HANDOUT: GROUP DISCUSSION

Name: _____ Period:_____

Antinatalist (Write the Document Numbers below)	**Pronatalist** (Write the Document Numbers below)
Reasons for Antinatalist Policy in South Korea	**Reasons for Pronatalist Policy in South Korea**

How are your responses above related to Population Pyramid data from South Korea?

REMINDER: Be sure EVERY group member understands your answers and is ready to participate in our class discussion.

TEACHER ANSWER KEY

These teacher notes will help teachers to explain the documents:

▶ **Document 1: Antinatalist**. These posters help to provide the message of a better, more prosperous life with fewer children. Note that the first poster says "Don't discriminate between boys and girls" in an effort to help the gender imbalance, and also to discourage couples from keeping on having children until they have a boy.

▶ **Document 2: Antinatalist**. This poster helps provide the message of a better, more prosperous life with fewer children. This is a way of encouraging people to have fewer children.

▶ **Document 3: Pronatalist**. This document shows public daycare centers subsidized by the government and mentions that more incentives are available in cities such as Seoul due to particularly low TFRs in urban areas compared with rural ones.

▶ **Document 4: BOTH Antinatalist and Pronatalist**. This chart shows fluctuations in the TFR over time. The high TFR in 1970 of 4.53 is well above replacement level (2.1) and justifies the implementation of antinatalist policies. The low TFR of 1.08 in 2005 justifies current pronatalist efforts in South Korea. Note the impact of antinatalist policies took place quite quickly, whereas any rises in the TFR have only been small.

▶ **Document 5: Antinatalist**. This document represents a shift in cultural perceptions of family size, with a clear preference for smaller families as time goes on. Those preferences have continued today, despite government efforts to the contrary.

▶ **Document 6: Antinatalist**. This snippet reveals several key pieces of information. First, the fact that Korea had developed a Planned Parenthood Foundation shows an emphasis on family planning. It also shows that the birth control method has not only been increasing in use, but is also being provided free of charge by the government.

▶ **Document 7: Pronatalist**. This document shows that the government gives preferences, including for in-demand housing, to those with children.

▶ **Document 8: Antinatalist**. This poster helps provide the message of a better, more prosperous life with fewer children.

▶ **Document 9: Antinatalist**. This poster helps provide the message of a better, more prosperous life with fewer children.

▶ **Document 10: Antinatalist**. This chart shows the increase in contraception over 3 decades. Note that there is a rapid ascent from 20% to 80% over 30 years.

▶ **Document 11: Pronatalist**. This document outlines some of the provisions of the Saero-Maji plan and also mentions the concern of extreme aging, illustrating that Korea is now at the other end of the age-dependency ratio. Previously, concern used to be focused on the percentage of children in the population, but now it is focused on the high percentage of elderly.

After groups have finished, debrief as a class. Put the class answers on large paper or write these on the board. Some possible student responses may include:

▶ Reasons for antinatalist policies:

▷ Concerns about rapid population growth

▷ Resource scarcity

▷ Too young a population creating a very high dependency ratio

▷ Change of the economy from a more agricultural economy, where children are more valuable for labor, to a more industrial and post-industrial economy, where children are viewed as more of an economic burden

▶ Reasons for pronatalist policies:

▷ Concerns about declining population (the TFR drops below the replacement level)

▷ If the economy is declining, more people can help stimulate demand

▷ Too old a population creates a very high dependency ratio

> **TEACHING TIP**
> Point out to students that the dependency ratio (percentage of the population 0-14 years old and percentage of population 65+) can be a reason for both antinatalist and pronatalist policies because the dependency ratio is based on different sides of the same issue (old vs young).

POPULATION
MODULE DAY 3

3

POPULATION MODULE OVERVIEW

SKILL FOCUS
Spatial Relationships, Data Analysis, Scale Analysis

Spatial Relationships: Describe spatial patterns and networks, and explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.

Data Analysis: Explain patterns and trends in maps and in quantitative and geospatial data to draw conclusions.

Scale Analysis: Identify the scale of analysis presented by maps, quantitative and geospatial data, images, and landscapes

CONTENT
Enduring Understanding SPS-2

Changes in population have long- and short-term effects on a place's economy, culture, and politics.

 Topic 2.9. Aging Populations

 Topic 2.7. Population Policies

DAY 1

How does scale affect our analysis of geographic trends?

CLASS ACTIVITY
Identify and Analyze Demographic Trends and Scales of Analysis
Students will identify and analyze demographic statistics at different scales of analysis and work collaboratively to predict challenges presented by those trends.

AP SKILL ALIGNMENT
Skill Category 2.A. Describe spatial patterns, networks, and relationships.

Skill Category 3.C. Explain patterns and trends in maps and in quantitative and geospatial data to draw conclusions

Skill Category 5.A. Identify the scales of analysis presented by maps, quantitative and geospatial data, images, and landscapes

DAY 2

What challenges are presented by an aging population?

CLASS ACTIVITY
Analyzing Population Policies in South Korea
Students will identify and analyze antinatalist and pronatalist population policies in South Korea and apply their knowledge to explain why a society may want to promote or discourage population growth.

AP SKILL ALIGNMENT
Skill Category 2.C. Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.

Skill Category 3.E. Explain what maps or data imply or illustrate about geographic principles, processes, and outcomes.

DAY 3

Assessment

CLASS ACTIVITY
Concept Mapping and AP-Aligned Assessment
Students will connect vocabulary and concepts via a concept-mapping activity and then demonstrate understanding as they answer five Multiple Choice Questions (MCQs) and one Free Response Question (FRQ) with two stimuli.

AP-ALIGNED ASSESSMENT
Free-Response Question (FRQ) and Multiple Choice Questions (MCQs)

POPULATION MODULE SOURCES

DAY 3
Based on a 60-minute class

Lesson Focus: Reviewing Population

AP CURRICULUM FRAMEWORK REFERENCE

Enduring Understanding
SPS-2. Changes in population have long- and short-term effects on the economy, culture, and politics of places.
Topic 2.9. Aging Populations
Topic 2.7. Population Policies

HUMAN GEOGRAPHY SKILLS

Spatial Relationships: Describe spatial patterns and networks, and explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.

Data Analysis: Explain patterns and trends in maps and in quantitative and geospatial data to draw conclusions.

Scale Analysis: Identify the scales of analysis presented by maps, quantitative and geospatial data, images, and landscapes.

OVERVIEW

Students will work with the important terms and concepts from this module to review the essential content and skills. Working in groups, students will manipulate the important terms and concepts into a concept map that should begin with a central term or concept. Upon completing the task, groups rotate to other group concept maps to reflect on their synthesis, leading to interactive conversations and deeper review of the content as students make meaning individually and collaboratively. Then, students are given the opportunity to complete five AP-style multiple choice questions (MCQs) and one AP-style stimulus-based free response question (FRQ).

MATERIALS NEEDED:

▶ Day 3 Handouts

  ▷ Day 3 Student Handout (p. 57)

  ▷ Day 3 Multiple Choice Question (MCQ) Assessment (p. 58)

  ▷ Day 3 Free Response Question (FRQ) Assessment (p. 59)

▶ Day 3 Free Response Question (FRQ) Assessment Teacher Key (p. 60)

SEQUENCE OF INSTRUCTION

CLASS ACTIVITY 1 OF 2: CONCEPT MAPPING

CLASS ACTIVITY (20-30 MINUTES): CONCEPT MAPPING

ACTIVITY 1

Students will consider the important terms and concepts for this Population Module in order to find relationships and more deeply understand the content. The activity also integrates the geographic skills that run through the module by asking students to explain the connections between terms and concepts. Debriefing the activity and monitoring student progress are two essential elements of this collaborative work.

ACTIVITY PROCEDURE

▶ Have students sit in groups of four to five to facilitate group work throughout the course of the activity. Mixed-ability groups are recommended to achieve the best results.

▶ Explain what a concept map is by showing an example (e.g., from the video below), and/or a brief video overview:

  ▷ **https://tinyurl.com/geoconcept**.

  ▷ This video explains how concept maps are visual ways to express the connections between ideas, and outlines the steps needed to create an effective concept map (identifying the main topic, organizing the main points, creating a map with the major points and supporting details, reviewing the map and looking for connections, including details, and analyzing and improving the map).

▶ Students review the list of terms and concepts and begin to identify relationships as well as consider what the central term or concept might be.

  ▷ Monitoring group conversations across the room and affirming good insights and/or prompting and redirecting groups that may need support are critical to ensure student understanding.

  ▷ Students may need prompting to remain focused on connections and not definitions.

▶ Students display concept maps on desks or walls, and groups rotate to see other concept maps.

  ▷ Leading a discussion on similarities and differences among concept maps can reinforce conceptual knowledge.

  ▷ Groups may be given sticky notes to challenge connections between concepts with which they disagree. They can write how/why they disagree on the sticky note and place it on the concept map.

  ▷ Taking pictures of concept maps and uploading all pictures for student access provides another opportunity for reflection and deeper learning.

> **TEACHING TIP**
> The list of terms and concepts for this activity is drawn from the two days of previous instruction in this module. Teachers might consider adding other terms and concepts to supplement this list, depending on the scope of the unit and assessment.

> **TEACHING TIP**
> If some groups work more efficiently and may seem to finish more quickly than others, having additional words or pictures or documents or even current event articles or excerpts can add a new dimension to the activity when the teacher gives those additional materials to groups. For example, handing out an excerpt from a recent news article on the industrial development of a country can force a group to wrestle with a current issue and make sense of it conceptually in light of their concept map.

CLASS ACTIVITY (30-40 MINUTES): AP ALIGNED ASSESSMENT

FORMATIVE ASSESSMENT
Students could complete the following assessments during class, or as assigned homework, or as part of another class to monitor student progress.

ACTIVITY PROCEDURE
- ▶ Hand out the Multiple Choice Question (MCQ) sets.
    - ▷ If this is a truly formative assessment during class, consider going over the answers during class and having students who answered correctly explain their reasoning and process to the whole class.
    - ▷ The answers to the MCQs are: **1. E, 2. D, 3. E, 4. B, 5. B**
- ▶ Distribute the FRQ and instruct students to complete all questions, monitoring the time and providing timing updates to simulate some of the time pressure students may feel on the day of the exam.
    - ▷ Consider discussing answers either in small groups and/or as a class to check understanding or collect student work to provide specific, targeted feedback.
    - ▷ Consult the Teacher Key included in these resources as part of the feedback process.

TEACHING TIP
If students are not already familiar with common FRQ command verbs, "discuss" and "explain" require development of an answer instead of a simple one- or two-word response.

- ▶ The following task verbs are commonly used in the free-response questions:
    - ▷ *Compare:* Provide a description or explanation of similarities and/or differences.
    - ▷ *Define:* Provide a specific meaning for a word or concept.
    - ▷ *Describe:* Provide the relevant characteristics of a specified topic.
    - ▷ *Explain:* Provide information about how or why a relationship, process, pattern, position, or outcome occurs, using evidence and/or reasoning.
    - ▷ *Identify:* Indicate or provide information about a specified topic, without elaboration or explanation.

DAY 3 STUDENT HANDOUT

Name: _____ Period:_____

CONCEPT MAPPING

1. Your group must create a central term for your list of words.

2. Write this term/concept in the middle of your mind map. The concept/term should be something that demonstrates how the words are **connected**.

3. Create a concept map that illustrates how these terms are connected and why they are important. Keep all drawings/visuals specific to understanding the terms. **Fewer words, more visuals!!!**

4. Make sure to use all of the terms below, but you will also need to add in additional words as transitions.

TERMS/CONCEPTS

▶ Aging Population   ▶ Total Fertility Rate   ▶ Antinatalist Policies

▶ Birth Rates   ▶ Immigration Policies   ▶ Economic Impacts

▶ Death Rates   ▶ Replacement Level   ▶ Political Impacts

▶ Dependency Ratio   ▶ Migration Rates   ▶ Social Impacts

▶ Scale   ▶ Life Expectancy   ▶ Population Pyramids

▶ Pronatalist Policies

DAY 3 MULTIPLE CHOICE QUESTION (MCQ) ASSESSMENT

Name: _____ Period:_____

Population of South Korea, 2020
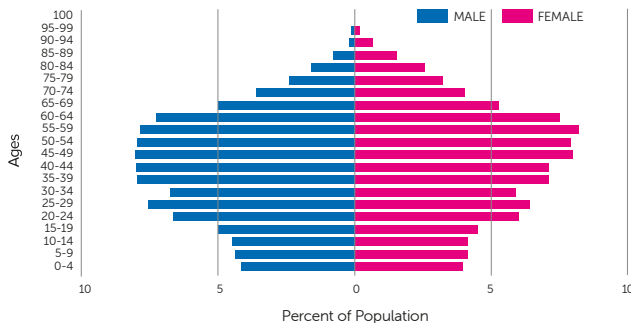
1. Population pyramids, such as the one above, are a reflection of:

a. Unpredictable populations

b. Rapidly increasing populations

c. Moderately increasing populations

d. Slowly increasing populations

e. Declining populations

2. Based on the population pyramid above, which statement best predicts the issue this country will likely face in the future:

a. Building enough schools to accommodate children

b. Furnishing enough housing for the population

c. Equipping women with adequate education

d. Providing social services for the elderly

e. Developing the infrastructure for industrialization

3. Countries with a population pyramid such as the one above, would most likely implement:

a. Pro-industrialization policies

b. Anti-industrialization policies

c. Equality policies

d. Anti-natalist policies

e. Pro-natalist policies

4. A recent article in the *Washington Post* stated:

"U.S. Homes Problematic for Aging Population"
"Although we seldom think about them this way, most American communities as they exist today were built for the spry and mobile. We've constructed millions of multi-story, single-family homes where the master bedroom is on the second floor, where the lawn outside requires weekly upkeep, where the mailbox is a stroll away. We've designed neighborhoods where everyday errands require a driver's license."

The description of homes and neighborhoods in the United States is becoming an issue in many countries in North America, Western Europe, and East Asia due most directly to an increase in the:

a. Total Fertility Rate

b. Aging Population

c. Sex structure

d. Rate of Natural Increase

e. Crude Birth Rate

Total Fertility Rate of South Korea Since 1984
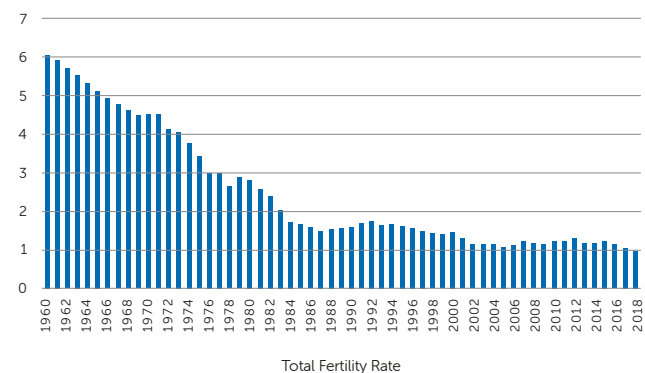
5. The chart above shows that, since 1984, the Total Fertility Rate of South Korea has been:

a. Experiencing declining migration

b. Below replacement level

c. At replacement level

d. Above replacement level

e. Experiencing rapid fluctuations

DAY 3 FREE RESPONSE QUESTION (FRQ) ASSESSMENT

Name: _____ Period:_____

Average Projected Annual Rate of Population Change (%), World Map, 2020−2025
©2019 United Nations, DESA, Population Division. Licensed under Creative Commons license CC BY 3.0 IGO. Data source: United Nations, DESA, Population Division. *World Population Prospects 2019*. **http://population.un.org/wpp/**

Rate of change (%)
- 5 to 10
- 4 to 5
- 3 to 4
- 2 to 3
- 1 to 2
- 0 to 1
- -1 to 0
- Less than -1
- No data
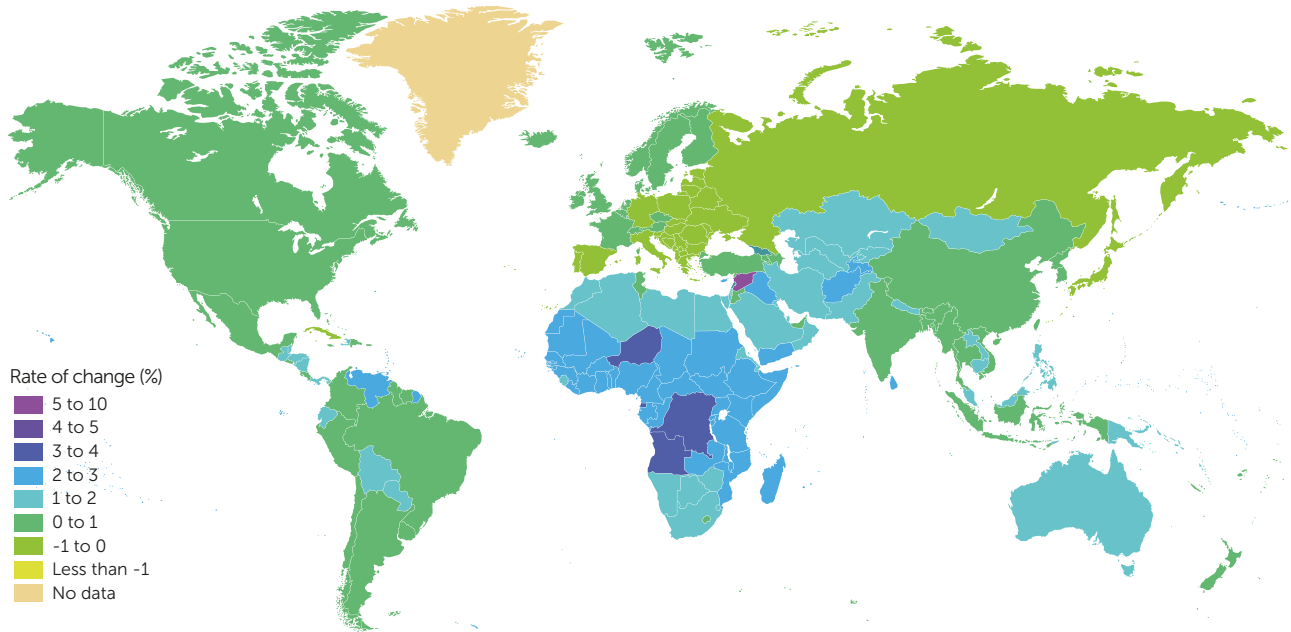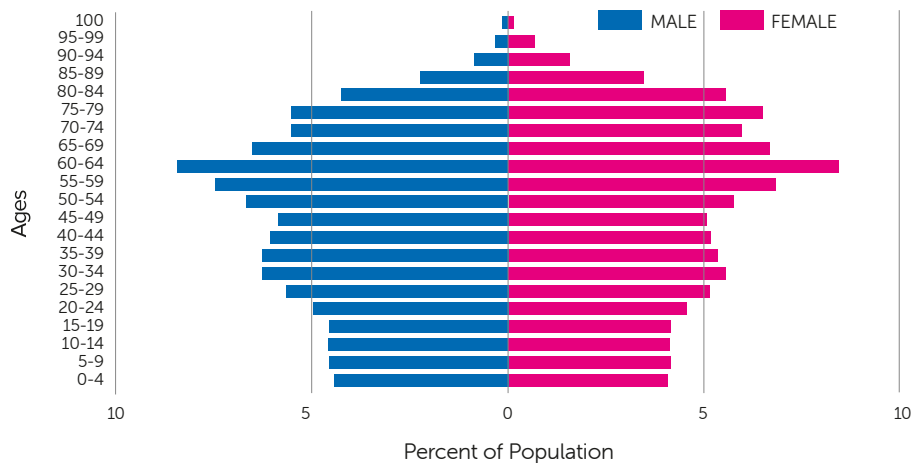
Pyramid A

a. Using the map shown, identify a country that would most likely have a population pyramid similar to Pyramid A.

b. Describe the Rate of Natural Increase (RNI) based on the population pyramid shown.

c. Explain one social or political challenge for a country with a population pyramid similar to the one shown.

d. Explain one economic challenge for a country with a population pyramid similar to the one shown.

e. Describe a population policy that could address a possible issue related to the shape of the population pyramid shown.

f. Explain the degree to which the scale of the map above may be a disadvantage or advantage in terms of understanding population issues.

g. Explain how migration could impact the population pyramid shown.

DAY 3 FRQ ASSESSMENT TEACHER KEY

Teachers can use this Key to guide assessment and student peer assessment.

a. **Using the map shown, identify a country that would have a population pyramid similar to Pyramid A. Possible answers include any of the following countries:**

- ▶ Albania
- ▶ Belarus
- ▶ Bulgaria
- ▶ Croatia
- ▶ Estonia
- ▶ Germany
- ▶ Greece
- ▶ Italy
- ▶ Japan
- ▶ Kosovo
- ▶ Latvia
- ▶ Lithuania
- ▶ Moldova
- ▶ Montenegro
- ▶ North Macedonia
- ▶ Poland
- ▶ Portugal
- ▶ Romania
- ▶ Russia
- ▶ Serbia
- ▶ Slovenia
- ▶ Spain
- ▶ Ukraine

b. **Describe the Rate of Natural Increase (RNI) based on the population pyramid shown.**

- ▷ The RNI shows no growth or negative growth (accept either), since the bottom cohorts are small compared to the middle and elderly population.

Note: The command term is "describe," so a student must do more than identify (i.e., "negative growth") and instead must describe how/why the RNI shows no or negative growth.

c. **Explain one social or political challenge for a country with a population pyramid similar to the one shown.**

POLITICAL:
- ▷ Shifting demographics cause voters to have different priorities (social safety net vs. schools, etc.)
- ▷ Politicians focus more on the elderly because they are the largest demographic

SOCIAL:
- ▷ The challenge of providing for an aging population (social programs)
- ▷ Closing and/or consolidating schools due to the lack of younger population, which then creates issues with access to schools
- ▷ Closing colleges due to the lack of younger population, which then makes access more challenging
- ▷ Focusing on elderly concerns (i.e., assisted care facilities instead of preschools, etc.)

d. **Explain one economic challenge for a country with a population pyramid similar to the one shown.**

- ▷ Shrinking workforce
- ▷ Shrinking consumer base
- ▷ Shrinking economy
- ▷ Costs of providing elder services (i.e., Increased health care burdens)

Note: For all challenges, the explanation should include a phrase similar to "because there are many younger and older people, but not many between 16-64 (high dependency ratio)." It is not enough simply to state the challenges; students must explain them.

e. **Describe a population policy that could address a possible issue related to the shape of the population pyramid shown.**

A pronatalist policy (students may also say "a policy aimed at increasing birth rates" or something similar) such as one that:

- ▷ Provides tax credits for children
- ▷ Pays for childcare
- ▷ Offers flexible work hours
- ▷ Offers maternity leave
- ▷ Has a nationalistic appeal
- ▷ Makes social claims of a happier life with more children
- ▷ Reduces access to contraceptives

Note: Students must describe a policy, not just identify one, to earn credit.

f. **Explain the degree to which the scale of the map above may be a disadvantage or advantage in terms of understanding population issues.**

- ▷ The country scale can be beneficial because, in contrast to a map at the regional scale (e.g., East Asia), each country typically controls its own policies (population and migration) and those policies will apply to the entire unit.
- ▷ The country scale is a hindrance to understanding population concerns because the country scale does not show variations within the country; for example, urban areas tend to have fewer young children than rural areas (or a lower TFR, RNI, etc.).

Note: An answer that talks about the global scale is not automatically wrong, but since the scale of analysis is at the country level the student must get to that idea for credit.

g. **Explain how migration could impact the population pyramid shown.**

- ▷ Guest workers or permanent migrants are often of working age, which can then alter the dependency ratio, easing the economic burden, etc.
- ▷ A population pyramid of this shape is typically associated with countries that are NICs (Newly Industrialized Countries) or MEDCs (More Economically Developed Countries), so there will likely be positive net migration, resulting in more people who are of working age.

CULTURE MODULE

People leave an imprint on the land, and it includes information about the past and the present. It may also suggest trends for the future. The interplay of people and the environment is referred to as the cultural landscape in the study of geography. The cultural landscape reveals the story of societal organization, community values, and the interactions between a society and the natural environment. Included in the landscape story are past events, such as natural disasters, and human cultural practices, such as the landscape of burial tombs at Gyeongju.

The contemporary cultural landscape of South Korea reflects societal trends occurring presently, with the opportunity to predict which of those trends will influence the future. A powerful method in analyzing landscapes is repeat photography. Students can visually compare the cultural landscape from the same vantage point and analyze changes. This module uses repeat photography as an important segment of cultural landscape continuity and change. Students have the opportunity to examine the blending of the work of people with nature in striving for harmony within society.

CULTURE
MODULE DAY 1

1

HOW DO CULTURAL
LANDSCAPES REFLECT
CULTURAL PRACTICES?

CULTURE MODULE OVERVIEW

SKILL FOCUS
Source Analysis, and Concepts and Processes

Source Analysis: Analyze and interpret qualitative geographic information represented in maps, images (e.g., satellite, photographs, cartoons), and landscapes.

Concepts and Processes: Describe geographic concepts, processes, models, and theories.

CONTENT
Enduring Understanding PSO-3

Cultural practices vary across geographical locations because of physical geography and available resources.

Topic 3.2. Cultural Landscapes

Topic 3.5. Historical Causes of Diffusion

Topic 3.6. Contemporary Causes of Diffusion

DAY 1

How do cultural landscapes reflect cultural practices?

CLASS ACTIVITY
Reading a Cultural Landscape
Students will work collaboratively to identify and understand the components that make up cultural landscapes. Students will then use their new understanding of cultural landscapes to analyze information in visual sources from South Korea for cultural indicators and to draw conclusions about the patterns they see.

AP SKILL ALIGNMENT
Skill Category 4.A. Identify the different types of information presented in visual sources.

Skill Category 3.C. Explain patterns and trends in maps and in quantitative data to draw conclusions.

DAY 2

How does diffusion impact cultural landscapes?

CLASS ACTIVITY
Cultural Diffusion Investigation
Students will explore how the elements of the cultural landscapes are diffused by brainstorming ways in which cultural elements diffuse, and by studying the cultural diffusion of Korean culture, culminating in an analysis of how cultures change due to diffusion.

AP SKILL ALIGNMENT
Skill Category 4.D. Compare patterns and trends in visual sources to draw conclusions.

Skill Category 4.E. Explain how maps, images, and landscapes illustrate or relate to geographic principles, processes, and outcomes.

DAY 3

Assessment

CLASS ACTIVITY
Concept Mapping and AP-Aligned Assessment
Students will connect vocabulary and concepts via a concept-mapping activity and then demonstrate understanding as they answer five Multiple Choice Questions (MCQs) and one Free Response Question (FRQ) with two stimuli.

AP-ALIGNED ASSESSMENT
Multiple Choice Questions (MCQs) and Free-Response Question (FRQ)

CULTURE MODULE SOURCES

DAY 1

Based on a 60-minute class

How do cultural landscapes reflect cultural practices?

<table>
<tr><td>

AP CURRICULUM FRAMEWORK REFERENCE

Enduring Understanding
PSO-3. Cultural practices vary across geographical locations because of physical geography and available resources.
Topic 3.2. Cultural Landscapes

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HUMAN GEOGRAPHY SKILLS

Source Analysis: Analyze and interpret qualitative geographic information represented in maps, images (e.g., satellite, photographs, cartoons), and landscapes.
Skill Category 4.A. Identify the different types of information presented in visual sources.
Skill Category 4.B. Describe the spatial patterns presented in visual sources.
Skill Category 4.C. Explain patterns and trends in visual sources to draw conclusions.

Concepts and Processes: Describe geographic concepts, processes, models, and theories.
Skill Category 1.A. Describe geographic concepts, processes, models, and theories.
Skill Category 1.D. Describe a relevant geographic concept, process, model, or theory in a specified context.

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OVERVIEW

Students will learn the concept of a cultural landscape and the components that create the cultural landscape of South Korea. Students will examine South Korea's physical features, agricultural and industrial practices, religious and linguistic characteristics, evidence of sequent occupance, and other expressions of culture using a structured source analysis of selected images from South Korea. This activity is designed to help students learn the essential knowledge of culture, cultural landscapes, and the diffusion of culture. Further, students will apply this knowledge to their ability to analyze geospatial data through various images, articles, and other sources. Students will use their understanding of the cultural landscape to make inferences about the culture of the people in modern-day South Korea. Students should finish the activity with a greater understanding of culture, cultural landscapes, and how culture diffuses, as exemplified by South Korea.

MATERIALS NEEDED:

▶ Day 1 Handouts

  ▷ Day 1 Student Handout (1 per student)
    (pp. 72–75)

  ▷ Image Cards (1 per group,
    pp. 76–83)

SEQUENCE OF INSTRUCTION

CLASS ACTIVITY 1 OF 4: WARM UP / INTRODUCTION

WARM UP/INTRODUCTION (10 MINUTES): HOSTING AN EXCHANGE STUDENT AND DEFINING "CULTURAL LANDSCAPE"

ACTIVITY 1

Students will begin to identify the aspects that make up the cultural landscape of their hometown. This activity is designed to make students aware of features that they will later be able to identify as part of the cultural landscape, and to get students to begin thinking about cultural landscapes and the information they can provide about cultures.

ACTIVITY PROCEDURE

▶ Students sit in groups of three to four to facilitate group work throughout the course of the activities. Mixed-ability groups are recommended to achieve the best results.

▶ Read the following scenario to your class:

▷ "Your family is hosting a new exchange student from the Pitcairn Islands, considered to be one of the most remote places on earth. The exchange student arrives in your community. This is the first time she has ever seen any place outside of her home island. Since the Pitcairn Islands are a British Overseas Territory, the exchange student does speak English. After a quick tour of your town, what impression will she have of your community? What will she learn about your community's beliefs? What features will she see that cause her to have this impression? Will what she sees give her an accurate and complete understanding about your community? What about the United States as a whole? Will her first impressions help her to understand 'American' culture?"

▶ Students brainstorm the features that the exchange student would see as she toured their community, record them in column 1 on the first page of the Day 1 Student Handout (2 minutes), and report out to the group. As each group shares, students can record any new features mentioned.

▶ Using column two on the first page of the Day 1 Student Handout, teams brainstorm the possible impressions of the exchange student (4-5 minutes).

▶ Using column three on the first page of the Day 1 Student Handout, groups discuss whether the impressions identified in column two accurately reflect their community. Encourage students to think about potential misperceptions and other sources of information or data to better understand their local culture.

▷ Responses could include personal interviews with a variety of people, census data, a history of the locale, etc.

▶ Students should write down a "guess" as to the definition of Cultural Landscape on their Day 1 Student Handout individually (1 minute) and then share their guess with an elbow partner (1 minute).

▶ Provide the correct definition of a Cultural Landscape and have students write the definition on their Day 1 Student Handout:

▷ "The Cultural Landscape is the visible imprint of humans on the natural environment. Analyzing the cultural landscape can tell us a great deal about the people who live in a place."

▷ Explain that to understand a cultural landscape, we must act as detectives searching for clues. This reference to acting as detectives will be used later in the lesson.

> **TEACHING TIP**
> Students may be concerned about writing a definition of a term ("Cultural Landscape") with which they are unfamiliar, for fear of being wrong. By providing students the opportunity to share their ideas and answers to questions with their peers and groups before sharing them in front of the class, you can build their confidence and give them an opportunity to receive feedback. This often leads those students who are shy or uncomfortable speaking in front of the class to feel more comfortable when called on to provide their thoughts.

CLASS ACTIVITY (25 MINUTES): ANALYZING CULTURAL LANDSCAPES OF A DIFFERENT CULTURE

ACTIVITY 2

Using their understanding of the definition of cultural landscape and their own cultural landscape, the students will now work to analyze cultural landscapes of a culture different from their own.

ACTIVITY PROCEDURE

▶ As students remain in their previous teams, display the image from Image Card 1, the Old Seoul City Hall (p. 76), or provide each group with a copy of this image to examine. After completing Image Card 1, provide Image Card 2 of the New Seoul City Hall (p. 76). Suggest that students consider questions such as: When was each building constructed? Why was it built? What message does the design of the building convey to people who look at it?

  ▷ Students will complete the section on "Analyzing Cultural Landscapes" for both Image Cards 1 and 2 in the Day 1 Student Handout, individually (column 1: 2 minutes per image), with a partner (column 2: 1 minute per image) and as a group (column 3: 1 minute per image).

▶ As a group, students should circle the Natural/Physical features and underline the Human/Cultural observations, as indicated in the section on "Analyzing Cultural Landscapes" in the Day 1 Student Handout.

> **TEACHING TIP**
> For the circling and underlining activity, you may need to help students identify which observations would fall into the categories of Natural/Physical and Human/Cultural.

▶ Groups make guesses about the cultures they see in each image and write their thoughts in answer to the question, "What does the information in each image tell us about culture?" on the Day 1 Student Handout using the sentence stems (4 minutes):

  ▷ "We think that this culture…"

  ▷ "Because…"

> **TEACHING TIP**
> Using the sentence stems found on the Day 1 Student Handout ("We think that this culture…" and "Because…") will provide structure to students' writing and may be beneficial in helping them to learn how to provide support for their arguments, thus reinforcing the skills necessary for success on the AP exam.

▶ Groups record similarities and differences on the Day 1 Student Handout in the section "Compare and Contrast Cultural Landscape Image Cards 1 and 2" (2 minutes). Distribute the four different Cultural Landscapes Image Cards 3A to 3D (p. 77). Each card shows part of the photograph that is Image Card 3E (p. 78).

  ▷ Each student should examine their image and write down what they see on the Day 1 Student Handout in the section "Cultural Landscape Cards 3A through 3D." Group members should not share their images (2 minutes).

  ▷ Next, have students arrange each of their pictures to reveal the larger image. (The full image is in Image Card 3E.) Display Image Cards 4A to 4D (pp. 78–80) to show different views of the same location as that in Card 3E and the original images (Cultural Landscape Image Cards 1 and 2).

  ▷ Have each group answer the questions under "Why Does Scale Matter?" on their Day 1 Student Handout.

▶ Provide students with the story of the two Seoul City Halls:

  ▷ The new Seoul City Hall, completed in 2012, is an architectural wonder that towers over the original, colonial-era City Hall building. The Japanese built the original City Hall building in 1925 during the Japanese occupation of Korea before World War II. The new City Hall looks like a giant wave of glass about to crash over the older, Japanese creation. Some have theorized that the building's design is intended to show the Koreans' over-powering of the Japanese to symbolize how they threw off their oppressors and have achieved higher levels of success, but the Koreans have denied that this is the intent. After the new City Hall was completed, the original, Japanese-built, old City Hall was converted into the Seoul Metropolitan Library.

▶ Students discuss with their groups what they found surprising about the pictures (1 minute). Call on a few students to share their group's thoughts.

  ▷ This is an opportunity to discuss the fact that simply because something is, or appears to be, older, it is not necessarily traditional to the culture. Equally, just because something is new, it is not necessarily foreign.

▶ Since the old City Hall was built by the Japanese during occupation, it also allows for an introduction of the concept of "Sequent Occupance."

  ▷ Ask students to identify evidence of different cultures in the pictures.

  ▷ Use student answers as an opportunity to introduce the definition of "Sequent Occupance." Students can write it on the Day 1 Student Handout in the "Sequent Occupance" section:

    • *Sequent Occupance is the idea that multiple societies, each coming after another, leave their cultural imprints on a place, each contributing to the total cultural landscape.*

  ▷ Ask students about the evidence they see of cultural imprints using Sequent Occupance Cards 5A and 5B, which depict the Hagia Sophia (pp. 80–81).

    • The Hagia Sophia was originally a Christian Orthodox Church (as seen in Sequent Occupance Card 5A), but later was converted to a mosque by the Ottoman Empire rulers (as seen in Sequent Occupance Card 5B). Now, the same building is a museum. You can point out the minarets (towers) that are characteristic of Islamic architecture in the Sequent Occupance Card 5B.

TEACHER NOTES

To make this activity quicker, you can have students look at each of the images as a group, instead of having students review them individually. Keep in mind that this means that students will not have any time to process the cultural landscapes they are viewing individually and therefore may get less out of the activity.

CLASS ACTIVITY (20 MINUTES): INDIVIDUAL ANALYSIS OF A VARIETY OF DIFFERENT CULTURAL LANDSCAPES

ACTIVITY 3

Students will further develop their understanding of cultural landscapes by making connections to the work that detectives do within an investigation. Using this analogy, students will apply their knowledge of cultural landscapes and sequent occupance to draw informed conclusions about cultures by examining a variety of photographs and coming to conclusions about the values of the society represented.

ACTIVITY PROCEDURE

▶ Working in their teams, students brainstorm what they think detectives do when they are analyzing a crime scene (2 minutes).

▶ Have students from different groups share out some of the actions that detectives take when working on an investigation.

  ▷ Some responses should include looking for clues, taking pictures, noting things that are suspicious or out of place, etc.

▶ Provide each student in the group a different Cultural Detective Photo Card (Cards 6A through 6D, pp. 81–83).

▶ Working individually, students complete the "Time to Be a Cultural Landscape Detective" section of their Day 1 Student Handout.

  ▷ First, they should record details from the photograph that may give them clues into the cultural landscape of the image (3-4 minutes).

  ▷ Based on their observations, students write a summary of what the photograph reveals about the cultural landscape depicted (3-4 minutes).

  ▷ Students record guesses regarding the location of the photograph.

▶ Students share their unique image and findings with their group (1 minute per student).

  ▷ After all students have shared their findings, have the group guess where each image is from and when they were taken. Did they all come from the same location or are they from different areas around the world?

▶ After students have discussed possible locations, reveal that Cultural Detective Photo Cards 6A through 6D were all taken in South Korea. Photo Card 6A is a street in Myeong-dong, a primary shopping district in Seoul. Photo Card 6B portrays Bukchon Hanok Village, a traditional village in Seoul with a view of modern Seoul in the background. Photo Card 6C shows a Christian Church in Seoul. Photo Card 6D shows steel works (POSCO, Pohang Iron and Steel Company) near the river in Pohang Kyeongsangbuk-do. Prior to revealing this, you could ask students to guess which country is in each photo.

  ▷ How do the images reveal cultural diversity? Ask the class what is surprising about all of the images coming from South Korea? Have them explain clues that would help them guess that they were all from South Korea, as well as anything that might have caused them to think they were not from South Korea (e.g., the Christian church).

TEACHER NOTES

If you do not have access to a color printer for the photographs, you may want to project the color images and have students first brainstorm individually and then work as a group or in partner pairs to summarize what the photographs reveal about the cultural landscape depicted. This is also a way you can speed up the activity if you are running short on time.

CLASS ACTIVITY 4 OF 4: CHECK FOR UNDERSTANDING

CLASS ACTIVITY (5 MINUTES): EXAMINING HOW CULTURE SPREADS FROM ONE PLACE TO ANOTHER

EXIT TICKET

To prepare students to start thinking about the topic of the following class, students will brainstorm how different ideas (businesses, architectural styles, music, technology, etc.) spread from one culture to another.

ACTIVITY PROCEDURE

▶ Students brainstorm how cultures spread from one place to another. Have students answer the following question:

▷ K-Pop has become a very popular music style, despite the fact that less than 5 percent of the world speaks Korean. This causes us to wonder: how did K-Pop become so popular? Try to come up with as many reasons as possible for its spread.

▶ Collect the student responses as an exit ticket as students leave the class.

DAY 1 STUDENT HANDOUT

Name: _____ Period:_____

OUR CULTURAL LANDSCAPE

Your family is hosting a new exchange student from the Pitcairn Islands, considered to be one of the most remote places on earth. The exchange student arrives in your community. This is the first time she has ever seen any place outside of her home island. Since the Pitcairn Islands are a British Overseas Territory, the exchange student does speak English. After a quick tour of your town, what impression will she have of your community? Use the chart below to note how you think she would react.

Features the exchange student would see in your community:	Impressions or conclusions that the exchange student would make based on what she has seen:	Would her impressions be accurate? Why or why not? Explain:

CULTURAL LANDSCAPES

What do you think is a good definition for the term "Cultural Landscape"?	Teacher Definition of "Cultural Landscape"
	A Cultural Landscape is...

ANALYZING CULTURAL LANDSCAPES

Examine the images provided on the Cultural Landscape Image Cards. Use the boxes below to write down all of the different things that you see in the image.

Cultural Landscape Image Card 1		
What do **you** see in Image 1?	What did your **partner** see in Image 1?	What did your **group** see in Image 1?

Cultural Landscape Image Card 2		
What do **you** see in Image 2?	What did your **partner** see in Image 2?	What did your **group** see in Image 2?

For the lists you created above, **circle** all of the Natural/Physical observations in the Image and **underline** all of the Human/Cultural observations.

WHAT DOES THE INFORMATION IN EACH IMAGE TELL US ABOUT CULTURE?

CULTURAL LANDSCAPE IMAGE CARD 1:

We think that this culture... (what do we think this society is like?):

Because... (point to specific evidence you saw in the image to support your thoughts on this culture):

CULTURAL LANDSCAPE IMAGE CARD 2:

We think that this culture... (what do we think this society is like?):

Because... (point to specific evidence you saw in the image to support your thoughts on this culture)

COMPARE AND CONTRAST CULTURAL LANDSCAPE IMAGE CARDS 1 AND 2

Now that you have examined both images, identify several similarities and differences as you compare these cultural landscapes. Write your team's answers below:

Similarities	Differences

CULTURAL LANDSCAPE CARDS 3A THROUGH 3D

1. Jot down what you see in **your** Cultural Landscape card here:

WHY DOES SCALE MATTER?

2. Now that you see the **entire** image all at once, how does this help you understand why scale is so important? Explain your answer using specific examples from the images.

3. After seeing the entire image, would you change your thoughts about the culture identified in Image Cards #1 and #2? Why or why not? Explain.

SEQUENT OCCUPANCE

Write the definition for Sequent Occupance in your own words here:

Provide an example of Sequent Occupance:

TIME TO BE A CULTURAL LANDSCAPE DETECTIVE!

You are the lead Cultural Landscape Detective! First, write the Cultural Detective Card number in the box below. Next, using the photo on your Cultural Detective Card, brainstorm what you **see** in the photograph that may help you to understand the Cultural Landscape. After you have brainstormed what you **see** in the photograph, **summarize** what your findings **reveal** about the Cultural Landscape. Share your findings and conclusions with your group, providing evidence from your photograph as to why you believe your findings are correct.

Cultural Detective Card Number ___	My Detective Work
What do I **see** in the photograph that helps me understand the Cultural Landscape?	
What does the information I have gathered **tell me** about the Cultural Landscape?	
Where do you think your picture is from? Circle each description that best fits your image.	Urban/Rural Asia / Europe / North America / South America / Africa / Australia Where is my picture from? _____

IMAGE CARDS

Cultural Landscape Image Card 1
The Old Seoul City Hall, Built by the Japanese Government in 1925 during the Japanese Occupation of Korea
SOURCE: Wikimedia, **https://upload.wikimedia.org/wikipedia/commons/9/99/Seoul-City.Hall-02.jpg**

Cultural Landscape Image Card 2
The New Seoul City Hall, built in 2012
SOURCE: Wikimedia, **https://commons.wikimedia.org/wiki/File:Seoul_City_Hall.jpg**

Cultural Landscape Image Card 3A

Cultural Landscape Image Card 3C

Cultural Landscape Image Card 3B

Cultural Landscape Image Card 3D

Cultural Landscape Image Card 3E
The area of the old and new Seoul City Halls

Cultural Landscape Image Card 4A
Daytime view of the old and new Seoul City Halls

KOREA'S PLACE IN TEACHING HUMAN GEOGRAPHY

Cultural Landscape Image Card 4B
Nighttime view of the old and new Seoul City Halls

Cultural Landscape Image Card 4C
Side view of the old and new Seoul City Halls

Cultural Landscape Image Card 4D
View of the old and new Seoul City Halls from across the street

Cultural Landscape Image Card 5A
Sequent Occupance Card #1: Hagia Sophia as a Church
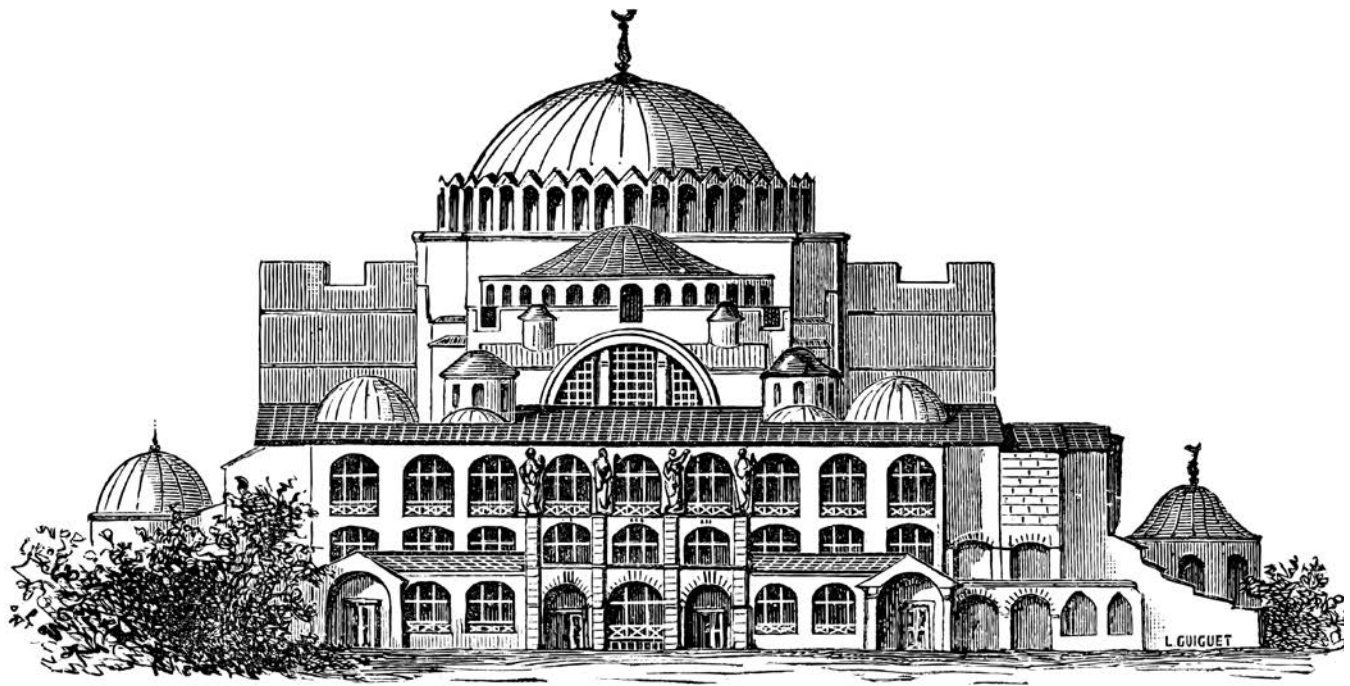
Cultural Landscape Image Card 5B
Sequent Occupance Card #2: Hagia Sophia as a Mosque

Cultural Landscape Image Card 6A
Cultural Detective Photo Card #1: Street in Myeong-dong

Cultural Landscape Image Card 6B
Cultural Detective Photo Card #2: Bukchon Hanok Village

Cultural Landscape Image Card 6C
Cultural Detective Photo Card #3: Christian Church, Seoul

CULTURE
MODULE DAY 2

HOW DOES DIFFUSION IMPACT CULTURAL LANDSCAPES?

CULTURE MODULE OVERVIEW

SKILL FOCUS
Source Analysis, and Concepts and Processes

Source Analysis: Analyze and interpret qualitative geographic information represented in maps, images (e.g., satellite, photographs, cartoons), and landscapes.

Concepts and Processes: Describe geographic concepts, processes, models, and theories.

CONTENT
Enduring Understanding PSO-3

Cultural practices vary across geographical locations because of physical geography and available resources.

Topic 3.2. Cultural Landscapes

Topic 3.5. Historical Causes of Diffusion

Topic 3.6. Contemporary Causes of Diffusion

DAY 1

How do cultural landscapes reflect cultural practices?

CLASS ACTIVITY
Reading a Cultural Landscape
Students will work collaboratively to identify and understand the components that make up cultural landscapes. Students will then use their new understanding of cultural landscapes to analyze information in visual sources from South Korea for cultural indicators and to draw conclusions about the patterns they see.

AP SKILL ALIGNMENT
Skill Category 4.A. Identify the different types of information presented in visual sources.

Skill Category 3.C. Explain patterns and trends in maps and in quantitative data to draw conclusions.

DAY 2

How does diffusion impact cultural landscapes?

CLASS ACTIVITY
Cultural Diffusion Investigation
Students will explore how the elements of the cultural landscapes are diffused by brainstorming ways in which cultural elements diffuse, and by studying the cultural diffusion of Korean culture, culminating in an analysis of how cultures change due to diffusion.

AP SKILL ALIGNMENT
Skill Category 4.D. Compare patterns and trends in visual sources to draw conclusions.

Skill Category 4.E. Explain how maps, images, and landscapes illustrate or relate to geographic principles, processes, and outcomes.

DAY 3

Assessment

CLASS ACTIVITY
Concept Mapping and AP-Aligned Assessment
Students will connect vocabulary and concepts via a concept-mapping activity and then demonstrate understanding as they answer five Multiple Choice Questions (MCQs) and one Free Response Question (FRQ) with two stimuli.

AP-ALIGNED ASSESSMENT
Multiple Choice Questions (MCQs) and Free-Response Question (FRQ)

CULTURE MODULE SOURCES

Based on a 60-minute class

How does diffusion impact the cultural landscape?

AP CURRICULUM FRAMEWORK REFERENCE

Enduring Understanding

PSO-3. Cultural practices vary across geographical locations because of physical geography and available resources.

Topic 3.2. Cultural Landscapes

Topic 3.5. Historical Causes of Diffusion

Topic 3.6. Contemporary Causes of Diffusion

HUMAN GEOGRAPHY SKILLS

Source Analysis: Analyze and interpret qualitative geographic information represented in maps, images (e.g., satellite, photographs, cartoons), and landscapes.

Skill Category 4.A. Identify the different types of information presented in visual sources.

Skill Category 4.B. Describe the spatial patterns presented in visual sources.

Skill Category 4.C. Explain patterns and trends in visual sources to draw conclusions.

Concepts and Processes: Describe geographic concepts, processes, models, and theories.

Skill Category 1.A. Describe geographic concepts, processes, models, and theories.

Skill Category 1.D. Describe a relevant geographic concept, process, model, or theory in a specified context.

OVERVIEW

Students will explore how the elements of the cultural landscape are diffused by brainstorming the ways in which cultural elements diffuse, and by studying cultural diffusion within Korean culture, culminating in an analysis of how cultures change as a result of diffusion.

MATERIALS NEEDED:

▶ Homework Assignment on Geomancy (pp. 92–93)

▶ Student Handouts

  ▷ Article on Cultural Diffusion and Korean Culture (pp. 96–99)

  ▷ Day 2 Student Handout (pp. 100–101)

  ▷ Handout on the Effects of Cultural Diffusion (pp. 102–103)

▶ Answer Key on the Effects of Cultural Diffusion (p. 104)

SEQUENCE OF INSTRUCTION

HOMEWORK OVERVIEW

HOMEWORK

The homework assignment is designed to provide an introduction to geomancy and provides another opportunity to consider cultural landscapes as students analyze evidence in light of the principles of geomancy. This sets the stage for students to further consider cultural diffusion in this lesson.

TEACHER NOTES

A Supplemental Homework Reading is provided that could add further context and information on geomancy or may alternatively be used by teachers as background knowledge.

CLASS ACTIVITY: OPTIONAL HOMEWORK DEBRIEF

OPTIONAL HOMEWORK DEBRIEF (5 MINUTES)

ACTIVITY

Teachers may want to debrief the homework activity to check student understanding of geomancy. Discussing how students read the images from Korea in light of the principles of geomancy could also connect to their understanding of cultural landscapes.

CLASS ACTIVITY 1 OF 4: EXPLORING METHODS OF DIFFUSION

WARM UP (15 MINUTES)

ACTIVITY 1

Brainstorm: Students will use their Exit Ticket question from Day 1 to develop a list of possible factors that lead to the spread of culture. This activity will culminate in the class creating a vetted list of factors that spread elements of culture. If you decide to start with Day 2, students will need to start by answering the exit ticket questions first, then follow the rest of the procedure for Activity 1.

ACTIVITY PROCEDURE

▶ Students will be working in groups of three to four for the first two activities.

▶ Students will use their response to the Exit Ticket from the Day 1 lesson. *If students have not completed the Exit Ticket from Day 1*, they will need to start by answering the following question:

▷ K-Pop has become a very popular music style, despite the fact that less than 5 percent of the world's population speaks Korean. This causes us to wonder: how did K-Pop become so popular? Try to come up with as many reasons as possible for its spread.

▶ Students share their answers from the Exit Ticket with their group members.

▷ Walk around to guide the students. Possible answers could include:

- Modern telecommunication technology makes culture globally accessible.

- Social media, such as YouTube, creates an easily accessible platform for sharing culture.

- Music video channels/platforms are accessible.

- The ease of use or access to translations of K-Pop songs.

- K-Pop songs are different from those of Western or other dominant cultures.

- K-Pop has spread across teenagers in various locations.
  Note: students may want to say that K-Pop has become popular due to migration, but migration has not been a significant factor.

TEACHER NOTES

Showing some K-Pop videos on YouTube can also be a high-interest introduction to Day 2.

CLASS ACTIVITY (20 MINUTES)

ACTIVITY 2

Students will read an article on cultural diffusion and Korean culture (pp. 96–99) to determine how and where the cultural elements have diffused, as well as the economic and political causes and consequences of this diffusion.

▶ Working in the same groups from Activity 1, assign each student a number (one through four).

▶ Students answer the following questions based on their assigned numbers:

  ▷ *Student 1:* How has Korean culture diffused?

  ▷ *Student 2:* What are the political causes and consequences of the diffusion mentioned in the article?

  ▷ *Student 3:* What are the economic causes and consequences of the diffusion mentioned in the article?

  ▷ *Student 4:* What are examples of countries and regions that have been influenced by the diffusion mentioned in the article?

▶ Have each student read the article on "Cultural Diffusion and Korean Culture."

  ▷ While reading, students should use highlighters or underline evidence that helps to answer their assigned question.

▶ When the entire group has finished reading the article and its members have answered the individual questions, each member shares her or his question and answer with the group, starting with Student 1.

▶ Students will then rank the most important factors contributing to the spread of Korean Culture and write their answers on the Day 2 Student Handout (pp. 100–101).

  ▷ Students can work as a group, or in pairs, or individually to complete this task.

  ▷ After groups have shared their evidence and completed the "Processing Cultural Diffusion and Korean Culture" section of the Day 2 Student Handout, students will rank the three most important factors that have led to the spread of Korean culture and include a brief explanation/justification for their ranking.

▶ Students will answer the following question:

  ▷ What is the *most significant* factor that led to the diffusion of Korean popular culture? (Make sure to use evidence from all four tasks to support your answer.)

> **TEACHING TIP**
> One challenge students face on the AP Human Geography Exam is differentiating between economic, political, and social examples. It is important to remind students to think in economic, political, and social categories when they analyze evidence from graphs, maps, pictures, and text. Practicing this skill helps students to think about geographic concepts in greater depth and prepares them to identify and address these concepts on AP Exams.

CLASS ACTIVITY 3 OF 4: ANALYSIS OF ACCULTURATION, ASSIMILATION, SYNCRETISM, AND MULTICULTURALISM

CLASS ACTIVITY (15 MINUTES)

ACTIVITY 3
Students will identify and explain how cultures change by focusing on the concepts of acculturation, assimilation, syncretism, and multiculturalism.

ACTIVITY PROCEDURE
- Group students in pairs and have them use the handout on "The Effects of Cultural Diffusion" (pp. 102–103) to match examples of assimilation, acculturation, syncretism, and multiculturalism.

- Students will match the example to the proper definition (students may simply write the number), using the examples at the end of the handout.

- Share the "Effects of Cultural Diffusion Answer Key" (p. 104) so that they can check their answers. Have students explain errors and why the correct answer is a better match.

- Have students examine the photo of KoreaTown in Manhattan (p. 96) and return to the article on "Cultural Diffusion and Korean Culture" and answer the following questions individually:

  ▷ Is KoreaTown an example of acculturation or assimilation? Pick a position and support your answer with evidence.

  ▷ Is the United States more of a multicultural society or a syncretic society? Pick a position and support your answer with evidence.

- Take a class vote for each question after students have had an opportunity to share their responses.

  ▷ You will likely see that responses are mixed, which is acceptable. It is more critical that students display a correct understanding of the terms and support their position with evidence (a very important FRQ skill).

CLASS ACTIVITY 4 OF 4: CHECK FOR UNDERSTANDING

EXIT TICKET
Students will demonstrate what they have learned in Day 2 through a Quick Write.

- Individually, students will complete the following tasks:

  ▷ Identify one example of assimilation, acculturation, multiculturalism, and syncretism in your hometown/region.

  ▷ Next, complete the following sentence stems:

    - If I acculturate I will….

    - Which could contribute to multiculturalism by….

    - Acculturation and multiculturalism could result in syncretism if….

    - On the other hand, if I assimilate instead of acculturate I would….

    - A society might prefer for people to assimilate because….

    - But some advantages of a multicultural society, which assimilation doesn't provide, are….

DAY 2 HOMEWORK

Name: _____   Period: _____

GEOMANCY: THE POWER OF PLACE IN KOREA
Adapted from Jongwoo Han, *Power, Place, and State-Society Relations in Korea* (Lanham, MD: Lexington Books, 2013)

On the Korean peninsula, an important cultural phenomenon called Geomancy governs the relations between state and society, politics and economy, values, and even the arrangement and ordering of spaces, especially in the capital city of Seoul. It is also influenced by Neo-Confucianism and thus values the precedence of political over economic institutions. In Korea, it is called *Poong Soo Jiri* (*Poong* means wind, *Soo* means water, and *Jiri* means land), but the global term is geomancy. Geomancy significantly affects the cultural landscapes and the reading of cultural landscapes in Korea, as well as the political culture, by affecting the location of land uses and important buildings.

WHAT IS GEOMANCY?

Geomancy is the practice of using certain principles to determine the locations on earth that best reflect divine favor as seen in the heavens. This means that certain locations on earth are more sacred and preferred. A housing location with a river in front, which offers access to water and transportation, and mountains behind that protect it from cold wind in the winter, is highly valued. We can see these values reflected in the cultural landscapes throughout Korea.

HOW IS GEOMANCY USED?

People in South Korea consult geomancy charts and professional geomancers when deciding on a location for homes, businesses, cemeteries, important political institutions, and many other institutions. See the Ten Principles below to consider how we might see Geomantic and Neoconfucian principles reflected in the Korean cultural landscapes.

TEN PRINCIPLES OF GEOMANCY IN KOREA

1. A location aligned under the North Star/Pole Star is sacred space.

2. Axis Mundi is a very important North-South axis aligned to the North Star.

3. The East-West axis also establishes an important boundary between the profane and the sacred.

4. Vertical and horizontal arrangement of buildings and spaces along the two axes.

5. Confucian political institutions are located along the Axis Mundi.

6. Sacred Spaces are located along the Axis Mundi and above the East-West axis.

7. Political institutions are greater than economic institutions.

8. The economic center (commercial and industrial businesses) is in the South-East quadrant.

9. Mountains that curve around the location to the north are ideal for protection.

10. Water that flows in front of the location is ideal.

Diagram of the basic layout of Seoul, reflecting Geomancy principles
Adapted from Jongwoo Han, *Power, Place, and State-Society Relations in Korea*

The following diagram offers a rough layout of the city of Seoul according to the principles of geomancy.
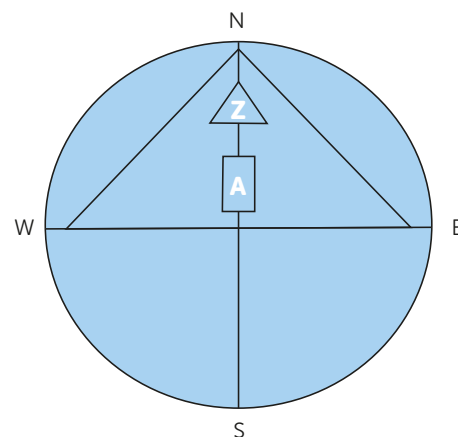
The Axis Mundi runs from North to South.

A=The Six Ministries Street, where numerous important political offices are located, including a prestigious location for the U.S. Embassy because it is located along the Axis Mundi.

Z=the Core Sacred area, where the Palace is located.

Directions: Choose three of the following and identify the principles of geomancy for each.

Photograph of Seoul

Geomancy Principles (cite evidence from the image):

Map of Hanyang (Seoul) in 1822
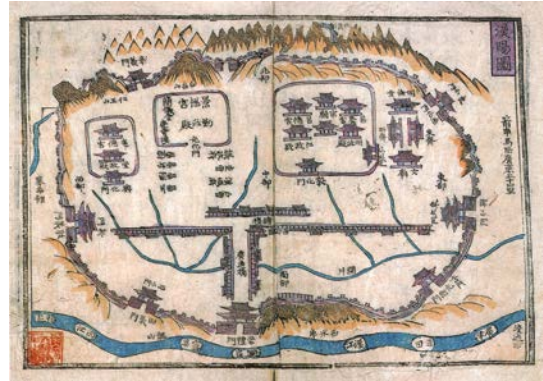
Geomancy Principles (cite evidence from the image):

Locations of major buildings in Seoul, reflecting Geomancy principles
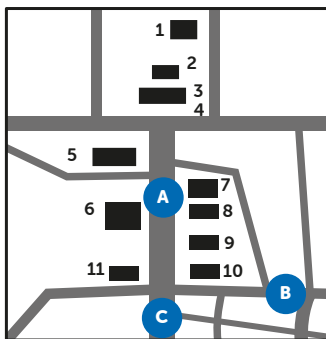
Major Government and Business Institutions in the Sacred Space in Seoul (1945 to the present time)

A. Sejongro (former Six Ministries Street)
B. Chongro (main road along the east-west axis of the capital city)
C. Taepyeungro (main road along the north-south axis of the capital city)
1. The Blue House
2. Geunjeongjeon (main office inside the Gyeongbok Palace)
3. National Museum (former Governor-General Headquarters, now destroyed in 1995)
4. Gwanghwamoon (main gate of the Gyeongbok Palace)
5. United Government Office Building
6. Sejong Cultural Center
7. Ministry of Culture and Sports
8. American Embassy
9. Korea Telecom
10. Kyobo Building
11. Hyundai Building

Geomancy Principles (cite evidence from the image):

Photo of the "Blue House," the presidential office and residence

Geomancy Principles (cite evidence from the image):

What is surprising about this?

HOW IS GEOMANCY EVIDENT TODAY?

Today, people in Korea still consult geomantic principles when building homes or choosing a place for burial. Larger projects require an official geomancer. The government continues to protect the natural features that make Seoul a prime location. The U.S. Embassy is located in the former Six Ministries Street, which is the most sacred space other than the Palace. The ruling power should sit along the Axis Mundi in the sacred space of the north. The markets and many shops are still located on the east-west alignment in a way that does not block the palace from the North Star. Geomancy is clearly still an important part of the Korean culture and everyday life.

The following Introduction to Geomancy, which provides background knowledge for the teacher, could also be offered as a Supplemental Homework Reading.

INTRODUCTION TO GEOMANCY
Based on Jongwoo Han's *Power, Place, and State-Society Relations in Korea* (Lanham, MD: Lexington Books, 2013)

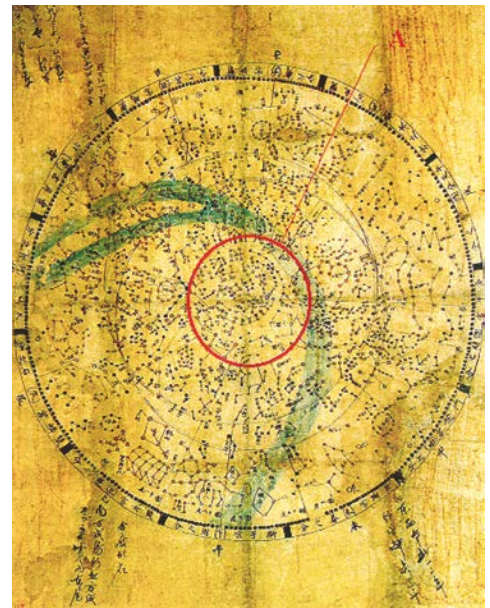When geographers and historians seek to explain the economic miracle of South Korea, especially as it happened at the same time as the country built a democracy, almost every analysis points to political or economic factors. Neither Confucian doctrine nor indigenous Korean schools of thought, such as geomancy (*Poong Soo Jiri* in Korean or *feng shui* in Chinese), have been examined. The significant economic growth, as well as its simultaneous economic and political development, are worthy of careful consideration. Geomancy has been largely overlooked as a source of explanation because it has often been treated as a superstitious belief system of the Orient. However, it is essential to understand how Confucianism and geomancy have served as a foundation for the government and economic systems in Korea, and how we can still see them today in the Korean cultural landscape.

Geomancy has its origins as a discourse between early humans, nature, and the supernatural as they sought to understand where they were, who had created the whole world, what the future held, and how they should live. They looked up to heaven and discovered that only one star, the North Star, did not move or shift, which seemed to be something they could rely on, interpreting it as a sign of God, Truth, or the Way (see Map 1, Astronomical Quadrants). They divided the celestial chart into two: the sacred and the profane. And existentially, they had to find something similar on the earth. So they looked for topological connections and divided the landscape into sacred versus profane.

Compared to Western city layouts that emphasize economic functions and professions, ancient Asian cities emphasize religious or mystical characteristics. Geomancy was a specific method for finding the perfect place where heaven's power is reflected on earth. Groups of the governing elite in the ancient cities of Asia set up their national capitals and sacred places for the government in such ideal places. Buildings were constructed and arranged based on certain principles that determined the ideal location, such as mountains to the north or water located in front of the city (see Map 2, The Five Districts of Hanyang). Political buildings were more highly valued than economic buildings, which clearly aligns to Confucian principles. These political buildings were consequently placed along the most important north-south axis of the city to communicate the power and authority of the government.

Geomancy Map 1. *Cheonsang yolcha boonya jido:* Astronomical Quadrants Centered on the North Star (Polaris). The celestial chart is divided into the sacred and the profane.

Essentially, geomancy explained how "Heaven's will" was reflected in the natural world through geographical features and combined with humanity's actions. If they were in harmony with the social, cultural, and political situations, then the society would be successful. This relied on the understanding of cosmology, astronomy, and astrology in order to properly position buildings to access the earth's energy. An additional factor was Confucianism, a political ideology and method for realizing an ideal society on earth through strong state leadership and Confucian meritocracy. People were willing to sacrifice for the sake of the state because of their Confucian and geomantic understanding of their world. Thus, the proper arrangement of buildings and the environment, which was a shared understanding among the people of Korea, communicated a powerful message to anyone in the city—both in the past (see Map 3, the capital city of Hanyang in 1822) and today.

Geomancy Map 2
The Five Districts of Hanyang (Seoul). This map represents two major geographic features—mountains (presented in black) and rivers (presented in blue).
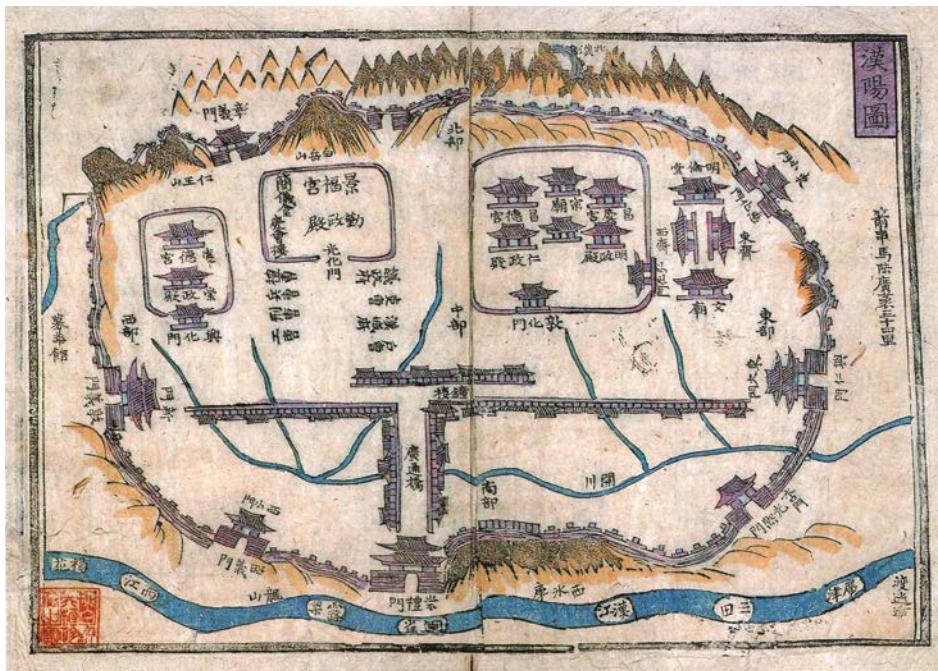
Geomancy Map 3
The capital city, Hanyang (modern-day Seoul), in 1822, illustrated in this recreation of a woodblock print. The map shows the main Confucian political institutions—such as the king's palaces, the Confucian National University, the Confucian Ancestral Shrine, and the Six Ministries—all surrounded by mountains and rivers in a harmonious arrangement.

ARTICLE ON CULTURAL DIFFUSION AND KOREAN CULTURE
WORLD HISTORY DIGITAL EDUCATION FOUNDATION

The music and cultural landscape is shifting from traditional media giants in the west to countries such as South Korea. In fact, in 2018, BTS, a K-Pop group, was the second most streamed group behind Imagine Dragons on the music service Spotify. K-Pop, as a musical style, has become so common in countries like the United States, according to a nationwide survey, that two out of three people between the ages of 13 and 49 have heard of the term K-Pop.[1]

Music is not the only cultural element that Korea is exporting. As of a market research report conducted by IBISWorld in August of 2019, there were 8,430 Korean restaurants in the United States, generating over $6 billion dollars in revenue.[2] Whether through music, entertainment, or food, Korean culture has become influential far beyond the Korean Peninsula.

As we often find with the diffusion of culture, migration helps explain the spread of Korean food and music in countries such as the United States. The first step for this migration was when the United States government passed the Immigration Act of 1965, which removed restrictions on immigration from Asian countries. In addition to these U.S. changes to immigration policy, the Korean government encouraged emigration to reduce population pressure and to gain the benefits of remittances. This has caused the Korean immigrant population in the United States to grow from 11,000 in 1960 to 290,000 by 1980.[3]

Like many other immigrant groups, Koreans moved to major cities such as New York and Los Angeles, creating Koreatowns or K-towns.[4] In New York City, the timing could not have been better for those arriving from South Korea. With the city pushing redevelopment of the portion of the city around West 32nd street, rent was relatively cheap compared to other areas of New York City.[5] Korean immigrants began to cluster businesses in this small location. This area quickly came to be known as K-town.

Today there are over 100 Korean businesses found there, including bakeries, grocery stores, store outlets, hair and nail salons, restaurants, and nightclubs. These businesses not only provide an economic benefit for the city, but they also provide a conduit for the spread of culture.[6]

Photo of Koreatown in Manhattan

Due to changes in the economic landscape, Korean culture spread outside of K-Town in New York City. The major reason for the presence of Korean businesses outside K-town is that rent was no longer cheap in K-town, as demonstrated when Sam Won, one of Korea's oldest restaurants, opened a new restaurant in K-town and was reported to have paid $85,000 a month for rent.[7] Other restaurants and businesses have located in new areas of New York, spreading the impact of Korean culture.

Korean culture has spread far beyond the K-Towns in major cities. In fact, it is not uncommon to find kimchi at a local grocery store or gochujang (red chili paste) at Whole Foods Stores.[8] Today, Korean culture has diffused far beyond the original areas where Koreans first settled and has become one of the most influential and important factors to shape American culture.

Korean cultural influence can also be seen in Korean-language media targeting the Korean community. Furthermore, many forms of this media, including newspapers, are available in both English and Korean. Much of this media is created in cities with large Korean-American populations such as New York or Los Angeles, and can even be distributed virtually anywhere globally via satellite, cable television, and streaming options over the internet. Even though the target audience for much of this media is Korean-American, widespread access to English as well as digital translation services, have increased access to Korean news and culture outside the Korean community.

BTS YouTube Views, 2018

Views in Millions
552

49.4
Information on YouTube views in China not publicly available.
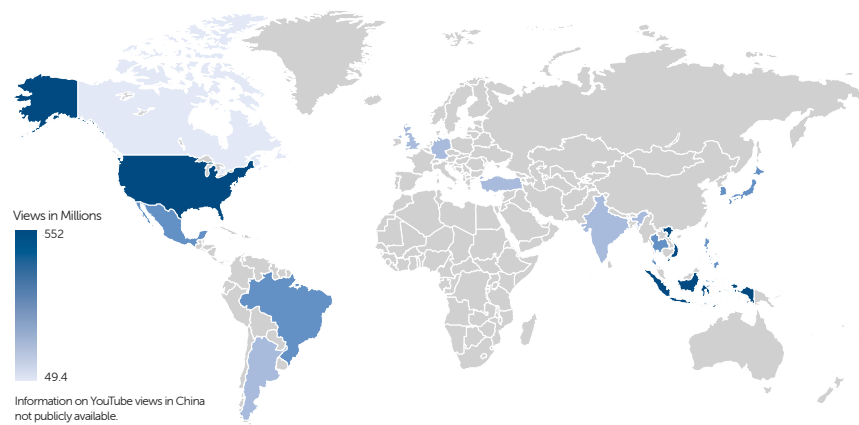
Other institutions of culture, such as religion, are also seen in many areas with high concentrations of Korean-Americans. Because 73% of Korean-Americans identify as Christian, churches are an important part of the community. Not only do these churches bring people with similar cultural roots and common experiences together; they serve as yet another way Korean culture can be preserved.[9]

Unlike migration, the spread of Korean culture as a part of global popular culture is a much more recent phenomenon. The opportunity to host the 1988 Summer Olympics in Seoul was a turning point for South Korea as the government seized the opportunity to showcase Korean culture on a global scale and capitalized on the powerful economic and cultural force of globalization. The South Korean government set a course that would extend into the 1990s to deliberately grow and spread Korean culture in order to build soft power (cultural and economic influence). The government directed time and resources to develop cultural industries across Korea as new soap operas, Hip-Hop groups, Boy Bands, and movies all started to become internationally popular and more in demand.[10]

The rise of K-Pop music coincided with the new focus on spreading Korean culture. Many point to a talent show in 1992, when the group Seo Taeji and Boys performed a mix of Korean lyrics, Euro Pop, Hip-Hop, and Rap with members dancing in sync, as the epicenter of this spread. Ironically, this cultural phenomenon didn't start with accolades.

In fact, the band received the lowest scores of the night.

However, in the following days and weeks, Seo Taeji and the Boys' song "I Know" sky-rocketed to the top of the charts and stayed there for seventeen weeks.[11] The elements that helped form K-Pop were born with early diffusion to other countries in Asia.

K-Pop music, unlike music in Japan and China, embraced international social media platforms such as Facebook, Twitter, and YouTube. The best example of the impact of social media occurred in 2012 with the global phenomenon sparked by the video and song "Gangnam Style."

Top 10 Countries with most BTS YouTube Views, 2018
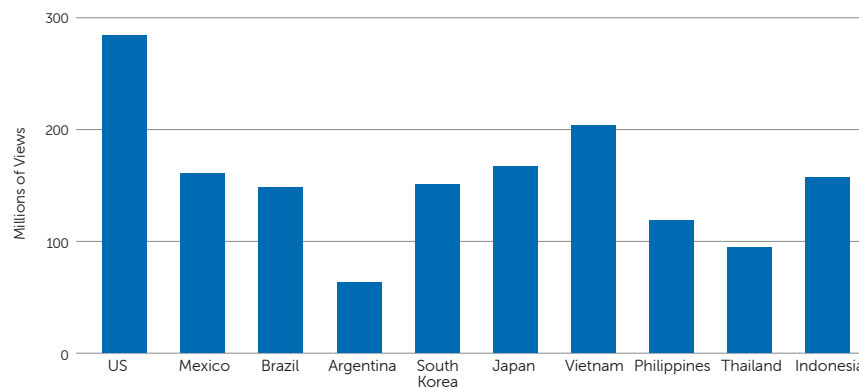
The song's influence was immediate and long-lasting, with over three-billion views, making it the most watched YouTube video of all time.[12] Not only did "Gangnam Style" receive global views; it was unique because it was not a

copy of Western pop culture. Through YouTube and technology to download music, people all over the world were listening, dancing, and singing along with the song.

The power of YouTube as a way of spreading Korean culture continued in 2019 when the BTS single "Boy with Luv" hit 74.6 million views on YouTube within the first 24 hours of its release, setting a YouTube record. The release was also the fastest video to hit 100 million views in YouTube history.[13] Typical popular culture is connected to the most spoken languages in the world, but the spread of K-Pop music is unique because it has remained primarily in the Korean language, spreading the cultural influence of the language globally. Platforms such as YouTube have been major means of spreading Korean culture and language globally.

The global reach of K-Pop can be seen with K-Pop artists such as BTS. In 2018 alone, BTS has topped the charts on the Billboard 200 albums in the United States twice, broken into the UK Official Top 40 Chart, and topped the iTunes Charts in over sixty countries.

BTS tours have sold out in venues around the world, including North America, Europe, and Asia. Further, in 2018 BTS was awarded a Medal of Honor from the South Korean government for spreading Korean culture and language around the world. While spreading Korean culture, groups like BTS have helped generate billions of dollars, bringing in $3.6 billion USD in 2018 alone.[14] Not only do K-Pop groups such as BTS spread Korean culture globally; they have strengthened the economic power of South Korea.

Total Korean Exports* Induced by the Korean Wave
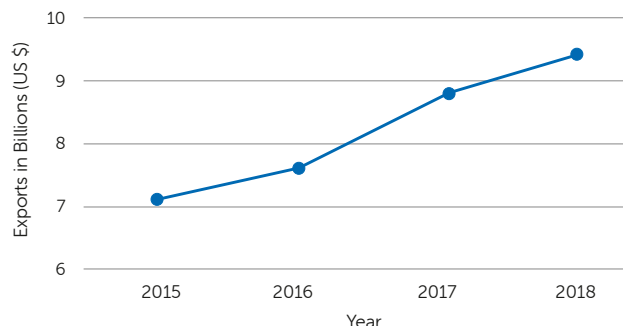
*Products related to Korean culture, i.e., t-shirts, music, games, tv series, movies.

In addition to the power of K-Pop music, South Korean soap operas have also gained a global market. Due to the global and regional popularity of these K-Dramas (as they are called), over 12.2 million people, according to the Korea Tourism Organization (KTO), visited the sites where these soap operas are filmed.[15] Chinese and Japanese tourists travel to South Korea to visit television-themed destinations to see locations where characters have shared a kiss or to have the chance to wear the same clothing as their favorite television stars. This influence can even be seen in the volume of orders from the Korean fried chicken restaurant Kko Kko, where take-out orders in Singapore increased 20% after the restaurant and its chicken were featured in a Korean soap opera.[16] Combined with K-Pop music and other cultural exports of South Korea, the diffusion of culture has become an important part of the economy of South Korea.

The last factor that helps explain the spread and diffusion of Korean culture, particularly in Asia, is the appeal of Korean culture versus "Western" and Japanese influences. For many around the world, popular culture from countries such as the United States is often viewed as cultural imperialism, forcing western language and values on people at the expense of their own local cultures. Additionally, the historical legacy of Japanese imperialism and war atrocities during World War II make Japanese culture less appealing to some.[17] Korean culture appeals to many who fear cultural imperialism from the West and also provides a cultural balance to Japan, reducing barriers to diffusion and allowing for the spread of Korean culture within Asia and globally.

The Korean "Wave," as this spread of culture from Korea is known, has moved beyond Asia and has found a global audience. The next time that you watch a Korean drama, listen to K-Pop music, or eat Korean food, understand that the phenomenon and its diffusion involved migration, the use of global social media, governmental influences, responses to Western and Japanese popular culture, and the rising popularity of Korean culture.

NOTES

1. Caitlin Kelley, "BTS Became The Second Most-Streamed Group On Spotify In 2018," *Forbes*, December 4, 2018.

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3. Allison O'Connor and Jeanne Batalova, "Korean Immigrants in the United States," *Migrationpolicy.org*, April 25, 2019.

4. "Koreatown Manhattan 2009." Wikicommons, **http://commons.wikimedia.org/wiki/File:Koreatown_Manhattan_2009.JPG**.

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6. Yun Park, "Little Seoul in New York City, Manhattan Koreatown," March 31, 2016, **http://ekdbs0503.wordpress.com/2016/03/31/little-seoul-in-new-york-city-manhattan-koreatown/**.

7. Sam Kim, note 5 above.

8. Sam Kim, note 5 above.

9. Joseph Hong, "New York's Korean Christian Congregations Thrive," *NY City Lens*, **http://nycitylens.com/blog/2017/03/01/new-yorks-korean-christian-congregations-thrive/**.

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11. British Broadcasting Corporation (BBC), "Culture - How Did K-Pop Conquer the World?" May 29, 2019, **http://www.bbc.com/culture/story/20190529-how-did-k-pop-conquer-the-world**.

12. *Ibid.*

13. Julia Hollingsworth and Sophie Jeong,"BTS' New Music Video Breaks YouTube Record for Most Views in 24 Hours," CNN, Cable News Network, April 17, 2019, **http://www.cnn.com/2019/04/17/asia/korea-bts-youtube-intl/index.html**.

14. *Ibid.*

15. See Kit Tang, "Food and Fashion: How K-Drama Is Influencing Asia," CNBC, June 19, 2014, **http://www.cnbc.com/2014/06/18/food-and-fashion-how-k-drama-is-influencing-asia.html**.

16. Evan Osnos, note 10 above.

17. *Ibid.*

Name: _____ Period: _____

CULTURAL DIFFUSION AND KOREAN CULTURE: NOTES

Question Number	Complete the notes sheet below based on your assigned task
Question 1	How has Korean culture diffused?
Question 2	What are political causes *and* consequences of the diffusion mentioned in the article?
Question 3	What are economic causes *and* consequences of the diffusion mentioned in the article?
Question 4	What are examples of countries and regions that have been influenced by the diffusion mentioned in the article?

Your Question	Evidence from the article to answer the question

PROCESSING CULTURAL DIFFUSION AND KOREAN CULTURE
Record notes for each question below as your group members share their answers.

QUESTION 1 How has Korean culture diffused?	QUESTION 2 What are political causes *and* consequences of the diffusion mentioned in the article?
QUESTION 3 What are economic causes *and* consequences of the diffusion mentioned in the article?	QUESTION 4 What are examples of countries and regions that have been influenced by the diffusion mentioned in the article?

GROUP ACTIVITY: IDENTIFY THE TOP 3 FACTORS THAT LED TO THE DIFFUSION OF KOREAN POPULAR CULTURE

Rank	Factor	Explanation of why this is important
1		
2		
3		

ANSWER THE FOLLOWING QUESTION:

What is the most significant factor that led to the diffusion of Korean popular culture? (Make sure to use evidence from all four tasks to support your answer.)

THE EFFECTS OF CULTURAL DIFFUSION

Examine the eight examples of cultural diffusion on the following page.
Match each of the eight examples with a concept on this page.

Assimilation
The process through which people lose originally differentiating traits, such as dress, speech particularities or mannerisms, when they come into contact with another society or culture (usually a dominant one).

Acculturation
This occurs when cultures come into contact and a less dominant culture adopts some of the traits of the more influential or dominant one.

Multiculturalism
The practice of giving equal attention to many different backgrounds in a particular setting.

Syncretism
The combining of cultural traits from two or more distinct cultures.

Directions: Place the following examples with the appropriate definition/term/geographic concept on the previous page.

1. A group of people adopt the language, religion, and culture of a place to which they have moved.	2. Official Languages in Bolivia: Spanish, Quechua, Aymara, Guarani.	3. Sikhs celebrate the Sikh New Year in Toronto, Canada.	4. Haiti has a unique cultural history of African, Indigenous, and European elements that have led to a distinct language, music traditions, and religious observances.
5. Your family has moved to Germany. At school you are learning to speak German and you eat traditional German food in the cafeteria during lunch. When you get home, your conversation about the day takes place in English and you look forward to having some home cooking.	6. Native American Boarding schools were established between the late 19th and mid-20th centuries with a goal of indoctrinating children in Euro-American culture and preventing children from practicing their own culture.	7. Tex Mex food	8. In the United States, Korean food has gone from being primarily eaten within the Korean-American community to now being a mainstream American food.

EXIT TICKET

▶ If I acculturate I will....

▶ Which could contribute to multiculturalism by.....

▶ Acculturation and multiculturalism could result in syncretism if....

▶ On the other hand, if I assimilate instead of acculturate I would....

▶ A society might prefer for people to assimilate because....

▶ But some advantages of a multicultural society, which assimilation doesn't provide, are....

THE EFFECTS OF CULTURAL DIFFUSION

Assimilation The process through which people lose originally differentiating traits, such as dress, speech particularities or mannerisms, when they come into contact with another society or culture (usually a dominant one).	A group of people adopt the language, religion, and culture of a place to which they have moved.
	Native American Boarding schools were established between the late 19th and mid-20th centuries with a goal of indoctrinating children in Euro-American culture and preventing children from practicing their own culture.
Acculturation This occurs when cultures come into contact and a less dominant culture adopts some of the traits of the more influential or dominant one.	In the United States, Korean food has gone from being primarily eaten within the Korean-American community to now being a mainstream American food.
	Your family has moved to Germany. At school you are learning to speak German and you eat traditional German food in the cafeteria during lunch. When you get home, your conversation about the day takes place in English and you look forward to having some home cooking.
Multiculturalism The practice of giving equal attention to many different backgrounds in a particular setting.	Official Languages in Bolivia: Spanish, Quechua, Aymara, Guarani.
	Sikhs celebrate the Sikh New Year in Toronto, Canada.
Syncretism The combining of cultural traits from two or more distinct cultures.	Haiti has a unique cultural history of African, Indigenous, and European elements that have led to a distinct language, music traditions, and religious observances.
	Tex Mex food

CULTURE
MODULE DAY 3

3

CONCEPT MAPPING
AND ASSESSMENT

CULTURE MODULE OVERVIEW

SKILL FOCUS
Source Analysis, and Concepts and Processes

Source Analysis: Analyze and interpret qualitative geographic information represented in maps, images (e.g., satellite, photographs, cartoons), and landscapes.

Concepts and Processes: Describe geographic concepts, processes, models, and theories.

CONTENT
Enduring Understanding PSO-3

Cultural practices vary across geographical locations because of physical geography and available resources.

Topic 3.2. Cultural Landscapes

Topic 3.5. Historical Causes of Diffusion

Topic 3.6. Contemporary Causes of Diffusion

How do cultural landscapes reflect cultural practices?

DAY 1

CLASS ACTIVITY
Reading a Cultural Landscape
Students will work collaboratively to identify and understand the components that make up cultural landscapes. Students will then use their new understanding of cultural landscapes to analyze information in visual sources from South Korea for cultural indicators and to draw conclusions about the patterns they see.

AP SKILL ALIGNMENT
Skill Category 4.A. Identify the different types of information presented in visual sources.

Skill Category 3.C. Explain patterns and trends in maps and in quantitative data to draw conclusions.

How does diffusion impact cultural landscapes?

DAY 2

CLASS ACTIVITY
Cultural Diffusion Investigation
Students will explore how the elements of the cultural landscapes are diffused by brainstorming ways in which cultural elements diffuse, and by studying the cultural diffusion of Korean culture, culminating in an analysis of how cultures change due to diffusion.

AP SKILL ALIGNMENT
Skill Category 4.D. Compare patterns and trends in visual sources to draw conclusions.

Skill Category 4.E. Explain how maps, images, and landscapes illustrate or relate to geographic principles, processes, and outcomes.

Assessment

DAY 3

CLASS ACTIVITY
Concept Mapping and AP-Aligned Assessment
Students will connect vocabulary and concepts via a concept-mapping activity and then demonstrate understanding as they answer five Multiple Choice Questions (MCQs) and one Free Response Question (FRQ) with two stimuli.

AP-ALIGNED ASSESSMENT
Multiple Choice Questions (MCQs) and Free-Response Question (FRQ)

CULTURE MODULE SOURCES

DAY 3
Based on a 60-minute class

Lesson Focus: Reviewing Culture

AP CURRICULUM FRAMEWORK REFERENCE

Enduring Understanding
PSO-3. Cultural practices vary across geographical locations because of physical geography and available resources.
Topic 3.2. Cultural Landscapes
Topic 3.5. Historical Causes of Diffusion
Topic 3.6. Contemporary Causes of Diffusion

HUMAN GEOGRAPHY SKILLS

Source Analysis: Analyze and interpret qualitative geographic information represented in maps, images (e.g., satellite, photographs, cartoons), and landscapes.
Skill Category 4.A. Identify the different types of information presented in visual sources.
Skill Category 4.B. Describe the spatial patterns presented in visual sources.
Skill Category 4.C. Explain patterns and trends in visual sources to draw conclusions.

Concepts and Processes: Describe geographic concepts, processes, models, and theories.
Skill Category 1.A. Describe geographic concepts, processes, models, and theories.
Skill Category 1.D. Describe a relevant geographic concept, process, model, or theory in a specified context.

OVERVIEW

Students will work with the important terms and concepts from this module to review the essential content and skills. Working in groups, students will manipulate the important terms and concepts into a concept map that should begin with a central term or concept. Upon completing the task, groups rotate to other group concept maps to reflect on their synthesis, leading to interactive conversations and deeper review of the content as students make meaning individually and collaboratively. Then, students are given the opportunity to complete five AP-style multiple choice questions (MCQs) and one AP-style stimulus-based free response question (FRQ).

MATERIALS NEEDED:

▶ Day 3 Handouts

  ▷ Day 3 Student Handout (1 per student, p. 111)

  ▷ Day 3 Multiple Choice Question (MCQ) Assessment (p. 112)

  ▷ Day 3 Free Response Question (FRQ) Assessment (p. 113)

▶ Day 3 Free Response Question (FRQ) Assessment Teacher Key (p. 114)

SEQUENCE OF INSTRUCTION

CLASS ACTIVITY 1 OF 2: CONCEPT MAPPING

CLASS ACTIVITY (20-30 MINUTES): CONCEPT MAPPING

ACTIVITY 1

Students will consider the important terms and concepts for this module on Culture in order to identify relationships and understand the content more deeply. The activity also integrates the geographic skills that run through the module by asking students to explain the connections between terms and concepts. Debriefing the activity and monitoring student progress are two essential elements of this collaborative work.

ACTIVITY PROCEDURE

► Have students sit in groups of four to five to facilitate group work throughout the course of the activity. Mixed-ability groups are recommended to achieve the best results.

► Explain what a concept map is by showing an example (e.g., from the video below), and/or a brief video overview

  ▷ **https://tinyurl.com/geoconcept**.

  ▷ This video explains how concept maps are visual ways to express the connections between ideas and outlines the steps needed to create an effective concept map (identifying the main topic, organizing the main points, creating a map with major points and supporting details, reviewing the map and looking for connections, including details, and analyzing and improving the map).

► Students review the list of terms and concepts and begin to identify relationships as well as consider what the central term or concept might be.

  ▷ Monitoring group conversations across the room and affirming good insights and/or prompting and redirecting groups that may need support are critical to ensure student understanding.

  ▷ Students may need prompting to remain focused on connections and not definitions.

► Students display concept maps on desks or walls and groups rotate to see other concept maps.

  ▷ Leading a discussion on similarities and differences among concept maps can reinforce conceptual knowledge.

  ▷ Groups may be given sticky notes to challenge connections between concepts with which they disagree. They can write how/why they disagree on the sticky note and place it on the concept map.

  ▷ Taking pictures of concept maps and uploading all pictures for student access provides another opportunity for reflection and deeper learning.

> **TEACHING TIP**
> The list of terms and concepts for this activity is drawn from the two days of previous instruction in this module. Teachers might consider adding other terms and concepts to supplement this list depending on the scope of the unit and assessment.

> **TEACHING TIP**
> If some groups work more efficiently and may seem to finish more quickly than others, having additional words or pictures or documents, or even current event articles or excerpts, can add a new dimension to the activity when the teacher gives those additional resources to groups. For example, handing out an excerpt from a recent news article on the industrial development of a country can force a group to wrestle with a current issue and make sense of it conceptually in light of their concept map.

FORMATIVE ASSESSMENT

Students could complete the following assessments during class or as assigned homework or as part of another class to monitor student progress.

ACTIVITY PROCEDURE

▶ Hand out the Multiple Choice Question (MCQ) sets (p. 112).

▷ If this is a truly formative assessment during class, consider going over the answers during class and having students who answered correctly explain their reasoning and process to the whole class.

▷ Multiple Choice Answer Key: **1. B 2. C 3. A 4. A 5. B**

▶ Distribute the Free Response Questions (FRQs, p. 113) and instruct students to complete all questions, monitoring the time and providing timing updates to simulate some of the time pressure students may feel on the day of the Exam.

▷ Consider discussing answers either in small groups and/or as a class to check understanding or collect student work to provide specific, targeted feedback.

▷ Consult the Teacher Key included in these resources (p. 114) as part of the feedback process.

TEACHING TIP

If students are not already familiar with common FRQ command verbs, "discuss" and "explain" require development of an answer instead of a simple one- or two-word response.

The following task verbs are commonly used in the free-response questions:

▷ *Compare:* Provide a description or explanation of similarities and/or differences.

▷ *Define:* Provide a specific meaning for a word or concept.

▷ *Describe:* Provide the relevant characteristics of a specified topic.

▷ *Explain:* Provide information about how or why a relationship, process, pattern, position, or outcome occurs, using evidence and/or reasoning.

▷ *Identify:* Indicate or provide information about a specified topic, without elaboration or explanation.

DAY 3 STUDENT HANDOUT

Name: _____ Period:_____

CONCEPT MAPPING

1. Your group must create a central term for your list of words.

2. Write this term/concept in the middle of your mind map. The concept/term should be something that demonstrates how the words are *connected*.

3. Create a concept map that illustrates how these terms are connected and why they are important. Keep all drawings/visuals specific to understanding the terms. *Fewer words, more visuals!!!*

4. Make sure to use all of the terms below, but you will also need to add in other words as transitions.

TERMS/CONCEPTS:

▶ Culture

▶ Cultural landscape

▶ Cultural imprint

▶ Sequent occupance

▶ Religion

▶ Language

▶ Architecture

▶ Diffusion

▶ Music

▶ Internet

▶ Globalization

▶ Communications Technology

▶ Assimilation

▶ Acculturation

▶ Multiculturalism

▶ Syncretism

▶ Scale

▶ Politics

▶ Economics

DAY 3 MULTIPLE CHOICE QUESTION (MCQ) ASSESSMENT

Name: _____ Period:_____

1. Why is contagious diffusion less common in the spread of contemporary popular culture than hierarchical diffusion?

    a. Due to increases in telecommuting, people are less likely to leave their home regions, lessening the opportunities for contagious diffusion.

    b. Due to the development of the Internet, a key way popular culture is diffused, the relevance of physical proximity is diminished.

    c. Due to technological advances, interactions can occur instantaneously, thereby reducing the relevance of time that is key in contagious diffusion.

    d. Due to globalization, the relevance of traditional hierarchies is enhanced.

    e. Due to the importance of political boundaries today, diffusion often encounters barriers at the border and therefore must leapfrog to new areas to continue to spread.

2. The diffusion of K-Pop and other types of popular music is largely dependent upon:

    a. Migration patterns which result in enhanced interaction between countries.

    b. Historical patterns of influence due to colonization and imperialism.

    c. Access to the Internet, which allows for a potentially global audience.

    d. Tourism trends due to in-person interactions with celebrities.

    e. Population increases within Asian societies resulting in many more Asian stars.

3. Which of the following best demonstrates how the process of diffusion has resulted in changes in the cultural landscape in many countries?

    a. The development of an increasing number of multicultural societies where different cultural groups co-exist.

    b. The trend of decreasing diversity of countries, so that each country is more likely to consist of one dominant religion and language.

    c. The existence of a common global culture so that there are no longer local cultures.

    d. The assimilation of immigrant groups into host countries so that each immigrant group is indistinguishable from the dominant native group.

    e. The prominence of emoticons in online discussions that allows even non-English speakers to communicate with each other electronically.

Church located in Seoul

4. The above photograph from Seoul, South Korea predominantly shows the diffusion of _____ in the cultural landscape.

    a. Religion

    b. Politics

    c. Business

    d. Social Norms

    e. Wealth

5. Even though the photograph was taken in Seoul, South Korea, where in the world would the dominant building be most common in the cultural landscape?

    a. Middle East

    b. Western Europe

    c. South Asia

    d. North Africa

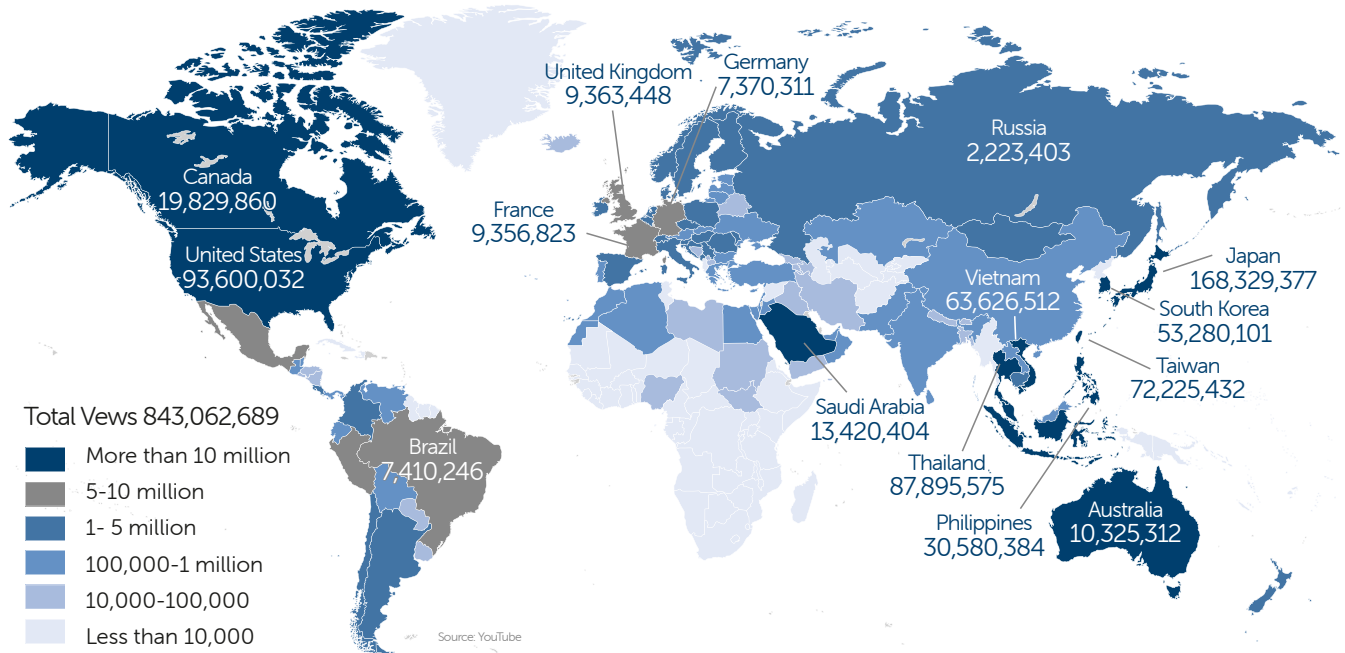   e. Southeast Asia

DAY 3 FREE RESPONSE QUESTION (FRQ) ASSESSMENT

Name: _____ Period:_____

Number of Views of K-Pop Videos on YouTube by Country in millions, January 1–May 1, 2011
Source: YouTube

United Kingdom
9,363,448

Germany
7,370,311

Russia
2,223,403

Canada
19,829,860

France
9,356,823

Japan
168,329,377

United States
93,600,032

Vietnam
63,626,512

South Korea
53,280,101

Taiwan
72,225,432

Saudi Arabia
13,420,404

Total Vews 843,062,689

- More than 10 million
- 5-10 million
- 1- 5 million
- 100,000-1 million
- 10,000-100,000
- Less than 10,000

Brazil
7,410,246

Thailand
87,895,575

Philippines
30,580,384

Australia
10,325,312

Source: YouTube

1. The diffusion of cultural traits has accelerated rapidly during the past few decades as the world has experienced time-space convergence. Such interactions have resulted in changing cultural practices.

   a. Define the term *diffusion*.

   b. Identify *one* characteristic of the cultural landscape shown in the photo that suggests that diffusion has occurred.

   c. Explain *one* reason for the diffusion of the cultural trait that you identified in part b above.

   d. Explain *one* way in which acculturation is seen in the photo.

   e. Compare relocation and expansion diffusion.

   f. Describe *one* reason for the diffusion that is present in the map of the number of views of K-Pop videos.

   g. Describe *one* consequence of the diffusion reflected in the map and image.

Photo of Koreatown in Manhattan
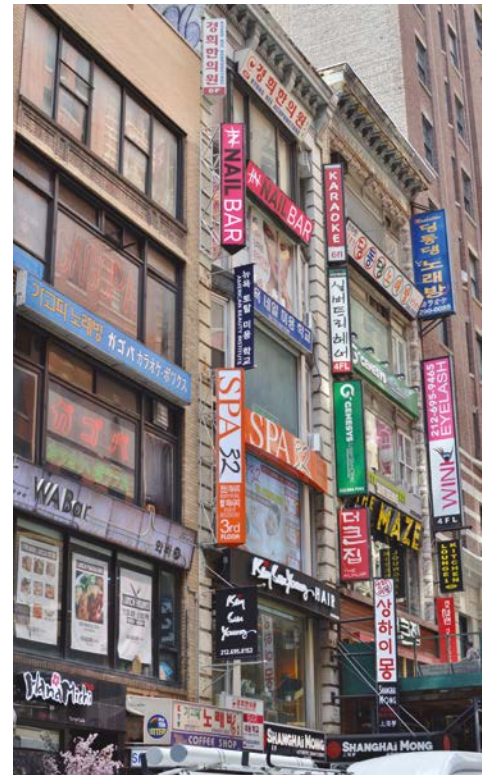
DAY 3 FRQ ASSESSMENT TEACHER KEY

Teachers can use this Key to guide assessment and student peer assessment.

a. **Define the term *diffusion*.**

- ▷ Diffusion is the spread of a phenomenon across space.

b. **Identify *one* characteristic of the cultural landscape shown that suggests diffusion has occurred.**

- ▷ Language on the signs
- ▷ Architecture (Building Style)
- ▷ Types of businesses

Note: Since this is a question asking students to identify a characteristic, students do not have to expand upon their answer.

c. **Explain *one* reason for the diffusion of the cultural trait you identified in part B.**

- ▷ Regardless of the answer in part B, student answers should address the fact that migration has occurred. Since this question requires an explanation, the student must explain why or how. For instance, the creation of an ethnic enclave (ethnic neighborhood) is due to migration from Korea to New York.

d. **Explain *one* way acculturation is seen in the image.**

- ▷ English language is visible in addition to Korean language.
- ▷ Most of the setting looks like it belongs in New York City. The language and some of the architecture is different, but otherwise it is a typical setting.

e. **Compare relocation and expansion diffusion.**

- ▷ Relocation diffusion is the movement of a phenomenon spatially as a result of migration, and does not result in an increase in the number of people influenced by the phenomenon, whereas expansion diffusion results in an increase in the number of people influenced by the phenomenon.

f. **Describe *one* reason for the diffusion that is present in the map.**

- ▷ Communications technology: videos are easily shared thanks to the Internet.
- ▷ Urbanization: there tend to be connections across major cities, regardless of physical proximity.

g. **Describe *one* consequence of the diffusion reflected in the map and/or image. (Note that consequences can be positive or negative.)**

- ▷ Increased understanding or appreciation due to more interaction with a different culture.
- ▷ Decreased cultural variety/uniqueness due to the mass spread of one style.
- ▷ Cultural appropriation: non-Koreans "take over" Korean Pop.

INDUSTRIALIZATION AND ECONOMIC DEVELOPMENT MODULE

When observing a map of northeast Asia, it is readily apparent that South Korea is a peninsula. However, when the topic being discussed is the industrialization and economic development of South Korea, the country is an island. Since 1948, there has been restricted land movement between South and North Korea as a result of the political and economic policies of each country. How does a country with ocean water on three sides and no access to the fourth side—similar to an island—develop its economy?

A further complication to economic development has been the scarcity of essential industrial resources in South Korea. The solution that South Korea followed was to reach outward to the rest of the world for supplies of necessary resources and potential markets for its products. Government policies that favored family-owned industrial planning and industrial innovation that integrated processes of production resulted in an economic miracle on the Han River. It is important to know that South Korea in the 21st century is one of the world's most successful globalized economies. This module engages students in examining data that present the economic growth, the importance of value added in transforming raw materials to finished products, and the long-term social development benefits that can accrue from a strong national economy.

INDUSTRIALIZATION AND ECONOMIC DEVELOPMENT

MODULE DAY 1

WHAT ARE ECONOMIC SECTORS AND THE FACTORS THAT AFFECT THEIR DEVELOPMENT?

INDUSTRIAL AND ECONOMIC DEVELOPMENT MODULE OVERVIEW

SKILL FOCUS
Spatial Relationships, Data Analysis, and Source Analysis

Spatial Relationships: Describe spatial patterns and networks, and explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.

Data Analysis: Explain patterns and trends in maps and in quantitative and geospatial data to draw conclusions.

Source Analysis: Analyze and interpret qualitative geographic information represented in maps, images (e.g., satellite, photographs, cartoons), and landscapes.

CONTENT
Enduring Understanding SPS-7

Industrialization, past and present, has facilitated improvements in standards of living, but it has also contributed to geographically uneven development.

Topic 7.1. The Industrial Revolution

Topic 7.2. Economic Sectors and Patterns

Topic 7.3. Measures of Development

DAY 1

What are economic sectors and the factors that affect their development?

CLASS ACTIVITY
Understanding and Identifying Economic Sectors
Students will work collaboratively to identify and learn the five different economic sectors. Students will then use their new understanding of economic sectors and examine maps and data sets to predict the locations of different economic sectors within South Korea.

AP SKILL ALIGNMENT
Skill Category 2.B. Explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.

Skill Category 2.C. Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.

Skill Category 4.D. Compare patterns and trends in visual sources to draw conclusions.

DAY 2

What are the key measures of development in a country?

CLASS ACTIVITY
Understanding and Identifying Measures of Development
Students will work collaboratively to define and learn a variety of measures of development. Students will then analyze data sets to identify changes in several measures of development in South Korea over the past 70 years and speculate as to the reasons for those changes.

AP SKILL ALIGNMENT
Skill Category 3.F. Explain possible limitations of the data provided.

Skill Category 4.D. Compare patterns and trends in visual sources to draw conclusions.

Skill Category 4.E. Explain how maps, images, and landscapes illustrate or relate to geographic principles, processes, and outcomes.

DAY 3

Assessment

CLASS ACTIVITY
Concept Mapping and AP-Aligned Assessment
Students will connect vocabulary and concepts via a concept-mapping activity and then demonstrate understanding as they answer five Multiple Choice Questions (MCQs) and one Free Response Question (FRQ) with two stimuli.

AP-ALIGNED ASSESSMENT
Multiple Choice Questions (MCQs) and Free-Response Question (FRQ)

INDUSTRIAL AND ECONOMIC DEVELOPMENT MODULE SOURCES

DAY 1

Based on a 60-minute class

What are economic sectors and the factors that affect their development?

AP CURRICULUM FRAMEWORK REFERENCE

Enduring Understanding

SPS-7. Industrialization, past and present, has facilitated improvements in standards of living, but it has also contributed to geographically uneven development.

Topic 7.1. The Industrial Revolution

Topic 7.2. Economic Sectors and Patterns

HUMAN GEOGRAPHY SKILLS

Spatial Relationships: Describe spatial patterns and networks, and explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.

Skill Category 2.B. Explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.

Skill Category 2.C. Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.

Source Analysis: Analyze and interpret qualitative geographic information represented in maps, images (e.g., satellite, photographs, cartoons), and landscapes.

Skill Category 4.D. Compare patterns and trends in visual sources to draw conclusions.

OVERVIEW

Students will learn to identify the different economic sectors and relate them to the economic development of the Korean peninsula through structured source analysis of selected images, short readings, data charts, and maps of population and resource locations in South Korea. This activity is designed to help students learn the essential knowledge of the five economic sectors and to apply this knowledge as they analyze geospatial data through various sources. Students will use their understanding of the sectors to speculate where different economic sectors would be located in modern-day South Korea. Students will need a prior knowledge of the beginnings of the Industrial Revolution and the spread of industrialization to areas outside of the West to access the opening stages of the activity. Students should finish the activity with a greater understanding of the five economic sectors, of how they relate to South Korea's economic development, and of how resource locations in Korea play an integral role in the locations of South Korea's different economic sector zones.

MATERIALS NEEDED:

▶ Day 1 Handouts

  ▷ Day 1 Preparation Homework Activity (pp. 126–127). This handout will need to be distributed to students to complete as homework prior to the Day 1 Lesson Plan (1 per student)

  ▷ Day 1 Student Handout (1 per student, pp. 128–131)

  ▷ Economic Sector Definition Cards (p. 132). These will need to be cut out in advance (1 set per team)

  ▷ Economic Sector Cards (p. 132) These will need to be cut out in advance (1 set per team)

  ▷ Economic Sector Image Cards (p. 133) These will need to be cut out in advance (1 set per team)

  ▷ Economic Sector Location Cards (p. 134). These will need to be cut out in advance (1 set per team)

  ▷ Economic Sector Location Map Resources (1 set per team, pp. 135–136)

  ▷ South Korea Economic Sector Location Key Maps (1 set per team, pp. 137–141)

▶ Teacher Answer Key: Economic Sector Definition Cards (p. 142)

SEQUENCE OF INSTRUCTION

HOMEWORK OVERVIEW

HOMEWORK/CLASS PREPARATION (30 MINUTES)

To ensure that students have a basic knowledge and understanding of the Industrial Revolution and to provide background knowledge, students will watch the John Green Crash Course on the Industrial Revolution. The video is a brief and entertaining overview of how the Industrial Revolution occurred and how industrialization impacted the world.

▶ Prior to watching the video, students will write down three facts that they know about the Industrial Revolution in the left column on the Day 1 Preparation Homework Activity sheet (pp. 126–127).

▶ Students will watch the Crash Course video, which can be found at **https://www.youtube.com/watch?v=zhL5DCizj5c**. Students will then add at least five new things they learned in the right column.

▶ Students will examine the map showing the global spread of industrialization found on the Day 1 Preparation Homework Activity handout. Introduce students to the concepts of "core" and "periphery" that describe the relationship between economically dominant core regions of the world and the less developed semi-peripheral and peripheral regions. Students will answer two questions related to areas of the world that industrialized after the West.

TEACHER NOTES

While the John Green video provides a great overview of industrialization, he speaks quickly and it is often hard for students to catch all of the important concepts he discusses. It is beneficial to slow down the playback on the video and turn on the closed captioning feature when watching the video. Encouraging students to pause the video as they are working through the handout can also be helpful.

An alternative to homework is to have students watch the John Green Crash Course video in class.

CLASS ACTIVITY: OPTIONAL HOMEWORK DEBRIEF

OPTIONAL HOMEWORK DEBRIEF (5 MINUTES): INDUSTRIALIZATION AND ITS IMPACT ON POPULATION PROCESSES

ACTIVITY

Teachers may want to debrief the homework activity to ensure that students have a solid understanding of industrialization and the impact it had on population processes. This activity will help teachers gauge the level of understanding and will allow students to demonstrate what they learned from the homework activity on industrialization.

ACTIVITY PROCEDURE
▶ In teams of three to four, each team will share with the class one of the "new things" they noted from watching the Crash Course video, as indicated on the Day 1 Preparation Homework Activity sheet (2 minutes).

  ▷ Communicate that the teacher will select a team member to share the team's findings, so all team members need to be prepared to share the team's conclusions.

  ▷ To encourage students to work through this quickly, set a timer for two minutes to complete their group discussion.

  ▷ For students who may struggle with language or confidence speaking in front of peers, you can provide the following sentence stems to help them to structure their thoughts:

    • One thing that I thought was interesting about the Industrial Revolution was....

    • One thing that I learned about the Industrial Revolution was... .

  ▷ Call on randomly selected students to share their responses.

TEACHER NOTES

While sharing, some groups will realize that they have similar ideas; however, students should be challenged to articulate their ideas by expanding on the original example.

CLASS ACTIVITY 1 OF 4: WARM UP / INTRODUCTION

WARM UP/INTRODUCTION (15 MINUTES): SCATTERGORIES ACTIVITY

ACTIVITY 1

Students will identify different jobs in today's world and attempt to place them into larger categories by playing a Scattergories-style game. This activity is designed to get students to begin thinking about the economic roles that people play and how these might fit into the economic sectors.

ACTIVITY PROCEDURE

▶ In teams of three to four, students will brainstorm as many different jobs as possible using the Brainstorming Space on their Day 1 Student Handout (p. 128, 2 minutes). Explain to students that their team will earn points only for jobs that are unique—meaning that their team is the first one to identify this job.

▶ Rotate from team to team asking each to identify one of the jobs that they have listed. Write the profession on the board or a large piece of paper.

▶ Teams may want to be strategic in which jobs they share first, as more common jobs are likely to be on multiple teams' lists, and therefore be more likely to earn points earlier in the game. Remind the teams that once a profession has been used it can no longer be used and will not count in earning points. Once all of the jobs have been identified, declare the team with the most points (unique jobs listed) the winner.

▶ Teams place the posted jobs into four categories to force students to find commonalities. Have the students put similar jobs together and then create a title or description that would fit all of those jobs.

▶ Students can organize their jobs using the Job and Profession Category boxes in the Day 1 Student Handout. The teacher should help guide student teams as needed. After the teams have categorized the jobs, have them share their categories and the jobs they placed into each category. Encourage the teams to debate the merits of each category and come to a consensus on the four "best" categories.

TEACHER NOTES

Students may struggle in creating categories for sorting the jobs by thinking too narrowly. If necessary, provide guidance as you walk around observing the teams by suggesting groupings that fit a wide variety of jobs but fall under the same type of work. An example could be factory jobs or restaurant jobs. This will help students understand the basic ideas of the economic sectors we will be discussing in the next activity.

TEACHING TIP
Creating a competition among teams will often incentivize students to be more engaged in the activity. Consider offering up a "reward" to the team that earns the most points by identifying the largest number of unique jobs. Also, using the word "team" instead of group will often foster a sense of camaraderie and encourage participation from all members of the team. Adding a timed element also helps students produce without overthinking.

CLASS ACTIVITY (15 MINUTES): ECONOMIC SECTOR DEFINITIONS

ACTIVITY 2

Building off the categories students created in Activity 1, students will now begin to create an understanding of the five economic sectors and their definitions.

ACTIVITY PROCEDURE

▶ Students will remain in teams and be provided with a set of economic sector names, images, definitions, and locations (Economic Sector Definition Cards, Economic Sector Cards, Economic Sector Image Cards, and Economic Sector Location Cards, pp. 132–134). Provide each team with an envelope containing the cards.

▶ Students match the name, image, definition, and location for each of the economic sectors using the provided cards (5-10 minutes). The teacher should walk around the room and help struggling teams.

▶ Teacher can debrief correct answers with the class. Students will write a quick definition, description of the image, and information about the location on their Day 1 Student Handout.

▶ Students go back to the jobs list they created in Activity 1. Working individually, students assign each job an Economic Sector category using the following numbers (3 minutes):

  ▷ Primary Sector = 1

  ▷ Secondary Sector = 2

  ▷ Tertiary Sector = 3

  ▷ Quaternary and Quinary Sector = 4/5

▶ Students compare their answers with their team members to see if they agree on which jobs correspond to which economic sectors. Call on students from various groups to share their responses (2 minutes).

TEACHER NOTES

Although several textbooks and resources will separate out Quaternary and Quinary Sectors and provide definitions for each of these terms, those definitions vary widely from source to source and do not have universal agreement. For the purposes of teaching the skills and knowledge necessary for AP Human Geography, students must simply understand that the Tertiary Sector consists of lower-level services where workers do not require a great deal of advanced training or education, while the Quaternary and Quinary Sectors consist of higher-level services where workers tend to need significant training and often require specialized education. The idea of Quaternary and Quinary sectors emerged out of the wide variance in what were originally all classified as Tertiary (Service) Sector jobs. For the purposes of this activity, we have purposely combined Quaternary and Quinary in an attempt to make these concepts easier to understand.

Prior to the activity, teachers will need to cut out all of the Economic Sector Definition Cards, Economic Sector Cards, Economic Sector Image Cards, and Economic Sector Location Cards, shuffle all of these cards together, and place them in an envelope for each group. This will require each group to sort through all of the terms, images, and definitions when trying to find matches. For the Quaternary and Quinary Sectors, there will be a total of two Economic Sector Image Cards and two Economic Sector Location Cards.

TEACHING TIP
Requiring students to justify their reasoning for the matches they created will encourage them to think through the choices they have made and create arguments supporting the connection between each definition, image, and location. Since this is a key element required of students on the AP exam, practicing this skill often will lead to greater success.

CLASS ACTIVITY (15 MINUTES): DETERMINING THE LOCATIONS OF ECONOMIC ACTIVITIES AND SECTORS

ACTIVITY 3

Students will use their knowledge of the economic sectors from Activity 2 to help them make informed guesses as to the locations of different economic sectors by examining a variety of different maps.

ACTIVITY PROCEDURE

▶ Students remain in their previous teams of three to four people.

▶ Working individually, students complete the Identifying Economic Sectors section of the Day 1 Student Handout (p. 130). Students should be able to complete this activity quickly as they will have just worked with similar examples in Class Activity Part 2 (1-2 minutes).

▶ Students share their answers within their teams. Call on teams to share out their answers and correct any mistakes for the entire class (1-2 minutes).

▶ Provide teams with Economic Sector Location Resources Map #1 and Map #2 (pp. 135–136). Teams review the maps and discuss what information each map shows and how that could help them in deciding where the different economic activities are located.

▶ Teams work together to decide where they believe the economic activities (Farming of Fruits and Vegetables, McDonald's, Hospital, University, KIA Motors Plant) would occur. They should label these individually on the blank map in the Day 1 Student Handout (p. 130). Teams should use the Economic Sector Location Map Resources to help them determine these locations (10 minutes). Introduce students to the term "Market Gardening," which refers to the small-scale farming of fruits and vegetables.

▶ Students will explain their reasoning for location choices on the final page of their Day 1 Student Handout.

TEACHER NOTES

Even though students are working as a team to find the location of the economic activities and to develop a rationale for that location, individual students are still responsible for noting the locations on their map and completing the section of their handout outlining "Reasons for Location on the Map."

Since Industrial and Economic Development Patterns and Processes are the last unit covered in the AP Human Geography course description, Class Activity 3 gives an opportunity to make connections back to previous units. For example, the location of many of these activities will correspond to Central Place Theory. Higher-order services such as hospitals and universities will be located in areas with large populations, while McDonald's are more likely to be found all over the country (despite being more prevalent in the more densely populated areas). In addition, infrastructure such as roads, railways, and ports will impact the location of activities such as the KIA Motors plant. Students can also connect market gardening to location decisions. A useful model is the von Thünen model, which states that agricultural land use is defined by a relationship between the cost of the land and the cost of transporting agricultural products to market. Von Thünen's model predicts that people will organize their systems of land use into four concentric circles, radiating outwards from the city (where the markets are located and agricultural products are actually sold). Each zone has a different character, based on the cost of land and the cost of getting the products to the city.

CLASS ACTIVITY (15 MINUTES): COMPARING THE IDEAL LOCATIONS OF ECONOMIC SECTORS WITH REALITY

EXIT TICKET

Students will compare actual locations of economic sectors in South Korea with the ideal economic sector locations they chose in Activity 3. Students will conclude by writing a brief analysis of the factors impacting the location of economic sectors.

ACTIVITY PROCEDURE

▶ Give each team a copy of the Economic Sector Location Key Maps #1 through #5 (pp. 137–141), showing the actual locations of the economic activities found in Class Activity Part 3.

▶ Each team will compare the Key Maps to where they located the activities.

▶ Individually, students choose one of the economic activities (Farming of Fruits and Vegetables, McDonald's, Hospital, University, and KIA Motors Plant) and answer the following prompt:

  ▷ Evaluate the accuracy of your locations and note potential reasons for your accuracy or inaccuracy.

  ▷ Prompt students to consider the following as they write:

   • Evaluate the accuracy of your economic activity locations.

   • If you were correct, what factors helped you to identify the correct locations?

   • If you were incorrect, what factors did you not consider and/or what factors led to the incorrect location?

▶ Collect this paragraph or short answer as an exit ticket as students leave the class.

# DAY 1 PREPARATION HOMEWORK ACTIVITY

Name: _____ Period:_____

CRASH COURSE: THE INDUSTRIAL REVOLUTION

Watch John Green's Crash Course video on the Industrial Revolution (**https://www.youtube.com/watch?v=zhL5D-Cizj5c**). Before watching the video, write down at least three things you know about the Industrial Revolution. After watching the video, add at least five additional things that you learned and correct any misconceptions you made in your "What I knew before the video" section.

What I Knew Before the Video	New Things That I Learned About the Industrial Revolution by Watching the Video
1	1
	2
2	3
	4
3	5
Additional Info:	Additional Info:

THE GLOBAL SPREAD OF INDUSTRIALIZATION

Study the map below that shows the global spread of industrialization and answer the questions that follow.
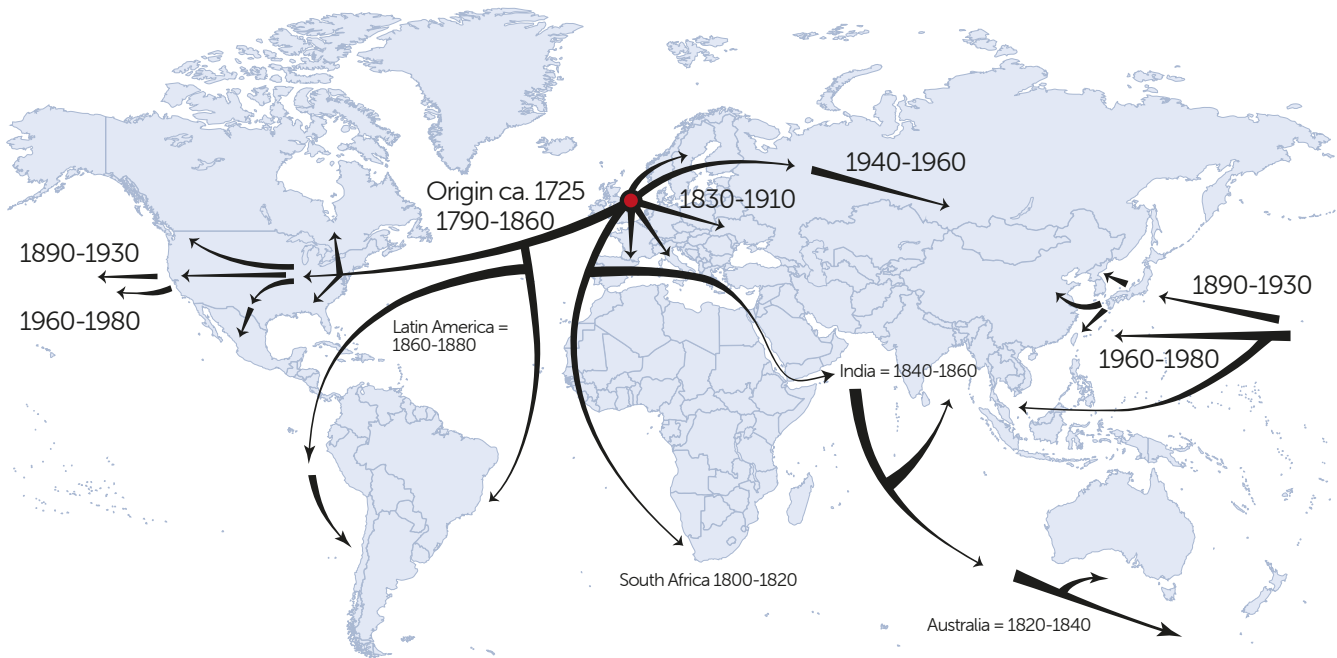
1. Based on the map showing the global spread of industrialization, what issues might areas outside of the West (the United States and Europe) face in developing their economies?

2. In contrast to the focus of the countries that industrialized first, what economic activities do you think countries that industrialized later would have focused on instead? List several examples below.

DAY 1 STUDENT HANDOUT

Name: _____ Period:_____

BRAINSTORMING SPACE

How many jobs can our team name?	What jobs did other teams come up with that we did not have on our original list?

JOB AND PROFESSION CATEGORIES

For each of the jobs listed above, place them into FOUR categories.
Create a title for each of your categories that explains how the jobs are connected.

Category Name	Category Name	Category Name	Category Name

MATCHING ECONOMIC SECTORS

Match the correct definitions, images, and locations for each of the following sectors.

Economic Sector	Definition	Image	Location
Primary Sector			
Secondary Sector			
Tertiary Sector			
Quaternary and Quinary Sectors			

IDENTIFYING ECONOMIC SECTORS

Identify which of the 4 Economic Sectors best describes each of the following:

Farming of Fruits and Vegetables = _____ Economic Sector

McDonald's = _____ Economic Sector

Hospital = _____ Economic Sector

University = _____ Economic Sector

KIA Motors Plant = _____ Economic Sector

WHERE WOULD YOU FIND THESE ECONOMIC SECTORS?

Now that you know and understand the four different economic sectors, let's see where you think you would
find each of these sectors on a map. Indicate where you believe you would find each of these
economic activities by labeling it with the numbers one through five on the map below:

Farming of Fruits and Vegetables = 1,   McDonald's = 2,   Hospitals = 3,   Universities = 4,   KIA Motors Plants = 5

Outline Map of South Korea
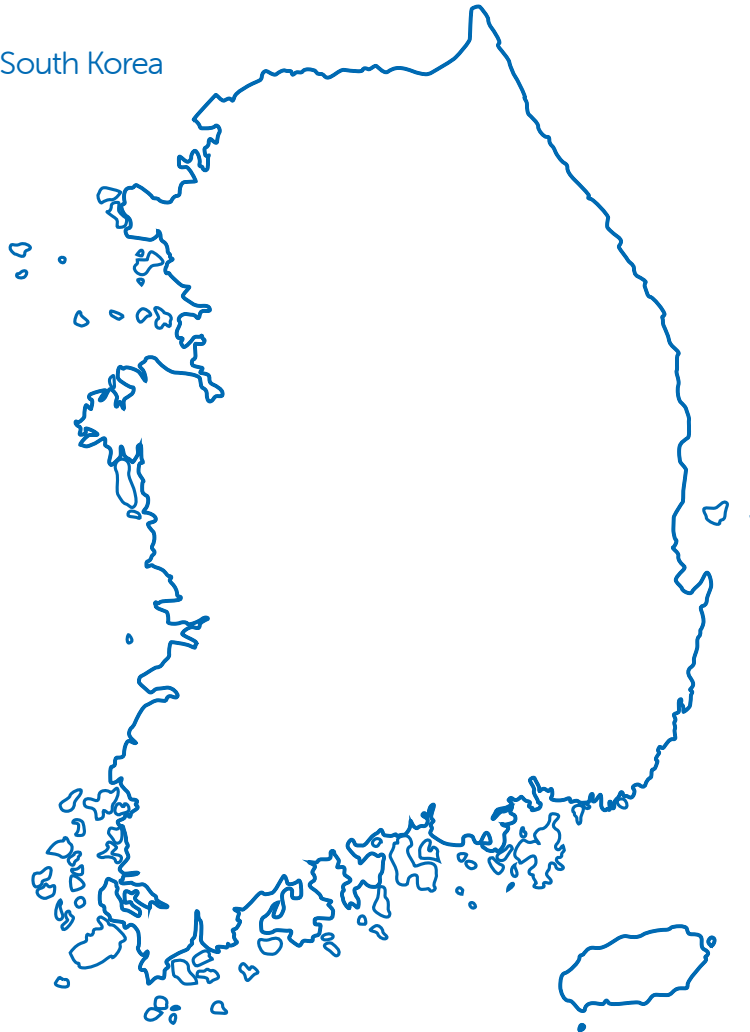
WHERE WOULD YOU FIND THESE ECONOMIC SECTORS?

Explain your reasons for each of the location choices in the boxes below. Your explanations should have specific reasons for your location choice based on what we have learned about the different economic sectors in class today.

Economic Sector	Reasons for Location on the Map
Farming of Fruits and Vegetables	
McDonald's	
Hospital	
University	
KIA Motors Plant	

ECONOMIC SECTOR DEFINITION CARDS

Extract, process, produce, and package raw materials and basic foods from the earth	Manufacture, process, and construct finished goods by transforming raw materials
Services for the general population and businesses to acquire and use finished goods	Knowledge and skill for complex processing and handling of information and high-level economic and social decision making

ECONOMIC SECTOR CARDS

Primary Sector	Secondary Sector
Tertiary Sector	Quaternary and Quinary Sectors

ECONOMIC SECTOR IMAGE CARDS

Photo of a Tractor on a Farm

Photo of Textile Manufacturing Equipment

Photo of a Barbershop

Photo of a Scientific Researcher

Photo of Business Leaders

ECONOMIC SECTOR LOCATION CARDS

Photo of an Open Mine Site

Photo of a Manufacturing Plant

Photo of New York Storefronts

Photo of a University Research Facility
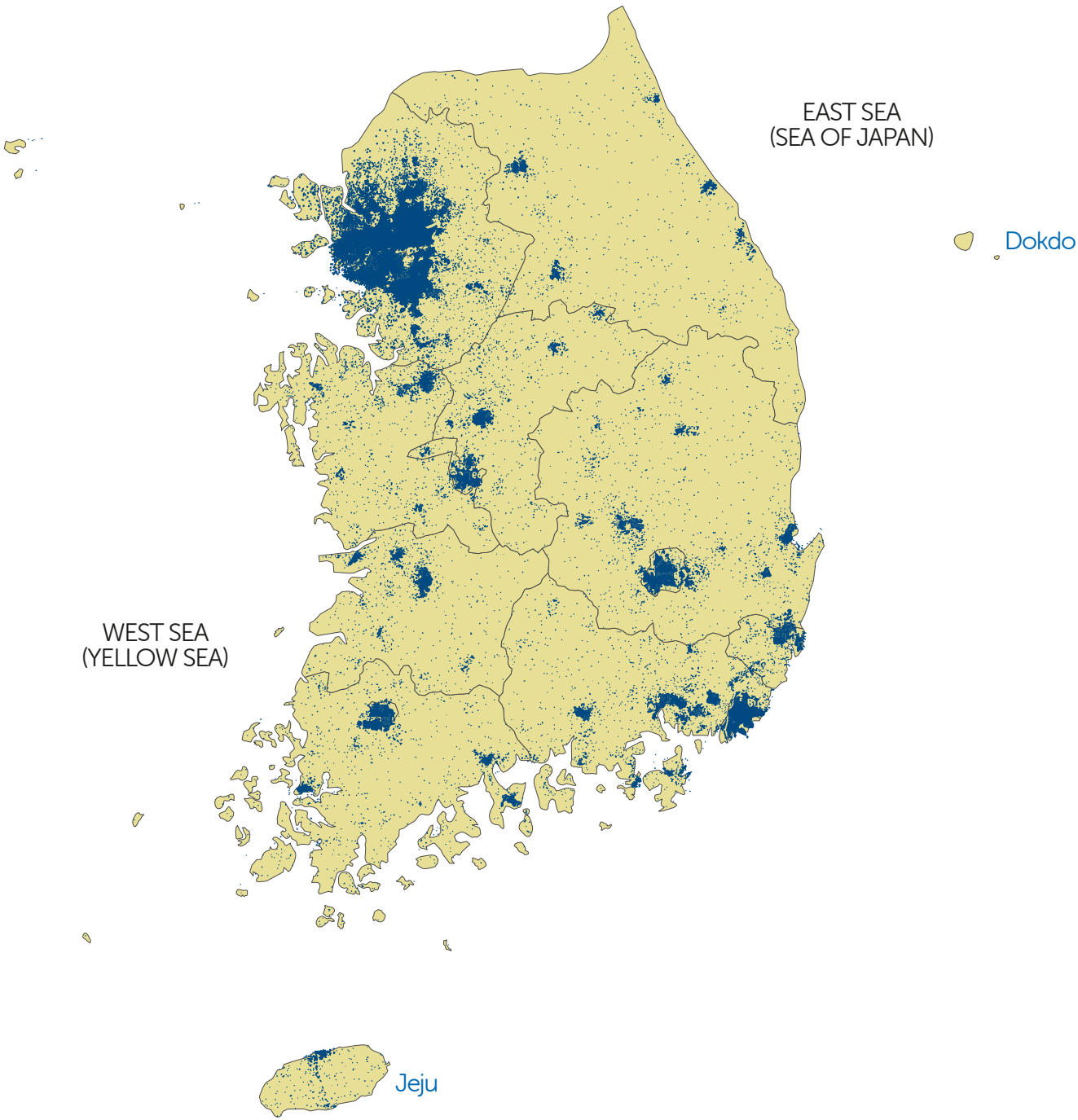

Photo of the New York Stock Exchange

The Population Distribution of South Korea, 2010
Source: National Atlas of Korea, **http://www.nationalatlas.ngii.go.kr/us**

EAST SEA
(SEA OF JAPAN)

Dokdo

WEST SEA
(YELLOW SEA)

Jeju

Road and Highway Systems in South Korea

Source: Stan Parkh

Anping Tianshifu Ji`an  Kanggye  P`ungsan Kosŏngni Kimch`aek

SHAN Lianshanguan Kuŭp-tong 2522 ▲ Ch`ail-bong (Songjin)

eng Kuandian Ch`osan  Pyŏktong  Kwangdaeri  Tanch`ŏn

Fengcheng *Supung Shuihu* Changjin Changhŭngni Pukch`ŏng

Sakchu Sinhung Sinp`o  Sinch`ang

Xiuyan Uiju Taegwan Pukchin Oro Sŏhori

Dandong Sinŭiju Kujang Hamhung Hongwon

un Shan Donggou Yongamp`o  Kusŏng  Tökch`ŏn Hŭngnam

Gushan Chŏngju Pakch`ŏn Tongchŏn-ni

Sŏnch`ŏn Anju Yŏnghŭng

uanghe *Yalu Jiang* Sunch`ŏn Sinchang-ni Kowŏn *Tongjosŏn*

Sukch`ŏn  Songch`ŏn Munch`ŏn *Man*

Sunan Kangdong Tongyang Wŏnsan

P`YŎNGYANG Chunghwa Koksan Anbyŏn

Namp`o Songnim Suan Sepo-ri Kojŏ Singosan Kosŏng

Korea Bay Sariwŏn Chiha-ri Hoeyang 1638 ▲ Kansŏng

Cho-do Chaeryŏng Pyŏnggang Changdo-ri Sokch`o

Changyŏn Sinmak Nam-ch`ŏn  Ch`ŏrwon *Hwach`ŏn-chŏsuji* 1578 Yangyang

Sinch`ŏn  Kŭmch`ŏn Kumhwa Chumunjin

Haeju Kaesŏng Ch`unch`ŏn Kangnŭng

Paengnyŏng-do Ongjin Yŏnan Panmunjŏm Hongch`ŏn

Kanghwa Munsan Uijŏngbu Hoengsŏng Samch`ŏk Ullŭng-do

Puch`on **SŎUL** Songnam Chŏngsŏn

INCH`ŎN Anyang Wŏnju Chŏngwŏl

Ansan Ichŏn Yŏju Yŏngwŏl Ulchin

Suwŏn Osan Chech`ŏn

P`yŏngt`aek Ch`ungju Yŏngju

Ch`onan  **SOUTH**  Yech`ŏn

Sŏsan Yesan Chŏngju **KOREA** Andong Yŏngdŏk

Hongsŏng Kongju Sangju Uisong

Anmyŏn-do Nonsan **TAEJŎN** Sŏnsan Ch`ŏngha  P`ohang

Taechŏn-ni Kimch`ŏn  Yŏngch`ŏn

Kanggyŏng Yŏngdong Kumi Kyŏngju

Iri Chŏnju Waegwan

Kunsan **TAEGU** Chŏngdo Ulsan

Kimje Kochang Koryŏng Miryang

Puan Hamyang Kimhae

Chŏngŭp Namwŏn Chinju Masan Tongnae

Sagŏ-ri Tamyang Chii-san 1915 Ch`angwon **PUSAN**

Songjŏng-ni **KWANGJU** Hadong Samch`ŏnp`o Sasuna

Naju Sunch`ŏn  Ch`ungmu Saka Tsushima

Mokp`o Posong Pŏlgyo-ri Yŏsu Izuhara

Changhŭng Haenam

Hŭksan-chedo Chindo Iki

Karatsu

Jeju Island Cheju-do **JAPAN**

Hallim Onpyŏng-ni Sasebo Kashima

Taejŏng ▲ Halla-san 1950 Ōmura

Sŏgwipo

EAST SEA (SEA OF JAPAN)

WEST SEA (YELLOW SEA)

Korea Strait

NORTH KOREA

Food and Beverage Services in South Korea, 2013

Source: National Atlas of Korea, **http://www.nationalatlas.ngii.go.kr/us**
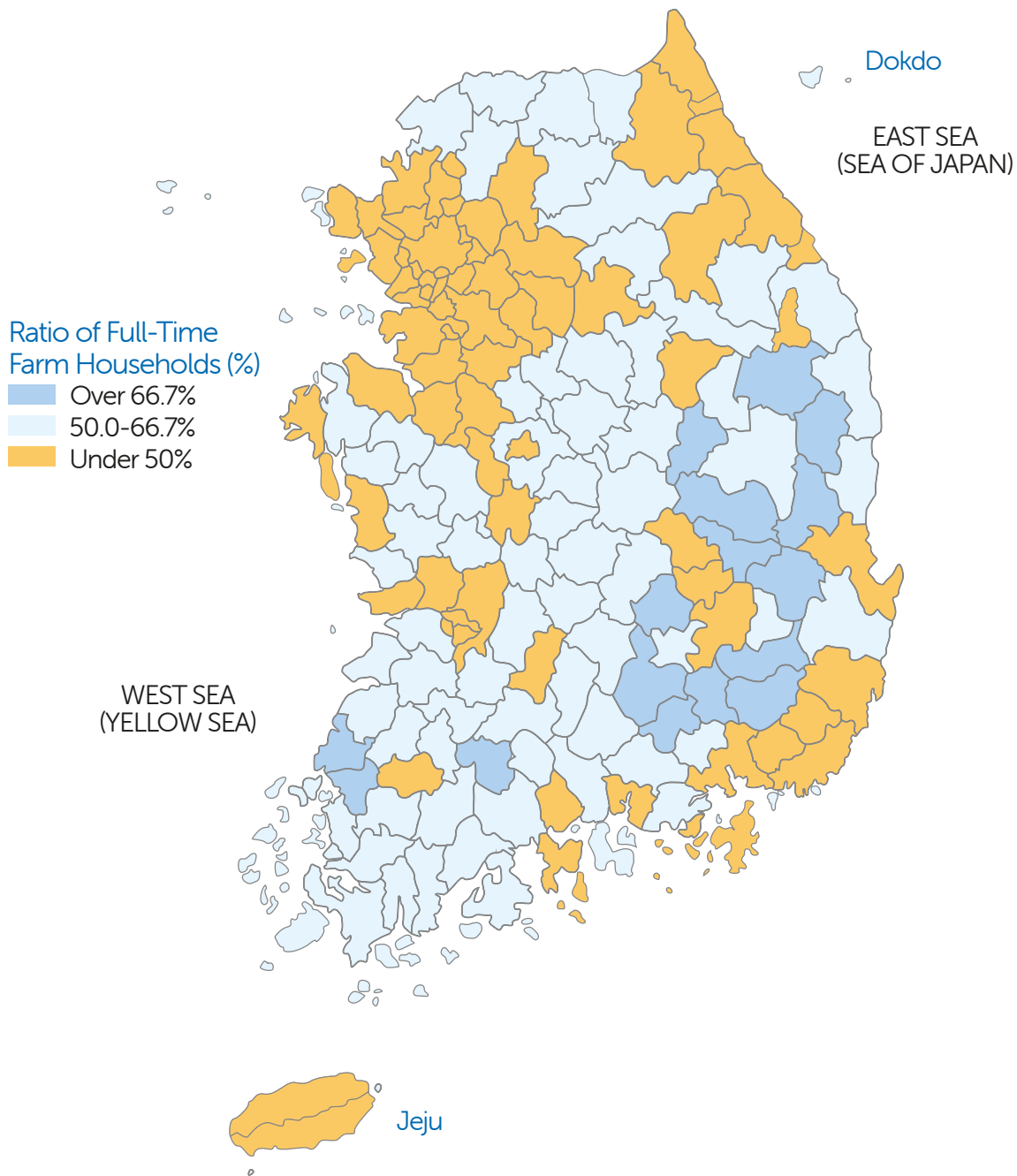
Enterprises
· 1 Dot = 500

Dokdo

EAST SEA
(SEA OF JAPAN)

WEST SEA
(YELLOW SEA)

Jeju

ECONOMIC SECTOR LOCATION KEY MAP #2

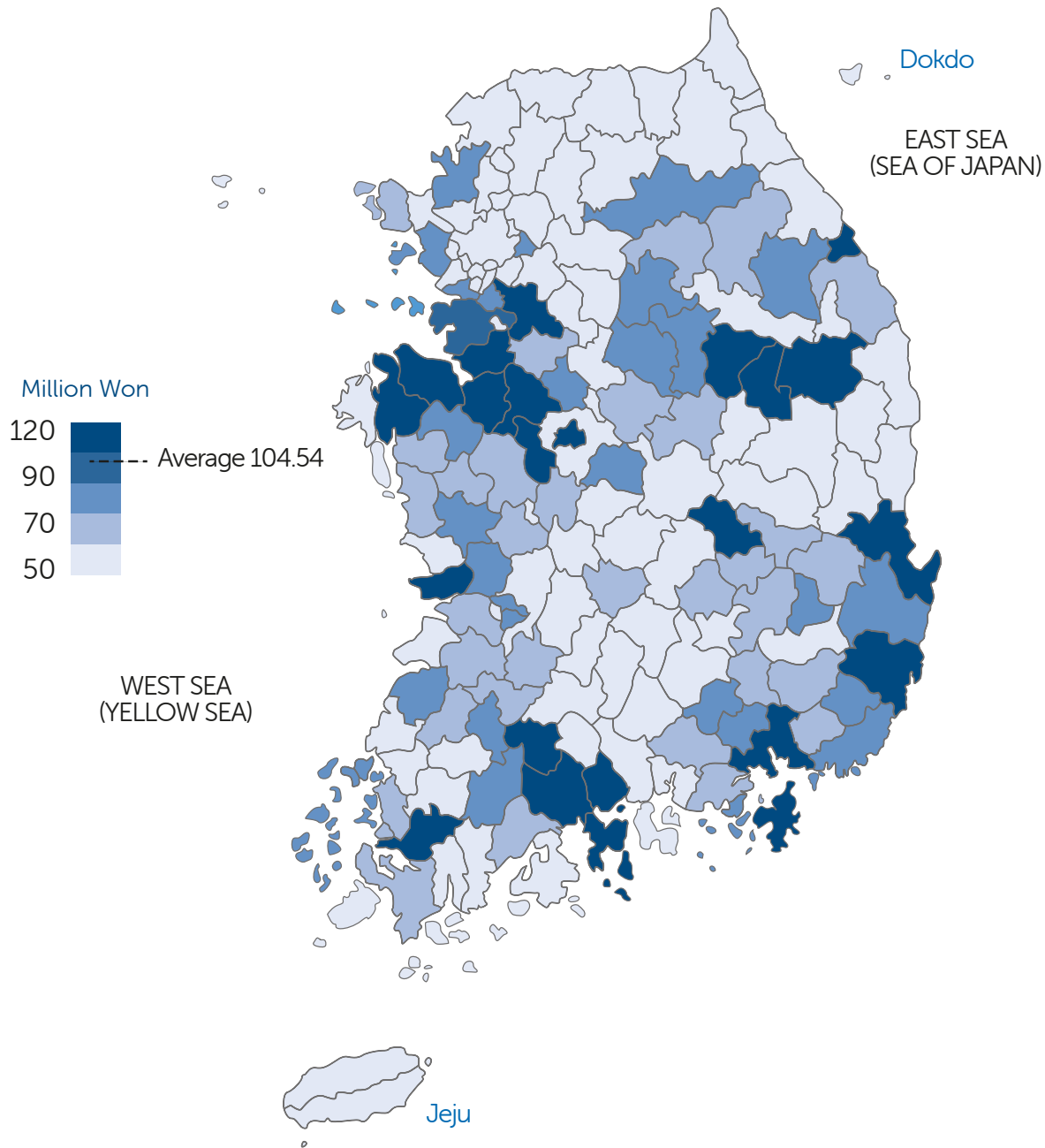Full-Time Farm Households as a Percentage of Households in South Korea, 2010
Source: National Atlas of Korea, **http://www.nationalatlas.ngii.go.kr/us**

Dokdo

EAST SEA
(SEA OF JAPAN)

Ratio of Full-Time
Farm Households (%)
- Over 66.7%
- 50.0-66.7%
- Under 50%

WEST SEA
(YELLOW SEA)

Jeju

ECONOMIC SECTOR LOCATION KEY MAP #3

Value Added per Employee in Manufacturing in South Korea, 2012
Source: National Atlas of Korea, **http://www.nationalatlas.ngii.go.kr/us**

Dokdo

EAST SEA
(SEA OF JAPAN)

Million Won

120
- - - Average 104.54
90
70
50

WEST SEA
(YELLOW SEA)

Jeju

ECONOMIC SECTOR LOCATION KEY MAP #4

Distribution of Colleges and Universities in South Korea, 2015
Source: National Atlas of Korea, **http://www.nationalatlas.ngii.go.kr/us**

EAST SEA
(SEA OF JAPAN)

Dokdo

- ● College
- ● University

WEST SEA
(YELLOW SEA)

Jeju
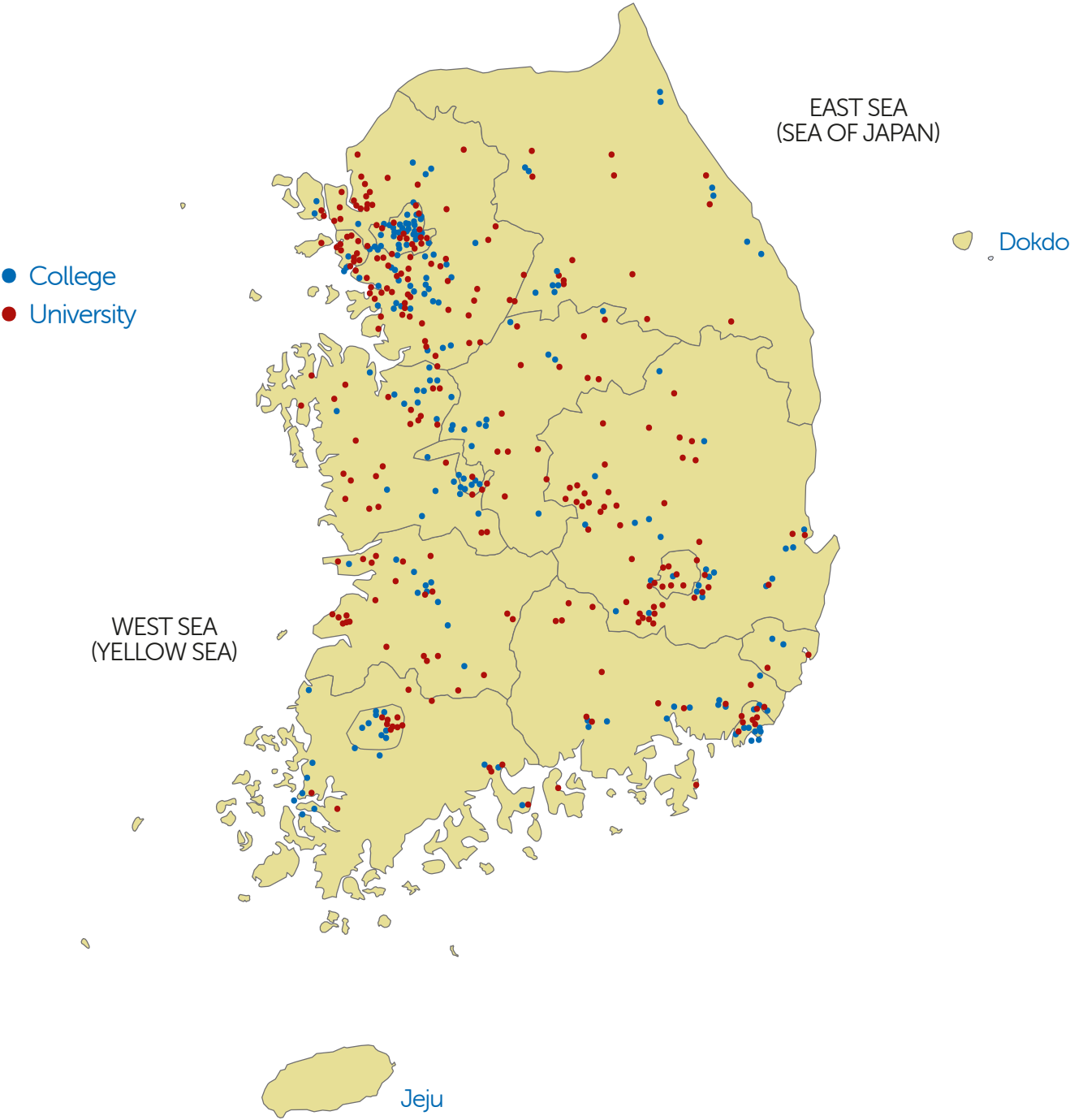
ECONOMIC SECTOR LOCATION KEY MAP #5

Distribution of Hospitals and Hospital Beds in South Korea, 2012

Source: National Atlas of Korea, **http://www.nationalatlas.ngii.go.kr/us**

Dokdo

EAST SEA
(SEA OF JAPAN)

Number of Beds per
Thousand Persons

14
6
3 ----- Average 2.71
1

WEST SEA
(YELLOW SEA)

Jeju
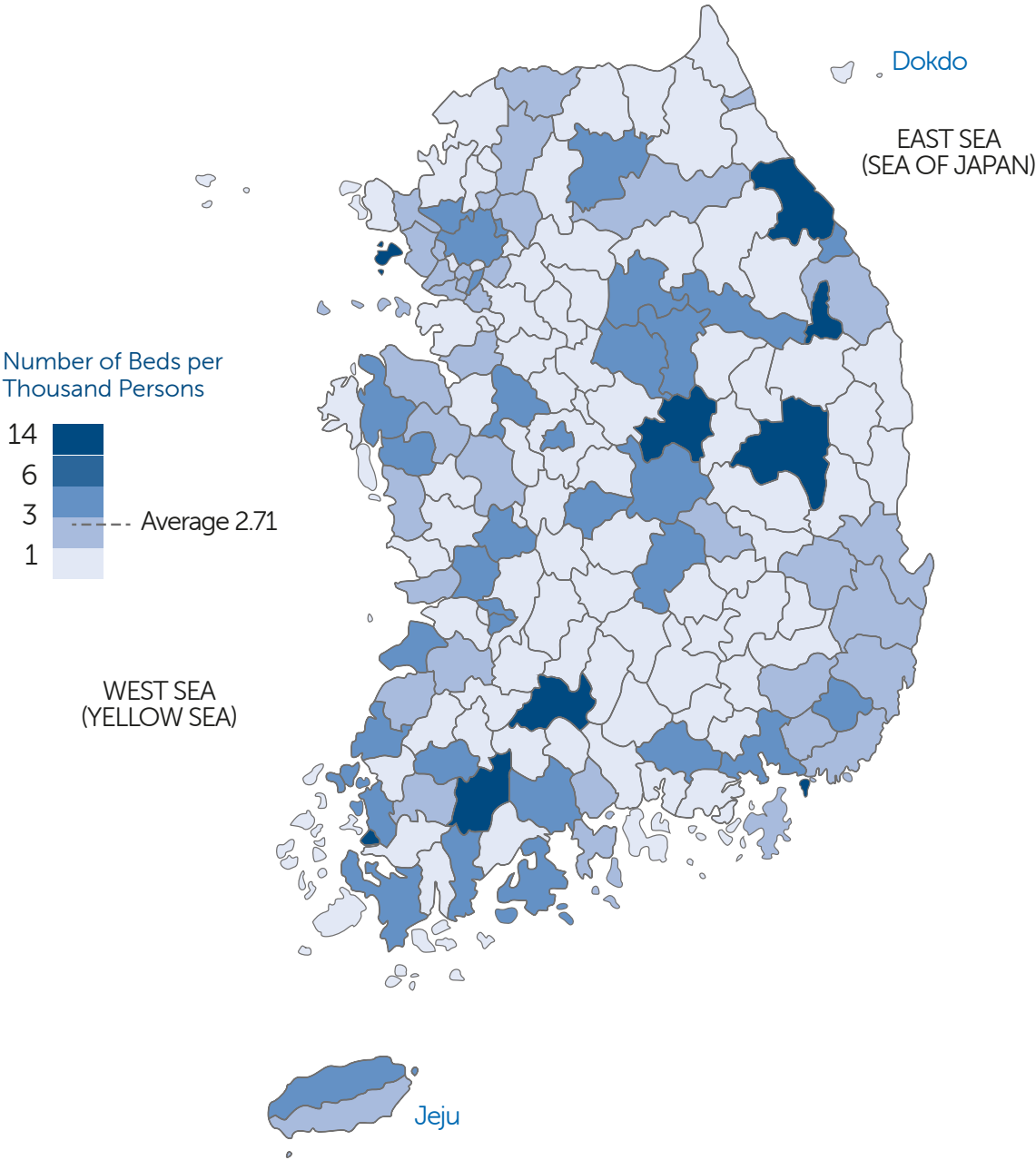
PRIMARY SECTOR
Extract, process, produce, and package raw materials and basic foods from the earth

SECONDARY SECTOR
Manufacture, process, and construct finished goods by transforming raw materials

TERTIARY SECTOR
Services for the general population and businesses to acquire and use finished goods

QUATERNARY and QUINARY SECTORS
Knowledge and skill for complex processing and handling of information and high-level economic and social decision making

INDUSTRIALIZATION AND ECONOMIC DEVELOPMENT MODULE DAY 2

WHAT ARE THE KEY MEASURES OF DEVELOPMENT IN A COUNTRY?

INDUSTRIAL AND ECONOMIC DEVELOPMENT MODULE OVERVIEW

SKILL FOCUS
Spatial Relationships, Data Analysis, and Source Analysis

Spatial Relationships: Describe spatial patterns and networks, and explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.

Data Analysis: Explain patterns and trends in maps and in quantitative and geospatial data to draw conclusions.

Source Analysis: Analyze and interpret qualitative geographic information represented in maps, images (e.g., satellite, photographs, cartoons), and landscapes.

CONTENT
Enduring Understanding SPS-7

Industrialization, past and present, has facilitated improvements in standards of living, but it has also contributed to geographically uneven development.

Topic 7.1. The Industrial Revolution

Topic 7.2. Economic Sectors and Patterns

Topic 7.3. Measures of Development

DAY 1

What are economic sectors and the factors that affect their development?

CLASS ACTIVITY
Understanding and Identifying Economic Sectors
Students will work collaboratively to identify and learn the five different economic sectors. Students will then use their new understanding of economic sectors and examine maps and data sets to predict the locations of different economic sectors within South Korea.

AP SKILL ALIGNMENT
Skill Category 2.B. Explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.

Skill Category 2.C. Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.

Skill Category 4.D. Compare patterns and trends in visual sources to draw conclusions.

DAY 2

What are the key measures of development in a country?

CLASS ACTIVITY
Understanding and Identifying Measures of Development
Students will work collaboratively to define and learn a variety of measures of development. Students will then analyze data sets to identify changes in several measures of development in South Korea over the past 70 years and speculate as to the reasons for those changes.

AP SKILL ALIGNMENT
Skill Category 3.F. Explain possible limitations of the data provided.

Skill Category 4.D. Compare patterns and trends in visual sources to draw conclusions.

Skill Category 4.E. Explain how maps, images, and landscapes illustrate or relate to geographic principles, processes, and outcomes.

DAY 3

Assessment

CLASS ACTIVITY
Concept Mapping and AP-Aligned Assessment
Students will connect vocabulary and concepts via a concept-mapping activity and then demonstrate understanding as they answer five Multiple Choice Questions (MCQs) and one Free Response Question (FRQ) with two stimuli.

AP-ALIGNED ASSESSMENT
Multiple Choice Questions (MCQs) and Free-Response Question (FRQ)

INDUSTRIAL AND ECONOMIC DEVELOPMENT MODULE SOURCES

DAY 2
Based on a 60-minute class

What are the key measures of development in a country?

AP CURRICULUM FRAMEWORK REFERENCE

Enduring Understanding
SPS-7. Industrialization, past and present, has facilitated improvements in standards of living, but it has also contributed to geographically uneven development.
Topic 7.3. Measures of Development

HUMAN GEOGRAPHY SKILLS

Data Analysis: Explain patterns and trends in maps and in quantitative and geospatial data to draw conclusions.
Skill Category 3.F. Explain possible limitations of the data provided.

Source Analysis: Analyze and interpret qualitative geographic information represented in maps, images (e.g., satellite, photographs, cartoons), and landscapes.
Skill Category 4.D. Compare patterns and trends in visual sources to draw conclusions.
Skill Category 4.E. Explain how maps, images, and landscapes illustrate or relate to geographic principles, processes, and outcomes.

OVERVIEW

Students will identify and understand measures of development and draw conclusions about how and why these measures have changed over time in South Korea through structured source analysis of selected images, short readings, data charts, and maps of population locations in South Korea. Students will use their understanding of the measures of development to explain the changes in social and economic development in South Korea since the Korean War. Further, students will predict reasons for these changes based on their data analysis. Finally, students will evaluate the data sets and their limitations.

MATERIALS NEEDED:

▶ Butcher Block Paper or Large Poster Paper

▶ Day 2 Handouts

  ▷ Day 2 Preparation Homework Activity
    (1 per student, pp. 151–152)

  ▷ Day 2 Student Handout (1 per student,
    pp. 153–143)

  ▷ Key Measures of Development Term Cards
    (these will need to be cut out in advance;
    1 per team, p. 157)

  ▷ Key Measures of Development Data Sets
    #1–3 (each team receives the three Data
    Sets; p. 159)

▶ Teacher Answer Key: Measures of
  Development Terms (p. 158)

SEQUENCE OF INSTRUCTION

HOMEWORK OVERVIEW

HOMEWORK/CLASS PREPARATION (30 MINUTES)

Note: This homework is only necessary if the teacher has not yet discussed the Key Measures of Development, including Gross Domestic Product (GDP), Gross National Income (GNI) per capita, formal and informal sectoral structures of an economy, income distribution, fertility rates, infant mortality rates, access to health care, use of fossil fuels and renewable energy, literacy rates, the Gender Inequality Index (GII), and the Human Development Index (HDI).

Students complete the Day 2 Preparation Homework Activity sheet (pp. 151–152), working with important terms related to key measures of development. Students will write down what they believe is the definition of the term. Then, students will research the correct definition and record it. Next, students draw a visual representation of the term to solidify their understanding. Finally, students will explain how this term relates to Human Geography.

The purpose of this homework is to:

a. Ensure that students have a basic knowledge and understanding of the Key Measures of Development.

b. Prepare students to use data related to these measures of development to identify changes that have taken place in South Korea since the end of the Korean War.

TEACHER NOTES

Students will need to have a basic understanding of these key measures of development to complete the activities on Day 2. Teachers should advise students that they will need to research these terms as they relate to Human Geography. A basic Internet search for the definition may not provide the proper description in human geographical terms, so warn students to read the definitions they find carefully to ensure that they connect to the concepts of human geography.

CLASS ACTIVITY 1 OF 4: WARM UP / INTRODUCTION

WARM UP/INTRODUCTION (10-15 MINUTES): ACTIVITY ON WHAT MAKES A COUNTRY "SUCCESSFUL"

ACTIVITY 1

Students will brainstorm factors that make a country "successful" in our modern world. This activity is designed to activate thinking about how we measure the development of a country and a country's overall success.

ACTIVITY PROCEDURE

▶ Group students into teams of three or four.

▶ Using the Brainstorming Space on their Day 2 Student Handout (p. 153), students individually brainstorm different factors that make a country "successful" (2 minutes).

  ▷ Explain to students that the goal is to come up with measurable factors that would allow people to judge the "success" of a country. Encourage students to use factors that would have measurable data (like GDP and other AP Human Geography concepts).

▶ Teams share and discuss the list of factors that each person in the team created. As a group, they decide on the top five most important factors, explain why those factors were selected, and record them in the Brainstorming Space on the Day 2 Student Handout (4 minutes).

▶ Groups share their lists of the top five most important factors. Invite students to critique other groups' lists and challenge their reasoning.

▶ Create a combined "Class Top Five List."

TEACHER NOTES

The teacher should listen to the group discussions and redirect teams that may focus on subjective measures as opposed to measurable data. Asking teams if there is a way to measure a factor can be a good cue to help students to avoid vague generalizations.

TEACHING TIP
Consider using a timer or a stopwatch so that each activity does not run too long. Offer time cues to keep students focused and working to complete the task.

CLASS ACTIVITY 2 OF 4: IDENTIFYING AND EXPLAINING THE KEY MEASURES OF DEVELOPMENT

CLASS ACTIVITY (25 MINUTES): IDENTIFICATION AND REVIEW OF KEY MEASURES OF DEVELOPMENT

ACTIVITY 2

Based on Activity 1, students will review key measures of development. Students examine definitions of these key measures, and further analyze which factors are associated with "successful" countries.

ACTIVITY PROCEDURE

▶ Each team will receive one of the nine Key Measures of Development Term Cards (p. 157) to examine in greater depth. Depending on class size, teachers can select the most important terms based on their previous knowledge.

▶ Each team will write their assigned term and how they would define the term on a large piece of paper without using other resources, including their homework. Tell students to save space as they will still need to add to the paper (4 minutes).

▶ Teams will rotate multiple times.

▷ Team Rotation 1:

• Teams evaluate the definition and make any necessary changes or corrections. Encourage teams to be critical of the definitions and to work toward creating the best definition possible (2 minutes).

▷ Team Rotation 2:

• Teams create a visual representation of the term using the two definitions. Students will attempt to draw a picture or series of pictures that represent each term. Think of this like the game Pictionary, but with vocabulary words. For example, for GDP a student may draw the United States and put a box to symbolize goods with an equals sign followed by a dollar sign to show products and their worth. A picture representing energy use may show someone flipping on a light switch or a lightbulb that is illuminated (5 minutes).

   » *Students may struggle with this task and some may state that they are not artists, but reassure them by explaining you are not judging their artistic ability, but instead their understanding of the term and creativity in depicting it on the resulting poster (5 minutes).*

▷ Team Rotation 3:

• Teams create a 30-second presentation of the poster and visual, having checked for accuracy and making any necessary corrections (5-10 minutes).

> » *Since the poster they are presenting is not their own creation, teams will need to process the information to determine how to present it best. Remind teams that their presentations will need to be accurate and succinct.*
>
> » *Teachers should check posters and make corrections to information as needed prior to the presentations.*

▶ Teams present their posters (5 minutes). The teacher should introduce students to any of the nine Measures of Development whose cards were not distributed to any of the teams.

  ▷ After hearing all of the presentations, students will identify the two measures of development they believe to be most important in determining the "success" of a country in the "Measures of Development" section of the Day 2 Student Handout (p. 154).

▶ Students return to their list of factors that "make a country successful" and circle the factors which can be measured with data.

▶ Students categorize each factor as either economic or social using the letters E or S.

  ▷ Have students consider whether they identified more economic or social factors.

  ▷ Students decide whether economic or social measures are more important in determining a country's "success" and list them in the "Economic and Social Measures of Development" section of the Day 2 Student Handout (p. 154).

> **TEACHING TIP**
> When teams rotate during activities, have students stand up and move around the classroom. This movement keeps students active and more alert, as they do not become too comfortable in any one location.

CLASS ACTIVITY 3 OF 4: EXAMINING HOW MEASURES OF DEVELOPMENT HAVE CHANGED IN SOUTH KOREA

CLASS ACTIVITY (20 MINUTES): EXAMINING DATA TO CHART SOUTH KOREA'S CHANGES IN DEVELOPMENT

ACTIVITY 3

Students will use their knowledge of measures of development from Activity 2 to help them analyze South Korea's growth in several different social and economic areas since the end of the Korean War.

ACTIVITY PROCEDURE

▶ Remaining in their teams, students are given sets of data containing different types of information related to the Measures of Development. (See the three Data Sets beginning on p. 159.) The first Data Set on pp. 159–160 deals with Gross Domestic Product (GDP), the second with Energy Use (pp. 161–162), and the third with the Human Development Index (HDI, pp. 163–164). Each team will receive the three Data Sets.

▶ Teams examine the data charts and determine how South Korea's economy has changed in relation to Gross Domestic Product (GDP), Energy Use, and the Human Development Index (HDI). They fill out the Measures of Development Chart on the Day 2 Student Handout (p. 155) Students should note any changes or features that stand out during the time periods on the chart (15-20 minutes).

▶ Students record their conclusions in the "Conclusions on Measures of Development" section on the Day 2 Student Handout (p. 156), considering the unique characteristics and development of South Korea that might impact the data over time.

TEACHER NOTES

The data sets are designed to include a variety of different types of materials for students to analyze and interpret. Multiple methods of conveying the same information have been selected to require students to interpret and make connections across a variety of sources.

EXIT TICKET

Students will use the information gathered from their data chart analysis to draw conclusions about South Korea's development since the end of the Korean War. They will also develop an argument about whether South Korea has achieved "success" as a country, citing specific measures of development as evidence.

ACTIVITY PROCEDURE

▶ Have each student answer the following questions:

  ▷ Has South Korea achieved "success" as a country? Why or why not?

  • Which Measures of Development would best indicate your conclusions about South Korea? Provide specific examples to support your argument.

  • Which factor is most important to determine the success of South Korea? Why? Explain.

  • What are the potential limitations of the data examined?

  • What other Measures of Development were not included in the data charts that may have been useful?

  ▷ Considering this case study of South Korea, create your own Measure of Development that can be applied to measure "success" across countries.

▶ Collect these paragraphs or short answers as an exit ticket as students leave the class.

DAY 2 PREPARATION HOMEWORK ACTIVITY

Name: _____ Period: _____

KEY MEASURES OF DEVELOPMENT

Complete the chart below by providing your guess at the definition, the actual definition you researched, a visual representation of the definition, and an explanation of how this term relates to our study of Human Geography.

Term	My Guess at the Definition	The Actual Definition	My Visual Representation of the Term	How the Term Connects to Human Geography
Gross Domestic Product (GDP)				
Gross National Income (GNI)				
Income Distribution				
Fertility Rates				

Term	My Guess at the Definition	The Actual Definition	My Visual Representation of the Term	How the Term Connects to Human Geography
Infant Mortality Rates				
Access to Health Care				
Human Development Index (HDI)				
Literacy Rates				
Gender Inequality Index (GII)				

DAY 2 STUDENT HANDOUT

Name: _____ Period: _____

BRAINSTORMING SPACE

ON MY OWN **What factors make a country "successful?" (Remember, factors must be measurable)**	TEAM'S TOP FIVE **What factors make a country "successful?" (Remember, factors must be measurable)**
	1. _____ Reason:
	2. _____ Reason:
	3. _____ Reason:
	4. _____ Reason:
	5. _____ Reason:

MEASURES OF DEVELOPMENT

After hearing each team present their assigned term, determine which two of these would be the best indicators in determining a "successful" country. List them below and explain why.

1. Measure of Development: _____

Explanation:

2. Measure of Development: _____

Explanation:

ECONOMIC AND SOCIAL MEASURES OF DEVELOPMENT

Look at your original list of factors at the start of this handout. Circle all of the factors that you believe can be measured in some way that will provide you with data. For factors that you believe cannot be measured, draw a line through that factor. Next, label Economic factors with an **E** and Social factors with an **S** to indicate which of your circled factors are *economic* measures of development and which are *social* measures of development.

	ECONOMIC	SOCIAL
Number of *your* Factors Related to this Type of Measure of Development		
Are *economic* or *social* measures of development more important in determining a country's "success?" Explain, citing specific evidence.		

MEASURES OF DEVELOPMENT CHART

Working with your teammates, note important characteristics and changes that you see reflected in the data sets provided for each of the following different Measures of Development.

Measure of Development	1953–1970s	1980–1990s	2000–Present
Gross Domestic Product (GDP)			
Energy Use	✕ (renewable energy usage was not measured until 1990)		
Human Development Index (HDI)	✕ (this was not measured until 1980)		

CONCLUSIONS ON MEASURES OF DEVELOPMENT

Based on your findings from the data sets on the changes over time in the Measures of Development listed in your chart above, draw some conclusions about what may have occurred historically in South Korea during each of the time periods listed above. Finally, based on the information you have been provided in your data sets, speculate what will happen to each of these Measures of Development in the future.

Conclusions for 1953–1970s:	
Conclusions for 1980–1990s:	
Conclusions for 2000–Present:	
Predictions for the Future:	▷ Gross Domestic Product (GDP) ▷ Energy Use ▷ Human Development Index (HDI)

Gross Domestic Product (GDP)	Gross National Income (GNI)
Income Distribution	Fertility Rates
Infant Mortality Rates	Access to Health Care
Human Development Index (HDI)	Literacy Rates
Gender Inequality Index (GII)	✖

TEACHER KEY: MEASURES OF DEVELOPMENT TERMS

Term	Definition
Gross Domestic Product (GDP)	The value of the total number of goods and services produced within a country's boundaries in a given period (normally one year). GDP does not consider goods and services produced by citizens who are outside the country, and does include what is produced within the countries by foreigners. Typically measured on a per capita basis.
Gross National Income (GNI)	The value of goods and services produced by citizens of the country regardless of where they are located (within the country's boundaries or abroad). Typically measured on a per capita basis.
Income Distribution	Income distribution looks at how much different socioeconomic groups in a country earn. In other words, income distribution refers to the equality or smoothness with which people's incomes are distributed. Often it is reflected in how a nation's total GDP is distributed amongst its population. The specific measure used for income distribution is often the Gini coefficient.
Fertility Rates	The average number of children that a woman will have in her lifetime.
Infant Mortality Rates	The number of deaths under one year of age occurring among the live births in a given country during a given year per 1,000 live births.
Access to Health Care	Access to health care means having the timely use of personal health services to achieve the best health outcomes. Access to health care consists of four components: coverage, services, timeliness, and workforce. Measurable aspects include statistics such as the number of physicians per 1,000 people.
Human Development Index (HDI)	This index measures three basic dimensions of human development: long and healthy life, knowledge, and a decent standard of living. Four indicators are used to calculate the index: life expectancy at birth, mean years of schooling, expected years of schooling, and gross national income per capita.
Literacy Rates	The percentage of a country's people who can read and write. This can be expressed as an overall measure, and also as a measure of different male and female literacy rates.
Gender Inequality Index (GII)	An index for measurement of gender disparity that was introduced in 2010 by the United Nations Development Programme (UNDP). According to the UNDP, this index is a composite measure to quantify the loss of achievement within a country due to gender inequality. It uses three dimensions to measure opportunity cost: reproductive health, empowerment, and labor market participation.

SOURCES FOR MEASURES OF DEVELOPMENT TERMS:

https://quizlet.com/69484895/ap-human-geography-chapter-9-flash-cards/

https://stats.oecd.org/glossary/detail.asp?ID=1347

https://en.wikipedia.org/wiki/Income_distribution

https://en.wikipedia.org/wiki/Gender_Inequality_Index

https://www.ahrq.gov/research/findings/nhqrdr/chartbooks/access/elements.html

https://www.theglobaleconomy.com/South-Korea/human_development/
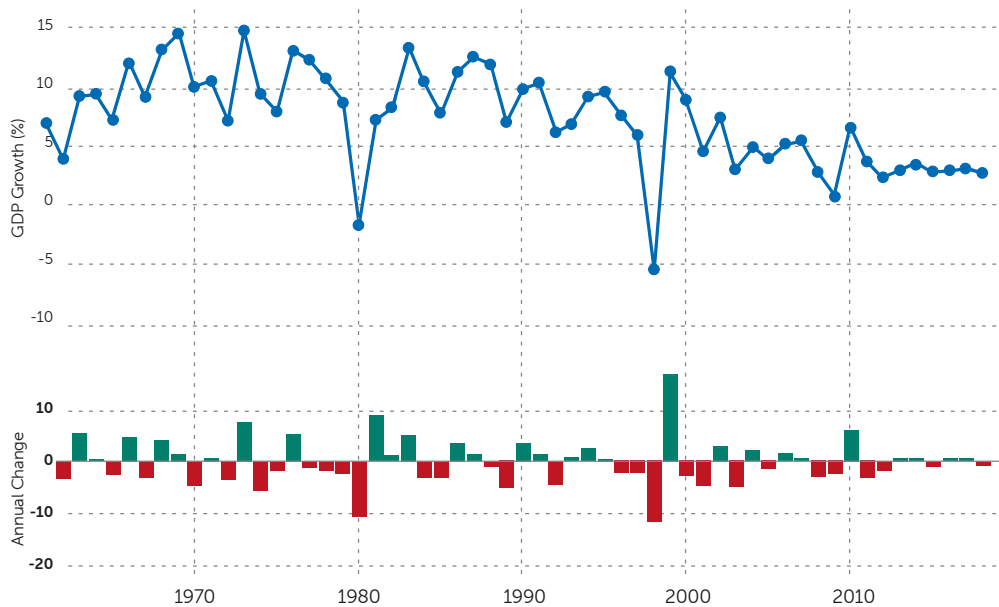
STUDENT HANDOUT: KEY MEASURES OF DEVELOPMENT DATA SETS

Data Set #1: GDP for South Korea, 1960–2018

Source: Tradingeconomics.com/World Bank, **https://tradingeconomics.com/south-korea/gdp**
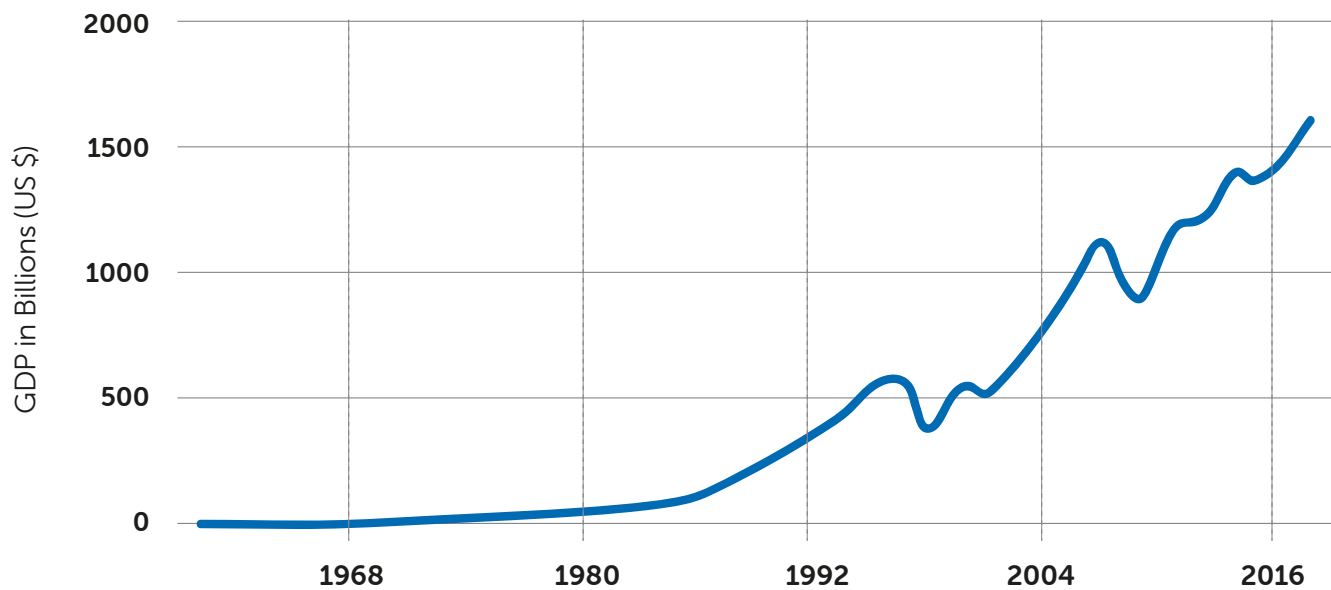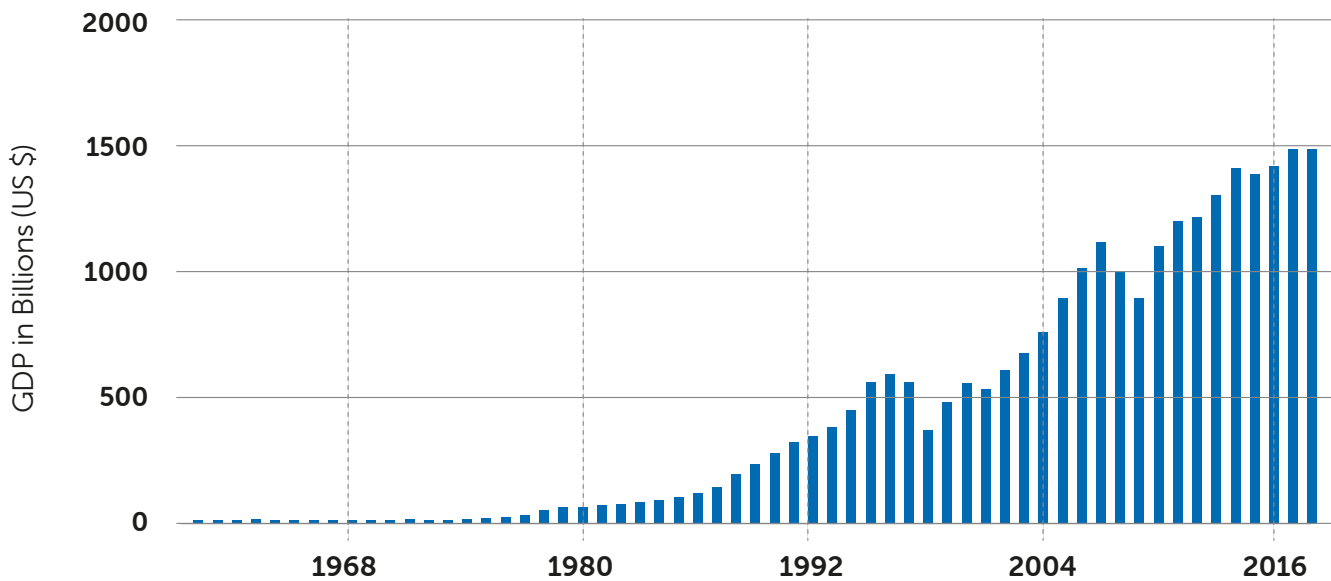
DATA SET #1
South Korea's GDP Growth (Annual Percentage) and Annual Change, 1960-2018

"South Korea's GDP Surges 31,000-fold since 1953"

South Korea's gross domestic product has surged 31,000-fold since 1953, fueled by exports and competitiveness in heavy industries and consumer electronics, government data showed Monday.

According to the data by Statistics Korea, the country's nominal gross domestic product shot up from a mere 47.7 billion won ($40.9 million) in 1953, soaring to 1,485 trillion won ($1.27 trillion) last year. The data highlights the achievements made by Asia's fourth-largest economy 70 years after being liberated from Japanese colonial rule (1910-1945).

"During the last year of the Korean War, the country was one of the poorest in the world and barely made ends meet by relying on assistance from others, but as of last year it trailed Australia and edged past Spain in terms of economic size," the statistical agency said.

In 2014, there were only 15 countries in the world with an annual GDP exceeding $1 trillion, it said.

According to the data, exports were almost non-existent in 1953, but the country shipped out $572.7 billion last year, making it the world's sixth-largest exporting nation.

South Korea has become globally competitive in cars, ships, steel, and more recently, consumer electronics, which has helped fuel growth.

The country has also maintained a current account surplus since 1998 after being in the red before. In 2014, the surplus reached $89.2 billion, accounting for 6.33 percent of the GDP.

The gross national income per capita skyrocketed to $28,180 last year from $67 in 1953, with the per capita GDP numbers adjusted for purchasing power parity hitting $34,356.
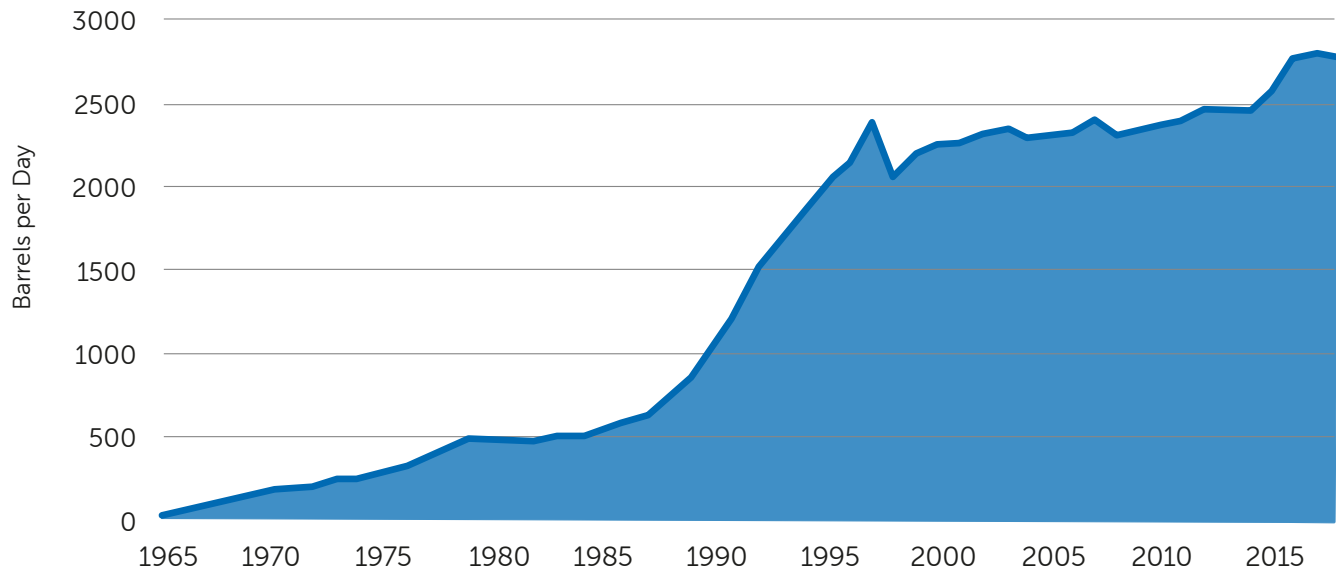
As of last year, the country's foreign currency reserves stood at $363.6 billion, 18 times more than the $20.4 billion it held just before the 1997 Asian financial crisis.

The agency said it did not have reliable data right after liberation or during the Korean War (1950-1953) period.

DATA SET #2
South Korea's Oil Consumption, 1965–2015
Source: BP PLC, **http://www.ceicdata.com**

"South Korea Relies on Imports to Meet about 98% of its Fossil Fuel Consumption"
Source: U.S. Energy Information Administration, July 16, 2018, **https://www.eia.gov/international/analysis/country/KOR**

South Korea relies on imports to meet about 98% of its fossil fuel consumption as a result of insufficient domestic resources. The country is one of the world's leading energy importers.

South Korea ranks among the world's top five importers of liquefied natural gas (LNG), coal, crude oil, and refined products. South Korea has no international oil or natural gas pipelines and relies exclusively on tanker shipments of LNG and crude oil.

Despite its lack of domestic energy resources, South Korea is home to some of the largest and most advanced oil refineries in the world. In an effort to improve the nation's energy security, oil and natural gas companies are aggressively seeking overseas exploration and production opportunities.

South Korea was the world's eighth-largest energy consumer in 2017, according to estimates from the BP Statistical Review of World Energy, 2018. South Korea's highly developed economy drives its energy consumption, and economic growth is fueled by exports, most notably exports of electronics, semiconductors, and petrochemicals. The country is also home to one of the world's top shipbuilding industries. Real gross domestic product (GDP) edged up between 2015 and 2017 by 3.1% as demand for the country's exports strengthened.

South Korea's economy is heavily dependent on export markets, particularly within Asia. Exports in the region have increased over the past two years, which has boosted South Korea's energy use. The country's aging population is expected to dampen domestic energy demand and the overall economic landscape over the long term.

Although petroleum and other liquids, including biofuels, accounted for the largest portion (44%) of South Korea's primary energy consumption in 2017, its share has been declining since the mid-1990s, when it reached a peak of 66%. This trend is attributed to the steady increase in natural gas, coal, and nuclear energy consumption, which has reduced oil use in the power sector and the industrial sector. Higher vehicle efficiencies have also reduced oil consumption.

DATA SET #2 (CONTINUED)
South Korean Usage of Renewable Energies, 1990–2015
Source: WorldData.info at **https://www.worlddata.info/asia/south-korea/energy-consumption.php**

Renewable energies include wind, solar, biomass and geothermal energy sources. The term "renewable energies" means all energy sources that renew themselves within a short time or are permanently available. Energy from hydropower is only partly a renewable energy. This is certainly the case with river or tidal power plants. Otherwise, numerous dams or reservoirs also produce mixed forms, e.g., by pumping water into their reservoirs at night and recovering energy from them during the day when there is an increased demand for electricity.

In 2015, renewable energies accounted for around 2.7 percent of actual total consumption in South Korea. The following chart shows the percentage share from 1990 to 2015:

KOREA'S PLACE IN TEACHING HUMAN GEOGRAPHY
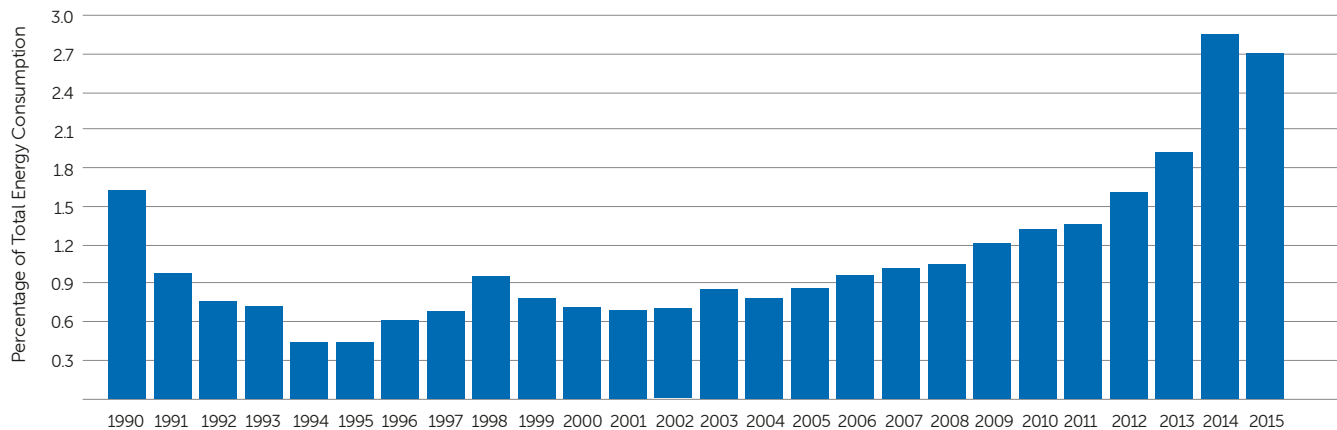
Trends in South Korea's HDI Component Indices, 1980–2014

Source: United Nations Development Programme Human Development Report 2019: Inequalities in Human Development in the 21st Century. **http://hdr.undp.org/sites/all/themes/hdr_theme/country-notes/KOR.pdf**
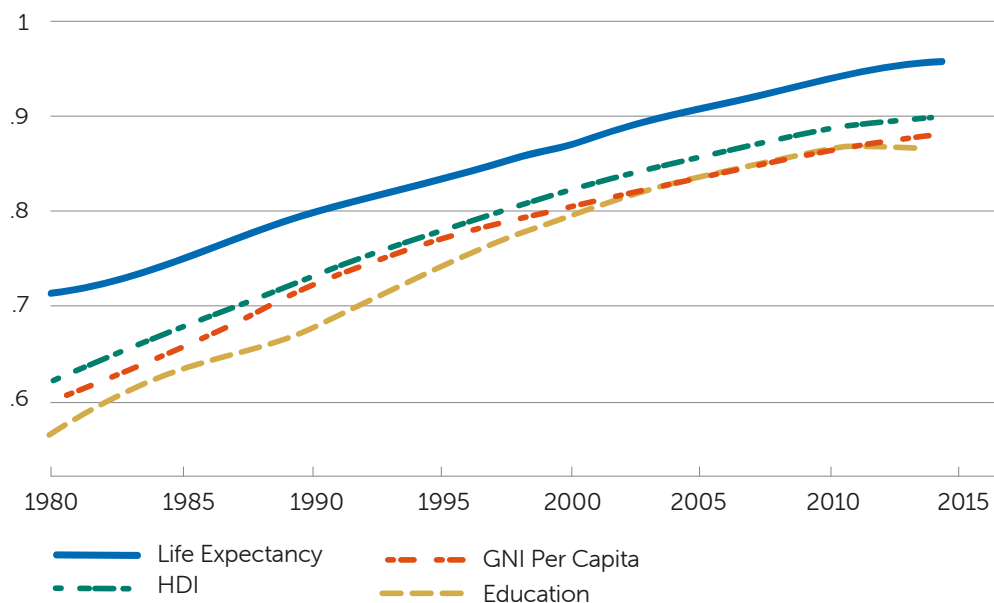
South Korea's Human Development Index (HDI) Value and Rank

The table below shows South Korea's HDI increase in each of the indicators between 1990 and 2017. With an overall increase of 24% (.728 to .903), the Republic of Korea was ranked 22 out of 189 countries in human development as of 2017, as life expectancy, expected years of schooling, and mean years of schooling all had significant increases within the 27-year period.

Table A: South Korea's HDI trends based on consistent time series data and new goalposts

	Life Expectancy at Birth	Expected Years of Schooling	Mean Years of Schooling	GNI Per Capita (2011 PPP$)	HDI Value
1990	71.7	13.6	8.9	11,614	0.728
1995	73.9	14.5	10.0	16,483	0.778
2000	76.0	15.6	10.6	20,601	0.817
2005	78.4	16.3	11.4	25,315	0.855
2010	80.5	16.8	11.8	30,387	0.884
2015	81.9	16.5	12.1	43,276	0.898
2016	82.2	16.5	12.1	35,122	0.900
2017	82.4	16.5	12.1	35,945	0.903

EAST SEA
(SEA OF JAPAN)

Dokdo

Legend (HDI)

>0.920
0.900 - 0.920
0.890 - 0.900
0.880 - 0.890
< 0.880

WEST SEA
(YELLOW SEA)

Jeju
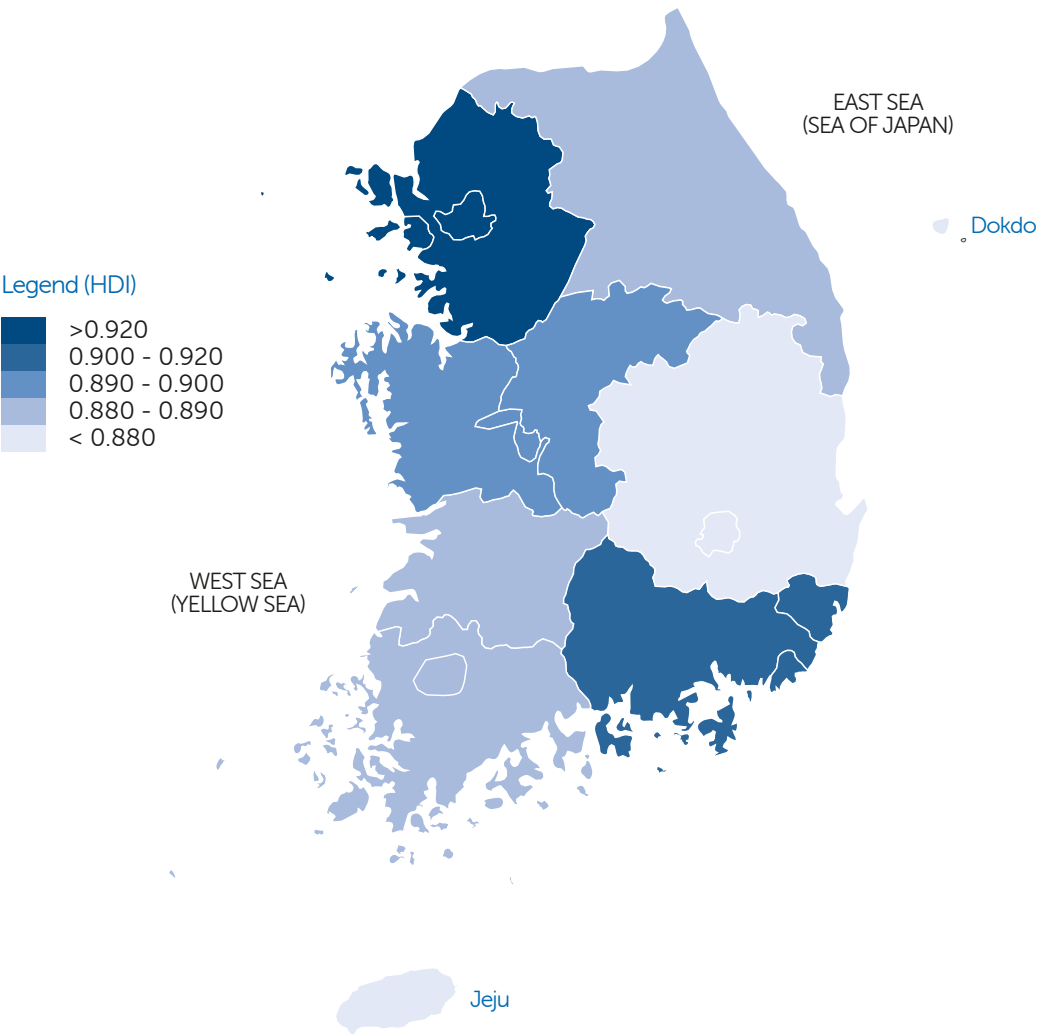
INDUSTRIALIZATION AND ECONOMIC DEVELOPMENT MODULE DAY 3

CONCEPT MAPPING AND ASSESSMENT

INDUSTRIAL AND ECONOMIC DEVELOPMENT MODULE OVERVIEW

SKILL FOCUS
Spatial Relationships, Data Analysis, and Source Analysis

Spatial Relationships: Describe spatial patterns and networks, and explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.

Data Analysis: Explain patterns and trends in maps and in quantitative and geospatial data to draw conclusions.

Source Analysis: Analyze and interpret qualitative geographic information represented in maps, images (e.g., satellite, photographs, cartoons), and landscapes.

CONTENT
Enduring Understanding SPS-7

Industrialization, past and present, has facilitated improvements in standards of living, but it has also contributed to geographically uneven development.

Topic 7.1. The Industrial Revolution

Topic 7.2. Economic Sectors and Patterns

Topic 7.3. Measures of Development

What are economic sectors and the factors that affect their development?

DAY 1

CLASS ACTIVITY
Understanding and Identifying Economic Sectors
Students will work collaboratively to identify and learn the five different economic sectors. Students will then use their new understanding of economic sectors and examine maps and data sets to predict the locations of different economic sectors within South Korea.

AP SKILL ALIGNMENT
Skill Category 2.B. Explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.

Skill Category 2.C. Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.

Skill Category 4.D. Compare patterns and trends in visual sources to draw conclusions.

What are the key measures of development in a country?

DAY 2

CLASS ACTIVITY
Understanding and Identifying Measures of Development
Students will work collaboratively to define and learn a variety of measures of development. Students will then analyze data sets to identify changes in several measures of development in South Korea over the past 70 years and speculate as to the reasons for those changes.

AP SKILL ALIGNMENT
Skill Category 3.F. Explain possible limitations of the data provided.

Skill Category 4.D. Compare patterns and trends in visual sources to draw conclusions.

Skill Category 4.E. Explain how maps, images, and landscapes illustrate or relate to geographic principles, processes, and outcomes.

Assessment

DAY 3

CLASS ACTIVITY
Concept Mapping and AP-Aligned Assessment
Students will connect vocabulary and concepts via a concept-mapping activity and then demonstrate understanding as they answer five Multiple Choice Questions (MCQs) and one Free Response Question (FRQ) with two stimuli.

AP-ALIGNED ASSESSMENT
Multiple Choice Questions (MCQs) and Free-Response Question (FRQ)

INDUSTRIAL AND ECONOMIC DEVELOPMENT MODULE SOURCES

DAY 3
Based on a 60-minute class

Lesson Focus: Reviewing Industrialization and Economic Development

HUMAN GEOGRAPHY SKILLS

Spatial Relationships: Describe spatial patterns and networks and explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.
Skill Category 2.B. Explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.
Skill Category 2.C. Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.

Data Analysis: Explain patterns and trends in maps and in quantitative and geospatial data to draw conclusions.
Skill Category 3.F. Explain possible limitations of the data provided.

Source Analysis: Analyze and interpret qualitative geographic information represented in maps, images (e.g., satellite, photographs, cartoons), and landscapes.
Skill Category 4.D. Compare patterns and trends in visual sources to draw conclusions.
Skill Category 4.E. Explain how maps, images, and landscapes illustrate or relate to geographic principles, processes, and outcomes.

OVERVIEW
Students will work with the important terms and concepts from this module to review the essential content and skills. Working in groups, students will manipulate the important terms and concepts into a concept map that should begin with a central term or concept. Upon completing the task, groups rotate to other group concept maps to reflect on their synthesis, leading to interactive conversations and deeper review of the content as students make meaning individually and collaboratively. Students are then given the opportunity to complete five AP-style multiple choice questions (MCQs) and one AP-style stimulus-based free response question (FRQ).

MATERIALS NEEDED:
▶ Day 3 Handouts

▷ Day 3 Student Handout (1 per student, p. 171)

▷ Day 3 Multiple Choice Question (MCQ) Assessment (p. 172)

▷ Day 3 Free Response Question (FRQ) Assessment (p. 173)

▶ Day 3 Free Response Question (FRQ) Assessment Teacher Key (p. 174)

SEQUENCE OF INSTRUCTION

CLASS ACTIVITY 1 OF 2: CONCEPT MAPPING

CLASS ACTIVITY (20-30 MINUTES): CONCEPT MAPPING

ACTIVITY 1

Students will consider the important terms and concepts for this module on Industrialization and Economic Development in order to find relationships and more deeply understand the content. The activity also integrates the geographic skills that run through the module by asking students to explain the connections between terms and concepts. Debriefing the activity and monitoring student progress are two essential elements to this collaborative work.

ACTIVITY PROCEDURE

▶ Have students sit in groups of four to five to facilitate group work throughout the course of the activity. Mixed-ability groups are recommended to achieve the best results.

▶ Explain what a concept map is by showing an example (e.g., from the video below) and/or a brief video overview:

  ▷ **https://tinyurl.com/geoconcept**.

  ▷ This video explains how concept maps are visual ways to express the connections between ideas and the steps to create an effective concept map (identifying main topic, organizing main points, creating a map with major points and supporting details, reviewing the map and looking for connections, including details, analyzing and improving the map).

▶ Students review the list of terms and concepts in the Day 3 Student Handout (p. 171) and begin to identify relationships as well as consider what the central term or concept might be.

  ▷ Monitoring group conversations across the room and affirming good insights and/or prompting and redirecting groups that may need support are critical to ensuring student understanding.

  ▷ Students may need prompting to remain focused on connections and not definitions.

▶ Students display concept maps on desks or walls, and groups rotate to see other concept maps.

  ▷ Leading a discussion on similarities and differences among concept maps can reinforce conceptual knowledge.

  ▷ Groups may be given sticky notes to challenge connections between concepts with which they disagree. They can write how/why they disagree on the sticky note and place it on the concept map.

  ▷ Taking pictures of concept maps and uploading all pictures for student access provides another opportunity for reflection and deeper learning.

> **TEACHING TIP**
> The list of terms and concepts for this activity is drawn from the two days of previous instruction in this module. Teachers might consider adding other terms and concepts to supplement this list depending on the scope of the unit and assessment.

> **TEACHING TIP**
> If some groups work more efficiently and may seem to finish more quickly than others, having additional words or pictures or documents or even current event articles or excerpts can add a new dimension to the activity when the teacher gives those additional resources to groups. For example, handing out an excerpt from a recent news article on the industrial development of a country can force a group to wrestle with a current issue and make sense of it conceptually in light of its concept map.

CLASS ACTIVITY (30-40 MINUTES): AP-ALIGNED ASSESSMENT

FORMATIVE ASSESSMENT

Students could complete the following assessments during class or as assigned homework or as part of another class to monitor student progress.

ACTIVITY PROCEDURE

▶ Hand out the Multiple Choice Questions (p. 172).

   ▷ If this is truly formative assessment during class, consider going over the answers during class and having students who answered correctly explain their reasoning and process to the whole class.

   ▷ Multiple Choice Answer Key: **1. B; 2. C; 3. C; 4. E; 5. A**

▶ Distribute the Free Response Question sheet (p. 173), and instruct students to complete all questions, monitoring the time and providing timing updates to simulate some of the time pressure students may feel on the day of the Exam.

   ▷ Consider discussing answers either in small groups and/or as a class to check understanding or collect student work to provide specific, targeted feedback.

   ▷ Consult the Teacher Key included in these resources (p. 174) as part of the feedback process.

TEACHING TIP

If students are not already familiar with common FRQ command verbs, "discuss" and "explain," require the development of an answer instead of a simple one- or two-word response.

The following task verbs are commonly used in the free-response questions:
▷ *Compare:* Provide a description or explanation of similarities and/or differences.
▷ *Define:* Provide a specific meaning for a word or concept.
▷ *Describe:* Provide the relevant characteristics of a specified topic.
▷ *Explain:* Provide information about how or why a relationship, process, pattern, position, or outcome occurs, using evidence and/or reasoning.
▷ *Identify:* Indicate or provide information about a specified topic, without elaboration or explanation.

DAY 3 STUDENT HANDOUT

Name: _____ Period:_____

CONCEPT MAPPING

1. Your group must create a central term for your list of words.

2. Write this term/concept in the middle of your mind map. The concept/term should be something that demonstrates how the words are *connected*.

3. Create a concept map that illustrates how these terms are connected and why they are important. Keep all drawings/visuals specific to understanding the terms. *Fewer words, more visuals!!!*

4. Make sure to use all of the terms below, but you will also need to add in additional words as transitions.

TERMS/CONCEPTS

▶ Measures of development

▶ Gross Domestic Product

▶ Gross National Income

▶ Formal sectoral structures of Economy

▶ Informal sectoral structures of the economy

▶ Income distribution

▶ Fertility rates

▶ Infant mortality rates

▶ Fossil fuels

▶ Renewable energy

▶ Literacy rates

▶ Gender Inequality Index

▶ Energy use

▶ Access to health care

▶ Industrial Revolution

▶ Economic sectors

▶ Primary sector

▶ Secondary sector

▶ Tertiary sector

▶ Quaternary and Quinary sectors

▶ Market gardening

▶ Central Place Theory
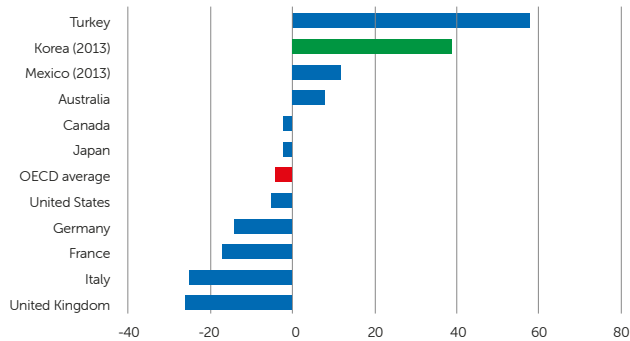
▶ Core, neo-periphery, and periphery

▶ Von Thünen Model

DAY 3 MULTIPLE CHOICE QUESTION (MCQ) ASSESSMENT

Name: _____ Period:_____

Rise in South Korea's Greenhouse Gas Emissions
Percent of change, selected OECD and G20 countries, 2000-2014
Source: OECD (2016) "Greenhouse Gas Emissions by Source," OECD Environment Statistics (Database)

1. Which of the following best explains why Korea's greenhouse gas emissions increased so much (see chart above)?

    a. The population of South Korea has rapidly increased, resulting in increased emissions.

    b. There are an increasing number of both factories and automobiles in Korea.

    c. There has been a large increase in the number of cities in the coastal areas of Korea.

    d. The increase of service sector jobs experienced in Korea is directly associated with higher emissions.

    e. The manufacturing of automobiles is the main economic activity in Korea today.

2. Which set of data best describes the overall structure of a highly developed country's workforce? (% of workforce engaged in sector)

    a. Primary 75%, secondary 15%, tertiary 10%

    b. Primary 25%, secondary 50%, tertiary 25%

    c. Primary 10%, secondary 30%, tertiary 60%

    d. Primary 50%, secondary 25%, tertiary 25%

    e. Primary 20%, secondary 70%, tertiary 10%

3. Which of the following is most likely to *decrease* as a country experiences increased levels of economic development?

    a. Life Expectancy

    b. Literacy Rate

    c. Infant Mortality Rate

    d. Infrastructure Development

    e. Gross Domestic Product per capita

4. Which of the following is most likely to *increase* as a country experiences increased levels of economic development?

    a. Contagious disease rate

    b. Percentage employed in agriculture

    c. Total fertility rate

    d. Maternal mortality rate

    e. Female literacy rate

Photo of a Scientific Researcher

5. Businesses focused on the economic sector reflected in the photo above are typically located in places that have which of the following?

    a. Universities that are known for highly educated and creative students

    b. Wages that are relatively low and result in a cost savings for the business

    c. Minimal environmental and labor regulations to allow businesses more freedom

    d. Major transportation networks that can be utilized to distribute finished goods

    e. Temperate climates with ideal soil environments and few physical barriers

DAY 3 FREE RESPONSE QUESTION (FRQ) ASSESSMENT

Name: _____ Period:_____

ACTIVITY A

ACTIVITY B

As industrialization has diffused across much of the world, the focus of the economies of countries has shifted.

   a. Identify the economic sector typified by each activity.

   b. Compare the role of cities in activity A and activity B.

   c. Describe ONE cause of industrialization in semi-peripheral countries.

   d. Explain ONE positive impact of industrialization.

   e. Explain ONE negative impact of industrialization.

   f. Describe how the sectoral structure of an economy changes as it reaches a higher level of economic development.

   g. Explain the limitations of using Gross Domestic Product per capita as the measure of development.

DAY 3 FRQ ASSESSMENT TEACHER KEY

Teachers can use this Key to guide assessment and student peer assessment.

As industrialization has diffused across much of the world, the focus of the economies of countries has shifted.

a. **Identify the economic sector typified by each activity.**

  ▷ Activity A: Primary
  ▷ Activity B: Secondary

Students must correctly identify both sectors for 1 point.

b. **Compare the role of cities in Activity A and Activity B.**

  ▷ Cities are more associated with Activity B because factories are typically located just outside cities (near cities), whereas Activity A is likely to occur in rural areas (far away from cities).

Note: students must have a comparison so they must discuss the role of cities (or lack of) for both Activity A and Activity B.

c. **Describe ONE cause of industrialization in semi-peripheral countries.**

  ▷ Connections with transportation networks or proximity to markets to allow the shipping out of goods for consumption in the core.

  ▷ Abundant labor supply and/or low cost labor or government policies (tax incentives, business-friendly regulations, etc.) that allow companies to have a higher profit margin.

d. **Explain ONE positive impact of industrialization.**

  ▷ Improvements in standards of living as reflected in increased

  • Incomes
  • GDP per capita
  • GNI per capita
  • Education (literacy rates in general and/or female literacy rates)
  • Infrastructure development
  • Income equality
  • Access to healthcare (more physicians, lower Infant Mortality Rate, etc.)
  • Life expectancies

e. **Explain ONE negative impact of industrialization.**

  ▷ Uneven development:
  • Gaps between rural and urban areas
  • Isolated industrial areas
  • Focus on industrial areas
  ▷ Pollution:
  • Factories using fossil fuels
  • Increased use of automobiles

f. **Describe how the sectoral structure of an economy changes as it reaches a higher level of economic development.**

  ▷ The economy shifts from primary to secondary as industrialization occurs.

  ▷ The economy shifts from secondary to tertiary as deindustrialization occurs.

  ▷ The economy shifts from tertiary to quaternary as services become more advanced.

*Note: students must say what the economy shifts **from** and **to** since they are describing a change.*

g. **Explain the limitations of using Gross Domestic Product per capita as the measure of development.**

  ▷ High GDP does not necessarily mean that other measures of development are high (there is a weakness in using a single measure).

  ▷ Looking at GDP ignores social or quality of life measures such as health measures, treatment of women, happiness, etc.

  ▷ GDP per capita looks at total GDP divided by population and implies that the per capita statistic is the typical experience when there may be high degrees of economic inequality.

  ▷ GDP per capita includes everything produced in the country, which could result in overstatement if there are many foreign companies operating within the country, or understatement if the country has many companies producing goods outside the boundaries of the country.

Korea's Place in Teaching World History

Also co-published by NCSS and WHDEF!

World History Digital Education Foundation 208 pages, 2018

This unique publication provides high school teachers of world history with primary sources, background information, and engaging class activities about historical and contemporary Korea.

While the book provides important information on premodern Korean history, most of its lessons focus on the period since the Korean War. Students will be fascinated to learn about the different economic, ideological, and political paths followed by North and South Korea, and the reasons for the "Great Divergence" between the two states that resulted from South Korea's fast-growing economy and political democratization.

The lessons in this book promote the AP World History reasoning skills of Contextualization, Comparison, Causation, and the analysis of Continuity and Change. At a time when the countries of the Pacific Rim are playing an increasing role in world affairs, but are not well covered by history textbooks, this book offers educators invaluable resources for teaching about Korea's place in world history.
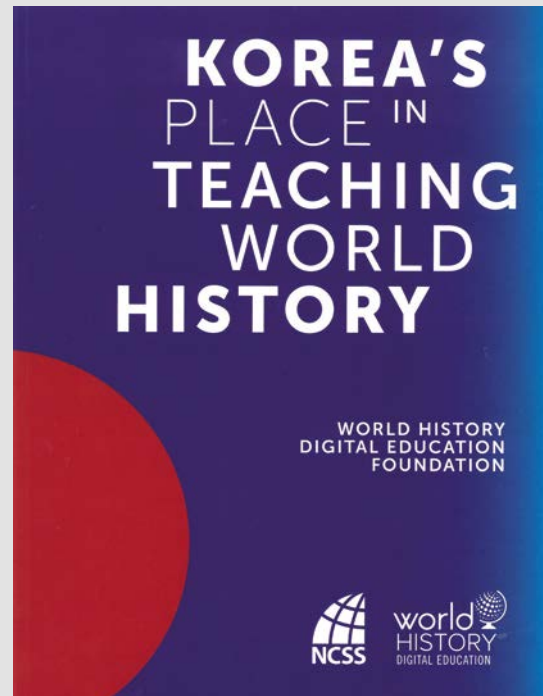
**For further details
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NCSS
National Council for the Social Studies

The Korean War and Its Legacy: Teaching about Korea through Inquiry

Korean War Legacy Foundation.
231 pages. 2019

News headlines regularly remind us of the importance of the Korean Peninsula and the challenges facing U.S. policy on North Korea.

The tensions in Korea are part of the legacy of the Korean War, which culminated in an armistice in 1953, but has never been concluded by a peace treaty. Often described as the Forgotten War, it had significant consequences for the United States and the world. Even though more than a million U.S. soldiers fought in the Korean War, and 28,000 U.S. forces are still stationed in South Korea, it only receives limited coverage in history textbooks.
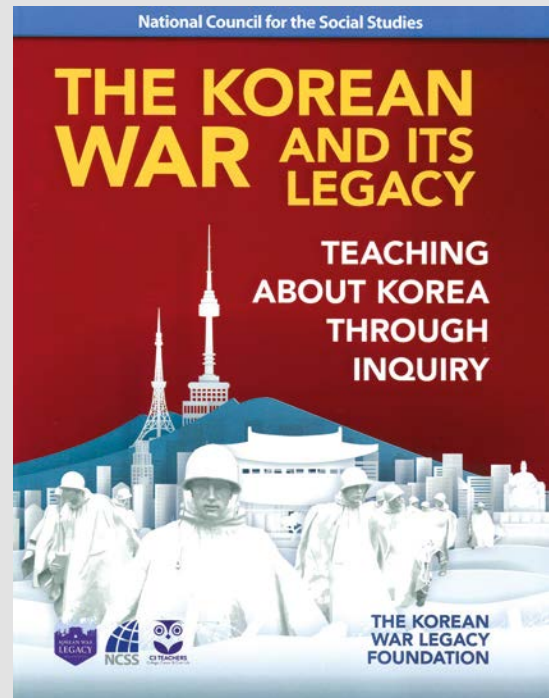
This book fills an important gap by presenting rich primary resources in the form of oral histories, photos, and official documents of the Korean War that enable teachers and students to explore the war through the eyes of those who experienced its intensity and hardships. The contributors to the book also offer important background information about contemporary Korea and the challenges facing United States diplomacy in the Korean Peninsula.

The lesson plans in this book are inquiries based on the C3 Framework that pose important questions and show students how to evaluate evidence, make analyses, and communicate conclusions about the Korean War and its legacy. This unique collection of teaching ideas and resources will enable students to learn about the Korean War in depth and understand the historical background to todays headlines.

For further details
see www.socialstudies.org/store

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world
HISTORY
DIGITAL EDUCATION
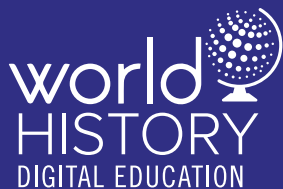
"This book's modules for South Korea provide students with the opportunity to apply skills and perspectives that will enhance their future geographic perspectives and practices as engaged, responsible citizens."
JOSEPH P. STOLTMAN, INTRODUCTION

South Korea's dramatic economic growth and political democratization have made it a country to watch in the 21st century.

This book goes beyond the political headlines to provide readers with a greater understanding of the country itself as it faces the challenges of population growth, a changing cultural landscape, and rapid economic development. The first of the book's three modules examines the country's changing demographic structure and population policies. The second reviews the Korean cultural landscape, noting the continuing influence of Korea's tradition of geomancy on the "why of where" in the landscape, and examining the diffusion of Korean culture to other countries. The final module tracks the transformation of South Korea into a country with a highly developed economy after being one of the poorest nations in the world at the end of the Korean War.

The lessons and assessments in this book promote skills and content that are taught in the AP Human Geography course. The teaching tips in each module provide step-by-step suggestions for class activities that will engage and enrich students as they explore a country that has faced many major challenges and has achieved notable successes.

This book is co-published by the National Council for the Social Studies and the World History Digital Education Foundation, with the support of the Korea Foundation.