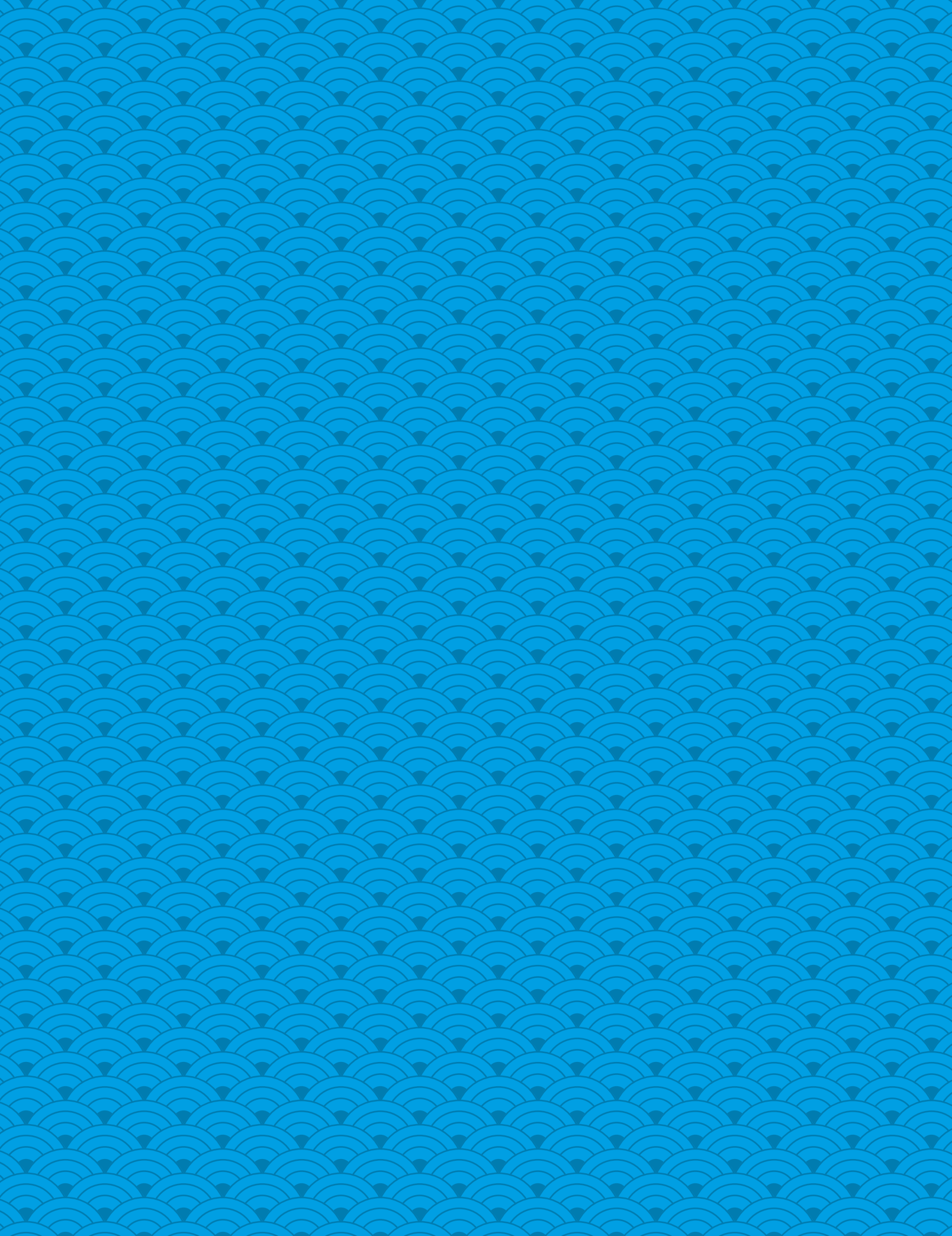


GEOGRAPHY MODULE

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.

HOMEWORK

Name: _____ Period: _____

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

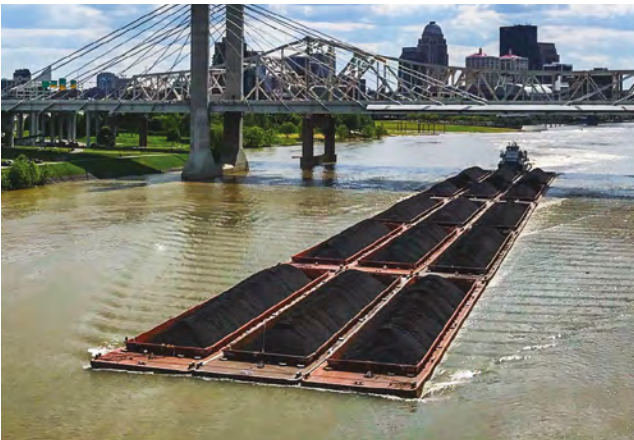
IMAGE 1
Horseshoe Bend, Ohio River

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

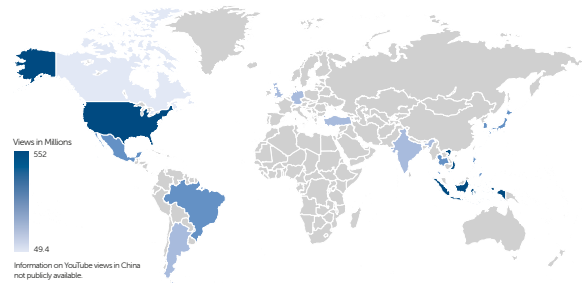
The Blue House, Office and Residence of the President of South Korea



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



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.






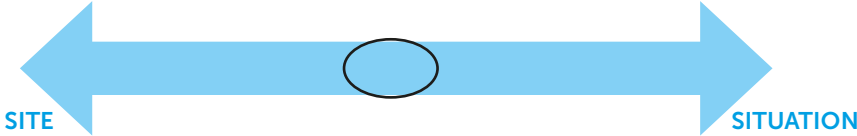
PRACTICE DOCUMENT C

Bali Sea FerryRail

Source: Wikimedia Commons. https://upload.wikimedia.org/wikipedia/commons/9/97/FSRR_FBQ_01.jpg.



DOCUMENT ANALYSIS FORM

Practice A 	Observations	Site and/or Situation and why?
Practice B 	Observations	Site and/or Situation and why?
Practice C 	Observations	Site and/or Situation and why?
	<div style="text-align: center;">  </div>	

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
What do your observations indicate about this place?	
How does this source relate to site and/or situation?	

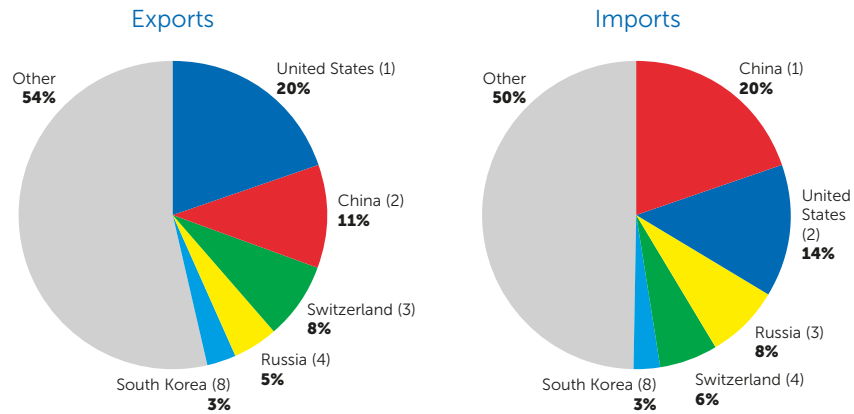
DOCUMENT SETS

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>

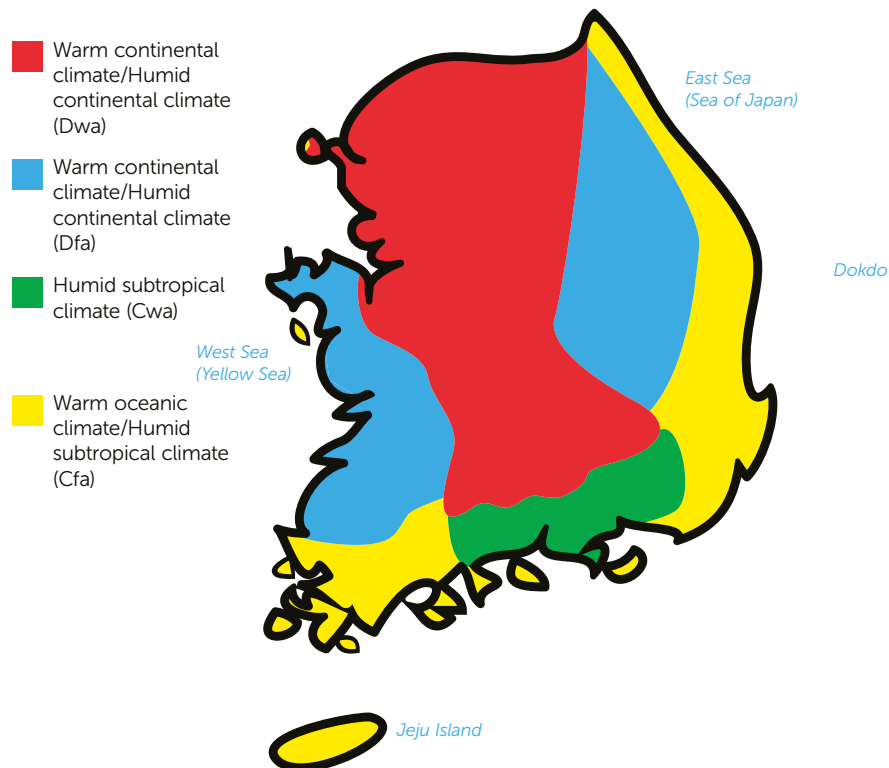


DOCUMENT A2

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).

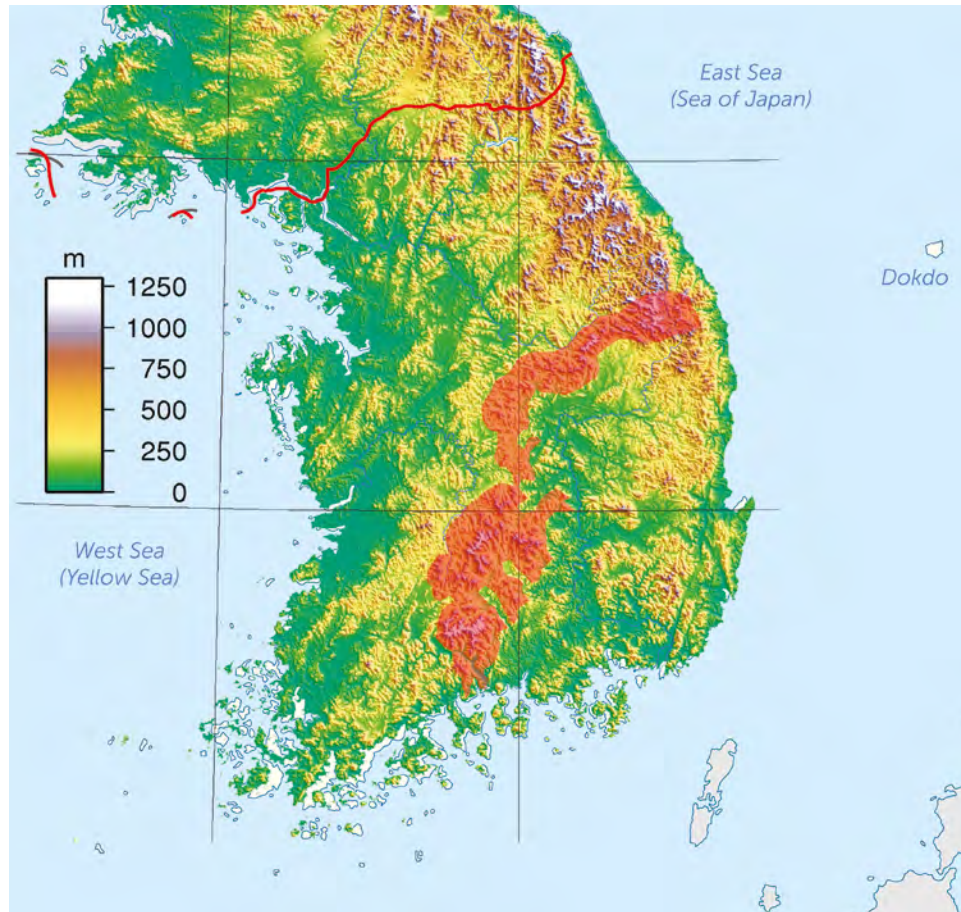
Source: https://commons.wikimedia.org/wiki/File:South_Korea_map_of_Köppen_climate_classification.svg



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



DOCUMENT A4

McDonald's in Seoul, Korea

Source: Wikimedia Commons. 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



DOCUMENT B2

Busan Port

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



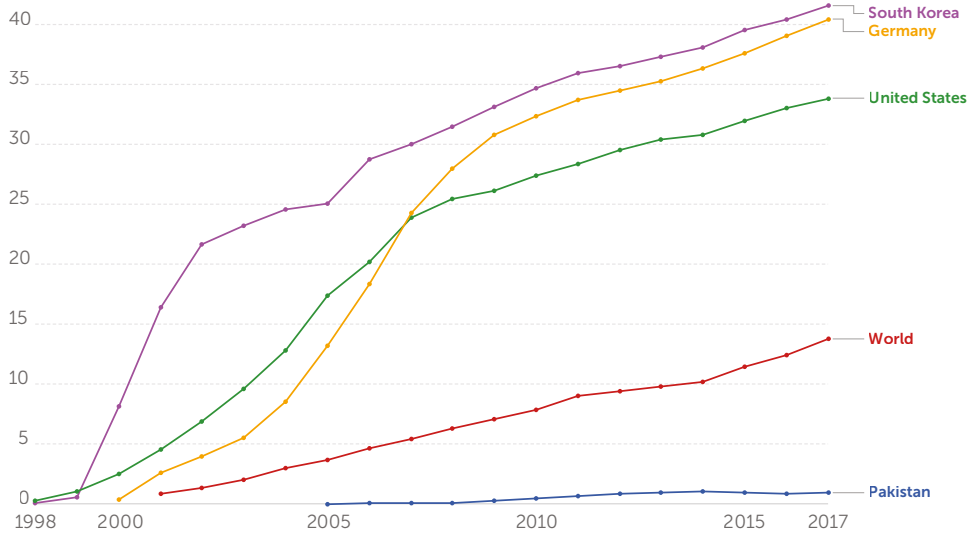
DOCUMENT B3

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

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.

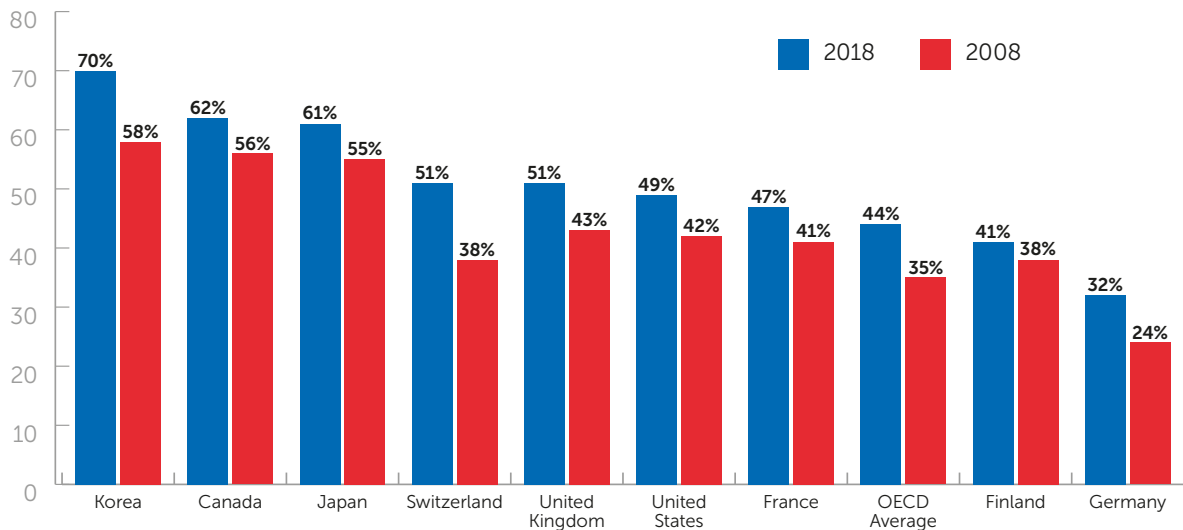
OurWorldInData.org/internet/ • CC BY

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

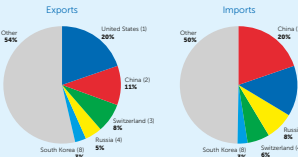
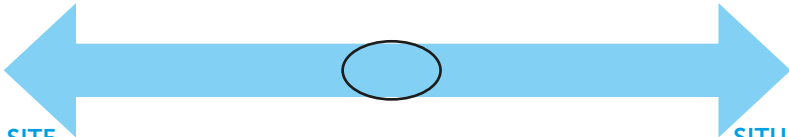
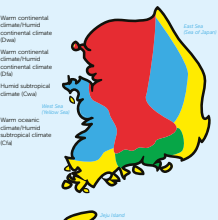
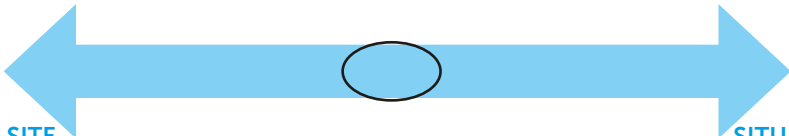
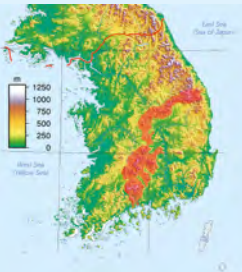
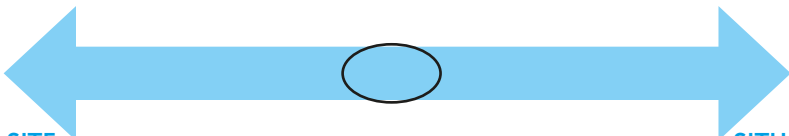
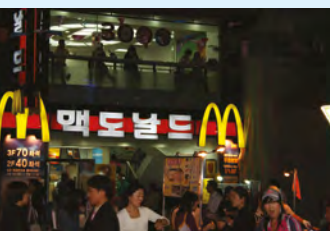
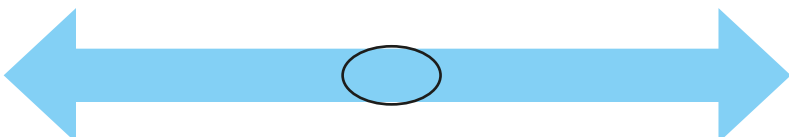


Note: OECD stands for the Organization for Economic Co-operation and Development, a group of 37 countries that are focused on fostering economic growth. OECD countries are generally considered to be among the most economically powerful countries in the world.


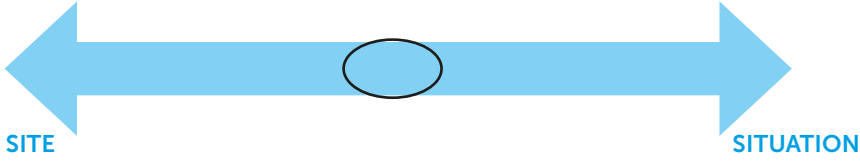

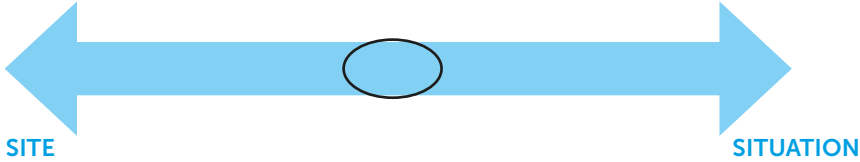
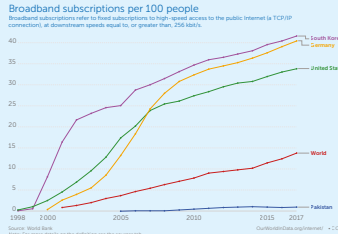
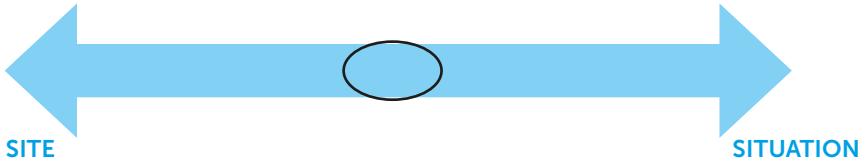
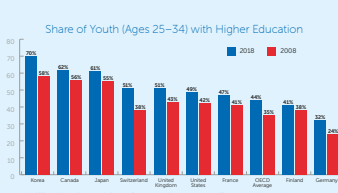
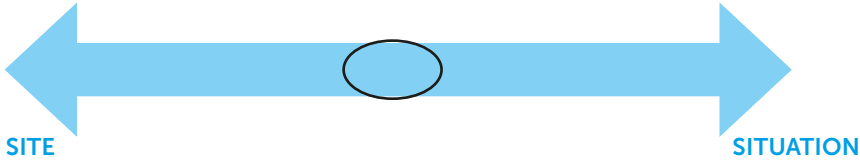
SOURCE SORTING DOCUMENT

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

GROUP B DOCUMENTS

<p>Document B1</p> 	
<p>Document B2</p> 	
<p>Document B3</p> <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>	
<p>Document B4</p> <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 growth. OECD countries are generally considered to be among the world's most developed countries.</p>	

FINAL GROUP SUMMARY (AFTER VIEWING ALL 8 DOCUMENTS):

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

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

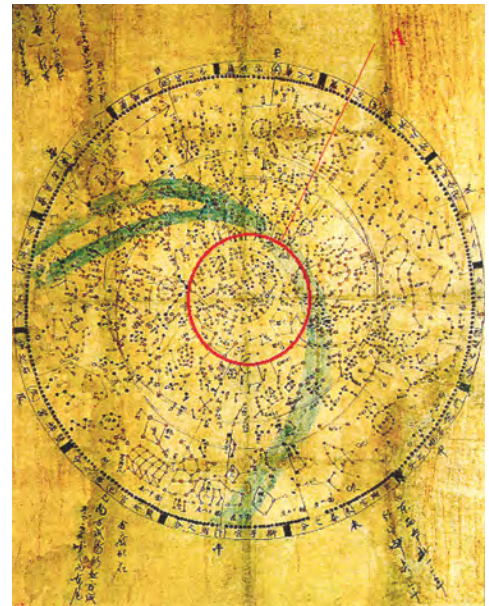
Based on Jongwoo Han's *Power, Place, and State-Society Relations in Korea* (Lanham, MD: Lexington Books, 2013)

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.



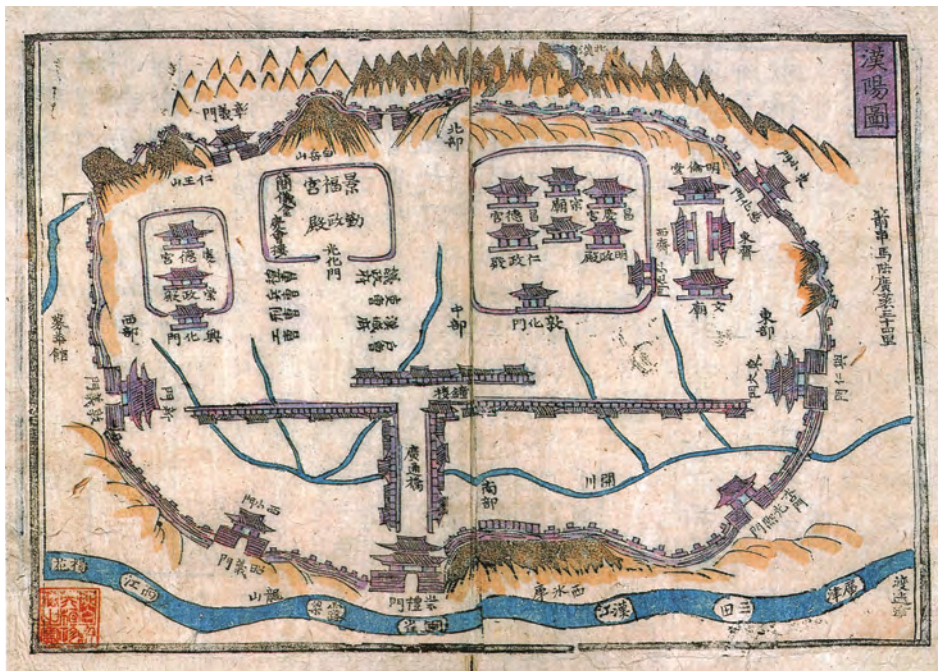
Geomancy Map 1

Cheonsang yolcha 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)

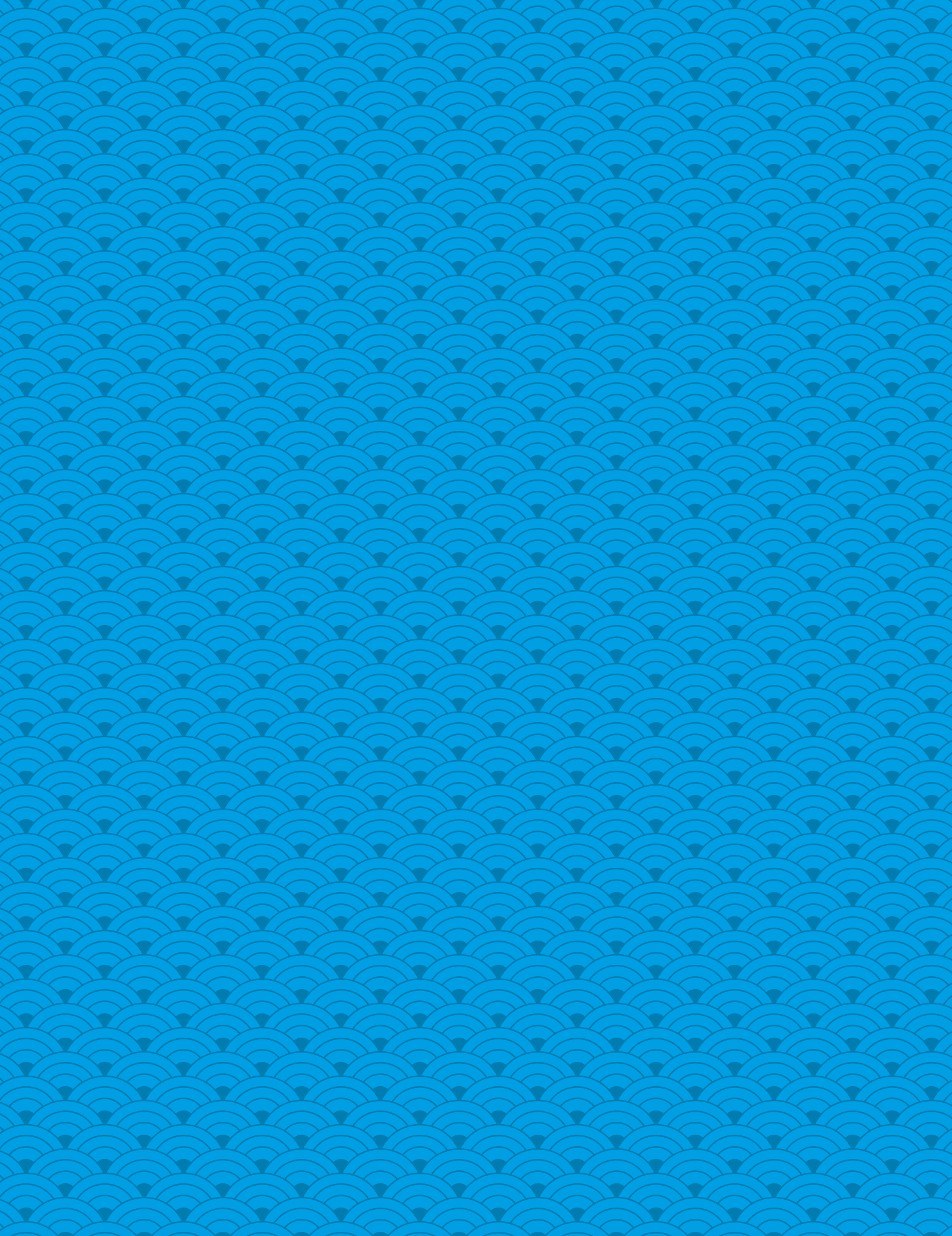
Document A4. This photograph primarily shows *situation* because McDonald's is a company that is now present in South Korea, but did not begin in Korea, so that its presence in South Korea reflects interaction. The built environment consisting of human-created surroundings is also present, which shows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



GEOGRAPHY MODULE

An abstract graphic composed of several overlapping, semi-transparent blue shapes. A large, stylized number '2' is formed by these shapes, occupying the central portion of the page. The background is a solid, vibrant blue.

DAY 2:
HOW CAN CHANGING THE
SCALE CHANGE PERCEPTIONS
OF SITE AND SITUATION?

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.

DAY 3

Assessment

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 2

BASED ON A 60-MINUTE CLASS

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

OVERVIEW

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?

MATERIALS NEEDED:

IN CLASS ACTIVITIES

- ▶ Activity 1 Photographs of the Taj Mahal (p. 126)
- ▶ Activity 1 Handout: the Impact of Scale of Analysis, Practice (p. 127)
- ▶ Activity 2 Documents 1-8 (pp. 130-133)
- ▶ Activity 2 Handout: Scale of Analysis (p. 134)
- ▶ Activity 3 Handout: Sorting Documents by Scale of Analysis (p. 136)

- ▶ Activity 4 Exit Ticket (p. 137)

TEACHER ANSWER KEYS

- ▶ Activity 2 Handout: Scale of Analysis (p. 138)
- ▶ Activity 4 Exit Ticket Sample Answers (p. 140)

SEQUENCE OF INSTRUCTION

CLASS ACTIVITY 1 OF 4: INTRODUCING THE IMPORTANCE OF SCALE

WARM UP/INTRODUCTION (15 MINUTES)

TAJ MAHAL PICTURE ANALYSIS AND MAPS OF POVERTY AT DIFFERENT SCALES

- ▶ Display the two photographs of the Taj Mahal for the whole class.
 - ▷ Students brainstorm as many differences as they can between the two photographs.
 - ▷ Ask students what is different about the two photographs? (One is taken at a closer range than the other, and one shows surrounding areas, etc.).
- ▶ Explain: When the scale of analysis is changed, you zoom more or zoom less into the data. The scale of analysis is the level of data aggregation (the unit that we are using to examine one or more places).
- ▶ Ask: How does your description of the Taj Mahal differ depending on which image is used?
 - ▷ One image makes the Taj Mahal seem isolated, while the other shows many people at the Taj Mahal, so a student might think that it is surrounded by many buildings.
 - ▷ Explain that the same thing happens with geographic data: displaying data at a more localized or more globalized level also impacts the conclusions we draw from the data.
- ▶ Display or distribute the three maps on the Practice Handout on the Impact of Scale of Analysis, one at a time, and ask students, in pairs, to examine the scale of the map, and the scale of analysis, and to evaluate the statement “The United States does not have poverty.”
 - ▷ Practice Map 1 (The Share of the Population Living in Extreme Poverty in Different Countries, p. 127):
 - *Scale of the Source*: Global scale (a world map)
 - *Scale of Analysis*: National/country scale (the data is broken down into country units)
 - *Evaluation of the statement* “The United States does not have poverty”: The United States does not have many people, if any, living in extreme poverty. So on the basis of this map alone, one might evaluate this statement to be true to the extent that the United States has less extreme poverty than other countries.
 - ▷ Practice Map 2 (The 2017 Poverty Rate in the United States, p. 128):
 - *Scale of the Source*: National/country scale (map of the United States)
 - *Scale of Analysis*: Local or state (the data is broken down into subnational units- states)
 - *Evaluation of the statement* “The United States does not have poverty”: It is evident that some areas in the United States have poverty rates exceeding 18%. So using this map alone, one might evaluate the statement as false, especially for the southern portion of the country.

- ▷ Practice Map 3 (The Poverty Rate in Different U.S. Counties, 2013-2017, p. 129):
 - *Scale of the Source*: National/country scale (map of the United States)
 - *Scale of Analysis*: Local or counties (the data is broken down into subnational units- counties)
 - *Evaluation of the statement* "The United States does not have poverty": It is evident that, within the northeast portions of the United States that seemed to lack poverty on the previous map, there is poverty. Likewise there are counties in the southern states that have low levels of poverty. So using this map alone, one might evaluate the statement as false and see that the division is not just a North/South divide.
- ▷ Optional Concluding Question: Which map is best?
 - There is no map or scale of map that is superior to the others. Judging which is best depends on the question asked and what you are trying to see and/or do with the geographic data.

TEACHER NOTES

Students often have difficulty understanding that the scale of analysis is the level at which data is aggregated. For example, a map of the world may have data broken down at the country level, and the scale of analysis in that case would not therefore be global, but instead national.

Students often view data as "biased," or even incorrect/flawed, but instead we need to emphasize that our conclusions may change based on the level of information. While maps, charts, etc. are often viewed as neutral, it is important for students to understand that the creator of the source has made decisions about what to show and how to show it, including the scale of the data. As a result, creators of such material can have a significant influence on the conclusions we logically draw from the source. A seminal work related to this concept is the book *How to Lie with Maps* by Mark Monmonier.*

*Mark Monmonier, *How to Lie with Maps* (Chicago: University of Chicago Press, 2018).

CLASS ACTIVITY 2 OF 4: EXAMINING KOREA'S SITE AND SITUATION IN THE GLOBAL CONTEXT AND EXAMINING SEOUL'S SITE AND SITUATION IN KOREA

CLASS ACTIVITY (35 MINUTES)

SCALE ANALYSIS HANDOUT

- ▶ In pairs, have students examine Documents 1-8 (pp. 130-133). Each student should individually complete the Handout on the Scale of Analysis (p. 134).
 - ▷ The pair will brainstorm additional documents and information that would be helpful in determining Seoul's site and situation in Korea, and Korea's site and situation in the global context.
- ▶ Form new pairs of students and have each pair develop a synthesis statement that describes Korea's site and situation in the context of the world.
 - ▷ The pair then develops a synthesis statement that describes Seoul's site and situation.

For suggested answers, see the Teacher Key to the Scale of Analysis Handout (p. 138).



TEACHING TIP

If time allows (or as an extension activity), have students search the Internet for actual additional documents to add to the document set, which can build on their answers to the question in the Scale of Analysis Handout.

CLASS ACTIVITY 3 OF 4: SORTING DOCUMENTS BY SCALE OF ANALYSIS

CLOSING ACTIVITY (10 MINUTES)

- ▶ Have students, in groups of 4, sort the documents from the smallest scale of analysis to the largest scale of analysis and identify the documents they see as most valuable in describing South Korea and/or Seoul.
 - ▷ Note: some documents have the same scale of analysis so they should be placed together.
 - ▷ Students can sort the documents using the Handout on Sorting Documents by Scale of Analysis (p. 136).

CLASS ACTIVITY 4 OF 4: CHECK FOR UNDERSTANDING

EXIT TICKET (10 MINUTES)

Students complete an Exit Ticket (p. 137) answering the following questions:

- ▶ How does the site and situation of the United States compare with that of South Korea?
- ▶ How does the site and situation of Washington, DC compare with that of Seoul in the context of their respective countries?

Encourage students to support their answers with appropriate evidence.

For suggested answers, see the Teacher Key to the Exit Ticket Sample Answers (p. 140).

IN-CLASS ACTIVITY MATERIALS

The Taj Mahal and Its Surroundings

Source: Wikimedia Commons, Jakub Halun. <https://commons.wikimedia.org/w/index.php?curid=87482201>



The Taj Mahal

Source: Wikimedia Commons, Asitjain. <https://commons.wikimedia.org/w/index.php?curid=21455975>

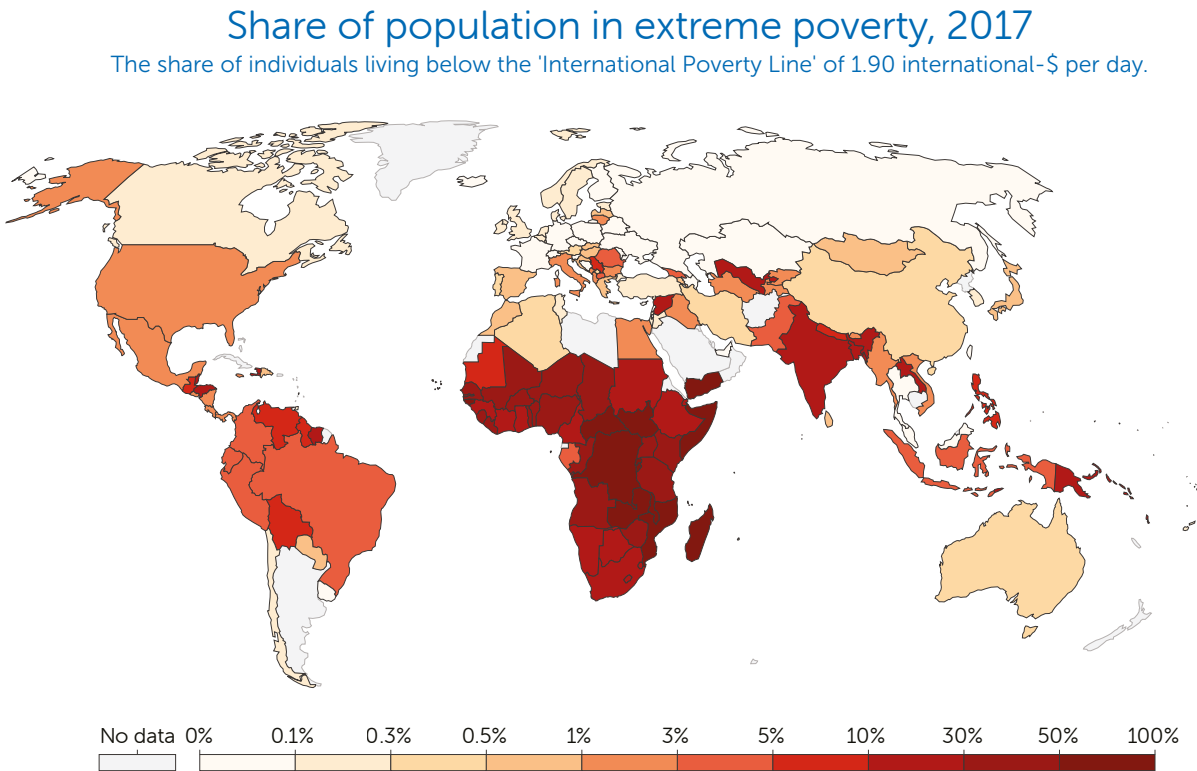


HANDOUT: THE IMPACT OF SCALE OF ANALYSIS, PRACTICE

PRACTICE MAP 1

The Share of the Population Living in Extreme Poverty in Different Countries

Source: Our World in Data (using World Bank Data). <https://ourworldindata.org/grapher/share-of-the-population-living-in-extreme-poverty?region=World>



Source: World Bank PovcalNet

OurWorldInData.org/extreme-poverty • CC BY

Note: Figures relate to household income or consumption per person, measured in international-\$ (in 2011 PPP prices) to account for price differences across countries and inflation over time.

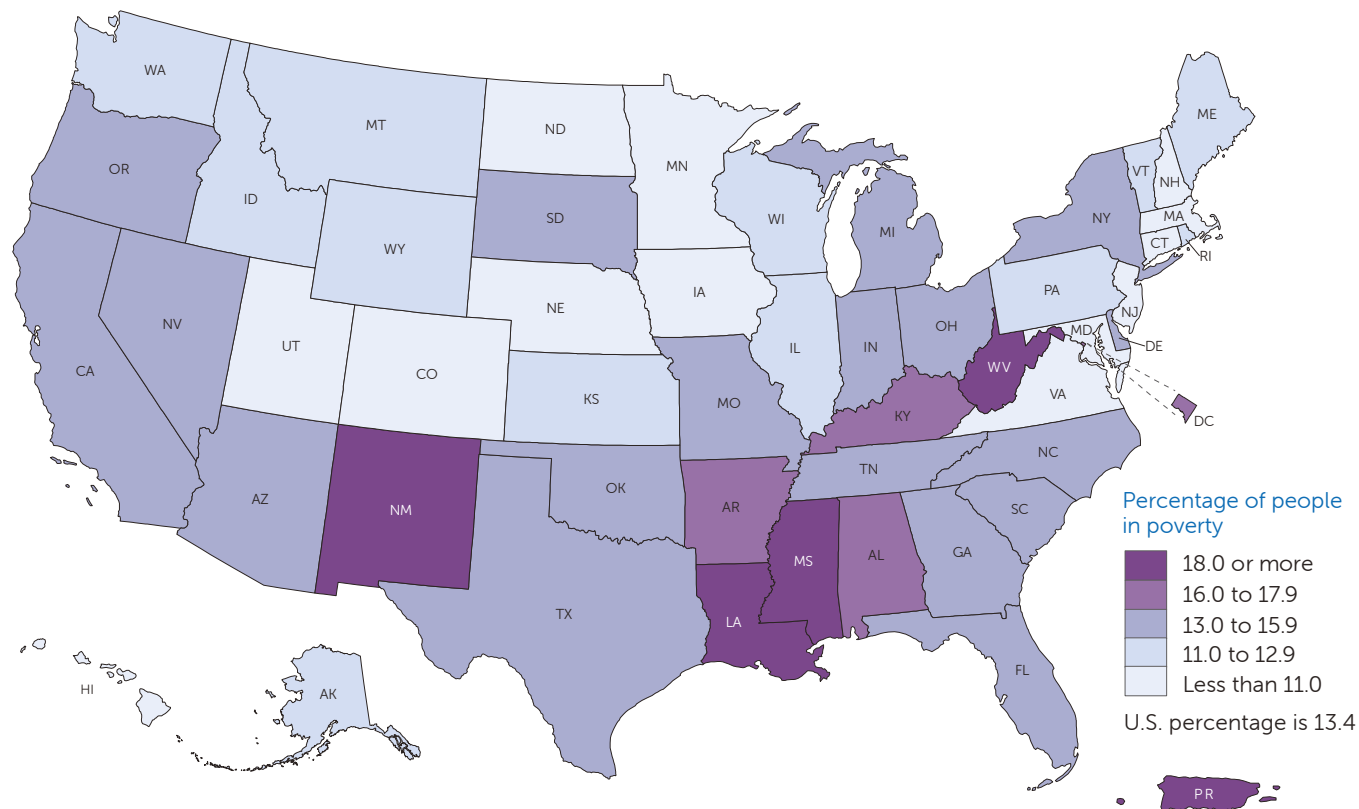
What is the scale of the map? (global, regional, national, local)	
What is the scale of analysis? (global, regional, national, local)	
Evaluate the statement, based on this map alone: "The United States does not have poverty."	

PRACTICE MAP 2

The 2017 Poverty Rate in Different States of the United States

Source: U.S. Census Bureau. <https://www.census.gov/library/visualizations/2018/comm/acs-poverty-map.html>

2017 Poverty Rate in the United States



Note: U.S. percentage does not include data for Puerto Rico.

Source: 2017 American Community Survey, 2017 Puerto Rico Community Survey. www.census.gov/acs

What is the scale of the map?
(global, regional, national, local)

What is the scale of analysis?
(global, regional, national, local)

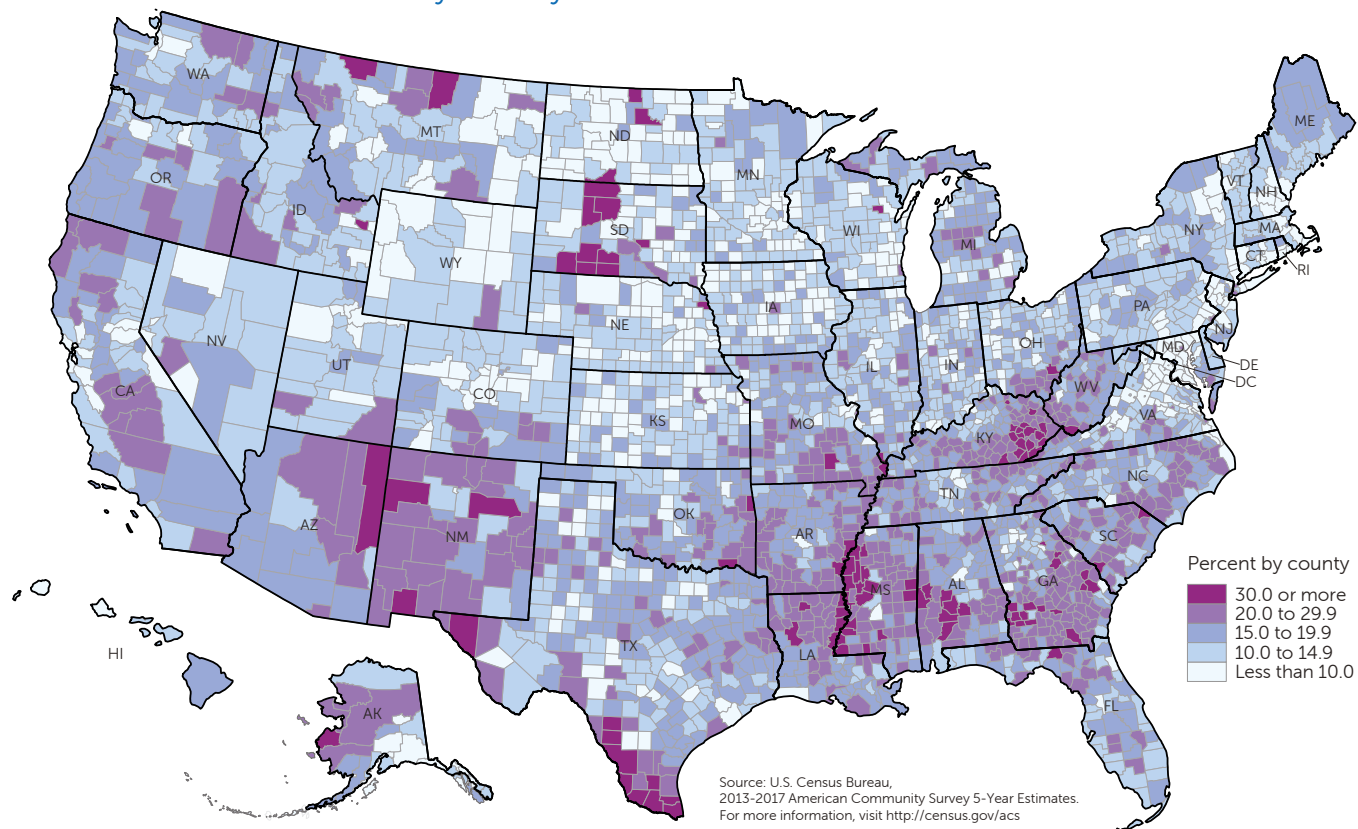
Evaluate the statement, based on this map alone: "The United States does not have poverty."

PRACTICE MAP 3

The Poverty Rate in Different U.S. Counties, 2013-2017

Source: U.S. Census Bureau. <https://www.census.gov/library/visualizations/2018/comm/acs-5yr-poverty-all-counties.html>

American Community Survey 5-Year Estimates County Poverty Rate for the United States: 2013-2017



What is the scale of the map?
(global, regional, national, local)

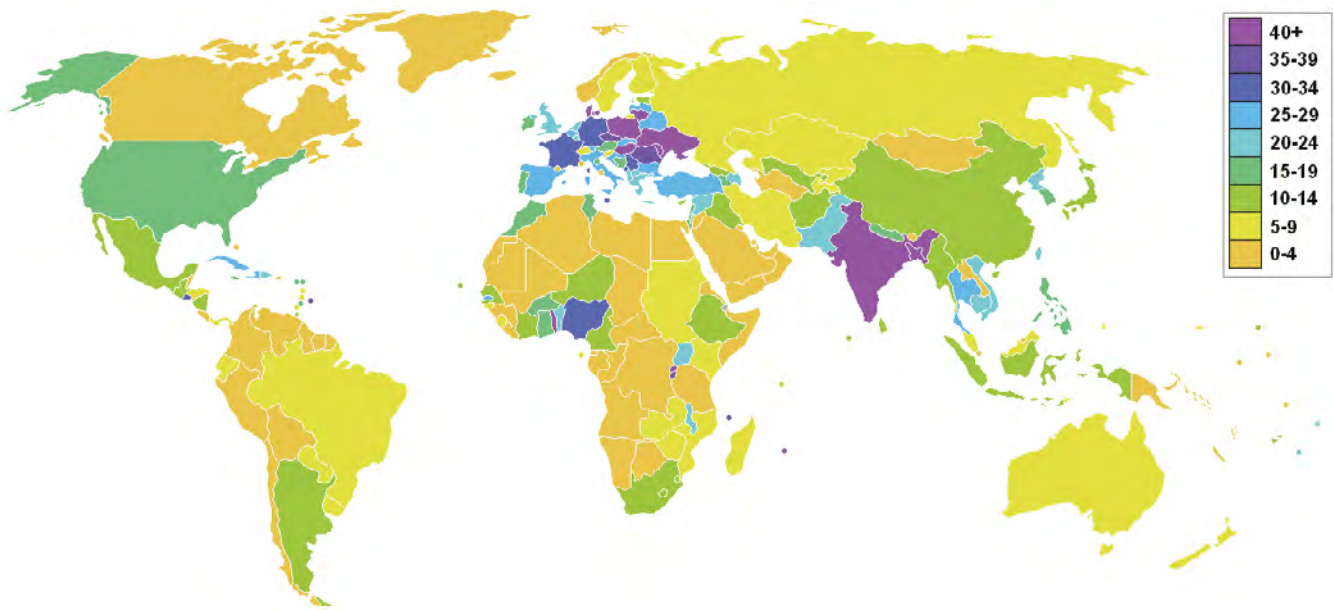
What is the scale of analysis?
(global, regional, national, local)

Evaluate the statement, based on this map alone: "The United States does not have poverty."

DOCUMENT 1

Percentage of Arable Land Worldwide

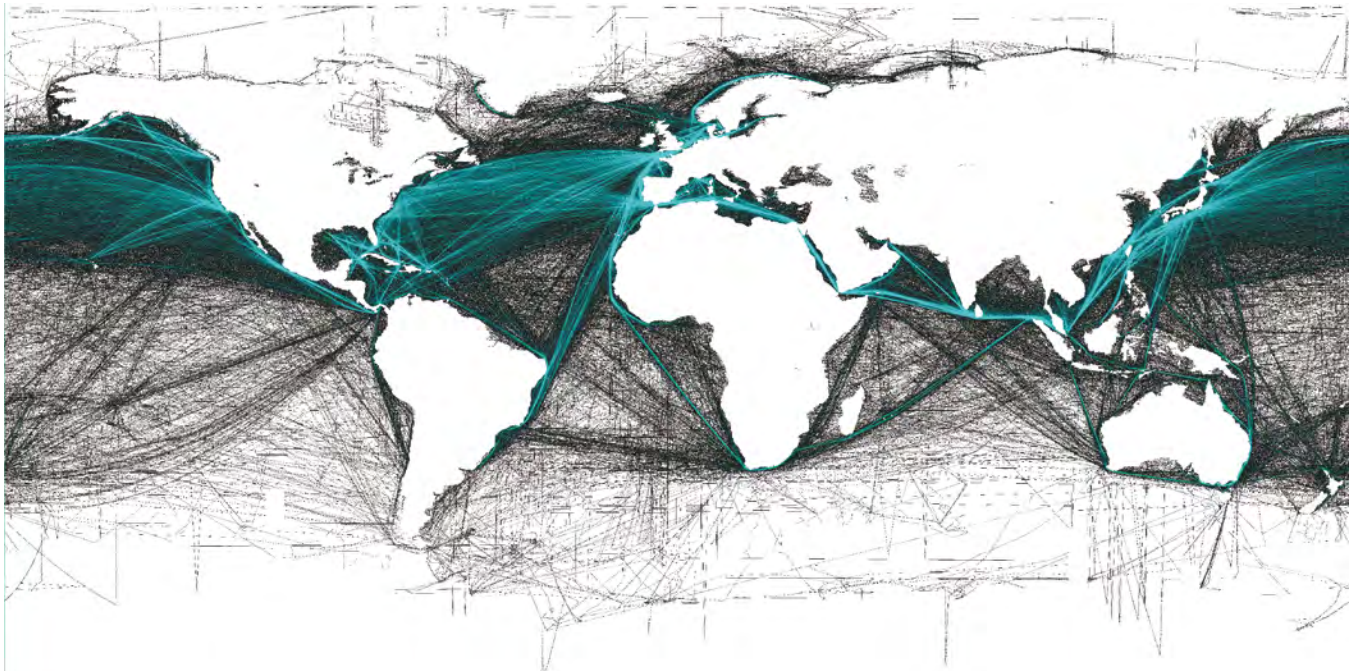
Source: Wikimedia Commons. https://upload.wikimedia.org/wikipedia/commons/8/85/Arable_land_percent_world.png



DOCUMENT 2

Global Map of Shipping Routes

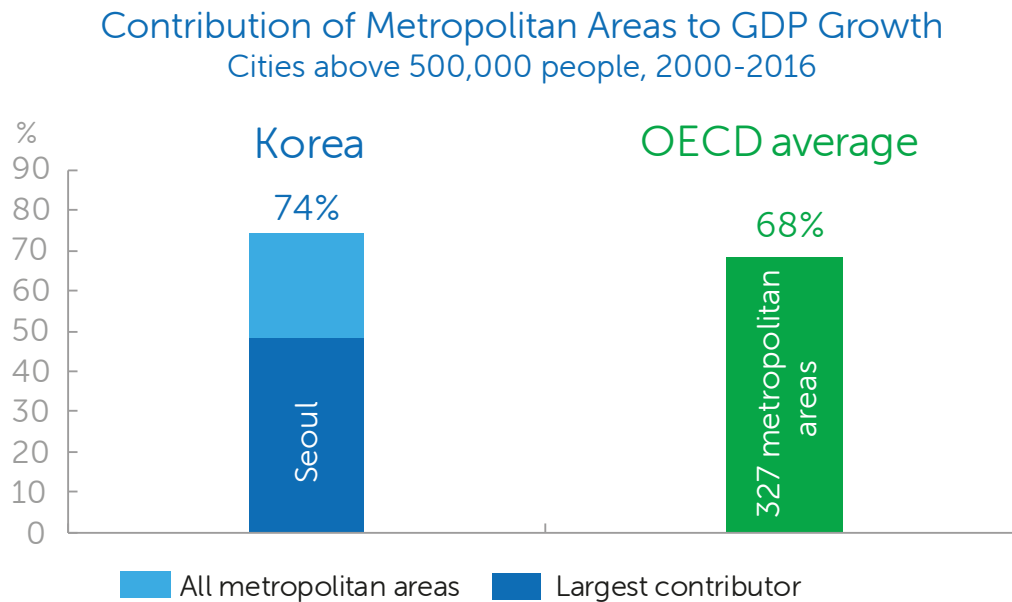
Source: Wikimedia Commons. https://upload.wikimedia.org/wikipedia/commons/3/39/Shipping_routes_red_black.png



DOCUMENT 3

Differences in the Contribution of Metropolitan Areas to GDP Growth: South Korea and the OECD Average

Source: Organization for Economic Cooperation and Development. <https://www.oecd.org/cfe/KOREA-Regions-and-Cities-2018.pdf>



DOCUMENT 4

Population of the Top Ten Cities in South Korea

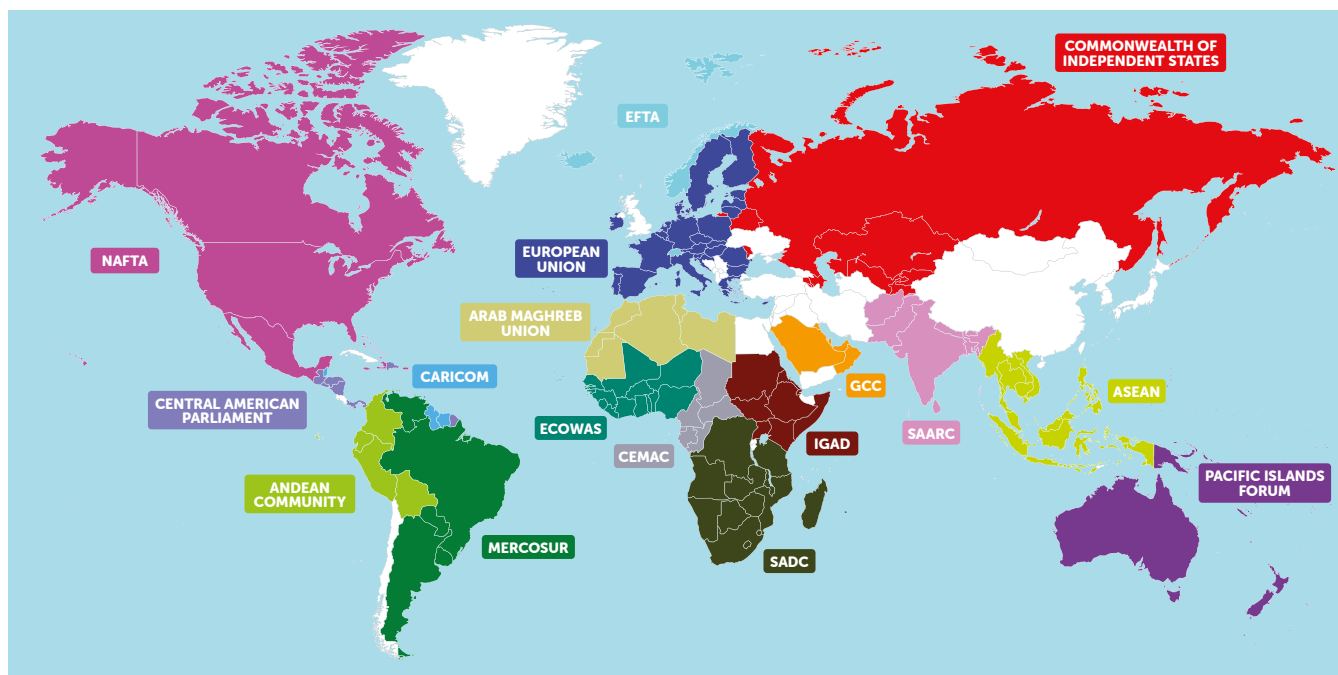
Source: World Population Review. <https://worldpopulationreview.com/countries/cities/south-korea>

Name	2020 Population
Seoul	10,349,312
Busan	3,678,555
Incheon	2,628,000
Daegu	2,566,540
Daejeon	1,475,221
Gwangju	1,416,938
Suwon	1,242,724
Goyang Si	1,073,069
Seongnam Si	1,031,935
Ulsan	962,865

DOCUMENT 5

World Map of Regional Organizations

Source: Wikimedia Commons. https://upload.wikimedia.org/wikipedia/commons/a/a2/Regional_Organizations_Map.png

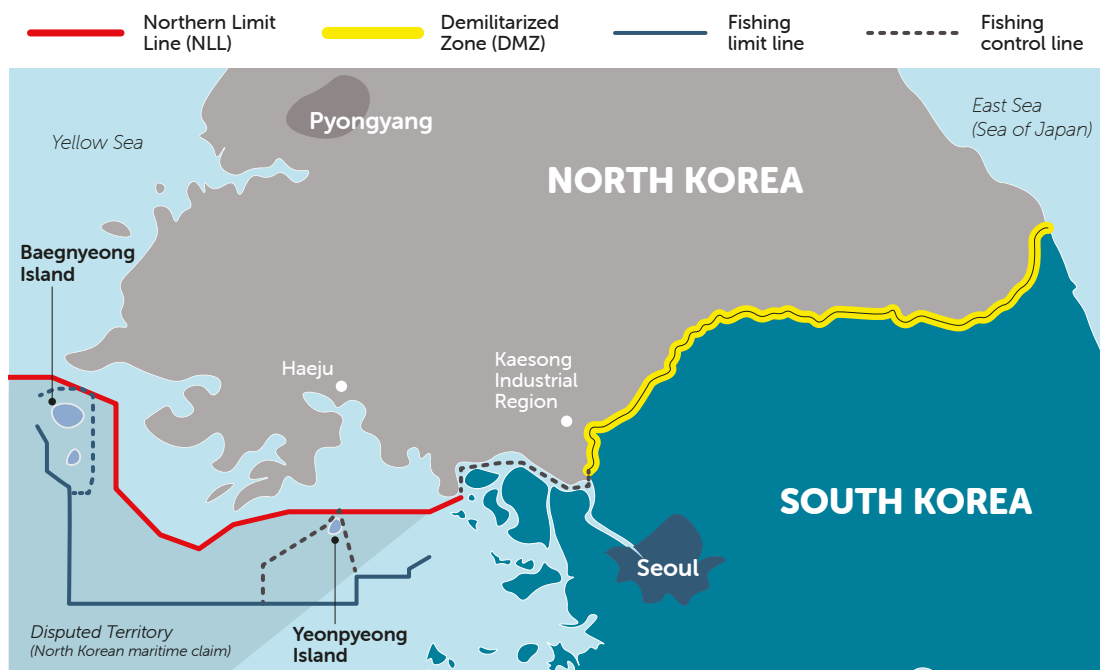


DOCUMENT 6

Disputed Sea Border between North and South Korea

The Northern Limit Line, drawn up by the U.S.-led United Nations in 1953, is one of the most serious flashpoints for conflict on the Korean Peninsula. North Korea warships and fishing boats routinely sail over the line, which has led to a spate of sea battles and artillery exchanges over the last 15 years.

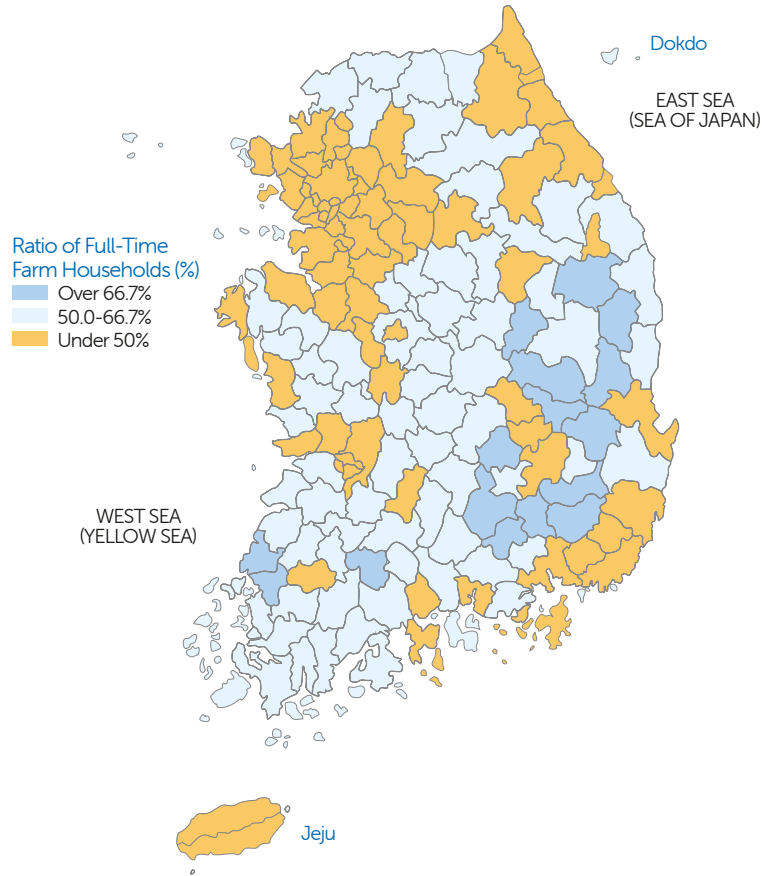
Source: Reuters. <https://www.pri.org/stories/2015-08-20/brief-history-border-conflict-between-north-and-south-korea>



DOCUMENT 7

Percentage of Farm Households by Province, South Korea, 2010

Source: National Atlas of Korea, <http://www.nationalatlas.ngii.go.kr/us>



DOCUMENT 8

Seoul at Night

Source: Wikimedia Commons, https://upload.wikimedia.org/wikipedia/commons/0/03/Seoul_at_night.jpg



HANDOUT: SCALE OF ANALYSIS

Directions: Fill out the chart below. Note that the scale of the source and the scale of analysis may be different. For example, a map of the world may break data down at the country (national) level. Use the following scales:

- ▶ **Local:** at the subnational level; provinces, counties, zip codes, cities, etc.
- ▶ **Regional:** at the level of multiple countries; world regions, supranational organizations, etc.
- ▶ **National:** at the country level.
- ▶ **Global:** at the level of the entire world.

In the Korea/Seoul Column, determine if the resources show the information in the context of Korea as part of the world or the context of Seoul as part of Korea:

- ▶ The role of the city of Seoul in the context of South Korea, or
- ▶ The role of the country of South Korea in the context of the world

Source #	Scale of the Source	Scale of Analysis	Korea or Seoul?	How does this source relate to site and situation?
1				
2				
3				
4				
5				
6				
7				
8				

What other documents/information would be helpful in indicating the site and situation of Korea and/or Seoul?

Based on the documents, summarize the site and situation of Korea in the context of the world.

Based on the documents, summarize the site and situation of Seoul in the context of Korea.

HANDOUT: SORTING DOCUMENTS BY SCALE OF ANALYSIS

Place Documents 1-8 on the continuum below by noting the document number.



The most valuable document in describing South Korea and Seoul:

South Korea	Seoul

EXIT TICKET

Use your knowledge of site and situation to describe each place.

National Scale of Analysis	
Describing South Korea	Describing the United States
Site:	Site:
Situation:	Situation:

Now that you have described each, answer the following question:

How does the site and situation of the United States compare with that of South Korea?

Local Scale of Analysis
Describing Seoul
Site:
Situation:

Thinking of Seoul’s site and situation (that you explored in the documents), describe its significance to South Korea. For example, in the United States, New York City is the largest city in terms of population and acts as an economic center, but Washington, D.C. is the capital city.

TEACHER KEY: SCALE OF ANALYSIS

Note: In the last column, there could be many possible answers to the question.

Source #	Scale of the Source	Scale of Analysis	Korea or Seoul?	How Does This Source Relate to Site and Situation?
1	Global (world map)	National (divided by country)	Korea	This source shows that South Korea has a relatively small percentage of arable land. It relates to site because land quality is a site factor.
2	Global (world map)	Local (deals with specific shipping points)	Both	This source shows the shipping connections that link locations and is therefore more related to situation.
3	National (bar chart of Korean GDP growth)	Local (provides specific information on Seoul)	Seoul	This bar chart is at the national scale, but the scale of analysis reflects a local scale with specific information on Seoul. This chart relates more to situation because it indicates that Seoul is key to the GDP growth of Korea as a whole, which reflects interactions between places.
4	National (a chart that shows the most populous cities in South Korea)	Local (data is broken into city units, not the population of Korea as a whole)	Seoul	This source shows the population of cities within Korea, showing that Seoul is, by far, the most populous city. This can be seen as both a site issue and a situation issue. A large population suggests that there are positive site factors to lead to such large urban development. Because of the importance of migration as a cause of large urban populations, especially within South Korea, the chart also relates to situation.
5	Global (world map)	Regional (the map shows world regional supranational organization members)	Korea	This source shows that South Korea, despite being connected to the world economically (as shown in Document 2) is not part of any of the listed supranational organizations. This relates primarily to the situation of South Korea.
6	Regional or National map (shows the Korean peninsula with country borders)	National (data is focused on country sea borders)	Korea	This source focuses on disputed sea borders (not the DMZ, even though it does appear on the map). The border dispute is between two countries and reflects their interactions, so it is more related to situation.
7	National (map shows South Korea)	Local (data shows by province)	Seoul	This source shows the percentage of farm households by province, and demonstrates a low percentage in Seoul. Since farming relies on soil fertility this could be seen as a site factor, but it also shows that Seoul is likely dependent upon other regions of Korea for food supply, which relates to the situation of Seoul.
8	Local (a photo taken within Seoul)	Local (only shows Seoul and not all of it)	Seoul	This photograph of Seoul is at the local scale and tells us about Seoul. It shows us both site and situation characteristics of Seoul: along with the mountains and water, there are many bridges and roadways.

What other documents or information would be helpful in indicating the site and situation of Korea and/or Seoul?

- Answers will vary greatly. Students could ask for specific information regarding site and/or situation factors, depending on what they see as valuable. The point is for students to recognize the limitations of the documents they have viewed and to consider other information that would be useful. For example, a chart of internal and external migration numbers for South Korea, or a list of multinational corporations present in Seoul, would be helpful.

Based on the documents, summarize the site and situation of Korea in the context of the world.

- Answers will vary. One potential answer is that South Korea, despite being a relatively small country in terms of land area, has many trade connections with other places in the world, especially with Europe and North America. As a peninsula, South Korea has easy access to the world's oceans.

Based on the documents, summarize the site and situation of Seoul in the context of Korea.

- Answers will vary. One potential answer is that within Korea, Seoul is very important. Not only is it a very large city, but it also has a very large economy. It is a very modern city with many new buildings, roadways, and bridges.

TEACHER KEY: EXIT TICKET SAMPLE ANSWERS

Note: There are many possible answers to the questions, including the following examples.

National Scale of Analysis	
Describing South Korea	Describing the United States
<ul style="list-style-type: none"> ► Site: <ul style="list-style-type: none"> Peninsula Mountains Small land area Access to seas and rivers ► Situation: <ul style="list-style-type: none"> Multinational corporations (e.g., Hyundai) Global cultural influence (e.g., K-Pop) Border with North Korea Island disputes with Japan 	<ul style="list-style-type: none"> ► Site: <ul style="list-style-type: none"> Lots of different features — mountains, rivers, lakes, oceans Fertile soil Large land area Varied climates Disconnected territories (Alaska and Hawaii plus other small islands) ► Situation: <ul style="list-style-type: none"> Major player in the U.N. (Security Council) Part of NATO and other supranational organizations Imports and exports a lot

Now that you have described each, answer the following question:

How does the site and situation of the United States compare with that of South Korea?

- The United States is significantly larger in land area and quantity of resources, whereas South Korea is a smaller country on a peninsula. The United States is very involved in world organizations, whereas South Korea trades with other countries, but isn't affiliated with regional supranational organizations, other than the U.N.

Local Scale of Analysis	
Describing Seoul	
<ul style="list-style-type: none"> ► Site: <ul style="list-style-type: none"> Rivers Mountains Inland 	<ul style="list-style-type: none"> ► Situation: <ul style="list-style-type: none"> A key city within South Korea, and a major city in East Asia as a whole Cultural, economic, and political center of South Korea Headquarters of Hyundai and other multinational corporations

Thinking of Seoul's site and situation (that you explored in the documents), describe its significance to South Korea. For example, in the United States, New York City is the largest city in terms of population and acts as an economic center, but Washington D.C. is the capital city.

- Unlike the United States, which does not have a city dominant in all functions, Seoul is not only the largest city by far in South Korea in terms of population size, but also the key city in terms of political, economic, social, and cultural functions. No other city within South Korea has a comparable importance to the country.

GEOGRAPHY MODULE



DAY 3:
ASSESSMENT —
WHAT IS THE IDEAL SITE
AND SITUATION?

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

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DAY 3

BASED ON A 60-MINUTE CLASS

What is the Ideal Site and Situation?

OVERVIEW

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.

MATERIALS NEEDED:

- ▶ Activity 1 Handout: Ideal Site and Situation Characteristics: An Examination of South Korea (p. 146)
- ▶ Activity 2 Handout: Characteristics of My Ideal Country (p. 147)

SEQUENCE OF INSTRUCTION

ACTIVITY 1 OF 2: EXAMINATION OF SOUTH KOREA

WARM UP/INTRODUCTION (5-10 MINUTES)

- ▶ Students examine some of the site and situation characteristics of South Korea using the Handout on Ideal Site and Situation Characteristics.
- ▶ Students reflect on the characteristics by answering both questions on the handout.

CLASS ACTIVITY 2 OF 2: DEVELOPING YOUR IDEAL

CLASS ACTIVITY (45 MINUTES)

- ▶ Have students reflect individually on what they see as the ideal site and situation characteristics of a country, using the Handout on Characteristics of My Ideal Country.
- ▶ Students should narrow their list down to the three characteristics upon which they want to focus, justifying the importance of each one. Be sure to challenge students to be as detailed as possible in their justifications.
- ▶ After completing their three characteristics, students then consider the impact that changing the scale to the city level would have on their ideal characteristics.

TEACHER NOTES

Students may find it challenging to adjust the scale and fully consider its impact. For example, at the country level it may be seen as positive to be part of larger international political organizations and establish relationships with other countries, but on the city scale that would not typically be the role of an individual city. Instead, the focus would be more on the function of the city in the context of the country as a whole. Additionally, at the city scale, access to physical resources is perhaps not paramount because other areas within the country may have those raw materials. Instead, there are greater economic benefits for a city to focus on service activities.

OPTIONAL EXTENSION

Students will take their three characteristics and craft a presentation with the goal of persuading their peers that they have indeed identified the ideal characteristics of a place.

- ▶ Students may utilize whichever presentation mode they believe is best for conveying their information. Possible examples include: 60 second commercial, print advertisement, poster, collage with written conclusion, brochure or pamphlet, or comic.

IDEAL SITE AND SITUATION CHARACTERISTICS: AN EXAMINATION OF SOUTH KOREA

Now that you have examined documents related to site and situation, consider the ideal site and situation for a place.

Characteristics of South Korea	
Site Characteristics	Situation Characteristics
<p>RESOURCES</p> <ul style="list-style-type: none">▶ Iron▶ Coal▶ Limestone▶ Tungsten <p>GEOGRAPHIC FEATURES</p> <ul style="list-style-type: none">▶ Relatively small land area▶ Access to seas, 3 major rivers, many streams▶ High mountains▶ Farmable lowlands <p>CLIMATE</p> <ul style="list-style-type: none">▶ Temperate climate▶ Monsoon season▶ Siberian high-pressure zones <p>WILDLIFE</p> <ul style="list-style-type: none">▶ Bears▶ Tigers▶ Leopards	<p>POLITICAL</p> <ul style="list-style-type: none">▶ Only one land boundary▶ Part of international organizations (e.g., U.N., WTO, etc.)▶ Strong political ties with the United States <p>ECONOMIC</p> <ul style="list-style-type: none">▶ Major player in the global economy▶ Connected to many countries via the shipping of products▶ Multinational companies (e.g., Hyundai, Kia, Samsung, LG, etc.) <p>SOCIO-CULTURAL</p> <ul style="list-style-type: none">▶ International music (K-Pop)▶ International films ("Parasite")▶ Highly educated workforce

Based on the information above:

What is ONE site and ONE situation characteristic that could make South Korea an ideal place?

Which characteristic (either of site OR of situation) do you think is most important in making any place ideal?

MY IDEAL COUNTRY CHARACTERISTICS

Ideal Site Characteristics	Ideal Situation Characteristics

Which **THREE** characteristics from your list above are the most ideal? (pick at least one site characteristic and one situation characteristic)

Characteristic	Why it is Important
1.	
2.	
3.	

Review and reflect on your list: Consider that some characteristics may compete with each other. For example, if I want to have active trade with other countries, but my site is more defensive with high mountains and lack of sea access, then it is likely not possible to have both.

Scale of Analysis: If we change the scale of analysis of your ideal country to the city scale do your three selected characteristics change? If not, why not? If so, how?

