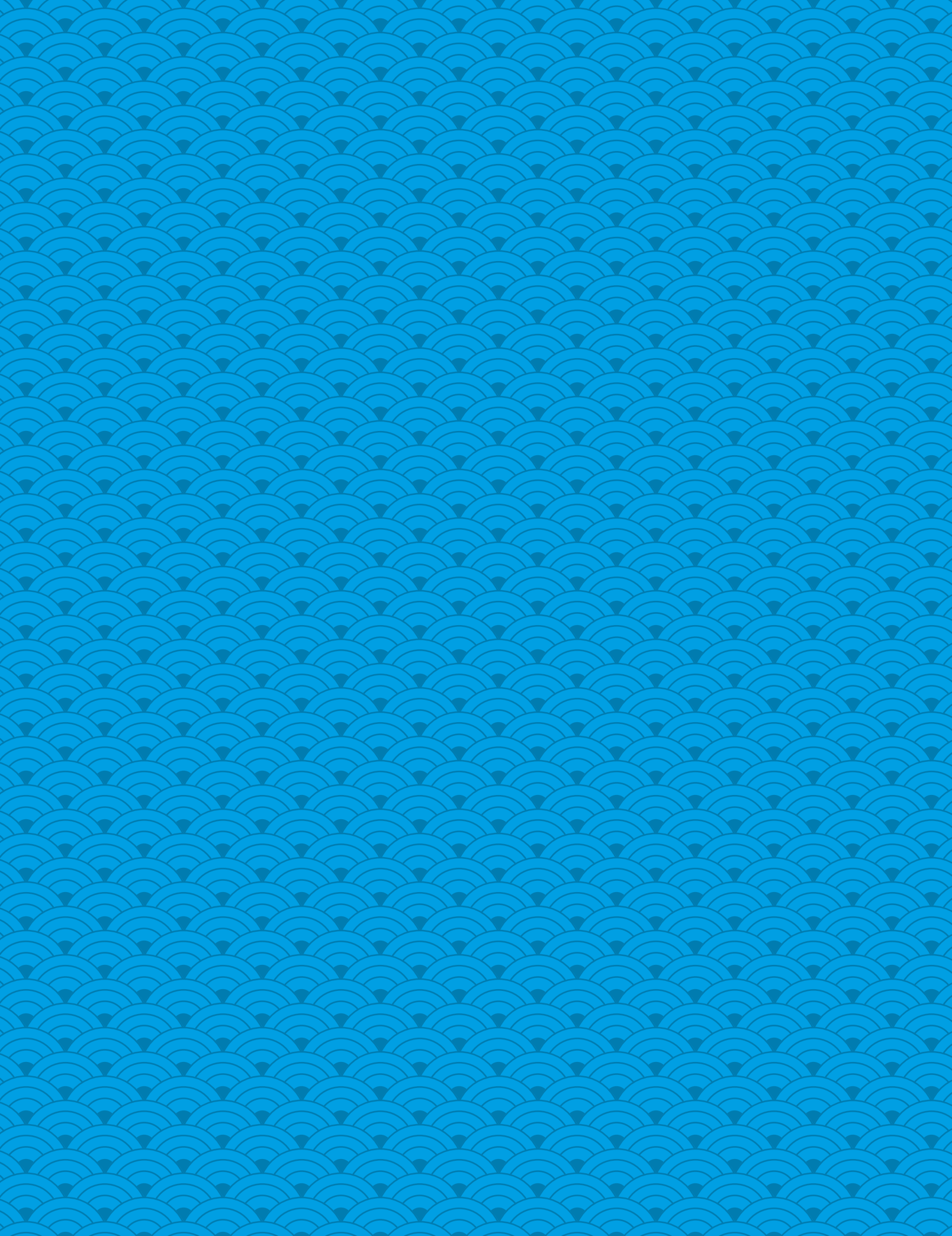


# GEOGRAPHY MODULE

Is geography destiny? Scholars in a wide range of different fields, including history, economics, and sociology, have debated this question at great length. Few would disagree that geography plays an important role in shaping cultures, economies, and political institutions. The scope and features of a nation's territory can determine its geostrategic choices and how it relates to neighboring countries.

This module uses the distinctive geography of the Korean peninsula to enable a broader exploration of how site and situation impact everyday life. South Korea is known for its mountainous terrain, long coastlines, and humid summer climate that brings monsoons. Students are asked to think about how these aspects of site in Korea have influenced developments there. In earlier centuries, Korea's geographic situation adjacent to China and across the East Sea from Japan facilitated the exchange of goods and culture between the peninsula and the rest of Asia. Today, South Korea remains one of the most globally connected countries. Its multinational companies are active throughout the world and its popular culture—especially its music and dramas—enjoy immense popularity in the United States and throughout Asia.

The module asks students to consider the relevance of situation to South Korea's highly globalized economy and society. The materials presented in the module include a wide variety of images, maps, and charts that clearly illustrate the core concepts and how they apply to Korea. These materials enable students to compare Korea with the United States and other countries in ways that will enhance their overall comprehension. Students will come away from these exercises with a greater appreciation of when geography does and does not determine the fate of different nations and societies.



# GEOGRAPHY MODULE



DAY 1:  
WHAT IS THE SITE AND  
SITUATION OF KOREA?

# GEOGRAPHY MODULE OVERVIEW

## SKILL FOCUS

**Map and Data Analysis; Scale Analysis**

## CONTENT

**Site and Situation**

### What is the Site and Situation of Korea?

#### DAY 1

##### CLASS ACTIVITY

##### **Understanding the Concepts of Site and Situation**

The module begins with an overview and introduction to the concepts of site and situation. Students then analyze the geography of Korea through a series of documents. The analysis of the documents leads students to be able to evaluate the site and situation of Korea. Data analysis skills are addressed through a guided site and situation document analysis activity.

##### CHECK FOR UNDERSTANDING

**Exit Ticket:** Students evaluate which is more important: site or situation.

### How Can Changing the Scale Change Perceptions of Site and Situation?

#### DAY 2

##### CLASS ACTIVITY

##### **Examining the Impact of Changes of Scale**

Students will analyze how changing the scale from the national level to local or global levels impacts site and situation, and will answer the essential question: How can changing the scale change perceptions of site and situation?

##### CHECK FOR UNDERSTANDING

**Exit Ticket:** Students use their knowledge of site and situation to describe places at different scales.

### Assessment

#### DAY 3

##### **Ideal Place Characteristics**

Now that students have explored site and situation at a variety of scales, students will craft their own criteria for an "ideal" site and situation.

# GEOGRAPHY MODULE SOURCES

DAY 1	Stimulus Type	Description	Page
	Photo	Horseshoe Bend, Ohio River	102
	Photo	Barge on Ohio River	102
	Article	Introduction to Geomancy	115
	Photo	The Blue House, Office and Residence of the President of South Korea	103
	Map	BTS YouTube Views, 2018	103
	Map	New York City Subway Map	105
	Photo	Machu Picchu	106
	Photo	Bali Sea FerryRail	106
	Chart	The Position of South Korea among the EU's Main Partners, 2017	108
	Map	South Korea Map of Köppen Climate Classification	108
	Map	Topographic Map of South Korea	109
	Photo	McDonald's in Seoul, Korea	109
	Photo	A Sentry in the Demilitarized Zone (DMZ) between North and South Korea	110
	Photo	Busan Port	110
	Graph	High Speed Internet Access Percentage in South Korea and Other Countries	111
	Graph	Percentage of Youth with Higher Education in South Korea and Other Countries	111

DAY 2	Stimulus Type	Description	Page
	Photo	The Taj Mahal and Its Surroundings	126
	Photo	The Taj Mahal	126
	Map	The Share of the Population Living in Extreme Poverty in Different Countries	127
	Map	The 2017 Poverty Rate in Different States of the United States	128
	Map	The Poverty Rate in Different U.S. Counties, 2013-2017	129
	Map	Percentage of Arable Land Worldwide	130
	Map	Global Map of Shipping Routes	131
	Graph	Differences in the Contribution of Metropolitan Areas to GDP Growth: South Korea and the OECD Average	131
	Chart	Population of the Top Ten Cities in South Korea	131
	Map	World Map of Regional Organizations	132
	Map	Disputed Sea Border between North and South Korea	132
	Map	Percentage of Farm Households by Province, South Korea, 2010	133
	Photo	Seoul at Night	133

# DAY 1

BASED ON A 60-MINUTE CLASS

## What is the site and situation of Korea?

### OVERVIEW

The module begins with an overview and introduction to the concepts of site and situation. Students then analyze the geography of Korea through a series of documents. The analysis of the data set leads students to be able to evaluate the site and situation of Korea. Data analysis skills are addressed through a guided document-based activity analyzing site and situation.

#### MATERIALS NEEDED:

##### HOMEWORK

- ▶ Copies of the homework assignment, including two images (p. 102)

##### IN-CLASS ACTIVITIES

- ▶ Activity 1 Handout: Exploring Site and Situation (p. 103)
- ▶ Activity 2 Practice Documents A, B, and C (pp. 105-106)
- ▶ Activity 2 Document Analysis Form (p. 107)
- ▶ Activity 2 Document Sets A1-A4 and B1-B4 (pp. 108-111).

- ▶ Activity 2 Source Sorting Document (p. 112)

- ▶ Activity 4 Exit Ticket (p. 114)

- ▶ Supplemental Reading: Introduction to Geomancy (p. 115)

#### TEACHER ANSWER KEY

- ▶ Activity 2 Source Sorting Document (p. 117)

## SEQUENCE OF INSTRUCTION

### HOMEWORK OVERVIEW

#### IMAGE ANALYSIS

For homework, have students view the two images and take notes on what they see in each image on the homework handout provided.

## CLASS ACTIVITY 1 OF 4: INTRODUCING SITE AND SITUATION

WARM UP/INTRODUCTION (10 MINUTES)

### HOMEWORK DEBRIEF, DEFINING SITE AND SITUATION, MEMORY TIP

- ▶ Display Homework Image 1 (Horseshoe Bend, Ohio River, p. 102).
  - ▷ Ask a few students to share their observations on Image 1.
  - ▷ Tell students that Image 1 demonstrates the geographic concept of site and ask students to hypothesize a possible definition of site on the “Exploring Site and Situation” handout.
  - ▷ Display the definition of site and have students then revise their definitions and highlight observations they made related to site on the handout.
- ▶ Display Homework Image 2 (Barge on Ohio River, p. 102).
  - ▷ Ask a few students to share their observations on Image 2.
  - ▷ Tell students that Image 2 demonstrates the geographic concept of situation and ask students to hypothesize a possible definition of situation on the handout.
  - ▷ Display the definition of situation and have students then revise their definitions and highlight their observations (using a different color than they did for the definition of site) related to situation.
- ▶ In pairs, have students identify examples of site and situation in their own communities. Students should add their examples to the handout.
- ▶ Have pairs share their community examples with the class.

### TEACHER NOTES

To make the images of site and situation more relevant to students, consider substituting local images in place of the current homework images.

Circulate the room to see which pairs have correct information and which pairs need refinement in their examples. Provide prompting to pairs, as necessary.

Depending on the background knowledge of students, the teacher may need to be more or less involved in guiding the discussions.



#### TEACHING TIP

**Site** is defined as the physical characteristics of a place. Those physical features are usually natural, but can include man-made features as well. In contrast, **situation** is defined as the location of a place in connection with other places. While site was the focus for the development of the first cities, situation is often seen today as more valuable due to the interconnectedness of places due to advances in communications and transportation technology. The focus is less on classification, however, and more on awareness of the various characteristics of a place.

On the in-class site example, **geomancy** is mentioned. Teachers may wish to explore the role of geomancy within Korea further. See the supplemental reading on geomancy (p. 115).

Site and situation can overlap because certain physical characteristics can make a place more or less accessible to other places. By the end of the lesson, be sure to reinforce that a place is described using **both** site and situation. A probing question to ask is: what about the site enabled the situation?

Place and site are often confused. A place is a location on Earth that is distinguished by its site and situation. In other words, site and situation are descriptions of a place.

## CLASS ACTIVITY 2 OF 4: APPLYING SITE AND SITUATION TO KOREA

CLASS ACTIVITY (35 MINUTES)

### DOCUMENT ANALYSIS AND SORTING

- ▶ Direct students to their copy of the Document Analysis form.
  - ▷ As a whole class, display practice documents A (a New York City subway map, p. 105), B (a photograph of Machu Picchu, p. 106), and C (a photograph of the Bali Sea FerryRail, p. 106).
  - ▷ Model how to analyze an image and record observations on the document analysis form.
- ▶ Arrange students in groups of four.
  - ▷ Provide each group with four documents for analysis (either set A, pp. 105-109 or set B, pp. 110-111).
  - ▷ Each student in the group should initially take one of the documents for analysis.
    - Each student individually completes the analysis form for their document. (10 minutes)
  - ▶ Each student shares the document and analysis with the rest of the group and makes any necessary revisions based upon group feedback. (10 minutes)
  - ▶ As a group, students discuss and complete the Source Sorting Document (p. 112), placing documents into the category of site, situation, or both. (15 minutes)

For suggested answers, see the Teacher Key to the Source Sorting Document (p. 117).



#### TEACHING TIP

Teachers may wish to strategically assign the documents because some of them (A1, A2, A3, B3) are more straightforward than others (B4). Sometimes the classification of certain sources is based upon interpretation. Challenge students to think about how the same source could potentially display information on both site and situation.

The Source Sorting Document has a continuum that students should mark. If you are conducting the lesson with electronic copies of the materials, have students utilize the “mark” feature or “insert shape” feature to mark on the continuum.



## CLASS ACTIVITY 3 OF 4: SITE AND SITUATION DOCUMENT SHARE

CLASS ACTIVITY (15 MINUTES)

### DEBRIEF SITE AND SITUATION DOCUMENTS

- ▶ Create new groups of 4 (two students from Group A and two students from Group B).
  - ▷ The pair of group A students do a quick share of their sources, analysis of the source, and how it applies to site and/or situation. (4 minutes)
  - ▷ The pair of group B students do a quick share of their sources, analysis of the source, and how it applies to site and/or situation. (4 minutes)
    - The teacher should circulate the room, addressing any misunderstandings of content (see the Teacher Key to the Source Sorting Document).
  - ▷ The group determines which image in the documents best represents site and which image best represents situation and why. (5 minutes)
  - ▷ Groups share their images and explanations with the class. (2 minutes)

For suggested answers, see the Teacher Key to the Source Sorting Document.



#### TEACHING TIP

If desired, instead of creating an additional group for the last activity, teachers could lead a debrief on all eight documents with the entire class. The class could then vote on the image that best represents site and the image that best represents situation.

## CLASS ACTIVITY 4 OF 4: EXIT TICKET

Students individually make a statement on the Exit Ticket (p. 114) regarding which is more important: site or situation. They must use evidence from South Korea and at least one other country to support their answers.

HOMWORK

Name: \_\_\_\_\_ Period: \_\_\_\_\_

Directions: make as many observations as possible about each image.

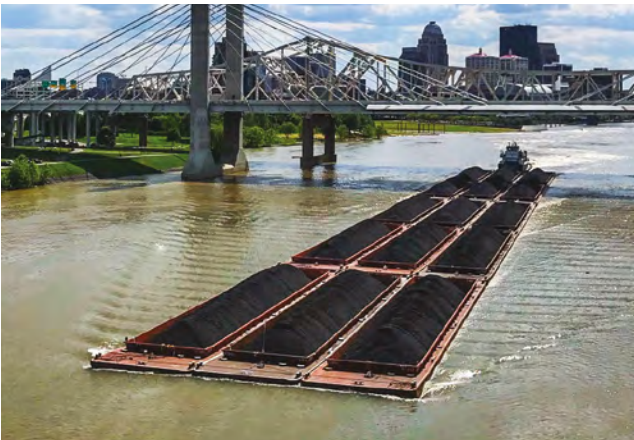
IMAGE 1  
Horseshoe Bend, Ohio River

Source: Wikimedia, Southern Oculus. <https://commons.wikimedia.org/w/index.php?curid=92822318>



IMAGE 2  
Barge on Ohio River

Source: Wikimedia, Southern Oculus. <https://commons.wikimedia.org/w/index.php?curid=92822153>



Observations about Image 1	Observations about Image 2

## IN-CLASS ACTIVITY MATERIALS

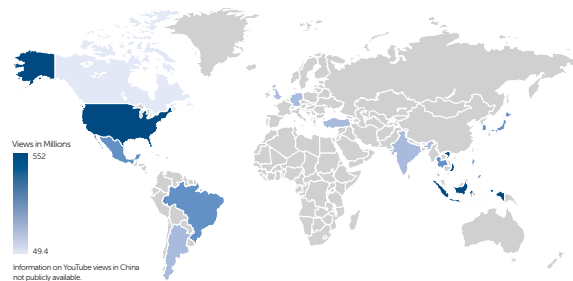
### The Blue House, Office and Residence of the President of South Korea



**Site** is defined as the physical characteristics of a place. Those physical features are usually natural, but can include man-made features as well.

For example, this photograph from South Korea shows man-made buildings along with the mountains. Site is seen as especially important within Korea due to the idea of **geomancy**. (See the Supplemental Reading on Geomancy, p. 115).

### BTS YouTube Views, 2018



In contrast, **situation** is defined as the location of a place in connection with other places.

For example, this map shows YouTube views of BTS (a K-Pop group). Such cultural interactions with a Korean group are made possible thanks to communications technology and illustrate the connections other societies have with this Korean cultural phenomenon.

### MEMORY TIP

The word site contains the letter “**it**,” but not the letter “**u**,” so site is focused on the characteristics of that specific place only. On the other hand, situation contains both “**it**” and “**u**” because situation is about more than just that place and includes how that place (“**it**”) is connected with others (“**u**”).

# HANDOUT: EXPLORING SITE AND SITUATION

Directions:

- 1. Guess the definitions of site and situation.
- 2. Once your teacher shares the definitions make any necessary revisions to your initial definitions.
- 3. Brainstorm some examples of site and situation that are seen in your own community.

	Guess and Definition	Example (from your community)
Site	GUESS:	
	DEFINITION:	
Situation	GUESS:	
	DEFINITION:	
Memory Tip:		

# PRACTICE DOCUMENTS A, B, AND C

## PRACTICE DOCUMENT A New York City Subway Map

SOURCE: CC BY-SA 3.0 / CountZ at English Wikipedia. [https://commons.wikimedia.org/w/index.php?search=subway+map&title=Special%3ASearch&go=Go&ns0=1&ns6=1&ns12=1&ns14=1&ns100=1&ns106=1#/media/File:NYC\\_subway-4D.svg](https://commons.wikimedia.org/w/index.php?search=subway+map&title=Special%3ASearch&go=Go&ns0=1&ns6=1&ns12=1&ns14=1&ns100=1&ns106=1#/media/File:NYC_subway-4D.svg)





## PRACTICE DOCUMENT B

### Machu Picchu

Source: Wikimedia Commons. Photo by Martin St-Amant. [https://upload.wikimedia.org/wikipedia/commons/6/62/80\\_-\\_Machu\\_Picchu\\_-\\_Juin\\_2009\\_-\\_edit.jpg](https://upload.wikimedia.org/wikipedia/commons/6/62/80_-_Machu_Picchu_-_Juin_2009_-_edit.jpg).






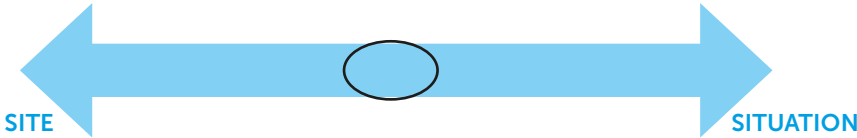
## PRACTICE DOCUMENT C

### Bali Sea FerryRail

Source: Wikimedia Commons. [https://upload.wikimedia.org/wikipedia/commons/9/97/FSRR\\_FBQ\\_01.jpg](https://upload.wikimedia.org/wikipedia/commons/9/97/FSRR_FBQ_01.jpg).



## DOCUMENT ANALYSIS FORM

<b>Practice A</b> 	Observations	Site and/or Situation and why?
<b>Practice B</b> 	Observations	Site and/or Situation and why?
<b>Practice C</b> 	Observations	Site and/or Situation and why?
		

**YOUR TURN!** Each group is assigned a set of 4 documents. Individually, you will analyze ONE document in the space below.

Source Type (circle one)	Chart Graph Image Map
<b>What do your observations indicate about this place?</b>	
<b>How does this source relate to site and/or situation?</b>	

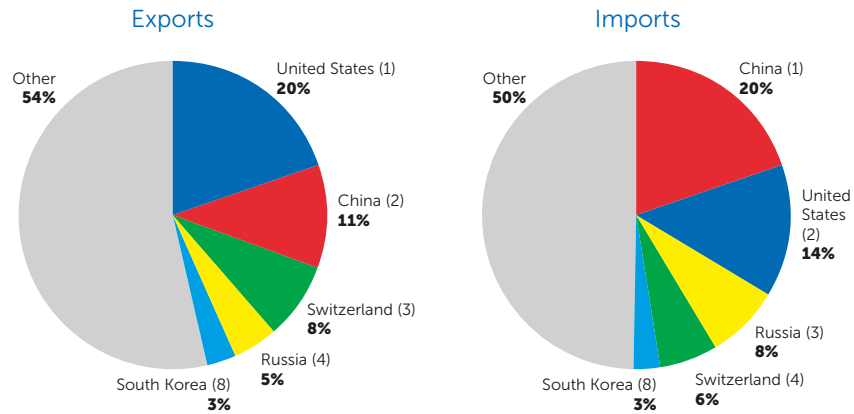
## DOCUMENT SETS

### SET A, DOCUMENTS A1-A4; SET B, DOCUMENTS B1-B4

#### DOCUMENT A1

#### The Position of South Korea among the EU's Main Partners, 2017

Source: Eurostat, Exports and Imports for Select Countries. <https://ec.europa.eu/eurostat/web/products-eurostat-news/-/DDN-20180815-1>

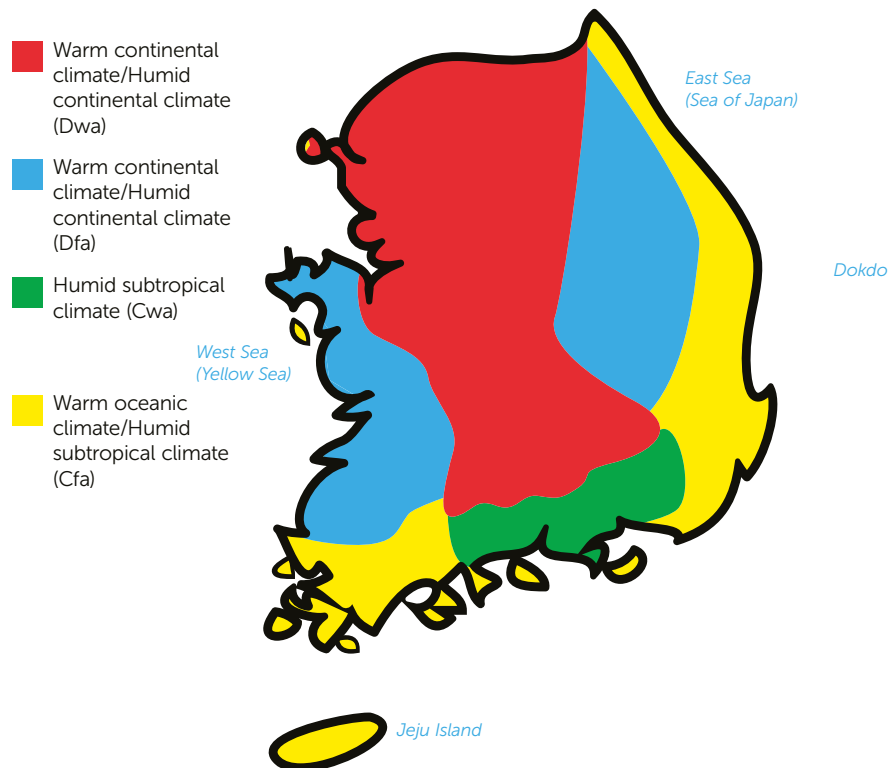


#### DOCUMENT A2

#### South Korea Map of Köppen Climate Classification

The Köppen climate classification system assigns three letters to a country's climate. The first letter identifies a main group (C=temperate climates, including subtropical climates; D=continental climates). The second letter identifies the seasonal precipitation type (f=no dry season, w=dry winter). The third level indicates the level of heat (a=hot summer).

Source: [https://commons.wikimedia.org/wiki/File:South\\_Korea\\_map\\_of\\_Köppen\\_climate\\_classification.svg](https://commons.wikimedia.org/wiki/File:South_Korea_map_of_Köppen_climate_classification.svg)

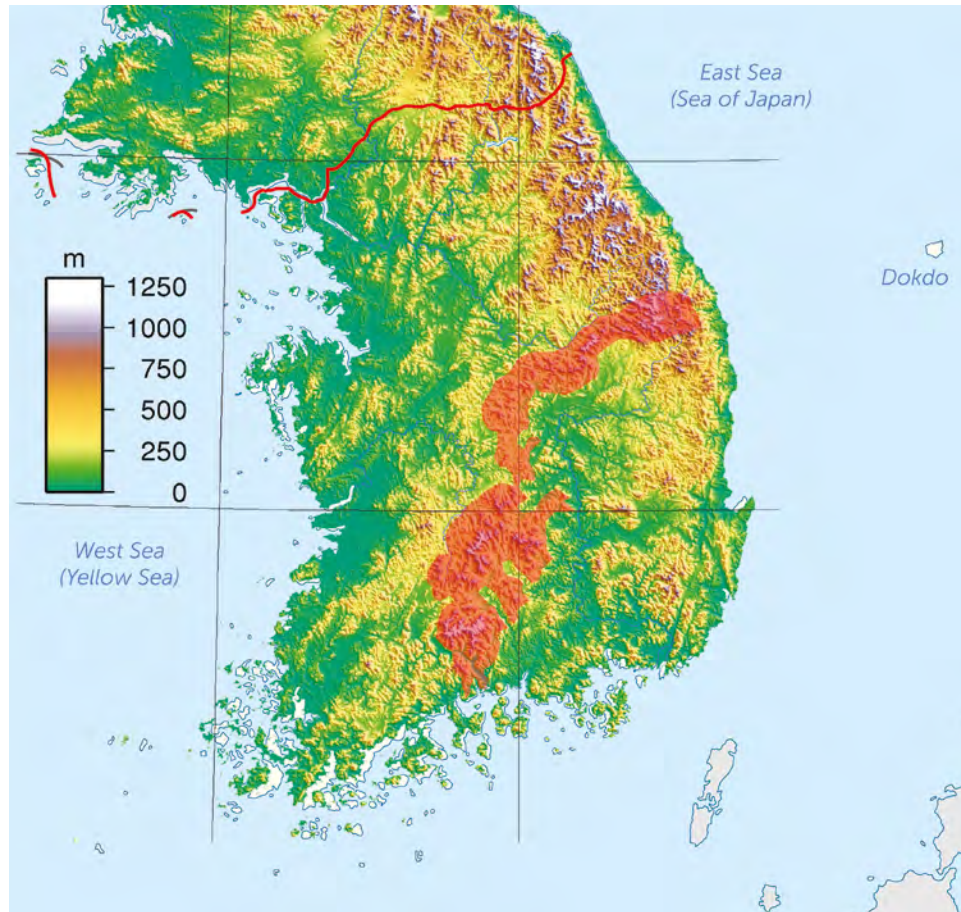




### DOCUMENT A3

## Topographic Map of South Korea

Source: [https://commons.wikimedia.org/wiki/Category:Topographic\\_maps\\_of\\_South\\_Korea#/media/File:South\\_Korea\\_location\\_map\\_topography\\_with\\_sobaek\\_mountains\\_marked.jpg](https://commons.wikimedia.org/wiki/Category:Topographic_maps_of_South_Korea#/media/File:South_Korea_location_map_topography_with_sobaek_mountains_marked.jpg)



### DOCUMENT A4

## McDonald's in Seoul, Korea

Source: Wikimedia Commons. [https://commons.wikimedia.org/wiki/File:Mcdonalds\\_seoul.JPG](https://commons.wikimedia.org/wiki/File:Mcdonalds_seoul.JPG)



## DOCUMENT B1

### A Sentry in the Demilitarized Zone (DMZ) between North and South Korea

Source: Wikimedia Commons. [https://commons.wikimedia.org/wiki/File:Korea\\_DMZ\\_sentry.jpg](https://commons.wikimedia.org/wiki/File:Korea_DMZ_sentry.jpg)



## DOCUMENT B2

### Busan Port

Source: Wikimedia Commons. <https://upload.wikimedia.org/wikipedia/commons/b/bd/Busan-port-from-Busan-tower-2.jpg>



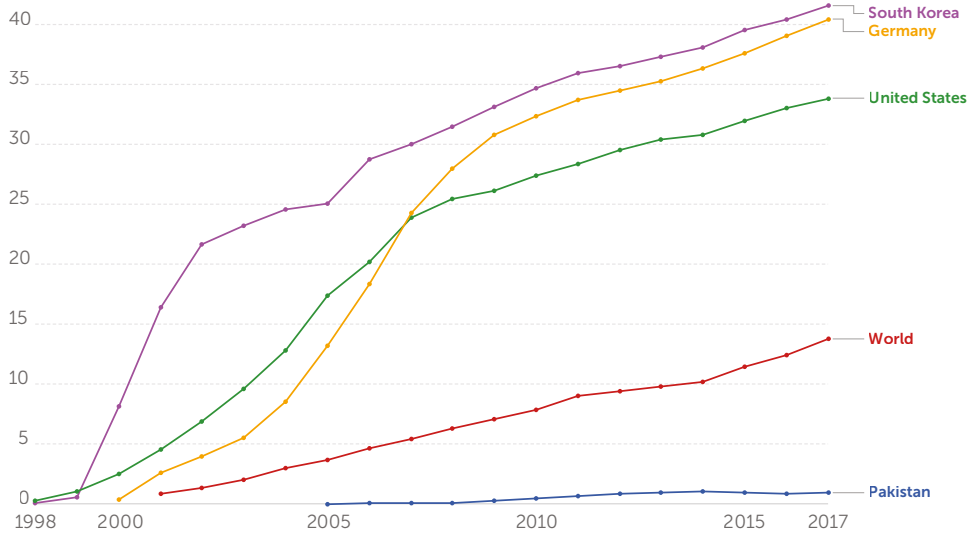
## DOCUMENT B3

### High Speed Internet Access Percentage in South Korea and Other Countries

Source: Wikimedia Commons. [https://commons.wikimedia.org/wiki/File:Broadband\\_subscriptions\\_per\\_100\\_people,\\_OWID.svg](https://commons.wikimedia.org/wiki/File:Broadband_subscriptions_per_100_people,_OWID.svg)

#### Broadband subscriptions per 100 people

Broadband subscriptions refer to fixed subscriptions to high-speed access to the public Internet (a TCP/IP connection), at downstream speeds equal to, or greater than, 256 kbit/s.



Source: World Bank

Note: For more details on the definition see the sources tab.

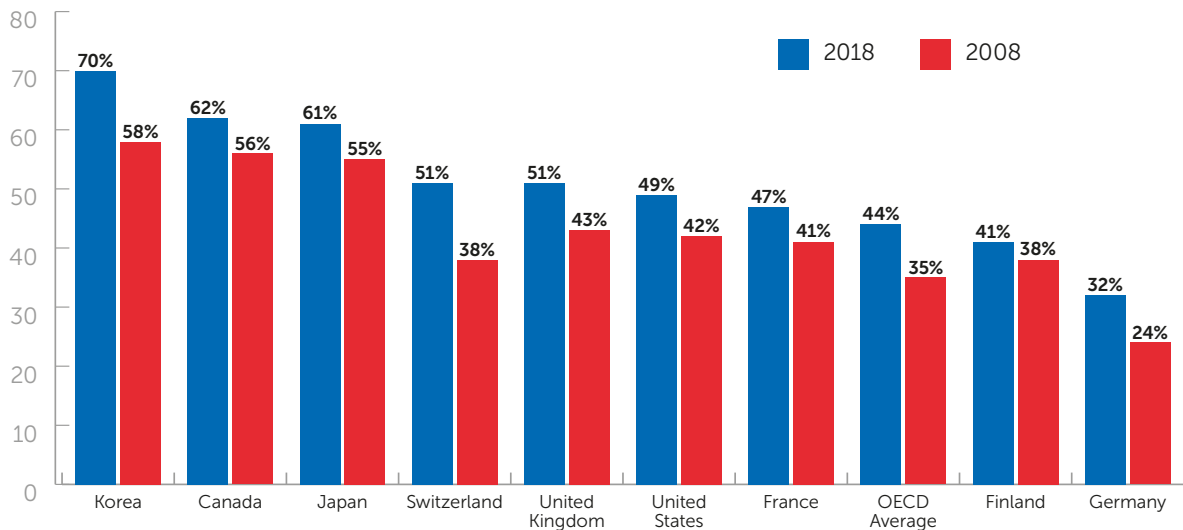
OurWorldInData.org/internet/ • CC BY

## DOCUMENT B4

### Percentage of Youth with Higher Education in South Korea and Other Countries

Source: The James G. Martin Center for Academic Renewal. <https://www.jamesgmartin.center/2019/09/why-south-korea-cant-quit-college/>

#### Share of Youth (Ages 25–34) with Higher Education



Note: OECD stands for the Organization for Economic Co-operation and Development, a group of 37 countries that are focused on fostering economic growth. OECD countries are generally considered to be among the most economically powerful countries in the world.

# SOURCE SORTING DOCUMENT



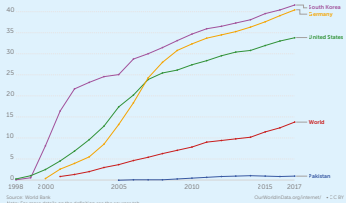
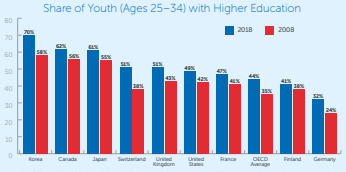
Note where the document falls on the spectrum by marking an X on the continuum arrow. Summarize your group’s justification in the space provided.

## GROUP A DOCUMENTS

<div><b>Document A1</b></div> <div></div>	<div></div> <div><div>SITE</div><div>SITUATION</div></div> <div>Justification of placement:</div>
<div><b>Document A2</b></div> <div></div>	<div></div> <div><div>SITE</div><div>SITUATION</div></div> <div>Justification of placement:</div>
<div><b>Document A3</b></div> <div></div>	<div></div> <div><div>SITE</div><div>SITUATION</div></div> <div>Justification of placement:</div>
<div><b>Document A4:</b></div> <div></div>	<div></div> <div><div>SITE</div><div>SITUATION</div></div> <div>Justification of placement:</div>



GROUP B DOCUMENTS

<div>Document B1</div> <div></div>	<div><div>SITE</div><div>SITUATION</div></div> <div>Justification of placement:</div>
<div>Document B2</div> <div></div>	<div><div>SITE</div><div>SITUATION</div></div> <div>Justification of placement:</div>
<div>Document B3</div> <div><p>Broadband subscriptions per 100 people</p><p>Broadband subscriptions refer to fixed subscriptions to high-speed access to the public Internet (a TCP/IP connection), at downstream speeds equal to, or greater than, 256 kbit/s.</p><p>Source: World Bank Note: For more details on the definition see the source link.</p></div>	<div><div>SITE</div><div>SITUATION</div></div> <div>Justification of placement:</div>
<div>Document B4</div> <div><p>Share of Youth (Ages 25–34) with Higher Education</p><p>Note: OECD stands for the Organisation for Economic Co-operation and Development, a group of 37 countries that are focused on helping member states. OECD countries are generally considered to be among the most economically developed countries in the world.</p></div>	<div><div>SITE</div><div>SITUATION</div></div> <div>Justification of placement:</div>

FINAL GROUP SUMMARY (AFTER VIEWING ALL 8 DOCUMENTS):

The document that best represents <b>SITE</b> is document:	Because:
The document that best represents <b>SITUATION</b> is document:	Because:

# EXIT TICKET

Which is more important in determining information about a place—site or situation?

Be sure to use at least three pieces of evidence from South Korea **and at least one other country** to support your answer. Present a clear, convincing argument.

## MY RESPONSE

\_\_\_\_\_ IS MORE IMPORTANT IN DETERMINING INFORMATION ABOUT A PLACE BECAUSE:

---

**EVIDENCE PIECE #1:**

---

**EVIDENCE PIECE #2:**

---

**EVIDENCE PIECE #3:**

---

## SUPPLEMENTAL READING

### Introduction to Geomancy

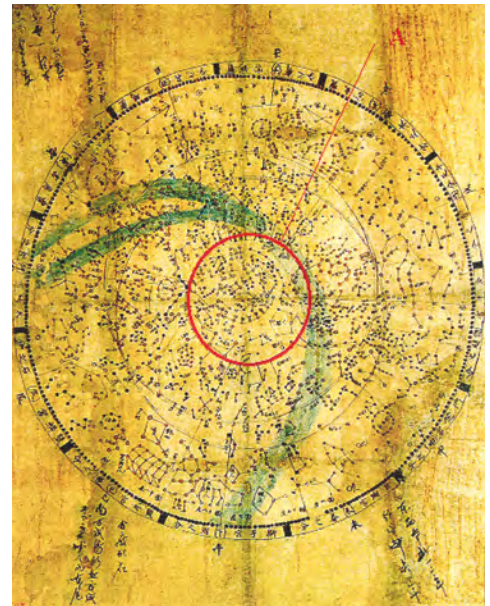
Based on Jongwoo Han's *Power, Place, and State-Society Relations in Korea* (Lanham, MD: Lexington Books, 2013)

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.

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 1

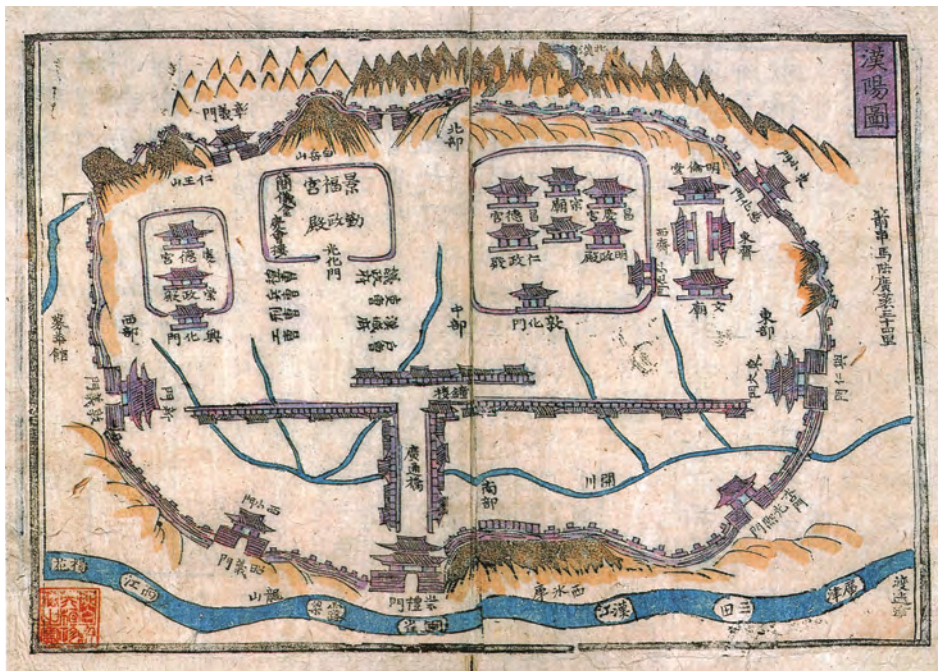
*Cheonsang yolja boonya jido*: Astronomical Quadrants Centered on the North Star (Polaris). The celestial chart is divided into the sacred and the profane.





### Geomancy Map 2

The Five Districts of Hanyang (Seoul). This map represents two major geographic features—mountains (presented in black) and rivers



### 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.



## TEACHER KEY: SOURCE SORTING DOCUMENT

Some possible answers are:

Practice Document A. The map of the New York subway system primarily conveys *situation*, as it is focused on interactions between places. Water is evident and could be identified as a *site* feature.

Practice Document B. The photograph of Machu Picchu primarily shows *site* because connections between places are not evident; in fact, the harsh mountainous landscape limits interactions with other places.

Practice Document C. *Site and situation* overlap. For example, the *site* may be described by referencing the bodies of water, presence of trees, etc., but this photograph also shows a place that is tied to other places (its *situation*), as is indicated by the presence of the large container ship, other ships, and railroads. Other possible examples of *situation* that are not directly portrayed in the image include political or economic ties.

Document A1. This chart is focused on trade, so it primarily conveys *situation*. A student who reads more into the document and is familiar with the countries may also say that it refers to *site* because these countries all have coasts that aid in trade.

Document A2. This map primarily shows *site* because it reveals climate. A student may also infer that it indicates *situation* because of the variation in site productivity that comes with different climates.

Document A3. This map primarily shows *site* because it reveals elevation. A student may also infer that it indicates *situation* because topography can make connectivity easier or more challenging (i.e., mountains impede connectivity)

Document A4. This photograph primarily shows *situation* because McDonald's is a company that is now present in South Korea, but did not begin in Korea, so that its presence in South Korea reflects interaction. The built environment consisting of human-created surroundings is also present, which shows some indication of *site*.

Document B1. This photograph shows both *site* and *situation*, but the emphasis seems to be on the guard stand and fencing (part of the DMZ), which is a barrier to interaction and therefore linked to *situation*. The photograph also reveals some information regarding the *site* with the presence of trees, grass, and different elevations.

Document B2. This photograph shows both *site* and *situation*, but there is more emphasis on *situation* as the container ships indicating interaction with other places are prominent in the photograph. The photograph of the port also offers *site* information.

Document B3. This graph primarily shows *situation*, as broadband communications are focused on interactions.

Document B4. This chart primarily focuses on *site* (labor is considered to be a site factor in economics) **but** it also indicates *situation*, as universities draw students from other places, which means that the chart also reflects connectivity across places.

