

# KOREA'S PLACE IN TEACHING SOCIAL STUDIES



WORLD HISTORY  
DIGITAL EDUCATION  
FOUNDATION



**This book is a co-publication of National Council for the Social Studies and  
the World History Digital Education Foundation.**



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



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



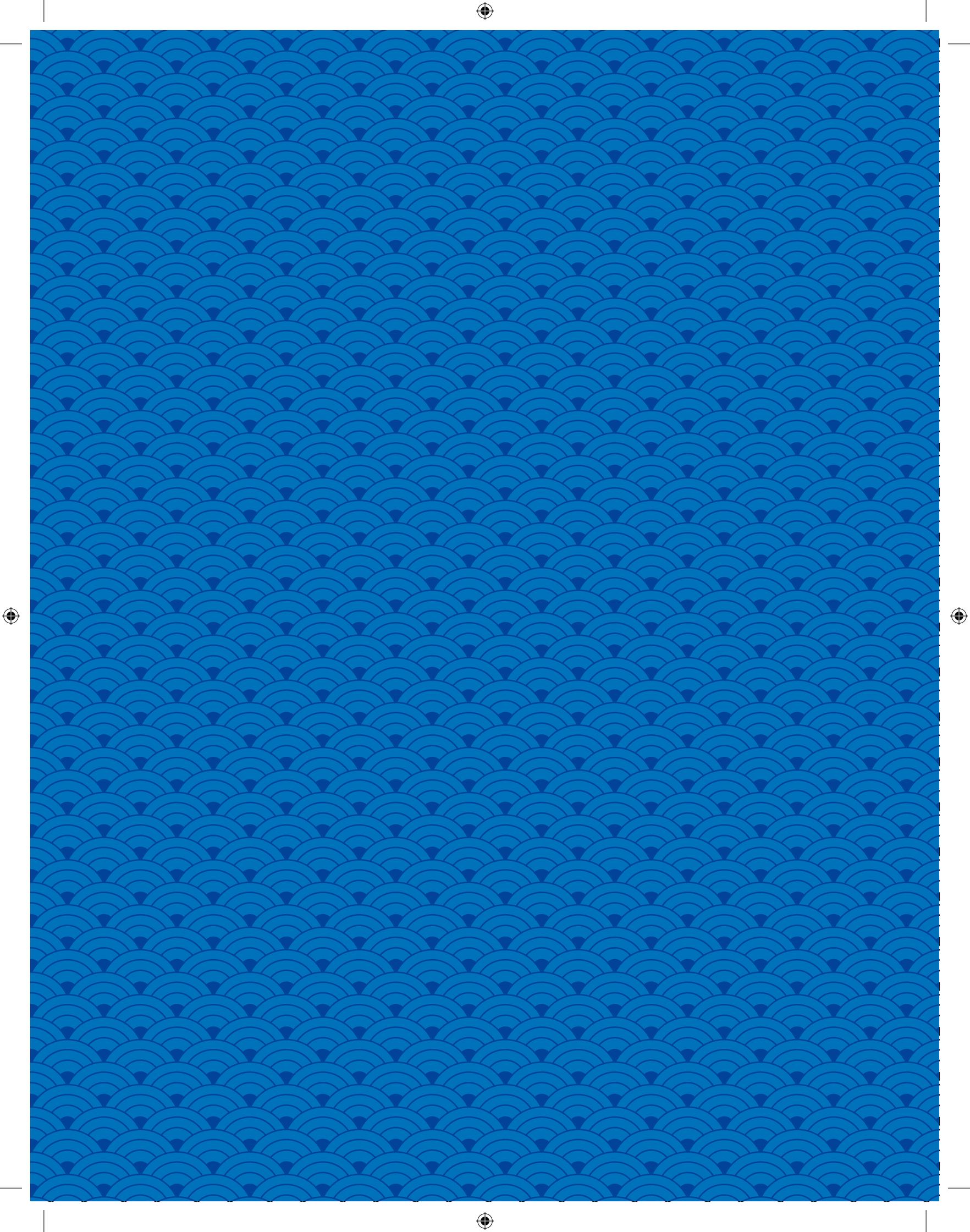
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# WRITING TEAM

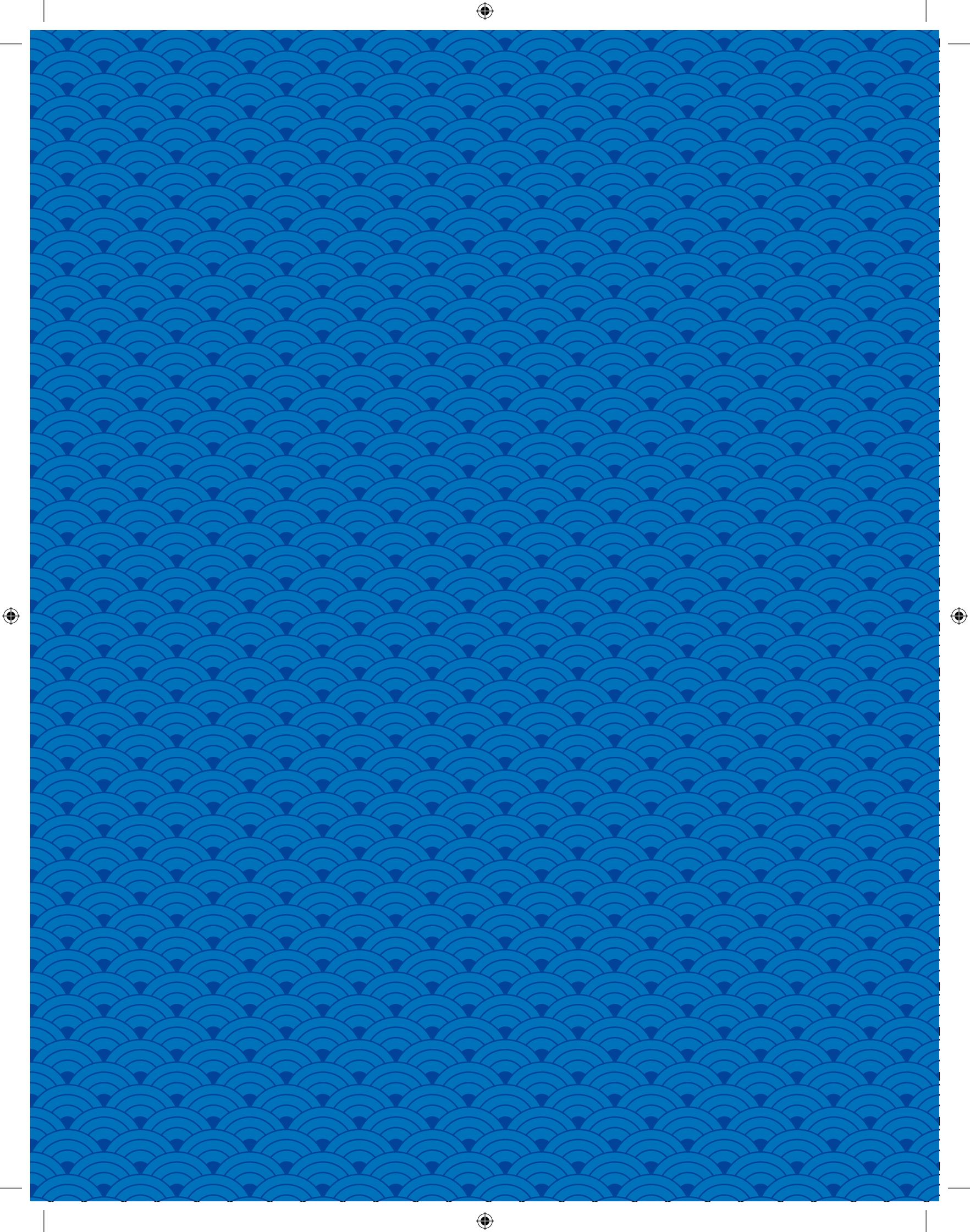
**Gregory Ahlquist** is a high school social studies teacher in Webster, New York, where he was named the 2013 New York State Teacher of the Year. In addition to speaking and leading professional development, he has served as Co-Chair of the AP Test Development Committee and has led several instructional design projects for organizations, including the New York State Education Department, Advanced Placement, and the World History Digital Education Foundation.

**Allison Cecil** is a National Board Certified Teacher and an Advanced Placement Human Geography teacher at duPont Manual High School in Louisville, KY. Outside the classroom, her AP Human Geography experience includes moderating the AP Human Geography Community site, serving on the College Board AP Human Geography Instructional Design Team, serving as a member of the AP Test Development Committee, and taking on AP Reading leadership roles.

**Gabe Fain** is a Lead Secondary Teacher for Frisco Independent School District, Frisco, Texas, where he serves as the AP Instructional Coach and head Academic Decathlon coach at Heritage High School and teaches a two-year Humanities course that combines AP World History with a study of global literature, art, architecture, music, and film. He is an Exam Leader for the AP World History exam and has also worked to help develop curriculum and assessment materials for the College Board, ETS, Albert.io, USA Test Prep, World History Digital Education Foundation, Korean War Legacy Foundation, and school districts across the country.

**Jeremiah Rush** is currently a Secondary Social Studies Coordinator for Frisco Independent School District in Frisco, Texas, where he supports curriculum and lesson development and assists teachers with backward planning and professional development. He has taught AP Human Geography and has served as an Advanced Placement reader for Human Geography.

**Thomas J. Sakole** is an AP Human Geography, AP World History, and AP Seminar instructor at Riverside High School in Lansdowne, Virginia. He is a co-author and contributor to the AMSCO AP World History textbook, and has served as an Exam Leader grading AP World History for the past five years. Thomas was a 2003 Fulbright-Hays scholarship winner, acted as the Advanced Academics Subject Matter Specialist for AP World History for Fairfax County Public Schools, Virginia, and has presented his research and teaching techniques at multiple conferences, including the World History Association's 2016 Conference in Boston and the 2019 NCSS conference in Austin, Texas.



# INTRODUCTION

JONGWOO HAN

The year 1982 marked the hundredth anniversary of the Treaty of Peace, Amity, Commerce and Navigation between the U.S. and Korea, which was signed in 1882. Celebrating the anniversary, President Ronald Reagan acclaimed the treaty as having marked “a new chapter in the history of Northeast Asia as the auspicious beginning of an enduring partnership between the United States and Korea,” adding that “Americans are proud of the role they have played in Korean history, especially during these last 100 years.”<sup>1</sup> In fact, among Western imperialist countries in the late 19th century, it was the United States that adopted “the most resolute policy toward Korea while other European powers like Great Britain, France, and Germany did not pay much attention to this small hermit kingdom that had resisted intercourse with others than China.”<sup>2</sup> Ironically, this persistent American policy of opening the last of the Asian countries was initiated by an incident in which an American merchant ship, the *General Sherman*, in what can only be described as an act of piracy, sparked a battle on the Daedong River near North Korea’s current capital of Pyongyang in 1866 and was burned down by Koreans.

U.S.-Korean relations have come a long way since then and continue to evolve today. An important step for both countries is to engage in mutual understanding and learning about each other. *Korea’s Place in Teaching Social Studies* is a contribution to the social studies curriculum that draws the attention of American students to important parts of the history, geography, economy, and civics of Korea. It marks a significant watershed in my foundation’s efforts to enlighten students and educators on the place of Korea in social studies. Issues in contemporary U.S.-Korea relations such as the current showdown between Pyongyang and Washington on North Korea’s nuclear status, and the North Korean hostility to the United States and South Korea, as well as potential conflict in the South China Sea, serve as a clear reminder of the important historical developments that have taken place since Washington’s first effort to open Korea in the 19th century.

In this long journey of bilateral encounters, the Korean War from 1950 to 1953 dramatically transformed the relationship between the two countries, which resulted in the establishment of the permanent mutual alliance treaty in 1953. Since then, the bilateral relationship has been one of the most effective and enduring strategic examples of cooperation in the contemporary world in the areas of global security, economy, and cultural exchange.

Despite the very significant outcomes of America’s encounters with Korea, the country’s place in American social studies education (as well as in the minds of U.S. political leaders) still remains very insignificant. For example, in U.S. high school Geography textbooks, Korea is substantially marginalized. Korea has a low number of page counts, subject mentions, intensities, and multimedia extras compared to China and Japan in World Regional Geography and AP Human Geography textbooks. For instance, a recent study concluded that in AP Human Geography textbooks, Korea was mentioned on an average of 21.8 pages, while Japan’s average was 43.6 pages, and China’s average was 90.5 pages. In World Regional Geography textbooks, most pictures were of China with an average of 14.2, compared to an average of 8.8 for Japan, and 3.8 for Korea. The limited textbook presence of Korea perpetuates a situation in which Korea is overlooked in the American mind.

Most importantly, with regard to contemporary American attitudes and perspectives on Korean history and culture, our social studies curriculum does not reflect all the changes in the twentieth century relationship between two countries. For example, President Franklin Roosevelt's view of Korea was not substantially different from that held by his cousin, President Theodore Roosevelt, who despised the Korean nation as uncivilized, barbarian, and incapable of self-governance. In the Cairo Declaration in 1943, President Franklin Roosevelt doubled down on the position that Korea would need some period of tutelage before full independence might be attained in due time.

These claims about the self-governing capabilities of the Korean nation certainly had no basis in evidence. Bruce Cumings sharply notes that Americans and Europeans unacquainted with Korea's historical background might wonder if Koreans were capable of self-governing. In response, he points out that "Koreans are of an old nation. When the ancestors of northern Europe were wandering in the forests clad in skins and practicing rites, Koreans had government of their own and attained a high degree of civilization."<sup>3</sup> On Korea's achievement of unprecedentedly rapid economic growth and simultaneous democratization, my book, *Power, Place, and State-Society Relations in Korea: Neo-Confucian and Geomantic Reconstruction of Developmental States and Democratization*, documents how a thousand years of the embedded notion of state and society relations enabled Korea to emerge as a world economic power and substantive democracy after the vast devastation of the whole country during the Korean War.<sup>4</sup>

As a way to enhance insights and balance perspectives on Korea's place in our social studies education, both the Korean War Legacy Foundation (KWLF) and the World History Digital Education Foundation (WHDEF), established in 2012 and in 2016, respectively, have published a series of curriculum books: *Korea's Place in Teaching World History* with the National Council for Social Studies (NCSS) in 2018; *The Korean War and Its Legacy* with NCSS in 2019; *Korea's Place in Teaching World History: Korean War Module* (self-published in 2020); *Exploring and Teaching the Korean War* with Great Britain's Historical Association in 2020; and *Korea's Place in Teaching Human Geography: Lessons on the Population, Culture, and Economy of the Republic of Korea* with NCSS in 2020.

*Korea's Place in Teaching Social Studies* is our sixth book in this series. It marks a slight departure from our previous single-discipline books with its wide range of topics in the disciplines of history, geography, economics and civics, which can be taught to meet curriculum standards throughout the United States. Each state in the union has its own independent curriculum and standards in the disciplines of social studies. Because of this decentralized educational system, there is, for example, no single set of guidelines to teach the history of Korea (or any other country, including the United States!). However, our target in this book is to meet social studies standards that are typical throughout the United States in the four disciplines that states regard as the core social studies disciplines: history, geography, economics, and civics. To illustrate this objective, an Appendix cites curriculum standards from three states, California, New York, and Texas, to show how the topics in this book align to standards and instruction across the country. The lesson plans and primary and secondary resources in this book will help teachers to incorporate Korea into the social studies curriculum. The authors present valuable case studies in Korean history, geography, economics, and civic life. This book will maintain the momentum created by our earlier publications for AP curricula and development programs for professional teachers.

The first module in this book, on history, presents ancient Korea's place in both the global and regional diffusion of major cultural and economic activities, such as the adoption, adaptation, and dissemination of Buddhism as well as the Silla Kingdom's active involvement in the Silk Road trade. It is important to note that Korea's participation in ancient global trade routes through the Silk Road and Korea's introduction of Buddhism to Japan have been mostly overlooked in teaching Asian history.

The second module on geography will enable students to answer essential questions in interpreting the site and situation of Korea through maps and other visual sources. This module enables students to understand the basic geography of Korea as well as the geopolitical and historical ramifications that arise from the strategic location of the Korean Peninsula.

In the third module on economics, Korea's place in the global economy and world commerce will be analyzed in the context of the concept of comparative advantage, which drives global economic transactions. The module also contextualizes Korea's economic miracle after the Korean War through an examination of the core economic concepts of opportunity costs and absolute advantage. Finally, students using economic data will learn how conditions and governmental leadership have led South Korea to sustainable economic growth in the major factors of production, i.e., land, labor, capital, and entrepreneurship.

The final module on civics introduces South Korea's zealously participative civil society, which has been globally recognized through various forms of political participation, civic actions, online advocacy, protests, and collective movements. In the face of a financial crisis in 1997, for example, Korean citizens voluntarily called for a national gold-collecting campaign in order to alleviate national debt owed to foreign banks and financial institutions. In the general election of 2000, the Citizens' Coalition for Economic Justice, Korea's largest civic organization, in cooperation with the Citizens' Commission for a Fair Election, released a list of 164 unfit and corrupt candidates. In the end, almost 70 percent of the candidates who were listed as corrupt failed to retain their seats in the National Assembly. These two cases, which are unique to Korea's civic activism and unprecedented in any other Asian country, are analyzed as successful examples of citizens' rights and responsibilities in a democracy.

Contemporary American society is facing serious challenges from extremely divisive narratives and disputes over major social, cultural, economic, political, environmental, and COVID-19 pandemic issues. The United States needs healthy and robust citizenship and civic activism now more than ever. From this perspective, our social studies curriculum should be able to address the balance between citizens' rights and their responsibilities and weigh the claims of personal desires and freedoms versus obligations for the sake of the public good.

Our team of writers and organizers is confident that the Korean case studies used in this book will contribute to the teaching practices of our educators by providing appropriate examples for the four major disciplines in social studies. Our writers—Allison Cecil, Gabriel Fain, Jeremiah Rush, and Thomas Sakole, led by Greg Ahlquist and Joseph Karb—deserve full credit and respect for the successful completion of this project, which has once again demonstrated the foundation's motto, "Of the teacher, for the teacher, and by the teacher." Professor Gregg Brazinsky has also added an important contribution to this book with an introduction at the beginning of each module that situates the work in each discipline of social studies. I am deeply grateful to everyone who has collaborated on this project.

We have been fortunate to publish a total of four curriculum books since 2018 with the nation's largest and most influential social studies association, the National Council for the Social Studies. From the stage of incubation to the actual delivery of this fourth book, Executive Director Larry Paska of the National Council for Social Studies has been highly supportive, as has the NCSS Director of Publications, Michael Simpson, who edited this ambitious project.

Most of all, the Republic of Korea's Korea Foundation merits the highest recognition for its consistent and persistent support for the cultivation of the foundation's "K-12 Global Korean Studies Program" since 2016, which has harvested a total of five curriculum books on Korea. We would like to express our sincerest appreciation for its trust and unwavering financial support.

I want to conclude with my heart-felt respect and encouragement to all of our social studies teachers that you are the ones who can make a "real" change in our community.

With appreciation for being able to work with you all,

**JONGWOO HAN**

PRESIDENT

World History Digital Education Foundation, Inc.

August, 2021

#### NOTES

1. R. R. Krishnan, "Early History of U.S. Imperialism in Korea," *Social Scientist* 12, 11 (November 1984): 3-18, on page 3.
2. Yongkoo Kim, *The Five Years' Crisis, 1866-1871: Korea in the Maelstrom of Western Imperialism* (Incheon: Circle, 2001), 59.
3. Bruce Cumings, *The Origins of the Korean War* (New York: Modern Library, 2011), 106.
4. Jongwoo Han, *Power, Place, and State-Society Relations in Korea: Neo-Confucian and Geomantic Reconstruction of Developmental States and Democratization* (Lanham, MD: Lexington Books, 2014).

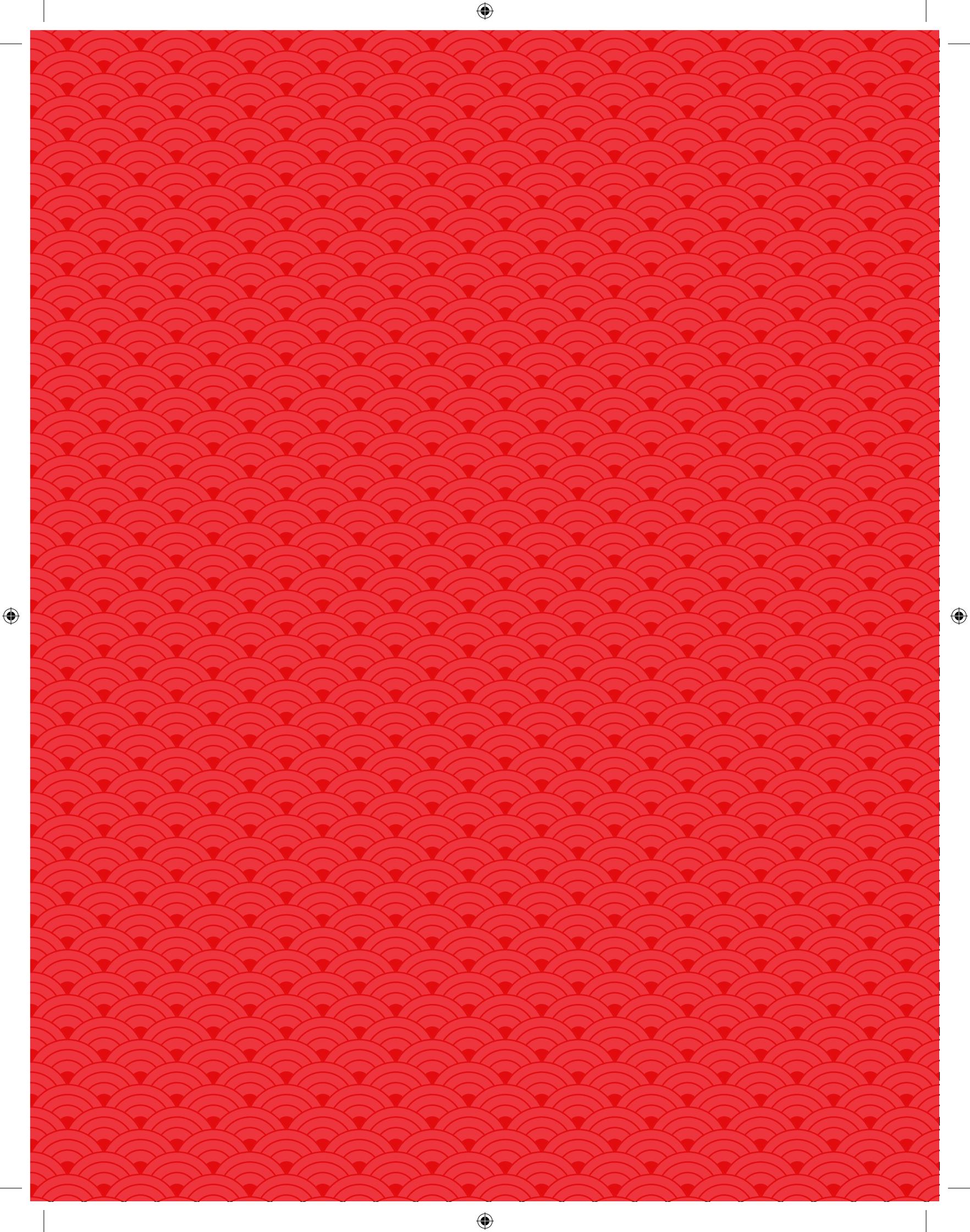
# HISTORY MODULE

Western scholars have long misconstrued Korea as a “hermit kingdom” that spent much of its history in isolation from the rest of the world. In fact, nothing could be further from the truth. Korea’s history was one of ongoing cultural syncretism and engagement with foreign peoples.

This module enables students to understand some of Korea’s earliest interactions with other cultures by looking at the history of the Silla Kingdom (57 BCE - 935 CE) and its relation to the Silk Road. Traditionally defined as a network of trade routes that connected China to Europe and other parts of Asia, the Silk Road played a critical role in facilitating economic and cultural exchange between a diverse array of pre-modern states for many centuries. Although Silla has sometimes been left off the most commonly used maps of the Silk Road, a closer examination makes it clear that other societies along the major trading routes had a profound influence on the kingdom’s artistic and cultural development. Buddhism, in particular, reached Silla through India and China via the Silk Road and had a transformative impact on its religion and politics. Moreover, Silla played an important role in the transmission of goods and technologies to neighboring Japan and thereby extended the Silk Road’s global reach.

The module presents an excellent collection of maps, images, and primary source texts that make it easy to understand Silla’s connection to the Silk Road. It enables students to appreciate Silla’s artistic and technical achievements and learn how the kingdom localized and adapted the global cultures of its era. The key lessons presented in this module are doubly important for the current generation of high school students. With the emergence of China as a major global power and the creation of the so called “New Silk Road,” students will benefit from a greater understanding of how China’s neighbors have negotiated its influence in the past. And with the globalization and localization of cultures continuing to shape our world, students have much to gain from exploring an early example of this phenomenon.







# HISTORY MODULE

DAY 1:  
DID THE SILK ROAD  
REALLY "END" IN CHINA?

# HISTORY MODULE OVERVIEW

## SKILL FOCUS

**Change and Continuity Over Time; Making Claims; Analyzing Evidence in Sources**

## CONTENT

**Expansion of Trade Through Silk Road Connections; Spread of Buddhism to the Korean Peninsula**

### Did The Silk Road Really “End” in China?

DAY 1

#### CLASS ACTIVITY

##### **Understanding the Connections of the Silk Road and the Korean Kingdom of Silla**

Working collaboratively, students will examine what goods, technologies, and cultural beliefs spread along the Silk Road and how they impacted various cultures, with a specific focus on the Korean peninsula. Students will also learn about the Silla Kingdom in Korea and study its connection to the Silk Road. Finally, working in teams, students will analyze a variety of sources to develop an argument about whether or not the Silk Road actually extended beyond the traditional terminus of Chang’an (Xi’an) in China.

#### CHECK FOR UNDERSTANDING

**Exit Ticket:** Students will develop an argument and provide supporting evidence to determine if the Silk Road extended beyond the traditional ending point in China.

### What Role Did the Silk Road Play in Bringing Buddhism to South Korea?

DAY 2

#### CLASS ACTIVITY

##### **Tracing the Spread of Buddhism into Korea and the Role of Syncretism in Korea’s Adoption of the Religion**

Students will work collaboratively to study the spread of Buddhism out of India and into different areas of East and Southeast Asia by examining how different cultures and regions represented the Buddha. This examination of the way in which regions developed different versions of the Buddha will help students to learn about the concept of syncretism and discover the role it played in the adoption of this religious belief system. Finally, students will compare Buddhism in India with Buddhism in Korea to identify similarities and differences and to identify examples of syncretism.

#### CHECK FOR UNDERSTANDING

**Exit Ticket:** Students will compare Buddhist images and temples from India and Korea to determine similarities and differences and to identify examples of syncretism seen in Korean Buddhism.

DAY 3

### Assessment

#### **Short Essay Response**

Now that students have explored the Silk Road and the spread of Buddhism, students will explain how Korea was a part of the Silk Road that stretched from India to Japan.

# HISTORY MODULE SOURCES

DAY 1	Stimulus Type	Description	Page
	Map	Routes of the Silk Road	17
	Research Packet	Expert Group: Geography Research Packet	22
	Map	Map of East Asia Showing the Korean Peninsula	22
	Map	The Unified Silla Kingdom and the Territories of the Liaodong Peninsula, Tamna and Usan	22
	Map	The Korean Peninsula	23
	Research Packet	Expert Group: History Research Packet	24
	Map	The Three Korean Kingdoms	24
	Painting	Tributary envoys from Baekje, Goguryeo, and Silla	25
	Research Packet	Expert Group: Politics Research Packet	26
	Photo	Gilt Bronze Statue of a Seated Maitreya	26
	Research Packet	Expert Group: Culture Research Packet	27
	Photo	Crown of the Silla Kingdom	27
	Photo	The Tripitaka Koreana	28
	Map	The Silk Road (c. First Century)	29
	Map	Main Routes and Caravan Routes of the Silk Road	29
	Article	Gyeongju Certified as a Key Silk Road City	30
Article	The Silk Road Trading Route	31	

DAY 2	Stimulus Type	Description	Page
	Timeline and Text	The Spread of Buddhism and Division into Theravada and Mahayana Sects	52
	Map	Map of the Expansion of Buddhism	53
	Photo	Statue of Buddha, Belur Caves, India	54
	Photo	Carving of Buddha, Feilai Feng, China	54
	Photo	Bronze Statue of Buddha, Sinheungsa, South Korea	55
	Photo	Golden Gilded Reclining Statue of Buddha, Kratié, Cambodia	55
	Map	Blank Map of East Asia	57
	Article	Buddhism's Introduction to Korea	59

DAY 3	Stimulus Type	Description	Page
	Text Excerpt	Thinking about "Korean Buddhism"	79
	Text Excerpt	Korean Buddhism Has Its Own Unique Characteristics Different From Other Countries	80
	Photo	Maha Bodhi Temple, Bodhgaya, India	83
	Photo	Haeinsa Temple, Gayasan Mountain National Park, South Korea	83
	Photo	Chugu-ji Hondo Buddhist Temple in Ikaruga, Nara, Japan	83
	Photo	Korea's gilt-bronze pensive bodhisattva, National Treasure No. 78 [National Museum of Korea]	84
Photo	Japan's wooden Maitreya in meditation from Chugu-ji Temple [exhibited at the National Museum of Korea]	84	

# DAY 1

BASED ON A 60-MINUTE CLASS

## Did the Silk Road really “end” in China?

### HISTORICAL REASONING SKILLS

**Change and Continuity Over Time, Making Claims, and Analyzing Evidence in Sources**

### OVERVIEW

This lesson will introduce students to the Silk Road trading routes and can be used to help students grasp the wide extent of the diffusion of religions and culture through trade networks. Students will begin by exploring the location of the routes of the Silk Road and determining the regions connected by these trade routes. They will also examine the cultural, religious, and technological exchanges that took place along the Silk Road and the impacts of these cross-cultural exchanges. Next, students will learn background information about the geography and history of Korea and the emergence of the Silla Kingdom. Through a review of maps and other source documents, students will examine Korea’s role as a part of the Silk Road that acted as a “cultural bridge.” Tracing the spread of Buddhism and various trade items into Korea, students will debate the validity of the traditional termination point of the Silk Road in Chang’an (Xi’an), China and attempt to determine if there is a different “end” location for this trade route in East Asia. Finally, students will determine the extent to which they believe the Silk Road trade played a role in the Golden Age of the Silla Kingdom. At the end of the first day, students will be assigned a reading that prepares them for the Day 2 lesson, which focuses on reactions to Buddhism’s arrival in the Korean peninsula.

### MATERIALS NEEDED:

#### HOMEWORK

- ▶ Video: “The Silk Road: Connecting the Ancient World through Trade” (5:19 in length)
- ▶ Handout: Day 1 Preparation Homework Activity. These will need to be distributed to students to complete as homework prior to the Day 1 Lesson Plan (1 per student, pp. 16–17)
- ▶ Video (optional): “The Silk Road and Ancient Trade: Crash Course World History #9” (10:30 in length)

#### IN-CLASS ACTIVITIES

- ▶ Activity 1 Cards: How Did THAT Get There?! (Goods/Technology/Religion; Origin; and Destination) (1 sheet per class; must cut out individual squares, pp. 18–19)

- ▶ Activity 1 Handout: How Did THAT Get There?! (1 per student, p. 20)
- ▶ Activity 2 Handout: Research on the Silla Kingdom (1 per student, p. 21)
- ▶ Activity 2 Expert Group Handouts: Geography; History; Politics; and Culture (1 per team, pp. 22–28)
- ▶ Activity 3 Handout: Was the Silla Kingdom Part of the Silk Road? Source 1; Source 2; Source 3; and Source 4 (1 per team, pp. 29–31)
- ▶ Activity 3 Handout: Was the Korean Silla Kingdom Included on the Silk Road? Notes and Observations on Sources 1–4 (1 per student, pp. 32–33)

- ▶ Activity 4 Exit Ticket: Was the Korean Silla Kingdom Included on the Silk Road? (1 per student, p. 34)

#### TEACHER ANSWER KEYS

- ▶ Homework Handout: Day 1 Preparation Homework Activity (pp. 35–36)
- ▶ Activity 1 Handout: How did THAT Get There?! (p. 37)

- ▶ Activity 2 Handout: Research on the Silla Kingdom (pp. 38–39)
- ▶ Activity 3 Handout: Was the Korean Silla Kingdom Included on the Silk Road? Notes and Observations on Sources 1–4, and Activity 4 Exit Ticket: Was the Korean Silla Kingdom Included on the Silk Road? (p. 40)

## SEQUENCE OF INSTRUCTION

### HOMework OVERVIEW: BACKGROUND INFORMATION ON THE SILK ROAD

HOMEWORK/CLASS PREPARATION (20-30 MINUTES)

#### VIDEO ANALYSIS

To ensure that students have a basic knowledge and understanding of the Silk Road and to provide background knowledge, students will watch a TED-Ed video discussing the Silk Road. This video is a brief overview of the Silk Road and its impact on the wider world.

#### ACTIVITY PROCEDURE

- ▶ Prior to watching the video, students will write down three facts that they know about the Silk Road in the left column on the Day 1 Preparation Homework Activity sheet.
- ▶ Students will watch the video “The Silk Road: Connecting the Ancient World through Trade” (5:19 in length). Students will then add at least five new facts they learned in the right column of the Preparation Homework Activity sheet.
- ▶ Students will next examine the map that accompanies the Preparation Homework Activity sheet and shows the traditional Silk Road routes. Students will answer three questions related to the regions of the world that the Silk Road connected and some of the exchanges that took place on this trade route.

#### TEACHER NOTES

While the video provides a great overview of the Silk Road, at times it moves quickly and it is often hard for students to catch all of the important concepts discussed. It is beneficial to slow down the playback on the video by clicking the settings tab and selecting a playback speed of .75 or .5, and to turn on the closed captioning feature when watching the video. Encouraging students to pause the video as they are working through the handout can also be helpful.

An alternative to assigning the video as homework is to have students watch the TED-Ed video in class, where you can pause the video and insert your own questions to focus student understanding.



#### TEACHING TIP

Some students will benefit from hearing the same information presented in different formats. If you would like to provide your students some additional background information on the Silk Road, a John Green Crash Course video, “The Silk Road and Ancient Trade” at <https://www.youtube.com/watch?v=vfe-eNq-Qyg>, is also excellent in providing an overview. While slightly longer in length (10:30 minutes), students often enjoy the John Green Crash Course videos due to his humor.

## CLASS ACTIVITY: OPTIONAL HOMEWORK DEBRIEF

(5 MINUTES)

### CLASS DISCUSSION

Teachers may want to debrief the homework activity to ensure that students have a solid understanding of the Silk Road.

### ACTIVITY PROCEDURE

- ▶ In teams of four, each team will share with the class something new that they learned from watching the TED-Ed video as noted in the second column of the Day 1 Preparation Homework Activity sheet.
  - ▷ Tell students that a team member will be selected to share their findings, so all team members need to be prepared to share the team's conclusions.
  - ▷ Set a timer for three minutes to complete their group discussion.
  - ▷ For students who may struggle with language or confidence speaking in front of peers, you can provide the following sentence stems to help with structure:
    - One thing that I thought was interesting about the Silk Road was...
    - One thing that I learned about the Silk Road was...
    - What do you still not understand about the Silk Road?
- ▶ Call on randomly selected students to share their responses (2 minutes).

For suggested answers, see the Teacher Key to the Day 1 Preparation Homework Activity (pp. 35–36).

## CLASS ACTIVITY 1 OF 4: THE SPREAD OF GOODS, TECHNOLOGIES, AND RELIGIONS ON THE SILK ROAD

WARM UP/INTRODUCTION (10 MINUTES)

### INTERACTIVE CARD SORT

Students will examine how cultural, technological, and religious ideas are spread by connecting their learning from the homework activity to this lesson on Korea and its place on the Silk Road. Students will learn that many goods, technologies, and religions traveled along the Silk Road and that these ideas and items went to a variety of different locales.

### ACTIVITY PROCEDURE

- ▶ Start the activity by distributing the How Did THAT Get There?! Cards (pp. 18-19) and the How Did THAT Get There?! Handout (p. 20). Each student should receive only one card.
  - ▷ The card sheets have a total of 11 different triad matches, so this activity will work with class sizes up to 33 students. If you have a smaller class size, reduce the number of triad matches to fit the size of the class.
- ▶ Explain that students will need to get up and move around the room to create a group of three that shows the Origin and Destination for each Good/Technology/Religion. (5 minutes)
  - ▷ Provide the students with the following hints:

- Here is an example using a Samsung Smartphone: Good/Technology/Religion: Samsung Smartphone; Origin: South Korea; Destination: United States.
  - “There is only ONE match for each Good/Technology/Religion. It might be useful to try and identify the Good/Technology/Religion and Origin first, before trying to find the Destination. You have five minutes to complete this activity.”
- ▷ When trios believe they have accurately matched the cards, students will check their answers with the teacher. If the trio of students has accurately matched the cards, instruct them to add this information to their “How Did THAT Get There?!” Handout and then attempt to help their other classmates in finding their matches.
- ▶ After five minutes, lead a debrief of group matches and correct the answers.
- ▶ Conclude this activity by explaining that you will now look at a specific location that was impacted by Silk Road trading: the Silla Kingdom in Korea.

Provide support as needed using the Teacher Key for the “How Did THAT Get There?!” Handout (p. 37).

### TEACHER NOTES

Some students will likely complain that Silk Road items went to “all” of the locations listed in this activity. While mostly accurate, this is a great opportunity for teachers to clarify that while many of these goods, technologies, and religions went to locations all across the Silk Road, there were some locations where goods were more valued or religions gained more adherents. You can also explain that some of the technologies took great lengths of time to travel across the Silk Road, thus arriving at some locations much later than others.



#### TEACHING TIP

Consider using a timer or a stopwatch so that each activity does not run too long. Offer time cues to keep students focused and working to complete the task.

## CLASS ACTIVITY 2 OF 4: BACKGROUND ON THE KOREAN KINGDOM OF SILLA

CLASS ACTIVITY (25-30 MINUTES)

### EXPERT GROUP SOURCE ANALYSIS

Students will learn about the Korean kingdom of Silla by researching its geography, history, politics, or culture. After becoming an “expert” in one of those aspects, students will share their findings with their fellow teammates to ensure that each student has a strong understanding of all of these topics.

### ACTIVITY PROCEDURE

- ▶ Begin this activity by dividing your class into teams of four students. Assign each team to the same Expert Group. Provide each Expert Group with the Research Packet for its topic (see Research Packets: Geography; History; Politics; and Culture, pp. 22-28) and the Research on the Silla Kingdom Handout (p. 21). Working together, each Research Team should review the provided materials and complete its portion of the Research on the Silla Kingdom (668–935 CE) Handout. (10 minutes)

- ▶ After each Expert Group has completed the Research on the Silla Kingdom Handout, create new groups of four (Jigsaw Groups), with one Expert from each category. Have students share their findings so that each member of the team will have a completed chart. (15 minutes)
- ▶ Wrap up the activity by calling on students from different groups, asking them to summarize what the group learned about one of the research topics (Geography, History, Politics, or Culture). (5 minutes)

For suggested answers, see the Teacher Key to the Research on the Silla Kingdom Handout (pp. 38–39).

### TEACHER NOTES

To keep students on task and encourage them to discuss the information instead of simply copying from one another's sheets when sharing their "expert" information, tell students they may only share information verbally. Having students verbalize what they have learned will help them to internalize the information and have stronger retention of the content they researched. Walk around the room "checking in" on student teams to ensure that no copying is taking place.



#### TEACHING TIP

One strategy for greater student engagement is having students stand up and move around the classroom during activities. This movement keeps students active and more alert, as they do not become too comfortable in any one location.

To make students more accountable for learning the information researched by other group members, you can call upon students to share information they have about a topic that they did not personally research.

## CLASS ACTIVITY 3 OF 4: WAS THE KOREAN SILLA KINGDOM PART OF THE SILK ROAD?

CLASS ACTIVITY (10-15 MINUTES)

### GROUP SOURCE ANALYSIS

Students will examine whether or not the Silla Kingdom should be included as part of the Silk Road by working as a team to analyze source materials.

#### ACTIVITY PROCEDURE

- ▶ Students will continue to work in the same four person teams as in the previous activity.
- ▶ Teams should work together to analyze all four sources (Source 1; Source 2; Source 3; and Source 4, pp. 29-31), recording their notes for each source on the Handout "Was the Korean Silla Kingdom Included on the Silk Road? Notes and Observations on Sources 1-4" (pp. 32–33). A section has been provided to help students determine if the source supports the inclusion of Korea on the Silk Road. Teams can work on all of the sources together or divide up the sources among teammates. (10 minutes)
- ▶ After giving the students 10 minutes to review and analyze the sources, have teams work on building an argument to the question by completing the "Brainstorming Space" chart on their Exit Ticket, "Was the Korean Silla Kingdom Included on the Silk Road?" (p. 34), combining the information they learned from all four of the sources. While teams can work together to create ideas, stress that individual team members can, and should, make arguments that are distinct from those of their other team members. (5 minutes)

For suggested answers, see the Teacher Key to the Handout “Was the Korean Silla Kingdom Included on the Silk Road?” (p. 40).

### TEACHER NOTES

While students will likely want to “divide” the four sources up and have one student review each one individually, teams will have more success if they work through the sources together, helping each other to analyze and understand what they are reading/studying.

The four source documents are purposely designed to provide conflicting information to require students to make a judgment in answering the question based on which sources seem to provide the most compelling arguments. For example, while one map shows the Silk Road ending in Xi’an, the other has the Silk Road extending through Korea to Japan.

## CLASS ACTIVITY 4 OF 4: CHECK FOR UNDERSTANDING

CLASS ACTIVITY (5 MINUTES)

### EXIT TICKET

Citing specific information from the sources that each group reviewed as part of Class Activity 3, students will be asked to argue either for or against the inclusion of the Silla Kingdom of Korea in what is termed the Silk Road.

### ACTIVITY PROCEDURE

- ▶ Using the information that the groups gathered from the sources in the previous activity, have students individually answer the following question:
  - ▷ Should the Korean Peninsula be included as part of the Silk Road? Why or why not? Support your answer using information from the sources your team studied in the previous activity.
- ▶ Students can write their answers in the “Conclusion” space provided on the Exit Ticket, “Was the Korean Silla Kingdom Included on the Silk Road?” (p. 34) or on a separate sheet of paper. Collect the student responses as students leave the class.
- ▶ If students do not complete the Check for Understanding during class, they can finish it as homework.

For suggested answers, see the Teacher Key to the Exit Ticket “Was the Korean Silla Kingdom Included on the Silk Road?” (p. 40).

### TEACHER NOTES

The Check for Understanding Activity can be finished as homework if students need more time to analyze the documents and come to a conclusion. Ensure that all students have access to the two maps, the article, and the definition of the Silk Road (the resources they used for Class Activity 3, “Was the Silla Kingdom Part of the Silk Road?”).

# HANDOUT: DAY 1 PREPARATION HOMEWORK ACTIVITY

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

## **TED-ED: THE SILK ROAD—CONNECTING THE ANCIENT WORLD THROUGH TRADE**

Watch the short TED-Ed video on the Silk Road. Before watching the video, write down at least three facts you know about the Silk Road. After watching the video, add at least five additional facts that you learned and correct any misconceptions you made in your "What I knew before the video!" section.

<https://www.youtube.com/watch?v=vn3e37VWc0k>

<b>What I knew before the video</b>	<b>New facts that I learned about the Silk Road by watching the TED-Ed video</b>
1	1
	2
2	3
	4
3	5
Additional Notes/Info:	Additional Notes/Info:

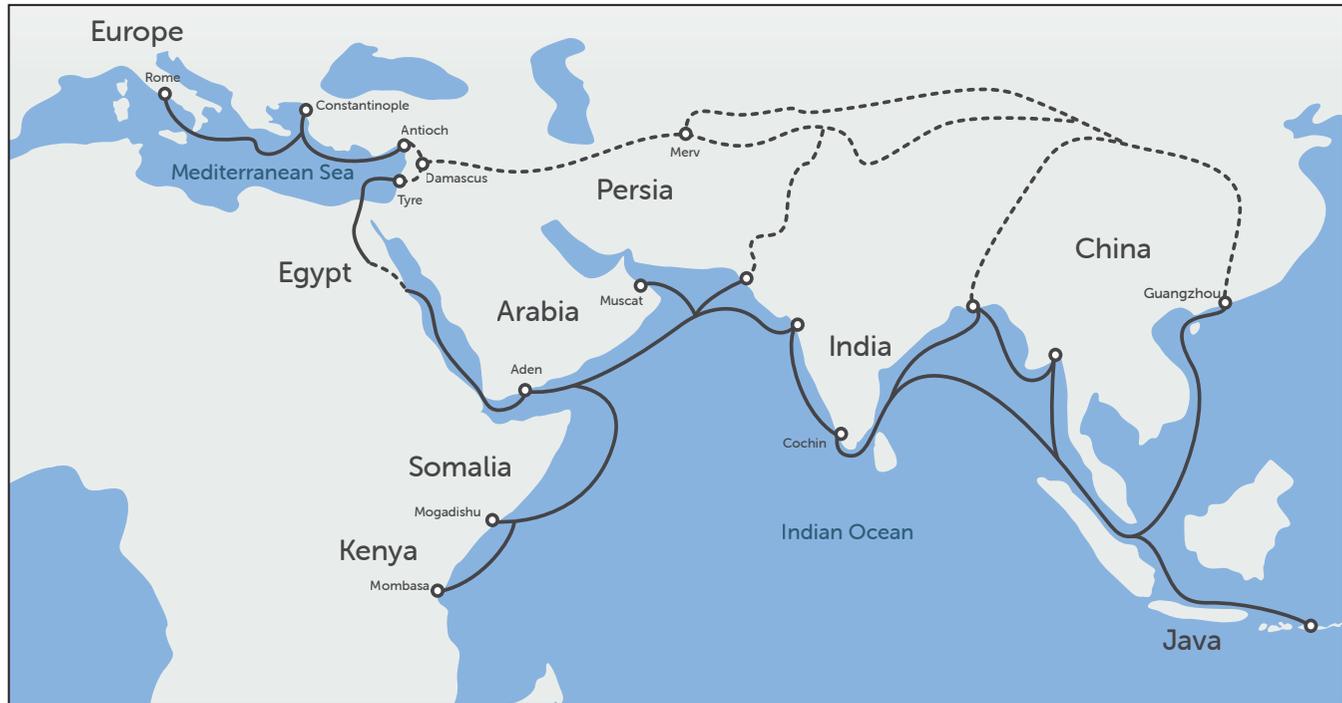
## THE LOCATION OF THE SILK ROAD IN THE POST-CLASSICAL ERA

Study the map below that shows the major Silk Road routes and answer the questions that follow. On the map, the dotted lines signify the overland portions of the Silk Road and the solid lines signify the maritime portions of the Silk Road.

### MAP

### Routes of the Silk Road

Source: Wikimedia Commons. [https://en.wikibooks.org/wiki/Saylor.org%27s\\_Ancient\\_Civilizations\\_of\\_the\\_World/Buddhism\\_in\\_China#/media/File:Silk\\_Road.svg](https://en.wikibooks.org/wiki/Saylor.org%27s_Ancient_Civilizations_of_the_World/Buddhism_in_China#/media/File:Silk_Road.svg)



Based on the map above, what areas/regions of the Eastern Hemisphere are connected? Be specific.

What areas are not connected by the main routes of the Silk Road? Why might these regions be left out of this trade route? Explain with examples.

Using the map and the information from the video, list ONE example of each of the following that spread along the Silk Road:

- Religion: \_\_\_\_\_
- Trade Items: \_\_\_\_\_
- Technological Advances: \_\_\_\_\_

# HOW DID THAT GET THERE?!

## CARDS FOR GOODS/TECHNOLOGY/RELIGION

<b>Silk</b>	<b>Gold</b>	<b>Buddhism</b>
<b>Compass</b>	<b>Horses</b>	<b>Cotton</b>
<b>Islam</b>	<b>Ivory</b>	<b>Furs</b>
<b>Silver</b>	<b>Gunpowder</b>	

## ORIGIN CARDS

<b>China</b> (Origin)	<b>West Africa</b> (Origin)	<b>India</b> (Origin)
<b>China</b> (Origin)	<b>Kazakhstan/ Central Asia</b> (Origin)	<b>India</b> (Origin)
<b>Arabian Peninsula/ Middle East</b> (Origin)	<b>East Africa</b> (Origin)	<b>Northern Europe</b> (Origin)
<b>Persia</b> (Origin)	<b>China</b> (Origin)	

## DESTINATION CARDS

<b>China</b> (Destination)	<b>China</b> (Destination)	<b>Korea</b> (Destination)
<b>Islamic World/ Middle East</b> (Destination)	<b>Mediterranean</b> (Destination)	<b>Eastern Europe</b> (Destination)
<b>Central Asia</b> (Destination)	<b>Mediterranean</b> (Destination)	<b>China</b> (Destination)
<b>China</b> (Destination)	<b>Islamic World/ Middle East</b> (Destination)	

# HANDOUT: HOW DID THAT GET THERE?!

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

## HOW DID THAT GET THERE?!

Working with your classmates, complete the chart below by matching up the Good/Technology/Religion with its place of Origin and *one* of the key places it moved to along the Silk Road (Destination).

<b>Good/Technology/Religion</b>	<b>Origin</b>	<b>Destination</b>
<b>Silk</b>		
<b>Gold</b>		
<b>Buddhism</b>		
<b>Compass</b>		
<b>Horses</b>		
<b>Cotton</b>		
<b>Islam</b>		
<b>Ivory</b>		
<b>Furs</b>		
<b>Silver</b>		
<b>Gunpowder</b>		

## HANDOUT: RESEARCH ON THE SILLA KINGDOM

Working with your teammates and using the information provided in your "Research Packet," determine the *key* pieces of information that you found about your topic. You may want to include answers to the questions in the packet as part of the "Important Information" below.

Expert Group	Important Information
<b>Geography</b>	
<b>History</b>	
<b>Politics</b>	
<b>Culture</b>	

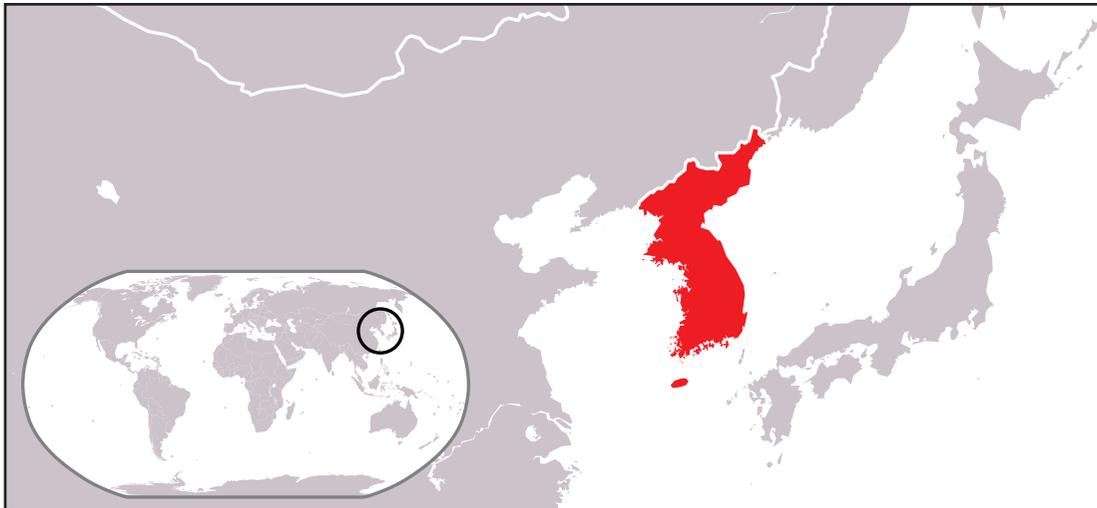
## EXPERT GROUP: GEOGRAPHY RESEARCH PACKET

The Silla Kingdom can be found on the Korean Peninsula. Examine the following maps and note important geographic features that would impact the ability to unify and control this region.

### MAP

#### Map of East Asia Showing the Korean Peninsula

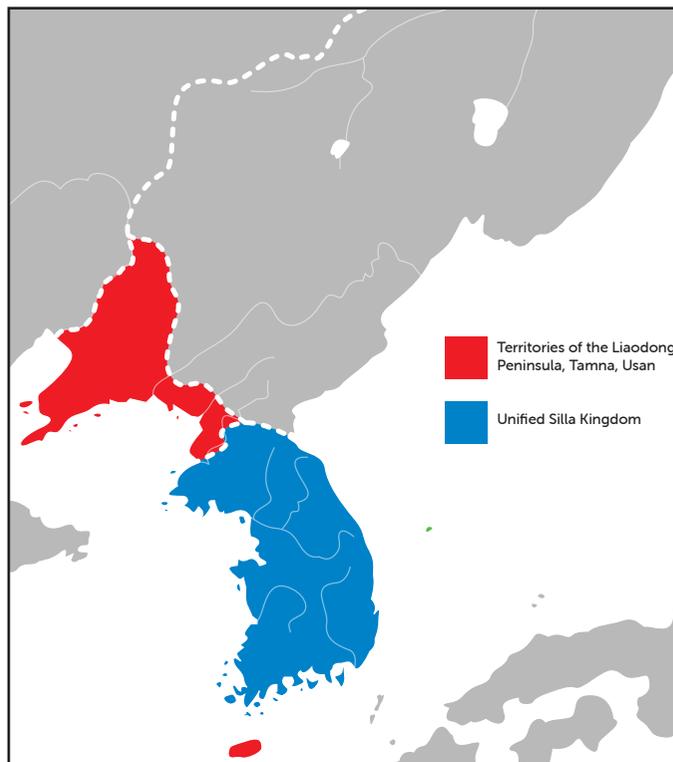
Source: Wikimedia Commons. <https://commons.wikimedia.org/w/index.php?curid=7271626>



### MAP

#### The Unified Silla Kingdom and the Territories of the Liaodong Peninsula, Tamna, and Usan

Source: Wikipedia. [https://en.wikipedia.org/wiki/Later\\_Silla#/media/File:Unified\\_Silla.svg](https://en.wikipedia.org/wiki/Later_Silla#/media/File:Unified_Silla.svg)



## MAP

# The Korean Peninsula

Source: Wikimedia Commons. <https://commons.wikimedia.org/w/index.php?curid=5196542>



### QUESTIONS TO CONSIDER WHEN STUDYING THE MAPS:

- ▶ What features would make it easy to travel through and control the Korean Peninsula?
- ▶ What features would make it difficult to travel through and control the Korean Peninsula?
- ▶ What other large empires are located near the Korean Peninsula? What role might the Silla Kingdom play in connecting these empires?
- ▶ Hypothesize: How does the geography of the Silla Kingdom relate to or impact the Silk Road?

## EXPERT GROUP: HISTORY RESEARCH PACKET

The Silla Kingdom was one of the Three Kingdoms that ruled the Korean Peninsula from the 1st century BCE to the 7th century CE. By 668 CE, the Silla had conquered the other two powerful kingdoms (the Goguryeo and the Baekje) to take complete control of the Korean Peninsula. With a strong hold over the entire region, the kingdom took the new title of Unified Silla and ruled until its fall in 935 CE. The Unified Silla were able to triumph over the larger and more powerful Goguryeo and Baekje kingdoms by allying themselves with the powerful Tang Dynasty that ruled China from 618 to 907 CE.

### MAP

#### The Three Korean Kingdoms

A map showing the three kingdoms (Goguryeo, Silla, and Baekje) and the Gaya confederation, which ruled Korea between the 1st and 7th centuries CE.

SOURCE: Ashraf Kamel, Creative Commons, 2016. <https://www.ancient.eu/image/5790/three-kingdoms-of-korea-map/>



Through joint efforts, the Silla were able to win control of the Korean peninsula, but the Tang Chinese quickly broke the alliance in an attempt to take Korea for themselves. In a series of battles, the Unified Silla were able to push the Chinese invasion back and take sole control by 676 CE.

After establishing their control, the Unified Silla Kingdom (668 - 935 CE) flourished and ushered in a period often described as a Golden Age for Korea. During this time, the largely agricultural kingdom became very prosperous with the development of gold and iron mines, as well as the creation of a sophisticated industry of hand-made crafts that was run by the royal government. The Silla Kingdom's capital, Gyeongju, grew to have a population that was likely over one million, rivaling the size of the Tang Dynasty capital of Chang'an and dwarfing London, which had a population of only between 10,000 and 12,000 at that time.

Despite the Silla's conflict with the Chinese, there was significant cultural, economic, and political contact between the two powerful neighbors. The Silla was part of the Tang Empire's tributary system, "under which neighboring states complied and participated in the 'tribute system' to secure guarantees of peace, investiture, and trading opportunities." This led not only to increased economic benefits for the Silla, but also a great deal of cultural exchange.

#### PAINTING

### Tributary envoys from Baekje, Goguryeo, and Silla

Painting produced in the 7th century CE by Yan Liben (c. 600–673).

Source: Wikimedia Commons. [https://en.wikipedia.org/wiki/Three\\_Kingdoms\\_of\\_Korea#/media/File:7th\\_century\\_painting\\_of\\_Koreans.png](https://en.wikipedia.org/wiki/Three_Kingdoms_of_Korea#/media/File:7th_century_painting_of_Koreans.png)



Ultimately, the Unified Silla Kingdom began to decline as powerful aristocratic families challenged the king for power, resulting in many civil wars within the kingdom. This weakness was later exploited and the Silla were conquered by the Goryeo dynasty.

SOURCE: Adapted from Sarah M. Nelson's *The Archaeology of Korea* 1993 (Cambridge: Cambridge University Press, 1993) and Ji-Young Lee's *China's Hegemony: Four Hundred Years of East Asian Domination* (New York: Columbia University Press, 2017).

### QUESTIONS TO CONSIDER ABOUT THE SILLA KINGDOM'S HISTORY

- ▶ What allowed the smaller Silla Kingdom to defeat its rivals and take control of the Korean peninsula?
- ▶ Why did the Tang Dynasty choose to align itself with the Silla Kingdom? What may it have been hoping to gain?
- ▶ Hypothesize: How does the history of the Silla Kingdom relate to or impact the Silk Road?

## EXPERT GROUP: POLITICS RESEARCH PACKET

Although the ruler of the Silla Kingdom of Korea was an absolute monarch, some of his or her powers could be regulated by a strong aristocracy. The "Hwabaek" was a royal council designed to aid the ruler in making important decisions. One of the most important decisions this council made was to advise the king to adopt Buddhism as the state religion in the sixth century. In the Silla Kingdom of Korea, Buddhist monks often served as spiritual mentors to leaders and the people viewed Buddhism as a religion that supported these rulers while the rules, likewise, supported Buddhism. One of the important features of Korean Buddhism was the public and social emphasis of the religion because it was used to maintain state power and protect the state.

After the Unified Silla Kingdom expanded and took control of the entire Korean peninsula in 668, the power of the monarchy was also increased by actions taken to limit the strength of the nobility. With increasing power and wealth gained from controlling the entire Korean peninsula, the monarch crushed any aristocrats seen as too powerful or as threats. The Unified Silla Kingdom also began to follow Chinese bureaucratic structures more closely to help in maintaining control over its large empire.

The government also controlled much of the economy for the Silla Kingdom. There were 14 state-controlled departments, each making different products including such items as cotton, leather, silk, ceramics and tiles, metal weapons, and more.

Source: Adapted from S. M. Nelson's *The Archaeology of Korea*, *op. cit.*, and Richard D. McBride's "Silla Buddhism and the Hwarang," *Korean Studies* vol. 34 (2010): 54-89.

### PHOTO

#### Gilt Bronze Statue of a Seated Maitreya

This example of bronze-work created in a Silla state-controlled department is a gilt-bronze statue of a seated Maitreya (the future Buddha). Silla, early 7th century CE.

Source: National Museum of Korea. Wikimedia Commons. [https://en.wikipedia.org/wiki/Gilt-bronze\\_Maitreya\\_in\\_Meditation\\_\(National\\_Treasure\\_No.\\_83\)#/media/File:Pensive\\_Bodhisattva\\_02.jpg](https://en.wikipedia.org/wiki/Gilt-bronze_Maitreya_in_Meditation_(National_Treasure_No._83)#/media/File:Pensive_Bodhisattva_02.jpg)



### QUESTIONS TO CONSIDER ABOUT THE SILLA KINGDOM'S POLITICS

- ▶ Why do you think that later Silla rulers chose to borrow many of the bureaucratic systems that the Tang Dynasty in China used?
- ▶ Why would a government choose to control many aspects of the economy, as was the case in the Unified Silla Kingdom? What could be possible benefits and drawbacks to this system?
- ▶ Hypothesize: How did the politics of the Silla Kingdom relate to or impact the Silk Road?

## EXPERT GROUP: CULTURE RESEARCH PACKET

The Unified Silla Kingdom (668-935 CE) played a key role in facilitating trade between China, Korea, and Japan by connecting these regional powers through overseas trade. Silla Koreans even created merchant communities where they lived in China to help manage trade between the three locations. These connections between East Asian regions helped in spreading not only trade goods, but also religious and cultural ideas. The Silla also ushered in a "Golden Age" for Korea and the Silla were renowned for their famous, intricately designed crowns and their large bronze-cast bells. Bells played an important role in the Buddhist religion to announce a call to services, so these were important not only to the Silla Koreans, but also to other regions where Buddhism was practiced.

Through Silk Road trade routes passing from India through China, the religion of Buddhism made its way to Korea. By the end of the 6th century CE, Buddhism had been declared the official religion of the Silla Kingdom. Several Korean Buddhist monks even traveled to China and India to study and learn more about the religion. Due to the Silla Kingdom's close ties with the Tang Dynasty in China, Confucianism also played a role in Korean society. Aristocrats hoping to gain roles as administrators in the government had to pass exams based on Confucianism, much like in China.

Another major contribution of the Silla Kingdom was the improvement of movable type woodblock printing. Although woodblock printing is believed to have been created in China, the Silla Kingdom was able to perfect this process and is credited with creating the oldest surviving woodblock printing, dating back to 751 CE. To create copies of important Buddhist and Confucian works, the Silla used this technology to produce thousands of woodblock prints. The entire Buddhist scriptures were even carved into wooden printing blocks, currently stored in South Korea. Further, the first known iron moveable type was not created by Johannes Gutenberg, as is commonly believed, but was created in Korea in 1377. The Jikji, a collection of Buddhist teachings by Seon master Baegun, was printed using iron movable type by his students Seok-chan and Daijam.

SOURCE: Adapted from S. M. Nelson's *The Archaeology of Korea*, *op. cit.*, Ji-Young Lee's *China's Hegemony: Four Hundred Years of East Asian Domination*, *op. cit.*, and J. Jones' "The Oldest Book Printed with Moveable Type is Not the Gutenberg Bible," *Open Culture*, July 11, 2019.

### PHOTO

#### Crown of the Silla Kingdom

This golden crown used by Silla rulers is one of the crowns of Silla. Found on Seobongchong, it is designated National Treasure No. 339 and is housed at the Gyeongju National Museum.

SOURCE: National Museum of Korea, Wikimedia Commons. <https://commons.wikimedia.org/w/index.php?curid=36514540>



PHOTO

## The Tripitaka Koreana

The Tripitaka Koreana, the whole of the Buddhist Scriptures carved onto 81,258 wooden printing blocks, are stored at the Haeinsa Temple (Temple of Reflection on a Smooth Sea), which is one of the foremost Chogye Buddhist temples in South Korea. The temple has been the home of the Tripitaka Koreana since 1398.

Source: Wikimedia Commons. <https://commons.wikimedia.org/w/index.php?curid=4575334>



### QUESTIONS TO CONSIDER ABOUT THE SILLA KINGDOM'S CULTURE

- ▶ What religious beliefs did the Silla Koreans practice? Where did these religions originate? How did they make their way into the Korean peninsula?
- ▶ Why were the Silla improvements in woodblock printing so important?
- ▶ Hypothesize: How did the culture of the Silla Kingdom relate to or impact the Silk Road?

# HANDOUT: WAS THE SILLA KINGDOM PART OF THE SILK ROAD?

## SOURCE 1

### The Silk Road (c. First Century)

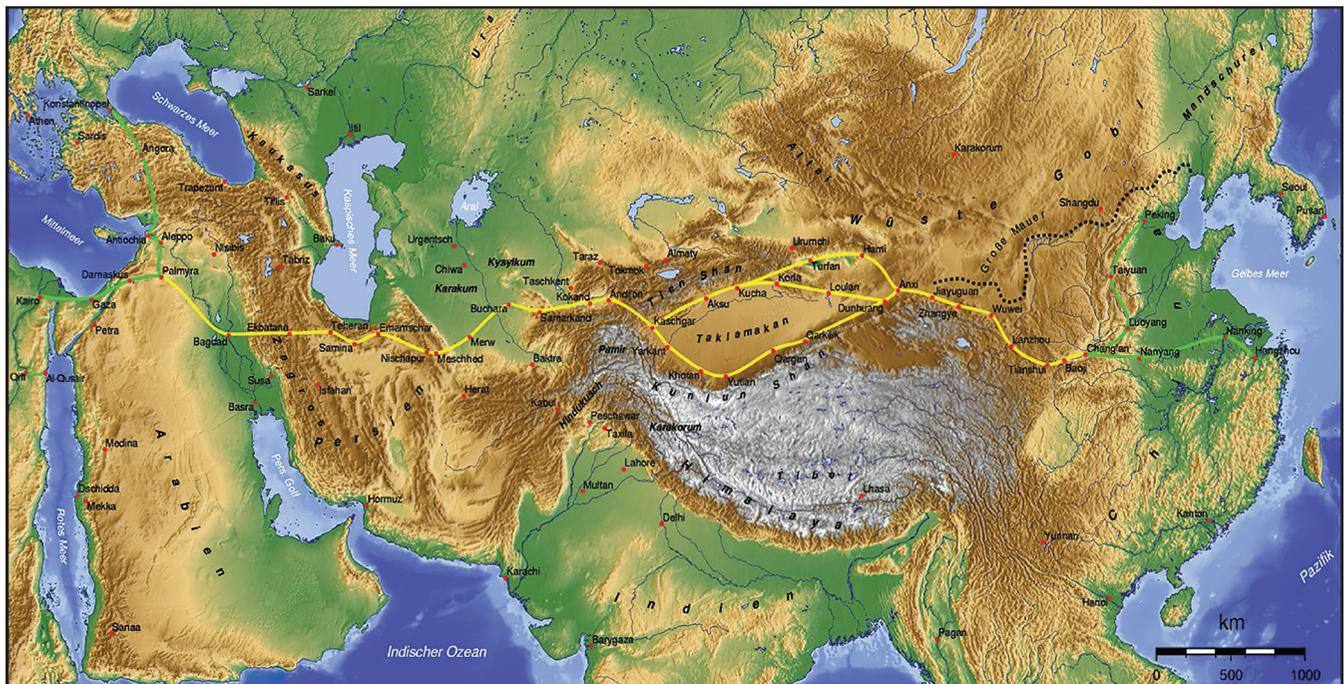
Source: Wikimedia Commons. <https://commons.wikimedia.org/w/index.php?curid=71237789>



## SOURCE 2

### Main Routes and Caravan Routes of the Silk Road

Wikipedia, By Kelvin Case. [https://en.wikipedia.org/wiki/Silk\\_Road#/media/File:SeidenstrasseGMT.JPG](https://en.wikipedia.org/wiki/Silk_Road#/media/File:SeidenstrasseGMT.JPG)



### SOURCE 3

## Gyeongju Certified as a Key Silk Road City

Universities' Network Recognizes Korean City as Part of the Ancient Route

By Chon Shi-yong, *Korean Herald*, September 27, 2019

ALMATY, Kazakhstan. The heads of a group of universities located on the Silk Road have certified that the Korean city of Gyeongju, which was the capital of the Silla Kingdom, was part of the ancient trade routes that connected the East and West....

The certificate noted that there are ample historical documents, diverse archaeological findings and cultural heritages that showed the Silla Kingdom (57 BC- AD 935), which flourished in Gyeongsangbuk-do, maintained economic, diplomatic and cultural relationships with countries like China and Japan in the East and other Silk Road countries such as India and Persia.

"Hence, we are hereby glad to recognize that Gyeongju City, which was the capital of the Silla Kingdom, and Gyeongsangbuk-do [should] be called 'an important Silk Road city' and 'an important Silk Road province,' respectively, having significant relevance to the history of the Silk Road," the certificate said.

The Silk Roads University Network (SUN), created five years ago to promote universities' role in reviving the spirit of the ancient Silk Road and contribute to peace and trans-border interactions and prosperity along the routes, also included the designation of Gyeongju and two more Korean cities as Silk Road sites in the "Almaty Manifesto," which the general assembly participants approved unanimously.

"Even as a trade route, the roads making up the Silk Road stretch far west from Rome, to the cities and towns of Portugal, England and even the Scandinavian Peninsula," the manifesto said.

"To the east, it runs through China and Mongolia to many large and small cities and towns on the Korean Peninsula, including Seoul, Pyongyang and Gyeongju, and those in Japan," it said. The trade route also embraced countries in West Asia like Turkey, Iran, and Afghanistan and those in Central Asia, such as Kazakhstan, Uzbekistan and Kyrgyzstan, all of which played the role of cultural and economic bridges between eastern and western parts of the Silk Road....

The SUN certificate and manifesto are based on historical facts and findings. Scholars maintained that the Gyeongju area had numerous traces of exchanges along the land and maritime Silk Road routes.

Archaeological materials excavated in Gyeongju include the Roman-style glassware, some of which is believed to have been produced in the Mediterranean coast in the 4th-5th century. Also found in Korea are Persian-style metallic objects and carpets and jewels made in Tashkent and Samarkand, and flavors, herbs and spices that originated from the Arabian Peninsula and the Western world....

#### SOURCE 4

### The Silk Road Trading Route

Source: World History Digital Education, July 2020.

The Silk Routes, also known as the Silk Road, were ancient trading routes that connected China and Western Europe. These routes carried goods, ideas, and technologies between the classical civilizations of the Roman Empire and the Han Dynasty in China. These routes lasted for over 1,000 years, spanning the rise and fall of many different powerful civilizations. Silk and jade traveled west from China, while gold, silver, wool, and glassware headed east from the Mediterranean. Religions such as Buddhism (from India), Islam (from Arabia), and Christianity (from the Mediterranean) also traveled along the Silk Road.

The 4,000 mile (6,400 kilometer) Silk Road originated in Xi'an (known as Chang'an at the time), an important city in China. It was part of a caravan system that traveled along the Great Wall of China heading to the northwest. It then bypassed the Taklamakan Desert and continued on through central Asia crossing Afghanistan to the Eastern Mediterranean Sea. From there, goods were then shipped across the Mediterranean into Europe and North Africa. Merchants rarely crossed the entire Silk Road; goods were instead traded in segments passing from one merchant to the next across this long distance.

As the Roman Empire declined and Europe faced increasing conflict with new powerful Islamic states in the Eastern Mediterranean and Central Asia during the period from about 900 to 1200 CE, the Silk Road became less safe and declined in importance. However, the route was revived under the control of the Mongols in the period between about 1200 and 1400 CE. The famous Venetian traveler, Marco Polo, traveled during this time from Italy to China along the Silk Road. This route is also believed to have been the main carrier for diseases spreading from Asia to Europe and Africa, including the Bubonic Plague (or Black Death) that killed large populations in China, Central Asia, India, the Middle East, and Europe.

# HANDOUT: WAS THE KOREAN SILLA KINGDOM INCLUDED ON THE SILK ROAD?

## NOTES AND OBSERVATIONS ON SOURCES 1-4

As you examine the sources, identify evidence that answers this question:

### Was Korea included on the Silk Road?

**SOURCE 1: PROVIDE AS MANY DETAILS, EXAMPLES, AND EVIDENCE AS POSSIBLE.**

<b>Korea WAS included on the Silk Road because:</b>	<b>Korea was NOT included on the Silk Road because:</b>

**SOURCE 2: PROVIDE AS MANY DETAILS, EXAMPLES, AND EVIDENCE AS POSSIBLE.**

<b>Korea WAS included on the Silk Road because:</b>	<b>Korea was NOT included on the Silk Road because:</b>

**SOURCE 3: PROVIDE AS MANY DETAILS, EXAMPLES, AND EVIDENCE AS POSSIBLE.**

**Korea WAS included on the Silk Road  
because:**

**Korea was NOT included on the Silk Road  
because:**

**SOURCE 4: PROVIDE AS MANY DETAILS, EXAMPLES, AND EVIDENCE AS POSSIBLE.**

**Korea WAS included on the Silk Road  
because:**

**Korea was NOT included on the Silk Road  
because:**

# EXIT TICKET: WAS THE KOREAN SILLA KINGDOM INCLUDED ON THE SILK ROAD?

**BRAINSTORMING SPACE (USE YOUR PREVIOUS NOTES/OBSERVATIONS TO HELP YOU!)**

<b>Korea SHOULD be included on the Silk Road because:</b>	<b>Korea should NOT be included on the Silk Road because:</b>

## **Conclusion**

Should the Korean Peninsula be included as part of the Silk Road? Why or why not? Support your answer using information from the sources your team studied and your notes above.

**MY ARGUMENT:**

## TEACHER KEY: DAY 1 PREPARATION HOMEWORK ACTIVITY

### TED-ED: THE SILK ROAD—CONNECTING THE ANCIENT WORLD THROUGH TRADE

Some examples of the important facts that students learned about the Silk Road from the video are:

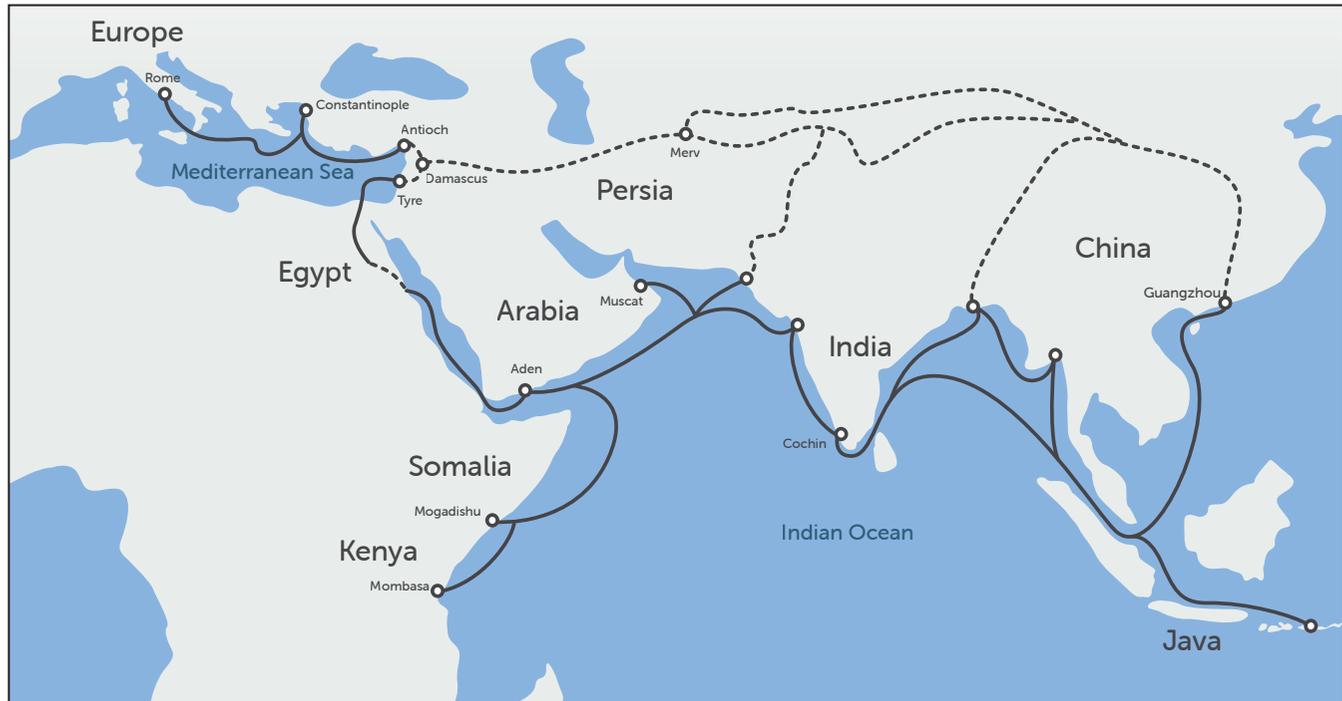
- ▶ The Silk Road was not a single road, but a network of routes that grew over centuries.
- ▶ As early civilizations grew, they began to interact more with nomadic peoples.
- ▶ Although some interactions were violent between the nomadic peoples and the civilizations, they still spread goods, ideas, and technologies between civilizations that had no direct contact with each other.
- ▶ The Persian Royal Road laid the groundwork for the early Silk Road and this was expanded even farther with Alexander the Great's expansion into Central Asia.
  - ▷ Greek, Egyptian, Persian, and Indian culture and trade now extended farther east than ever before, creating a connection between China and the west.
  - ▷ News of sophisticated civilizations, prosperous trade, and exotic goods reached Chinese emperors through connections with nomads to China's west.
  - ▷ Chinese emperors sent merchants toward India and Persia to trade silk and jade for horses and cotton and these merchants were protected by armies to ensure safe travel.
- ▶ Eastern and Western routes gradually grew interconnected with exchanges spanning Eurasia and allowing for greater and more extensive commercial and cultural connections than ever before.
  - ▷ The export of Chinese goods to Rome led to mass amounts of gold flowing out of Rome and caused a ban on silk in the Roman empire.
  - ▷ Roman glassware was highly prized in China.
- ▶ Demand for these highly desired goods that were being traded allowed the Silk Road to continue even after the fall of Rome and the rise and fall of many Chinese dynasties.
- ▶ Mongol rulers saw such value in the Silk Routes that they sought to protect them and the merchants who traded along these routes.
- ▶ Traditions, innovations, ideologies, and religions also spread along the Silk Road.
  - ▷ Buddhism from India into China, Korea, and Japan.
  - ▷ Islam from Arabia into South Asia.
  - ▷ Gunpowder from China into the Middle East, allowing for the creation of the Safavid, Mughal, and Ottoman Empires.
  - ▷ The compass, which was invented in China, ultimately allowed Europeans to avoid land routes and begin to make the Silk Road obsolete, leading to an Age of Exploration for Europe.

#### TEACHER NOTE

Although the video states this as a fact, most historians do not believe that Roman and Chinese soldiers ever came into direct contact, because the powerful Parthians and, later, Sassanids who held power in the central Asian steppes prevented direct contact between Roman and Chinese soldiers. You may want to correct this inaccuracy in the video for your students.

## THE LOCATION OF THE SILK ROAD IN THE POST-CLASSICAL ERA

Study the map below that shows the major Silk Road routes, and answer the questions that follow. On the map, the dotted lines signify the overland portions of the Silk Road and the solid lines signify the maritime portions of the Silk Road.



Source: Wikimedia Commons

- ▶ Based on the map above, what areas/regions of the Eastern Hemisphere are connected? Be specific.
  - ▷ **Mediterranean, Egypt, East Africa (Somalia, Kenya), Arabian Peninsula, Persia, Central Asia, India, Southeast Asia, East Asia (China)**
- ▶ What areas are not connected by the main routes of the Silk Road? Why might these regions be left out of this trade route? Explain with examples.
  - ▷ **Western Europe, West Africa, Northern Asia, Korea, Japan**
- ▶ Using the map and the information from the video, list ONE example of each of the following that spread along the Silk Road:
  - a. **Religion: Buddhism, Islam**
  - b. **Trade Items: silk, jade, horses, cotton, Roman glassware, gold**
  - c. **Technological Advances: crossbow, gunpowder, compass**

## TEACHER KEY: HOW DID THAT GET THERE?! HANDOUT

<b>Good/Technology/Religion</b>	<b>Origin</b>	<b>Destination</b>
<b>Silk</b>	China	Mediterranean
<b>Gold</b>	West Africa	China
<b>Buddhism</b>	India	Korea
<b>Compass</b>	China	Islamic World (Middle East)
<b>Horses</b>	Kazakhstan (Central Asia)	China
<b>Cotton</b>	India	Eastern Europe
<b>Islam</b>	Arabian Peninsula (Middle East)	Central Asia
<b>Ivory</b>	East Africa	China
<b>Furs</b>	Northern Europe	China
<b>Silver</b>	Persia	Mediterranean
<b>Gunpowder</b>	China	Islamic World (Middle East)

## TEACHER KEY: RESEARCH ON THE SILLA KINGDOM HANDOUT

Working with your teammates and using the information provided in your “Research Packet,” determine the key pieces of information that you found about your topic. You may want to include answers to the questions in the packet as part of the “Important Information” below.

Expert Group	Important Information
<b>Geography</b>	<ul style="list-style-type: none"> <li>▶ What features would make it easy to travel through and control the Korean Peninsula?               <ul style="list-style-type: none"> <li>▷ <b>Rivers, harbors, large coastline, flatlands to the west.</b></li> </ul> </li> <li>▶ What features would make it difficult to travel through and control the Korean Peninsula?               <ul style="list-style-type: none"> <li>▷ <b>Mountains at the top of the peninsula that run along the entire east coast.</b></li> </ul> </li> <li>▶ What other large empires are located near the Korean Peninsula? What role might the Silla Kingdom play in connecting these empires?               <ul style="list-style-type: none"> <li>▷ <b>China, Japan, Russia.</b></li> <li>▷ <b>The Peninsula allowed a land path from China to get much closer to reaching the islands of Japan.</b></li> </ul> </li> <li>▶ Hypothesize: How does the geography of the Silla Kingdom relate to or impact the Silk Road?               <ul style="list-style-type: none"> <li>▷ <b>If Korea and Japan wanted Silk Road goods or to be involved in trade on the Silk Road, the merchants could pass into Korea and continue on to Japan with their trade. This trade could also go in the opposite direction (out of Japan and Korea).</b></li> </ul> </li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>▶ What allowed the smaller Silla Kingdom to defeat its rivals and take control of the Korean peninsula?               <ul style="list-style-type: none"> <li>▷ <b>By allying themselves with the Tang Dynasty in China, the Silla were able to defeat the larger kingdoms in Korea.</b></li> </ul> </li> <li>▶ Why did the Tang Dynasty choose to align itself with the Silla Kingdom? What may it have been hoping to gain?               <ul style="list-style-type: none"> <li>▷ <b>By allying with a smaller kingdom, the Tang Dynasty may have wanted to be able to have some control over the Silla. Also, the Tang may have known that the Silla would need their help and would make a good partner. Finally, the Tang may have looked to use the alliance to help build trading routes from China to Japan, since the Silla were located on the tip of the Korean peninsula.</b></li> </ul> </li> <li>▶ Hypothesize: How does the history of the Silla Kingdom relate to or impact the Silk Road?               <ul style="list-style-type: none"> <li>▷ <b>Because the Silla Kingdom had valuable and desired trading goods and the wealth to purchase foreign items, the Silk Road expanded to pass into the Silla Kingdom. Further, the Silla Kingdom provided a route for merchants to continue on the Silk Road and reach all the way to the islands of Japan.</b></li> </ul> </li> </ul>

Continued on page 39

<p><b>Politics</b></p>	<ul style="list-style-type: none"> <li>▶ Why do you think that later Silla rulers chose to borrow many of the bureaucratic systems that the Tang Dynasty in China used? <ul style="list-style-type: none"> <li>▷ <b>Because the Tang Dynasty was so successful and powerful, it is likely that the Silla rulers wanted to copy some of its tactics for creating and maintaining control.</b></li> </ul> </li> <li>▶ Why would a government choose to control many aspects of the economy, as was the case in the Unified Silla Kingdom? What could be possible benefits and drawbacks to this system? <ul style="list-style-type: none"> <li>▷ <b>If the government controls the economy, it will have control of all of the wealth and production. This would keep any merchants or entrepreneurs from gaining enough wealth to challenge the rulers and aristocrats in Silla. A possible drawback is that there would not be the same incentive to develop new ideas or better production that someone working in this system would have because the government would not get an immediate benefit from those advancements. This system can impede creativity.</b></li> </ul> </li> <li>▶ Hypothesize: How did the politics of the Silla Kingdom relate to or impact the Silk Road? <ul style="list-style-type: none"> <li>▷ <b>The borrowing of ruling styles from the Chinese would likely lead to increased interaction with the Tang Dynasty by extending and expanding the Silk Road into Korea. Also, the Silla Kingdom's production of valuable goods would have increased trade along the Silk Road into and out of the Korean peninsula.</b></li> </ul> </li> </ul>
<p><b>Culture</b></p>	<ul style="list-style-type: none"> <li>▶ What religious beliefs did the Silla Koreans practice? Where did these religions originate? How did they make their way into the Korean peninsula? <ul style="list-style-type: none"> <li>▷ <b>Buddhism originating in India and Confucianism originating in China both made their way to Korea on the Silk Road trading routes. Confucianism may have become important due to Korea's close ties to the Tang Dynasty.</b></li> </ul> </li> <li>▶ Why were the Silla improvements in woodblock printing so important? <ul style="list-style-type: none"> <li>▷ <b>Woodblock printing in Korea improved upon the original version created in China. It allowed for the printing of copies of important Buddhist and Confucian texts.</b></li> </ul> </li> <li>▶ Hypothesize: How did the culture of the Silla Kingdom relate to or impact the Silk Road? <ul style="list-style-type: none"> <li>▷ <b>Koreans were both able to share their own culture and to absorb and adapt some aspects of other cultures who were trading along the Silk Road.</b></li> </ul> </li> </ul>

## TEACHER KEY: HANDOUT WITH NOTES AND OBSERVATIONS ON SOURCES 1-4 AND EXIT TICKET: WAS THE KOREAN SILLA KINGDOM INCLUDED ON THE SILK ROAD?

Working with your team, analyze the four sources provided to determine if you believe that the Silla Kingdom of Korea should be included as part of the Silk Road. Below is a place to write down notes and observations from each source and to brainstorm your argument.

Source 1 Notes/ Observations	Source 2 Notes/ Observations	Source 3 Notes/ Observations	Source 4 Notes/ Observations
The Silk Road map has connections to areas off the main route showing a much larger “Silk Road” trading network, which has Korea on the routes leading to Japan.	The traditional Silk Road map shows the route starting in the Mediterranean and ending in China.	The Korean city of Gyeongju, which was the Silla Kingdom’s capital, has been certified by several universities as a key Silk Road city. Many artifacts have been discovered showing that it was an important part of Silk Road trade.	The description of the Silk Road does not mention the inclusion of Korea or Japan.

### Brainstorming Space

<p>Korea should be included on the Silk Road because:</p> <ul style="list-style-type: none"> <li>▶ It played a key role in Silk Road goods, technologies, and ideas traveling through Korea and to Japan.</li> <li>▶ It sent Korean goods along the Silk Road to China and the west.</li> <li>▶ It has been recognized by top researchers and universities as being located on the Silk Road.</li> <li>▶ Artifacts of Silk Road trading goods have been found all over Korea.</li> </ul>	<p>Korea should not be included on the Silk Road because:</p> <ul style="list-style-type: none"> <li>▶ Traditionally, it was not considered to be located on the Silk Road.</li> <li>▶ The amount of goods that flowed along the Silk Road were not as extensive past Xi’an into Korea and beyond.</li> <li>▶ Trade occurring into Korea could simply be considered as a different, additional trade route and not specifically the Silk Road.</li> </ul>
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Should the Korean Peninsula be included as part of the Silk Road? Why or why not? Support your answer using information from the sources your team studied and your notes above.

**MY ARGUMENT:**

▶ The Korean Peninsula should be included as part of the Silk Road because it played an important role in transferring Silk Road goods, technologies, and ideas to both China and westward as well as to Japan. Further, modern-day researchers and universities have concluded that the Silk Road did extend into Korea and that the capital of the Silla Kingdom, Gyeongju, was part of the Silk Road. Finally, the discovery of multiple artifacts that traveled along the Silk Road in Korea shows that it was a key part of this trading network.

A large, stylized number '2' is the central graphic. It is composed of two overlapping shapes: a light red, semi-transparent shape that forms the upper and right portions, and a darker red, solid shape that forms the lower and left portions. The overall design is minimalist and modern.

# HISTORY MODULE

DAY 2:  
WHAT ROLE DID THE  
SILK ROAD PLAY IN BRINGING  
BUDDHISM TO SOUTH KOREA?

# HISTORY MODULE OVERVIEW

## SKILL FOCUS

**Change and Continuity Over Time; Making Claims; Analyzing Evidence in Sources**

## CONTENT

**Expansion of Trade Through Silk Road Connections; Spread of Buddhism to the Korean Peninsula**

### Did The Silk Road Really “End” in China?

DAY 1

#### CLASS ACTIVITY

##### **Understanding the Connections of the Silk Road and the Korean Kingdom of Silla**

Working collaboratively, students will examine what goods, technologies, and cultural beliefs spread along the Silk Road and how they impacted various cultures, with a specific focus on the Korean peninsula. Students will also learn about the Silla Kingdom in Korea and study its connection to the Silk Road. Finally, working in teams, students will analyze a variety of sources to develop an argument about whether or not the Silk Road actually extended beyond the traditional terminus of Chang’an (Xi’an) in China.

#### CHECK FOR UNDERSTANDING

**Exit Ticket:** Students will develop an argument and provide supporting evidence to determine if the Silk Road extended beyond the traditional ending point in China.

### What Role Did the Silk Road Play in Bringing Buddhism to South Korea?

DAY 2

#### CLASS ACTIVITY

##### **Tracing the Spread of Buddhism into Korea and the Role of Syncretism in Korea’s Adoption of the Religion**

Students will work collaboratively to study the spread of Buddhism out of India and into different areas of East and Southeast Asia by examining how different cultures and regions represented the Buddha. This examination of the way in which regions developed different versions of the Buddha will help students to learn about the concept of syncretism and discover the role it played in the adoption of this religious belief system. Finally, students will compare Buddhism in India with Buddhism in Korea to identify similarities and differences and to identify examples of syncretism.

#### CHECK FOR UNDERSTANDING

**Exit Ticket:** Students will compare Buddhist images and temples from India and Korea to determine similarities and differences and to identify examples of syncretism seen in Korean Buddhism.

DAY 3

### Assessment

#### **Short Essay Response**

Now that students have explored the Silk Road and the spread of Buddhism, students will explain how Korea was a part of the Silk Road that stretched from India to Japan.

# HISTORY MODULE SOURCES

DAY 1	Stimulus Type	Description	Page
	Map	Routes of the Silk Road	17
	Research Packet	Expert Group: Geography Research Packet	22
	Map	Map of East Asia Showing the Korean Peninsula	22
	Map	The Unified Silla Kingdom and the Territories of the Liaodong Peninsula, Tamna and Usan	22
	Map	The Korean Peninsula	23
	Research Packet	Expert Group: History Research Packet	24
	Map	The Three Korean Kingdoms	24
	Painting	Tributary envoys from Baekje, Goguryeo, and Silla	25
	Research Packet	Expert Group: Politics Research Packet	26
	Photo	Gilt Bronze Statue of a Seated Maitreya	26
	Research Packet	Expert Group: Culture Research Packet	27
	Photo	Crown of the Silla Kingdom	27
	Photo	The Tripitaka Koreana	28
	Map	The Silk Road (c. First Century)	29
	Map	Main Routes and Caravan Routes of the Silk Road	29
	Article	Gyeongju Certified as a Key Silk Road City	30
Article	The Silk Road Trading Route	31	

DAY 2	Stimulus Type	Description	Page
	Timeline and Text	The Spread of Buddhism and Division into Theravada and Mahayana Sects	52
	Map	Map of the Expansion of Buddhism	53
	Photo	Statue of Buddha, Belur Caves, India	54
	Photo	Carving of Buddha, Feilai Feng, China	54
	Photo	Bronze Statue of Buddha, Sinheungsa, South Korea	55
	Photo	Golden Gilded Reclining Statue of Buddha, Kratié, Cambodia	55
	Map	Blank Map of East Asia	57
	Article	Buddhism's Introduction to Korea	59

DAY 3	Stimulus Type	Description	Page
	Text Excerpt	Thinking about "Korean Buddhism"	79
	Text Excerpt	Korean Buddhism Has Its Own Unique Characteristics Different From Other Countries	80
	Photo	Maha Bodhi Temple, Bodhgaya, India	83
	Photo	Haeinsa Temple, Gayasan Mountain National Park, South Korea	83
	Photo	Chugu-ji Hondo Buddhist Temple in Ikaruga, Nara, Japan	83
	Photo	Korea's gilt-bronze pensive bodhisattva, National Treasure No. 78 [National Museum of Korea]	84
Photo	Japan's wooden Maitreya in meditation from Chugu-ji Temple [exhibited at the National Museum of Korea]	84	

## DAY 2

BASED ON A 60-MINUTE CLASS

### How Did Buddhism Come to South Korea?

#### HISTORICAL REASONING SKILLS

#### Change and Continuity Over Time, Making Claims, and Analyzing Evidence in Sources

#### OVERVIEW

Students will build off of the knowledge they gained in the History Day 1 activities and begin to analyze changes and continuities that occurred in Korea due to the introduction and rise of Buddhism as a major religion. Students will begin by examining different images of the Buddha and attempting to discern similarities and differences. They will also attempt to identify the region where they would expect to find each of these depictions of the Buddha. To conclude the lesson, students will review a variety of different sources to discern how the adoption of Buddhism in Korea was an example of syncretism.

#### MATERIALS NEEDED:

##### IN-CLASS ACTIVITY

- ▶ Day 1, Activity 3 Handout: Was the Korean Silla Kingdom Included on the Silk Road? (1 per student, pp. 32–33); students should have completed this from the Day 1 lesson.)
- ▶ Activity 2 Handout: Video with Background Information on Buddhism (1 per student, p. 51)
- ▶ Activity 2 Video: “Eastern Philosophy: The Buddha” (5:43 in length)
- ▶ Activity 2 Video (optional): “Buddha and Ashoka: Crash Course World History #6” (12:16 in length)
- ▶ Activity 3 Handout: The Spread of Buddhism and Its Division into Theravada and Mahayana Sects (1 per student, p. 52)
- ▶ Activity 3 Map of the Expansion of Buddhism (1 per team of 4 students, p. 53)
- ▶ Activity 3 Handout: Images of Buddhist Statues, Source 1; Source 2; Source 3; and Source 4 (1 of each per team of 4 students, pp. 54–55)
- ▶ Activity 3 Handout: Comparisons of the Buddhist Statues (1 per student, p. 56)

- ▶ Activity 3 Handout: Where Did Buddhism Spread? (1 per student, pp. 57–58)
- ▶ Activity 4 Reading: Syncretism and the Spread of Buddhism (1 per student, pp. 59–60)
- ▶ Activity 4 Handout: Focus on Korea—Syncretism and Buddhism (1 per student, pp. 61–62)

##### TEACHER ANSWER KEYS

- ▶ Day 1, Activity 3 Handout: Was the Korean Silla Kingdom Included on the Silk Road? (From the Day 1 lesson, p. 40)
- ▶ Activity 2 Handout: Video with Background Information on Buddhism (pp. 63–64)
- ▶ Activity 3 Handout: Comparisons of the Buddhist Statues (p. 65)
- ▶ Activity 3 Handout: Where Did Buddhism Spread? (p. 66)
- ▶ Activity 4 Handout: Focus on Korea—Syncretism and Buddhism (pp. 67–68)
- ▶ Activity 4 Reading: Syncretism and the Spread of Buddhism (p. 69)

## SEQUENCE OF INSTRUCTION

### CLASS ACTIVITY 1 OF 5: SHOULD KOREA BE INCLUDED AS PART OF THE SILK ROAD?

WARM UP/INTRODUCTION (5 MINUTES)

#### CLASSROOM DEBATE

Building off the Check for Understanding activity from History Day 1 (p. 15), students will be asked to argue either for or against the inclusion of the Silla Kingdom of Korea in what is termed the Silk Road. Students should use the information they gathered in their groups during the previous class as evidence to support their arguments.

#### ACTIVITY PROCEDURE

- ▶ Ensure that students have their completed copy of the Handout from the Day 1 lesson (Was the Korean Silla Kingdom Included on the Silk Road?) Teachers may have collected this as an Exit Ticket at the end of the previous lesson or allowed students to complete it as a homework assignment.
- ▶ Begin by having students close their eyes and put their heads down on their desk. Tell the students you are taking a poll as to whether students argued that the Korean Silla Kingdom was part of the Silk Road or if they thought it was not part of the Silk Road. Count the two sets of responses and put the tally on the board.
- ▶ Next, call on students to share specific evidence they used to support their position. Be sure to be balanced in calling on students who supported both arguments. Allow a few students to share evidence they provided for their arguments.
- ▶ Conclude the activity by conducting another poll to see if students have changed their minds on whether the Silla Kingdom was part of the Silk Road. Ask students to consider the arguments and evidence that their peers presented and see if this has changed their original beliefs. Tally this vote and compare it to the original numbers.
  - ▷ If there was a change in the numbers, ask students to explain what caused them to change their position. If no one changed their position, ask students why the evidence that was provided was not strong enough to cause them to reconsider their beliefs.

For suggested answers, see the Teacher Key to the Handout “Was the Korean Silla Kingdom Included on the Silk Road?” (p. 40).

#### TEACHER NOTES

Most scholars today recognize that the Silla Kingdom was a part of the Silk Road network and played a vital role in transferring goods, technologies, and culture throughout East Asia. Depending on what your students argued, you may want to share this information so that students understand that the Korean Silla Kingdom was a part of the Silk Road.



#### TEACHING TIP

When polling your students during this activity, instead of having students close their eyes and raise hands you could use technology like Poll Everywhere or Socrative to accomplish the same goal.

## CLASS ACTIVITY 2 OF 5: BACKGROUND INFORMATION ON BUDDHISM AND THE SPREAD OF BUDDHISM

CLASS ACTIVITY (10-15 MINUTES)

### VIDEO, GROUP COLLABORATION, DISCUSSION

Students will watch a School of Life video discussing the foundations and origins of Buddhism. This activity is designed to give students more information and background on Buddhism and will prepare them for the subsequent activities.

#### ACTIVITY PROCEDURE

- ▶ Arrange students into teams of five for the remaining class activities.
- ▶ Prior to watching the video, students will individually write down three facts that they know about Buddhism in the left column on the Handout about the Video with Background Information on Buddhism (p. 51). Encourage students to make guesses about the religion if they do not have any concrete knowledge. (2 minutes)
- ▶ Next, as a class, watch the School of Life video which can be found at <https://youtu.be/ti1Bs32zN7I>. Students should add at least five new facts they learned in the right column while they are watching the video. (6 minutes)
- ▶ Working in their teams of five, have students discuss the information they added to their Handout about the Video with Background Information on Buddhism. Encourage students to add the additional information that they learned from their teammates to their own handout. (4 minutes)
  - ▷ Communicate that the teacher will select a team member to share their findings, so all team members need to be prepared to share the team's conclusions.
  - ▷ Set a timer for four minutes to complete their group discussion.
  - ▷ For students who may struggle with language or confidence speaking in front of peers, you can provide the following sentence stems to help with structure:
    - One thing that I thought was interesting about Buddhism was...
    - One thing that I learned about Buddhism was...
- ▶ Conclude the activity by having each team share with the class one of the "new things" they learned from watching the School of Life video. (3 minutes)

For suggested answers, see the Teacher Key to the Handout on the Video with Background Information on Buddhism (p. 63–64).

#### TEACHER NOTES

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



### TEACHING TIP

While the School of Life video provides a great overview of the origins and spread of Buddhism, at times it moves quickly and it is often hard for students to catch all of the important concepts discussed. It is beneficial to slow down the playback on the video and turn on the closed captioning feature when watching the video. Most YouTube videos have closed captioning which can help English Language Learners. You can also choose to pause the video as students are working through the handout.

Some students will benefit from hearing the same information presented in different formats. If you would like to provide your students some additional background on Buddhism and its spread, a John Green Crash Course video is also excellent in providing an overview (<https://www.youtube.com/watch?v=8Nn5uqE3C9w>). While this video is slightly longer, students often enjoy these Crash Course videos because of John Green's humor. The Handout on the Video with Background Information on Buddhism can easily be adapted to fit the Crash Course video by changing the video names in the initial instructions.

## CLASS ACTIVITY 3 OF 5: COMPARISONS OF BUDDHIST STATUES

CLASS ACTIVITY (30 MINUTES)

### SOURCE ANALYSIS

Students will examine four different images of Buddhist statues to identify similarities and differences in these depictions. Working collaboratively, student teams will hypothesize why each of these renderings of the Buddha contains different features. Teams will complete the activity by presenting their hypothesis to their classmates.

### ACTIVITY PROCEDURE

- ▶ In teams of four, begin the activity by providing each student with a copy of the Handout on The Spread of Buddhism and Division into Theravada and Mahayana Sects (p. 52). Each group will also need at least one copy of the Map of the Expansion of Buddhism (p. 53) to share (or you can provide one for each student).
- ▶ Have students individually read the information about the development of the Theravada and Mahayana sects of Buddhism. Once they have finished the reading, have them work with their teams to examine the map tracing the spread of Buddhism. Explain to students that both of these handouts will be useful in completing the next part of this activity. (5 minutes)
- ▶ Teams will be examining four different images of the Buddha to discern similarities and differences. They will be recording their findings on the Comparisons of the Buddhist Statues Handout (p. 56).
- ▶ Provide each team with the Images of Buddhist Statues Handout: Sources 1, 2, 3 and 4 (pp. 54-55). Assign one of the images to each student in the group and have them write down notes and observations from examining their assigned image in the space provided on the handout. (4 minutes)
  - ▷ Explain to students that it is important to examine the images carefully and to be thorough in their notes and observations. The handout provides students with suggestions on what to look for when making their observations (such as clothing styles, facial features, and the Buddha's position).
- ▶ Next, have each student share their images and observations with their fellow teammates. As teams are introduced to all four images, have them identify similarities and differences in the images. They should write these down on the chart in their Comparisons of the Buddhist Statues Handout on page 56. (5 minutes)

- ▷ It is important to make it clear to students that all of the images are depictions of the Buddha. While students should note the more obvious similarities and differences, encourage them to look deeper to find more subtle nuances in the depictions that may account for similarities or differences.
- ▶ After teams have identified and discussed similarities and differences among the four images of the Buddhist statues, instruct them to brainstorm reasons as to why differences exist in images of the same Buddha. Instruct teams to include a justification of their hypothesis with specific references from the images. While the team will create a hypothesis together, have students individually write these down in the space provided on the Comparisons of the Buddhist Statues Handout. (8 minutes)
- ▶ Next, instruct the teams to identify where on the map they believe each of these images of the Buddha would be found in South Asia, Southeast Asia, and East Asia.\* Have them add the corresponding number of the image to the location where they believe it would be found on the map in the Where Did Buddhism Spread? Handout (p. 57–58). For each choice, teams should explain the reasons for choosing that location in the space provided on the second page. (5 minutes)
- ▶ Call on different teams to share their hypotheses and location choices with their classmates. Encourage other teams to ask questions or challenge the different hypotheses and locations being presented. (3 minutes)

For suggested answers, see the Teacher Key to the Comparisons of Buddhist Statues Handout (p. 65) and the Teacher Key to the Where Did Buddhism Spread? Handout (p. 66).

### TEACHER NOTES

Some students will complete their analysis of their assigned image very quickly by only providing cursory details. During this part of the activity, walk around the classroom and prompt students who only have a few details in their image analysis chart to add additional observations. Direct them to look at clothing styles, facial features, and the Buddha’s position if they need guidance. You can use sentence stems to help struggling students (“This image of the Buddha’s hairstyle looks...” “This image of the Buddha’s clothing looks...”).

Some students may begin to touch on the idea of syncretism taking place in the spread of Buddhism to new locations. This is a topic that will be discussed in the next class activity, so any insights students provide can be referenced later in the lesson.

While this distinction is not necessary for students to complete the lesson, it is likely that some of the statues are actually bodhisattvas and not the historical Buddha. As students have read in the Handout on the Spread of Buddhism and Its Division into Theravada and Mahayana Sects, Mahayana Buddhism has bodhisattvas, or those who could attain enlightenment like the historical

\* The first image (Source 1) is a statue of the Buddha near the Belum Caves, India (photograph from Wikimedia Commons, [https://commons.wikimedia.org/wiki/File:Buddha%27s\\_statue\\_near\\_Belum\\_Caves\\_Andhra\\_Pradesh\\_India.jpg](https://commons.wikimedia.org/wiki/File:Buddha%27s_statue_near_Belum_Caves_Andhra_Pradesh_India.jpg)); the second (Source 2) is a carving of the Buddha in the Feilai Feng Caves, China (photograph from Wikimedia Commons, [https://commons.wikimedia.org/wiki/File:Maitreya\\_and\\_disciples\\_carving\\_in\\_Feilai\\_Feng\\_Caves.jpg](https://commons.wikimedia.org/wiki/File:Maitreya_and_disciples_carving_in_Feilai_Feng_Caves.jpg)); the third (Source 3) is a bronze statue of the Buddha at Singheungsa Temple in Gangwon Province in South Korea (photograph from Wikimedia Commons, [https://commons.wikimedia.org/wiki/File:Korea-Sinheungsa-Bronze\\_Buddha-02.jpg](https://commons.wikimedia.org/wiki/File:Korea-Sinheungsa-Bronze_Buddha-02.jpg)); and the fourth (Source 4) is a golden gilded reclining statue of the Buddha at Sambok Mountain in Kratié, Cambodia (photograph from Wikimedia Commons, <https://commons.wikimedia.org/w/index.php?curid=60924655>).

Buddha, but chose to stay in the cycle of rebirth (*samsara*) to help others to achieve enlightenment. Historically, most East Asian cultures have had their own national bodhisattvas as they moved further from Indianized Buddhism toward indigenous beliefs and practices. While some students may make this connection when comparing the Buddhist statues, it does not impact the goal of this activity. The key point to emphasize is that art in general and Buddhist statues in particular often reveal syncretism as they allow the people of different cultures to have their own “Buddha.” Incorporating bodhisattvas is a commonality in Mahayana Buddhism and the particular depiction of the bodhisattva reveals aspects unique to each culture, or evidence of syncretism.



#### TEACHING TIP

Requiring teams to justify the reasoning behind their hypotheses will encourage them to think through their arguments and ensure that they can provide supporting evidence. Since this is a key element promoting the use of higher level thinking skills, practicing this skill often will lead to greater success.

## CLASS ACTIVITY 4 OF 5: SYNCRETISM AND THE SPREAD OF BUDDHISM

CLASS ACTIVITY (5-10 MINUTES)

### DEFINING, SOURCE ANALYSIS, TEAM DISCUSSION

Students will learn the definition of syncretism and develop an understanding of this concept by studying some well-known examples of syncretism. Students will also discover how Buddhism first came to Korea, how it blended with traditional Korean cultural beliefs, and why it was adopted as the state religion.

#### ACTIVITY PROCEDURE

- ▶ In the previous activity, students likely provided a wide range of reasons for the differences in the Buddha’s appearance in the four images. While a variety of different answers and responses are correct, it is essential for students to understand that syncretism plays a big role in the reasons behind both the similarities and differences that are seen.
- ▶ Distribute the Reading on Syncretism and the Spread of Buddhism (pp. 59–60). Have students read the short article and answer the questions about the reading. (4 minutes)
- ▶ Allow teams to compare their answers to the three questions from the reading. (1 minute)
- ▶ Read this example of syncretism that is provided for students in the Focus on Korea—Syncretism and Buddhism Handout (pp. 61–62):
  - ▷ One famous Western European example of syncretism was the inclusion of the Germanic tradition of decorating homes with fir trees (and later decorating the trees themselves) to celebrate the Winter Solstice. When Christianity spread into Germanic regions, this tradition was incorporated into the Christian celebration of Christmas and ultimately led to the now common practice of decorating a Christmas tree as a celebration of Jesus’ birth.
- ▶ Have students make a guess as to what the word “syncretism” means, based on the example provided and write it on their Focus on Korea—Syncretism and Buddhism Handout. (2 minutes)
- ▶ After students have made their own attempts at defining syncretism, read the following definition to students and have them record the definition on their Focus on Korea—Syncretism and Buddhism Handout:

- ▷ “Syncretism is the combining of different beliefs and cultures. It often involves the merging of cultural traditions with a new religious belief, but it can also be applied to art and architecture. When religions spread, this asserts an underlying unity and allows for an inclusive approach to other faiths.”
- ▷ To make it easier to process, you can add this shorter explanation:
  - “Syncretism is the process of blending different cultural features to form something new.”
- ▶ Then students should brainstorm with their teammates other examples of syncretism, adding them to their Focus on Korea—Syncretism and Buddhism Handout. (1-2 minutes)
- ▶ Share some of these examples identified by students with the larger class. (1-2 minutes)

For suggested answers, see the Teacher Key to the Focus on Korea—Syncretism and Buddhism Handout (pp. 67–68).

### TEACHER NOTES

Some students may struggle in coming up with other examples of syncretism for this activity. You can provide assistance by encouraging students to think of any examples where two cultures have come together and created something new. An easily understood example you can share is the idea of Tex-Mex food—a blending of Texas and Mexican cuisines.

## CLASS ACTIVITY 5 OF 5: CHECK FOR UNDERSTANDING

CLASS ACTIVITY (5 MINUTES)

### EXIT TICKET

As an exit ticket to this lesson, students will revisit some of the images they examined in Class Activity 3. Using their new understanding and knowledge of the concept of syncretism, students will attempt to point out specific evidence showing how syncretism can be seen in these images.

### ACTIVITY PROCEDURE

- ▶ Have students look at the two images on the second page of the Focus on Korea—Syncretism and Buddhism Handout. These are images that students already examined during Activity 3, but with their new knowledge about syncretism and the spread of Buddhism to Korea, students will re-examine these images.
- ▶ After students look at the images again, have them complete the chart, identifying similarities and differences and providing evidence of syncretism as seen in the two statues. Collect the student responses as an exit ticket as students leave the class.
- ▶ If you do not have enough time to complete this during class, students can complete this Check for Understanding Activity as homework.

For suggested answers, see the second page of the Teacher Key to the Focus on Korea—Syncretism and Buddhism Handout (pp. 67–68).

# HANDOUT: BACKGROUND INFORMATION ON THE BUDDHISM VIDEO

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

## SCHOOL OF LIFE: EASTERN PHILOSOPHY—THE BUDDHA

Watch the short School of Life video on Buddhism. Before watching the video, write down at least three things you know about Buddhism. After watching the video, add at least five additional things that you learned and correct any misconceptions you made in your “What I knew before the video!” section.

<https://www.youtube.com/watch?v=tilBs32zN7I>

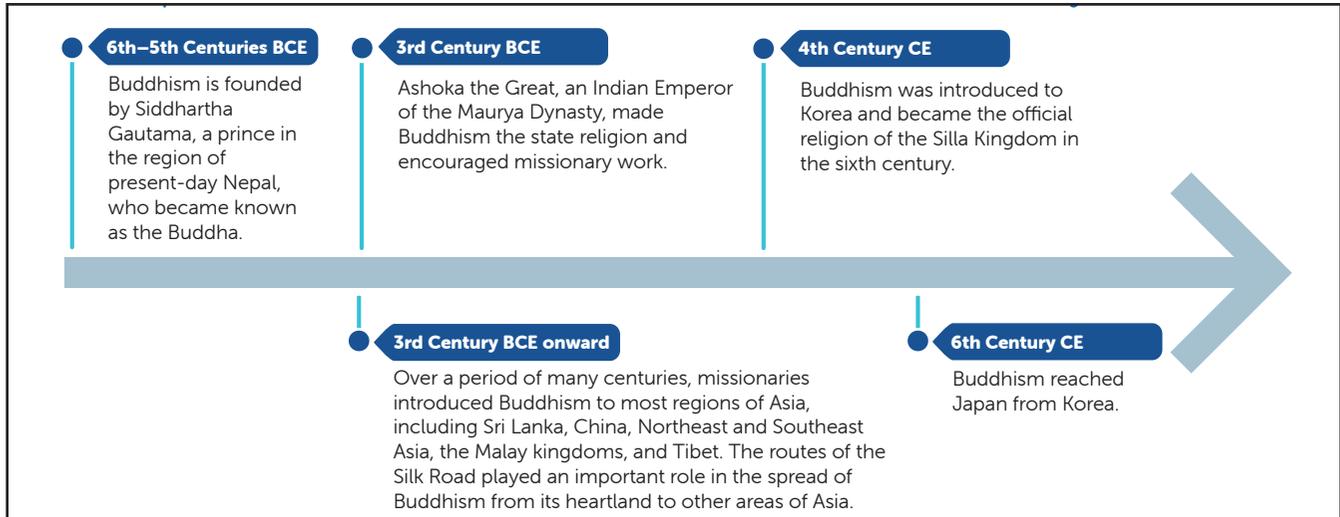
What I knew before the video	New facts that I learned about Buddhism by watching the video
1	1
	2
2	3
	4
3	5
Additional Notes/Info:	Additional Notes/Info:

# HANDOUT: THE SPREAD OF BUDDHISM AND DIVISION INTO THERAVADA AND MAYAHANA SECTS

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

## TIMELINE AND TEXT

### The Spread of Buddhism and Division into Theravada and Mayahana Sects



See the map on the next page for the geographical spread of Buddhism.

As Buddhism spread across Asia and diffused into new regions, the religion broke into two main branches: Theravada Buddhism and Mahayana Buddhism. Each of these branches had slightly different understandings of Buddhism and spread to distinctly different areas.

#### **Theravada Buddhism**

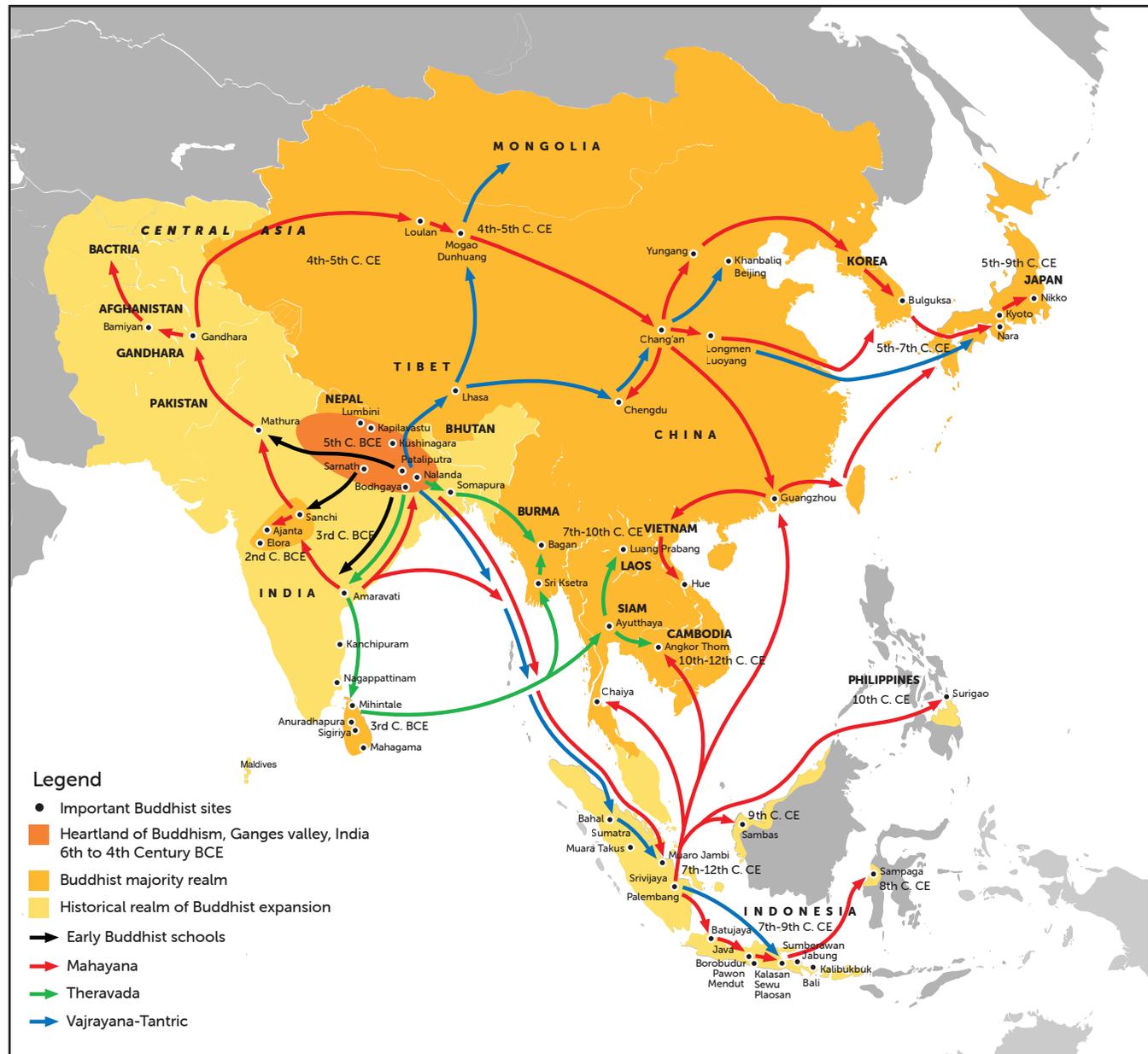
Theravada Buddhism is the older of these two branches and adherents attempt to follow the teachings of the Buddha exactly, often becoming monks or nuns. The Theravada Buddhist goal is to become an *arhat*, someone who follows the Eightfold Path to extinguish greed, hatred, and ignorance and become enlightened. In Buddhism, enlightenment leads to *nirvana*, a state in which greed, hatred, and ignorance are extinguished, and there is freedom from the cycle of rebirth known as *samsara*. Theravada Buddhism first spread from India to Sri Lanka, and then took a strong hold in Southeast Asia in the states of Thailand, Laos, Cambodia, and Burma.

#### **Mahayana Buddhism**

Mahayana Buddhists also believe that they can reach enlightenment by following the teachings of the Buddha. However, the goal of a Mahayana Buddhist is to become a *bodhisattva*. A bodhisattva has achieved enlightenment, but often will choose to stay in the cycle of rebirth (*samsara*) to help others to achieve enlightenment as they have already done. Mahayana Buddhism spread initially north into Tibet, then entered China and spread to Korea, Japan, and Vietnam.

## MAP Map of the Expansion of Buddhism

Source: Wikimedia Commons. <https://commons.wikimedia.org/w/index.php?curid=30905152>



The map shows the Buddhist expansion from the Buddhist heartland in northern India starting in the 5th century BCE to areas with a Buddhist majority (orange). It also shows the historical extent of Buddhist influences (yellow). Theravada Buddhism and Mahayana Buddhism are described in the text on the previous page. Vajrayana-Tantric Buddhism was a smaller offshoot of Mahayana Buddhism that developed first in India but became most popular in Tibet. Its followers sought to recapture the enlightenment experience of the Buddha.

## HANDOUT: IMAGES OF BUDDHIST STATUES

Examine the images of the Buddhist statues. Note the details (such as clothing styles, facial features, and the Buddha's position) that you observe in the space below.

**SOURCE 1**  
Statue of Buddha



**Source 1: Notes and Observations**

**SOURCE 2**  
Carving of Buddha



**Source 2: Notes and Observations**

SOURCE 3

Bronze Statue of Buddha



**Source 3: Notes and Observations**

SOURCE 4

Golden Gilded Reclining Statue of Buddha



**Source 4: Notes and Observations**

# HANDOUT: COMPARISONS OF THE BUDDHIST STATUES

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

## COMPARING BUDDHIST STATUES

Notes and Observations on Buddhist Statues			
Source 1	Source 2	Source 3	Source 4
			

Similarities and Differences in the Images	
Similarities	Differences

### Team Hypothesis

Why would the Buddha be depicted differently in the images?

## HANDOUT: WHERE DID BUDDHISM SPREAD?

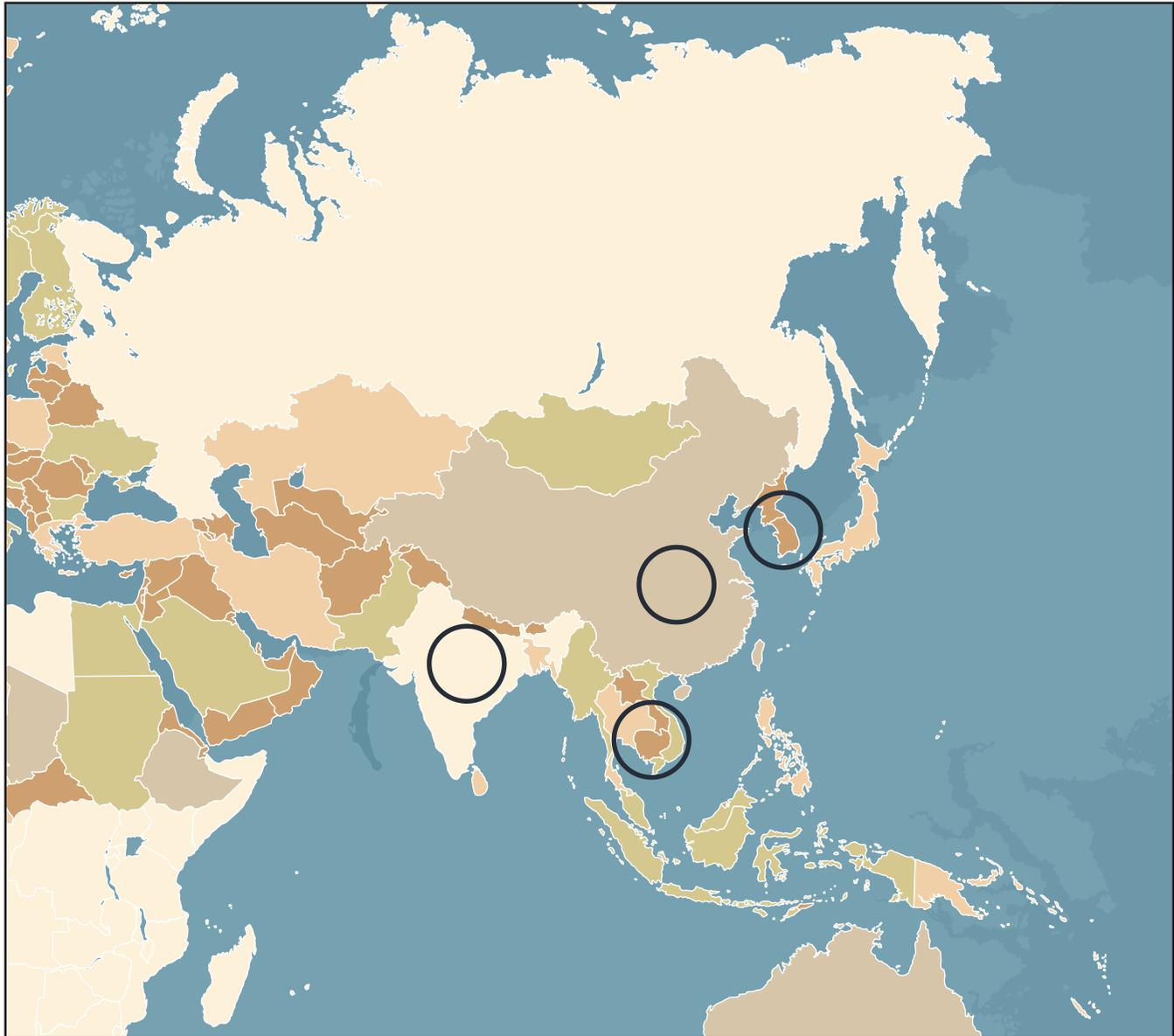
### WHERE DID BUDDHISM SPREAD?

Each source from the Images of Buddhist statues (Sources 1-4) is in one of the locations below. Write the number of the source in the correct location on the map below. Explain your reasoning for choosing each location in the space below the map.

#### MAP

#### Blank Map of East Asia

Source: Wikimedia Commons, 2006



## WHERE DID BUDDHISM SPREAD?

Reasons for choosing the location for each Buddha statue on the map	
Source 1	
Source 2	
Source 3	
Source 4	

## Why did Buddhism spread to these locations?

## READING: FOCUS ON KOREA—SYNCRETISM AND BUDDHISM

### ARTICLE

#### Buddhism's Introduction to Korea

Source: World History Digital Education, July 2020

### BUDDHISM'S INTRODUCTION TO KOREA

Buddhism's arrival in Korea led to major changes in Korean society and ushered in an era that has been described as a Golden Age for Korean civilization. Korea's location near the end of the Silk Road allowed it to benefit from goods, technologies, and cultural beliefs that had traveled across Eurasia. Buddhist monks traveling into Korea increased this interaction.

Kings and queens in the kingdoms of Korea saw the benefits of supporting Buddhism to help them centralize their political power by promoting beliefs that positioned them as either the Buddha himself or as rulers who were given their ruling power through Buddhism. The state utilized Buddhism as an important part of protecting the state and maintaining power, which were distinctive and important features of Mahayana Buddhism in Korea.

Yet, Buddhism did not completely replace Korea's local religions. Instead, Buddhism in Korea incorporated many of the local and tribal gods into Buddhist beliefs as protectors and supporters of the Buddha. Some traditional beliefs simply incorporated the Buddha into their own beliefs as another powerful god to worship. This blending, or syncretism, of religious beliefs allowed for the rapid spread and acceptance of Buddhism in the Korean peninsula.

Buddhism was also popular among the peoples of Korea as it offered a larger and more complex understanding of the world around them. Buddhism provided a reward for living a good life with reincarnation to a paradise of bliss. In this world, Buddhism had strong connections linking much of East Asia and enabled monks to travel to China and even India to study the religion. This interconnection increased the exchange of both ideas and goods among the people of Korea and the rest of East Asia.

When the Silla Kingdom conquered the entire peninsula of Korea, it led to an even faster spread of Buddhism. Wealthy monasteries appeared throughout Korea and provided new opportunities for craftsmen to create gifts for these monasteries. Korean artists began to learn and master the art of sculpture only after the arrival of Buddhism, as artisans began to make representations of the Buddha. Printing was another significant impact of Buddhism on Korea. Because Buddhists are required to help spread the Buddha's teachings, it pushed Koreans to improve printing technologies to meet the demand for Buddhist texts. Koreans responded by creating the most efficient and highest quality movable-type woodblock printing.

## READING QUESTIONS

### FOCUS ON KOREA—SYNCRETISM AND BUDDHISM

Use the article you just read on Buddhism's Introduction to Korea to help you answer the following questions:

**What are some examples of syncretism in Korean Buddhism that the article discusses?**

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**What are some reasons why Koreans would adopt Buddhism?**

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**How did syncretism help Buddhism to become more popular in Korea?**

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## HANDOUT: FOCUS ON KOREA—SYNCRETISM AND BUDDHISM

### EXAMPLES OF SYNCRETISM

One famous Western European example of syncretism was the inclusion of the Germanic tradition of decorating homes with fir trees (and later decorating the trees themselves) to celebrate the Winter Solstice. When Christianity spread into Germanic regions, this tradition was incorporated into the Christian celebration of Christmas and ultimately led to the now common practice of decorating a Christmas tree as a celebration of Jesus' birth.

### WHAT IS SYNCRETISM?

Using the example above, make a guess of what the word "Syncretism" means. Write your guess below:

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### DEFINITION OF SYNCRETISM

Write the definition of Syncretism that your teacher provides you below:

---

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Can you think of any other examples of syncretism? (Remember, syncretism does *not* only have to be religious—it can be the blending of any two cultures.) Write your responses below:

---

---

**FOCUS ON KOREA: REVISITING TWO STATUES OF THE BUDDHA**

Analyze two of the statues we studied earlier. Note the similarities and differences using specific details. What evidence do you see of syncretism in these two statues?



Buddhist statue in India



Buddhist statue in South Korea

**Similarities between the two statues:**

**Differences between the two statues:**

**Evidence of syncretism:**

# TEACHER KEY: HANDOUT ON THE VIDEO WITH BACKGROUND INFORMATION ON BUDDHISM

## SCHOOL OF LIFE: EASTERN PHILOSOPHY—THE BUDDHA

Some examples of the important things that students learned about Buddhism from the video are:

- ▶ **The story of the Buddha is a story about confronting suffering.**
- ▶ **The Buddha was born sometime between the 6th and 4th century BCE as the son of a wealthy king in the foothills of Nepal and was named Siddhartha Gautama.**
- ▶ **It was prophesied that he would either become the emperor of India or a very holy man.**
- ▶ **His father wanted him to become the emperor of India, so he kept Siddhartha isolated in a palace. He had jewels, servants, and a very lavish life in which he was protected from any and all misfortunes of normal life.**
- ▶ **At 29, however, he left the palace and met a sick man, an aging man, and a dying man.**
  - ▷ **He was shocked to learn that these people represented the lives of “normal” Indians and that one day he too would have to deal with these conditions.**
  - ▷ **On another trip outside of the palace he met a holy man who sought spiritual life in the vastness of human suffering.**
- ▶ **Inspired by the holy man, Siddhartha left the palace and began trying to learn from other holy men.**
  - ▷ **He almost starved to death by avoiding all physical comforts and pleasures, but realized that this did not bring him an escape from suffering.**
  - ▷ **He then thought of his boyhood and how compassion brought him peace.**
  - ▷ **Using this idea, he ate, meditated, and reached the highest state of being—nirvana, which refers to the “blowing out” of the flames of desire and liberation from the cycle of rebirth.**
- ▶ **Knowing this made Siddhartha the “Buddha” or awakened one.**
  - ▷ **He achieved this by identifying that all creation is unified by one thing—suffering.**
  - ▷ **He then devised a way to best confront suffering.**
    - **Don’t live in luxury.**
    - **Don’t live without food or any comforts.**
    - **Instead, live in moderation—“The Middle Way.”**
      - » *This allows for maximum focus on compassion and seeking enlightenment.*
  - ▷ **Next he devised a path to transcend suffering—“The Four Noble Truths.”**
    - **1st: There is suffering and constant dissatisfaction in the world.**
    - **2nd: Suffering is caused by desires.**
    - **3rd: We can transcend suffering by removing or controlling desires.**
      - » *We must change our outlook instead of our circumstances.*

- » *With correct behavior and a mindful attitude, we can become better people by inverting negative emotions.*
- **4th: We can move beyond suffering by following “The Noble Eightfold Path.”**
  - » **This involves a series of actions in behaving “right” and “wisely”**
    - » *Right View*
    - » *Right Intention*
    - » *Right Speech*
    - » *Right Action*
    - » *Right Livelihood*
    - » *Right Effort*
    - » *Right Mindfulness*
    - » *Right Concentration*
  - » **These are all habits that must be practiced and must be trained. The moment of understanding is only one part of becoming a better person.**
- ▶ **After the Buddha’s death, his followers collected his “sutras” or sayings and developed texts to help guide people in meditation, ethics, and mindful living.**
- ▶ **Monasteries grew in China and East Asia.**
  - ▷ **Buddhism even became uncommon in India for a time despite being founded there until the emperor Ashoka converted to Buddhism and spread the religion by sending monks to spread the tradition.**
  - ▷ **Buddhism spread throughout Asia, and eventually the entire world.**
- ▶ **Buddhism split into two major schools:**
  - ▷ **Theravada in Southeast Asia.**
  - ▷ **Mahayana in China and Northeast Asia.**
- ▶ **Today there are more than 500 million Buddhists in the world.**

# TEACHER KEY: HANDOUT ON COMPARISONS OF THE BUDDHIST STATUES

## COMPARING BUDDHIST STATUES

Notes and Observations on Buddhist Statues			
Source 1	Source 2	Source 3	Source 4
			
<p>The seated Buddha has elongated ears. His face is more typical of South Asian than East Asian statues. A circle is located in the middle of the Buddha's forehead; he is holding fingers in what looks like an "okay" symbol and wearing what looks like a toga. He is not smiling; his hair is shaped in a topknot made of small snail shells on top of his head.</p>	<p>The Buddha is lying on his side; his ears are not as elongated as other Buddhas; and he is much heavier than other Buddhas. He has a big smile on his face and is wearing what looks like a robe. This statue looks more East Asian (Chinese). The Buddha's hands are in a normal position; he is bald; it looks like others are bringing him gifts.</p>	<p>The Buddha is seated and has elongated ears. This statue looks more East Asian (Korean). The Buddha is wearing what looks like a toga, is not smiling, and his fingers are not in a special position but are resting in his lap. There is an ornate, oval looking disc behind the Buddha's head. His hair has many different small spheres. He has a dot on his forehead.</p>	<p>The Buddha is lying down on what appears to be a bed with pillow; the statue is made of gold. He is wearing what appears to be a full-length toga or robe. His ears are not easily visible and his hands are at his side and cannot be seen. His hair is black. This statue looks more Southeast Asian.</p>

Similarities and Differences in the Images	
<p>Similarities</p> <ul style="list-style-type: none"> <li>▷ Sources 1 and 3 have elongated ears.</li> <li>▷ Sources 1 and 3 have dots on the forehead.</li> <li>▷ Sources 1, 3, and 4 are not smiling.</li> <li>▷ Sources 1 and 3 are seated.</li> </ul>	<p>Differences</p> <ul style="list-style-type: none"> <li>▷ The 2nd and 4th Buddhas are lying down.</li> <li>▷ The clothing on some differs from others.</li> <li>▷ Source 2 has people bringing him gifts.</li> <li>▷ Source 2 is smiling.</li> <li>▷ Hairstyles are different.</li> <li>▷ Source 3 has an oval-shaped disc behind his head.</li> </ul>

### Team Hypothesis

Why would the Buddha be depicted differently in the images?

- ▷ While the Buddha kept his general appearance as the religion spread, the Buddha's facial features, hairstyle, and clothing were adapted to fit those of the cultures that Buddhism encountered. People are more likely to adopt something that looks familiar to them, which is a reason why the appearance of the Buddha would be changed to look and dress like the people in the areas to which Buddhism spread.

## TEACHER KEY: HANDOUT ON WHERE DID BUDDHISM SPREAD?

### WHERE DID BUDDHISM SPREAD?

Each source from the Images of Buddhist statues (Sources 1-4) is in one of the locations below. Write the number of the source in the correct location on the map below. Explain your reasoning for choosing each location in the space below the map.



The statues are in the following countries: 1, India; 2, China; 3, South Korea; 4, Cambodia.

# TEACHER KEY: HANDOUT ON FOCUS ON KOREA—SYNCRETISM AND BUDDHISM

## DEFINITION OF SYNCRETISM

Write the definition of Syncretism that your teacher provides you below:

- 
- ▷ Syncretism is the combining of different beliefs and cultures. It often involves the merging of cultural traditions with a new religious belief, but it can also be applied to art and architecture. When religions spread, this asserts an underlying unity and allows for an inclusive approach to other faiths.
  - ▷ Syncretism is the process of blending different cultural features to form something new.
- 

## OTHER EXAMPLES OF SYNCRETISM

Can you think of any other examples of syncretism? (Remember, syncretism does *not* only have to be religious—it can be the blending of any two cultures.) Write your responses below:

---

There are various answers, which can include:

- ▷ Foods: Tex-Mex; pizza (Italian and American).
  - ▷ Religion: Easter's blend of Christianity (the resurrection of Jesus) and paganism (bunnies and eggs are symbols of fertility and life).
  - ▷ Music: Jazz is a combination of German parade music, Brazilian beats, and elements of the blues, which developed from mixed African and European traditions.
-

## FOCUS ON KOREA: REVISITING TWO STATUES OF THE BUDDHA

Analyze two of the statues we studied earlier. Note the similarities and differences using specific details. What evidence do you see of syncretism in these two statues?



Buddhist statue in India



Buddhist statue in South Korea

### Similarities between the two statues:

- ▷ Both are seated.
- ▷ Both have similar elongated ears.
- ▷ Both have a dot on the forehead.
- ▷ Both are wearing a toga/robe.

### Differences between the two statues:

- ▷ The hand positions are different.
- ▷ The hairstyles are different.
- ▷ The togas/robes look to be made of different material.
- ▷ The Korean Buddha has an oval-shaped object behind his head.

### Evidence of syncretism:

- ▷ While both Buddha statues have many similarities, including the dot on the forehead, seated position, and elongated ears, there are differences that exist. Syncretism can be seen in the Korean Buddha statue as it has more East Asian facial features. Further, the Korean Buddha appears to be dressed in silk, a material that was more commonly found in Korea than India.

## TEACHER KEY: READING ON SYNCRETISM AND THE SPREAD OF BUDDHISM

Use the reading to help you answer the following questions:

- ▶ What are some examples of syncretism in Korean Buddhism that the article discusses?
  - ▷ **Buddhism in Korea incorporated many of the local and tribal gods into Buddhist beliefs as protectors and supporters of the Buddha.**
  - ▷ **The Buddha was incorporated into traditional Korean beliefs as just another powerful god to worship.**
- ▶ What are some reasons why Koreans would adopt Buddhism?
  - ▷ **Buddhism offered a larger and more complex understanding of the world around them.**
  - ▷ **Buddhism provided a reward for living a good life with reincarnation to a paradise of bliss.**
  - ▷ **Buddhism offered strong connections to other parts of Asia; for example, monks could travel to China and even India to study the religion.**
- ▶ How did syncretism help Buddhism to become more popular in Korea?
  - ▷ **By incorporating the Buddha into their own beliefs, either as another traditional god or as the primary god who was protected and supported by their traditional gods, Koreans saw the Buddha as part of a system that they had already established and that made sense to them.**



A large, stylized number '3' is centered on the page. It is composed of two overlapping shapes: a solid red '3' in the foreground and a lighter, semi-transparent red '3' behind it. The text 'HISTORY MODULE' is positioned in the upper right quadrant of the page, overlapping the top part of the '3' graphic.

# HISTORY MODULE

DAY 3:  
ASSESSMENT —  
SHORT ESSAY RESPONSE

# HISTORY MODULE OVERVIEW

## SKILL FOCUS

**Change and Continuity Over Time; Making Claims; Analyzing Evidence in Sources**

## CONTENT

**Expansion of Trade Through Silk Road Connections; Spread of Buddhism to the Korean Peninsula**

### Did The Silk Road Really “End” in China?

DAY 1

#### CLASS ACTIVITY

##### **Understanding the Connections of the Silk Road and the Korean Kingdom of Silla**

Working collaboratively, students will examine what goods, technologies, and cultural beliefs spread along the Silk Road and how they impacted various cultures, with a specific focus on the Korean peninsula. Students will also learn about the Silla Kingdom in Korea and study its connection to the Silk Road. Finally, working in teams, students will analyze a variety of sources to develop an argument about whether or not the Silk Road actually extended beyond the traditional terminus of Chang’an (Xi’an) in China.

#### CHECK FOR UNDERSTANDING

**Exit Ticket:** Students will develop an argument and provide supporting evidence to determine if the Silk Road extended beyond the traditional ending point in China.

### What Role Did the Silk Road Play in Bringing Buddhism to South Korea?

DAY 2

#### CLASS ACTIVITY

##### **Tracing the Spread of Buddhism into Korea and the Role of Syncretism in Korea’s Adoption of the Religion**

Students will work collaboratively to study the spread of Buddhism out of India and into different areas of East and Southeast Asia by examining how different cultures and regions represented the Buddha. This examination of the way in which regions developed different versions of the Buddha will help students to learn about the concept of syncretism and discover the role it played in the adoption of this religious belief system. Finally, students will compare Buddhism in India with Buddhism in Korea to identify similarities and differences and to identify examples of syncretism.

#### CHECK FOR UNDERSTANDING

**Exit Ticket:** Students will compare Buddhist images and temples from India and Korea to determine similarities and differences and to identify examples of syncretism seen in Korean Buddhism.

DAY 3

### Assessment

#### **Short Essay Response**

Now that students have explored the Silk Road and the spread of Buddhism, students will explain how Korea was a part of the Silk Road that stretched from India to Japan.

# HISTORY MODULE SOURCES

DAY 1	Stimulus Type	Description	Page
	Map	Routes of the Silk Road	17
	Research Packet	Expert Group: Geography Research Packet	22
	Map	Map of East Asia Showing the Korean Peninsula	22
	Map	The Unified Silla Kingdom and the Territories of the Liaodong Peninsula, Tamna and Usan	22
	Map	The Korean Peninsula	23
	Research Packet	Expert Group: History Research Packet	24
	Map	The Three Korean Kingdoms	24
	Painting	Tributary envoys from Baekje, Goguryeo, and Silla	25
	Research Packet	Expert Group: Politics Research Packet	26
	Photo	Gilt Bronze Statue of a Seated Maitreya	26
	Research Packet	Expert Group: Culture Research Packet	27
	Photo	Crown of the Silla Kingdom	27
	Photo	The Tripitaka Koreana	28
	Map	The Silk Road (c. First Century)	29
	Map	Main Routes and Caravan Routes of the Silk Road	29
	Article	Gyeongju Certified as a Key Silk Road City	30
Article	The Silk Road Trading Route	31	

DAY 2	Stimulus Type	Description	Page
	Timeline and Text	The Spread of Buddhism and Division into Theravada and Mahayana Sects	52
	Map	Map of the Expansion of Buddhism	53
	Photo	Statue of Buddha, Belur Caves, India	54
	Photo	Carving of Buddha, Feilai Feng, China	54
	Photo	Bronze Statue of Buddha, Sinheungsa, South Korea	55
	Photo	Golden Gilded Reclining Statue of Buddha, Kratié, Cambodia	55
	Map	Blank Map of East Asia	57
	Article	Buddhism's Introduction to Korea	59

DAY 3	Stimulus Type	Description	Page
	Text Excerpt	Thinking about "Korean Buddhism"	79
	Text Excerpt	Korean Buddhism Has Its Own Unique Characteristics Different From Other Countries	80
	Photo	Maha Bodhi Temple, Bodhgaya, India	83
	Photo	Haeinsa Temple, Gayasan Mountain National Park, South Korea	83
	Photo	Chugu-ji Hondo Buddhist Temple in Ikaruga, Nara, Japan	83
	Photo	Korea's gilt-bronze pensive bodhisattva, National Treasure No. 78 [National Museum of Korea]	84
Photo	Japan's wooden Maitreya in meditation from Chugu-ji Temple [exhibited at the National Museum of Korea]	84	

## DAY 3

BASED ON A 60-MINUTE CLASS

# How was Korea a part of the Silk Road stretching from India to Japan?

### HISTORICAL REASONING SKILLS

#### Change and Continuity Over Time, Making Claims, and Analyzing Evidence in Sources

### OVERVIEW

Students will synthesize the knowledge gained in the previous two lessons on the Silk Road and Buddhism's spread into Korea by completing an assessment. Using skills practiced in each of the previous lessons, students will examine different images and aspects of Buddhism and discern similarities and differences. Using this information and their knowledge from the prior lessons, students will answer the question: Explain how Korea was a part of the Silk Road from India to Japan.

### MATERIALS NEEDED:

#### IN-CLASS ACTIVITIES

- ▶ Handout from Day 2, Activity 4: Focus on Korea—Syncretism and Buddhism (1 per student, pp. 61–62; students should have completed this from the Day Two lesson)
- ▶ Activity 1 Handout: Examining Source Readings, Source A (1 per student, p. 79)
- ▶ Activity 1 Handout: Examining Source Readings, Source B (1 per student, p. 80)
- ▶ Activity 2 Handout: Syncretism and the Spread of Buddhism: Architecture Images (Images 1, 2, and 3, 1 per student, p. 81)
- ▶ Activity 2 Handout: Syncretism and the Spread of Buddhism: Art Images (Images 1 and 2, 1 per student, p. 82)
- ▶ Activity 2 Handout: Syncretism and the Spread of Buddhism: Architecture Sources (Source 1, Source 2, and Source 3, 1 of each source per pair of students, p. 83)
- ▶ Activity 2 Handout: Syncretism and the Spread of Buddhism: Art Sources (Sources 1 and 2, 1 of each source per pair, p. 84)

- ▶ Activity 3 Handout: Assessment (1 per student, p. 85)

#### TEACHER ANSWER KEYS

- ▶ Day 2, Activity 4 Handout: Focus on Korea—Syncretism and Buddhism (from Day 2, pp. 67–68)
- ▶ Activity 1 Handout: Examining Source Readings, Source A (p. 86)
- ▶ Activity 1 Handout: Examining Source Readings, Source B (p. 87)
- ▶ Activity 2 Handout: Syncretism and the Spread of Buddhism: Architecture Images 1, 2, and 3, p. 88–89)
- ▶ Activity 2 Handout: Syncretism and the Spread of Buddhism: Art Images 1 and 2 (p. 90)
- ▶ Activity 3 Handout: Assessment (pp. 91–92)

# SEQUENCE OF INSTRUCTION

## CLASS ACTIVITY: OPTIONAL HOMEWORK DEBRIEF

OPTIONAL HOMEWORK DEBRIEF (10 MINUTES)

### GROUP AND CLASS DISCUSSION

Building off of the Check for Understanding activity from the previous lesson, students will be asked to provide examples of syncretism that were seen in the two Buddha statues. Students should use their Handout: Focus on Korea—Syncretism and Buddhism completed as an Exit Ticket or as homework from the Day 2 lesson to provide evidence to support their arguments.

### ACTIVITY PROCEDURE

- ▶ Arrange your classroom so that students will be working in teams of four or five.
- ▶ Ensure that students have their completed copy of the Handout: Focus on Korea—Syncretism and Buddhism from the Day 2 lesson (pp. 61–62). Teachers may have collected this as an Exit Ticket at the end of the previous lesson or allowed students to complete it as a homework assignment.
- ▶ Working in their teams, have students share the similarities and differences they discovered by examining the two different statues of the Buddha that are in the Handout. Students can add any new information they learn from their discussion to the second page of their own Handout. (3 minutes)
- ▶ Next, call on students to share examples of similarities and differences with the entire class. Encourage students to provide specific examples and be detailed in their explanations. (2 minutes)
- ▶ Have students return to their groups to discuss the answers they provided to the Evidence of Syncretism question on the second page of the Handout: Focus on Korea—Syncretism and Buddhism. Students should add any new or additional information they learn from their group members to their own handout. (3 minutes)
- ▶ Conclude the activity by again having teams share their responses. Student teams should provide evidence supporting their answers from the two statues they examined. Encourage other teams to add in additional examples and to challenge evidence that they believe to be inaccurate. (2 minutes)

For suggested answers, see the second page of the Teacher Key to the Handout: Focus on Korea—Syncretism and Buddhism (pp. 67–68).

### TEACHER NOTES

This optional activity is designed to mimic the assessment students will be completing during today's lesson. Use this debrief as an opportunity to ensure that students have a strong understanding of syncretism and how to identify this when examining and comparing two images.

## CLASS ACTIVITY 1 OF 3: WARMUP/INTRODUCTION

WARM UP/INTRODUCTION (10 MINUTES)

### SOURCE ANALYSIS, DISCUSSION, REFLECTION

Students will examine two passages about Buddhism in Korea and Japan and, after reflecting on the source, will share their thoughts with a fellow classmate. These pairs will then compare the readings to determine what they believe the sources tell them about Buddhism as it spread from its origins in India through Korea to Japan.

#### ACTIVITY PROCEDURE

- ▶ Arrange students into pairs for this activity.
- ▶ Give each student a copy of the Handout on Examining Source Readings, Source A (p. 79). Have students read Source A on their own and write down their thoughts and attempt to answer the question in the box provided on the handout. (2-3 minutes)
- ▶ Next, have student pairs discuss their responses with their partners, adding any new ideas they learn from their discussion in the space on the handout. (2 minutes)
- ▶ Call on a few student pairs to share their responses and encourage classmates to add any new ideas to their own handouts.
- ▶ Next, give each student a copy of the Handout on Examining Source Readings, Source B (p. 80). Have students read Source B on their own and write down their thoughts and attempt to answer the question in the box provided on the handout. (2-3 minutes)
- ▶ After writing their own responses, have student pairs discuss them with their partners, adding any new ideas they learn from their discussion in the space on the handout. (2 minutes)
- ▶ Call on a few student pairs to share their responses and encourage classmates to add any new ideas to their own handouts.

For suggested answers, see the Teacher Keys to the Handouts on Examining Source Readings, Source A and Examining Source Readings, Source B (pp. 86, 87).

#### TEACHER NOTES

This activity is designed to get students thinking about syncretism and how Buddhism was adapted as it spread along the Silk Road into East Asia. The understanding that Buddhism developed and incorporated features of different cultures as it traveled along the Silk Road is an important concept for students to understand to be successful on the remaining activities.

## CLASS ACTIVITY 2 OF 3: SYNCRETISM AND THE SPREAD OF BUDDHISM

CLASS ACTIVITY (25-30 MINUTES)

### SOURCE ANALYSIS, COMPARISON

Students will analyze a variety of sources to make comparisons between Buddhism as it existed in India and the Buddhism that was found in Korea and Japan. They will examine how Buddhism experienced changes as it adopted aspects of Korean culture (a process known as syncretism)

during its spread and how those aspects were transferred to Japan by further diffusion. Students will complete the activity by making conjectures as to why Korean Buddhism retained some aspects of the Korean culture when Buddhism was established as the state religion and how this impacted the version of Buddhism that eventually made its way to Japan.

### ACTIVITY PROCEDURE

- ▶ Have students continue to work in pairs. You may want to keep them in the pairs from the previous activity for familiarity or have them work with a new partner to provide students with a wider range of insights.
- ▶ Distribute to each student a copy of the Handout on Syncretism and the Spread of Buddhism: Architecture Images (Images 1, 2, and 3, 1 per student, p. 81), and the Handout on Syncretism and the Spread of Buddhism: Art Images (Images 1 and 2, 1 per student, p. 82).
- ▶ Next, give each student pairing one copy of each of the Handouts on Syncretism and the Spread of Buddhism: Architecture Sources (Source 1, Source 2, and Source 3, p. 83) and Syncretism and the Spread of Buddhism: Art Sources (Source 1 and Source 2, p. 84). The sources are designed to be viewed in sets, one of which focuses on Architecture (Buddhist temples) and the other on Art (Buddhist statues).
- ▶ Students will examine the sources and try to identify similarities and differences in each source and to review examples of syncretism in Korean and Japanese Buddhism, and evaluate why those aspects of syncretism exist. They will record their thoughts and findings on the Handouts on Syncretism and the Spread of Buddhism: Architecture Images (Images 1, 2, and 3) and Syncretism and the Spread of Buddhism: Art Images (Images 1 and 2). The time needed is 25 minutes.
- ▶ You may choose to provide students with additional help by wrapping up the activity with students sharing their conclusions about each set of sources (Architecture and Art). This will help those students who struggled to add additional information to their own handouts, leaving them better prepared for the final activity. (5 minutes)

For suggested answers, see the Teacher Key to the Handout on Syncretism and the Spread of Buddhism: Architecture Images 1, 2, and 3 (pp. 88–89) and the Teacher Key to the Handout on Syncretism and the Spread of Buddhism: Art Images 1 and 2 (p. 90).

### TEACHER NOTES

Some students will struggle with this activity as they are being asked to examine sources, identify differences, and then speculate on the reasons why the Koreans and the Japanese chose to integrate some aspects of their own culture into Buddhism when they encountered Buddhism. If you choose to debrief the activity with students sharing their findings at the end, you may find that many students make statements like “that looks more Asian” or “that looks Chinese.” Consider using this opportunity to direct students to be more specific by highlighting what particular details led them to make those statements.



#### TEACHING TIP

For this activity, you can also choose to have students work in teams of 3 or 4 to analyze the provided sources. This will provide some support to those students who struggle to identify similarities and differences or evidence of syncretism seen in the sources.

## CLASS ACTIVITY 3 OF 3: ASSESSMENT

CLASS ACTIVITY (20 MINUTES)

### EXPLAIN HOW KOREA WAS A PART OF THE SILK ROAD FROM INDIA TO JAPAN

As an assessment to conclude the lesson, students will construct an argument explaining the role the Silk Road played in the syncretism evident in Korea. This will also act as a culminating question bringing in elements from all three days of the lesson, tying the Silk Road trade to the spread of Buddhism and the integration of Buddhism into Korean culture.

#### ACTIVITY PROCEDURE

- ▶ Using the information from the previous activity and the knowledge they developed through the previous two lessons, students will individually answer the following prompt found on the Assessment Handout (p. 85).

EXPLAIN HOW KOREA WAS A PART OF THE SILK ROAD THAT STRETCHED FROM INDIA TO JAPAN. Students should consider the following questions as they construct their answers:

- ▷ What role did the Silk Road play in fostering syncretism in Korea? How did the Silk Road influence the culture of Korea? How did Korea adapt culture diffused along the Silk Road? How did this specifically apply to Buddhism? Where else did syncretism occur along the Silk Road? How did Japan borrow cultural ideas from Korea?
- ▶ Instruct students that they are to write their answers in complete sentences in a paragraph or multiple paragraphs. Advise students that taking some time to organize their thoughts and answers to each part of the question will be beneficial in producing a well-written and complete answer.
  - ▷ Teachers may want to require students to write their response in the form of an essay, with a thesis, body paragraphs with supporting evidence, and conclusion.
- ▶ Students can write their answers in the space provided on the Assessment Handout (p. 85), or on a separate sheet of paper. Collect the student responses as an assessment to conclude the three day lesson.

For suggested answers, see the Teacher Key to the Assessment Handout (pp. 91–92).

## HANDOUT: EXAMINING SOURCE READINGS, SOURCE A

### SOURCE A

#### Thinking about "Korean Buddhism"

Robert E. Buswell, Jr., "Thinking about 'Korean Buddhism': A Continental Perspective." *Journal of Korean Religions* vol.1, nos.1 & 2 (September 2010): 43-55.

When reflecting on the category "Korean Buddhism," we must always keep in mind that Korea was in no sense isolated from the rest of northeastern Asia. If we ignore the greater East Asian context in which Korean Buddhism developed and treat the tradition in splendid isolation, we stand more chance of distorting the tradition than clarifying it. In fact, there was an almost organic relationship between the Korean, Chinese, and Japanese Buddhist traditions throughout much of the premodern period.

**What is the main argument that the author makes in Source A? What does he claim about "Korean Buddhism" and its development? Write your thoughts in the box below.**

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**Write any new ideas or thoughts you discovered after discussing your answer with your partner:**

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## HANDOUT: EXAMINING SOURCE READINGS, SOURCE B

### SOURCE B

#### Korean Buddhism Has Its Own Unique Characteristics Different From Other Countries

Kang Su-mok, "Korean Buddhism Has Its Own Unique Characteristics Different From Other Countries," *The Korea Post*, June 16, 2019.

Korean Buddhism has contributed much to East Asian Buddhism, especially to early Chinese, Japanese, and Tibetan schools of Buddhist thought.... The date of the first mission from Korea to Japan is unclear, but it is reported that a second detachment of scholars was sent to Japan upon invitation by the Japanese rulers in 577.... The strong Korean influence on the development of Buddhism in Japan continued through the Unified Silla period. It was not until the 8th century that independent study by Japanese monks began in significant numbers.

**What is the main argument that the author makes in Source B? What does the author claim about Buddhism and the relationship between Korea and Japan? Write your thoughts in the box below.**

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**Write any new ideas or thoughts you discovered after discussing your answer with your partner:**

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# HANDOUT: SYNCRETISM AND THE SPREAD OF BUDDHISM: ARCHITECTURE IMAGES 1, 2, AND 3

<b>Buddhist Architecture</b>		
<p>Image 1 <b>India</b></p> 	<p>Image 2 <b>Korea</b></p> 	<p>Image 3 <b>Japan</b></p> 
<b>Observations on this Buddhist Temple:</b>	<b>Observations on this Buddhist Temple:</b>	<b>Observations on this Buddhist Temple:</b>
<b>Similarities between the three temples:</b>	<b>Differences between the three temples:</b>	<b>Evidence of Syncretism:</b>

# HANDOUT: SYNCRETISM AND THE SPREAD OF BUDDHISM: ART IMAGES 1 AND 2

## Buddhist Art

Image 1: **Korea**



Image 2: **Japan**



<b>Observations on this Buddhist Sculpture:</b>	<b>Observations on this Buddhist Sculpture:</b>
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<b>Similarities between the two sculptures:</b>	<b>Differences between the two sculptures:</b>	<b>Evidence of Syncretism:</b>
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# HANDOUT: SYNCRETISM AND THE SPREAD OF BUDDHISM: ARCHITECTURE SOURCES

## SOURCE 1

### Maha Bodhi Temple, Bodhgaya, India

Source: Wikimedia Commons. <https://commons.wikimedia.org/w/index.php?curid=1762492>



## SOURCE 2

### Haeinsa Temple, Gayasan Mountain National Park, South Korea

Source: Wikimedia Commons. [https://commons.wikimedia.org/wiki/File:%ED%95%B4%EC%9D%B8%EC%82%AC\\_%EB%8C%80%EC%A0%81%EA%B4%91%EC%A0%84.jpg](https://commons.wikimedia.org/wiki/File:%ED%95%B4%EC%9D%B8%EC%82%AC_%EB%8C%80%EC%A0%81%EA%B4%91%EC%A0%84.jpg)



## SOURCE 3

### Chugu-ji Hondo Buddhist Temple in Ikaruga, Nara, Japan

Source: Wikimedia Commons. [https://commons.wikimedia.org/wiki/File:Chuguji\\_Hondo\\_2008.jpg](https://commons.wikimedia.org/wiki/File:Chuguji_Hondo_2008.jpg)



## HANDOUT: SYNCRETISM AND THE SPREAD OF BUDDHISM: ART SOURCES

### SOURCE 1

Korea's gilt-bronze pensive bodhisattva,  
National Treasure No. 78 [National Museum  
of Korea]

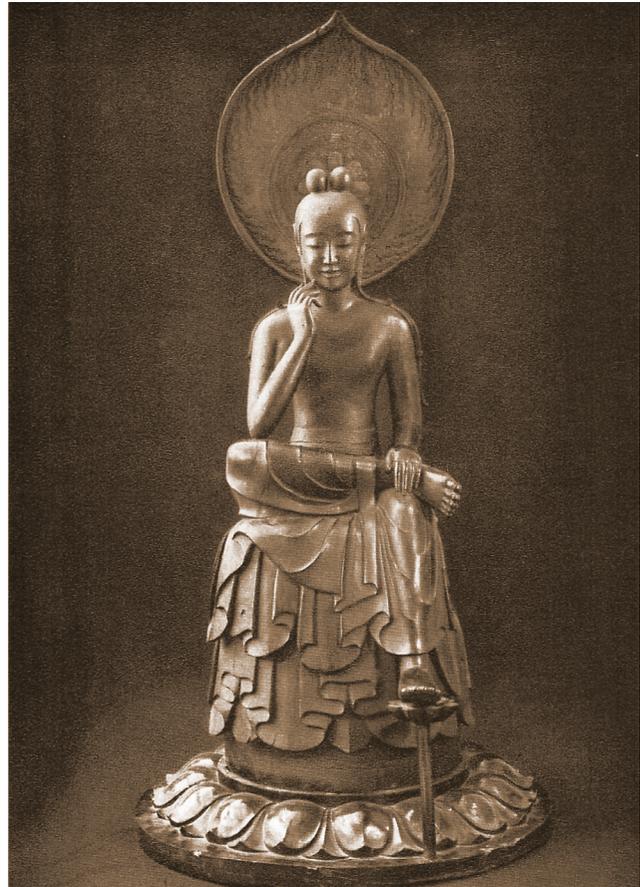
Source: National Museum of Korea, Wikimedia Commons. [https://en.wikipedia.org/wiki/  
File:Pensive\\_Bodhisattva\\_\(National\\_Treasure\\_No.\\_78\)\\_01.jpg](https://en.wikipedia.org/wiki/File:Pensive_Bodhisattva_(National_Treasure_No._78)_01.jpg)



### SOURCE 2

Japan's wooden Maitreya in meditation  
from Chugu-ji Temple [exhibited at the  
National Museum of Korea]

Source: <https://i.pinimg.com/originals/14/a9/c8/14a9c80d7346d403ed86aa24f2af87ba.jpg>



## HANDOUT: ASSESSMENT

### WHAT ROLE DID THE SILK ROAD PLAY IN CREATING SYNCRETISM IN KOREA?

Using the knowledge you have gained about the Silk Road, the spread of Buddhism, and syncretism in Korea, answer the following question providing specific examples of art and architecture from India, Korea, and/or Japan to support your argument:

### Explain how Korea was a part of the Silk Road that stretched from India to Japan.

To help you brainstorm ideas, think about the following questions:

- ▶ What role did the Silk Road play in fostering syncretism in Korea?
- ▶ How did the Silk Road influence the culture of Korea?
- ▶ How did Korea adapt culture diffused along the Silk Road?
- ▶ How did this specifically apply to Buddhism?
- ▶ Where else did syncretism occur along the Silk Road?
- ▶ How did Japan borrow cultural ideas from Korea?

# TEACHER KEY: HANDOUT ON EXAMINING SOURCE READINGS, SOURCE A

## SOURCE A

### Thinking about “Korean Buddhism”

Robert E. Buswell, Jr., “Thinking about ‘Korean Buddhism’: A Continental Perspective.” *Journal of Korean Religions* vol.1, nos.1 & 2 (September 2010): 43-55.

When reflecting on the category “Korean Buddhism,” we must always keep in mind that Korea was in no sense isolated from the rest of northeastern Asia. If we ignore the greater East Asian context in which Korean Buddhism developed and treat the tradition in splendid isolation, we stand more chance of distorting the tradition than clarifying it. In fact, there was an almost organic relationship between the Korean, Chinese, and Japanese Buddhist traditions throughout much of the premodern period.

**What is the main argument that the author makes in Source A? What does he claim about “Korean Buddhism” and its development? Write your thoughts in the box below.**

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**Korea was connected to the rest of East Asia, and this had a large impact on the development of “Korean Buddhism.” It is important to realize that Korean Buddhism developed with connections to Chinese Buddhism and played a role in shaping Japanese Buddhism as well.**

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**Write any new ideas or thoughts you discovered after discussing your answer with your partner:**

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# TEACHER KEY: HANDOUT ON EXAMINING SOURCE READINGS, SOURCE B

## SOURCE B

### Korean Buddhism Has Its Own Unique Characteristics Different From Other Countries

Kang Su-mok, "Korean Buddhism Has Its Own Unique Characteristics Different From Other Countries," *The Korea Post*, June 16, 2019.

Korean Buddhism has contributed much to East Asian Buddhism, especially to early Chinese, Japanese, and Tibetan schools of Buddhist thought.... The date of the first mission from Korea to Japan is unclear, but it is reported that a second detachment of scholars was sent to Japan upon invitation by the Japanese rulers in 577.... The strong Korean influence on the development of Buddhism in Japan continued through the Unified Silla period. It was not until the 8th century that independent study by Japanese monks began in significant numbers.

**What is the main argument that the author makes in Source B? What does the author claim about Buddhism and the relationship between Korea and Japan? Write your thoughts in the box below.**

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Korean Buddhism played an important role in the development of Chinese, Japanese, and Tibetan Buddhist thought. Koreans sent Buddhist scholars to Japan and they had a key role in helping Japan to develop and adopt Buddhism. In fact, Japanese did not begin independently studying Buddhism until after the Koreans had brought much knowledge to Japan.

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**Write any new ideas or thoughts you discovered after discussing your answer with your partner:**

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## TEACHER KEY: HANDOUT ON SYNCRETISM AND THE SPREAD OF BUDDHISM: ARCHITECTURE IMAGES 1, 2, AND 3

<b>Buddhist Architecture</b>		
<p>Image 1 <b>India</b></p> 	<p>Image 2 <b>Korea</b></p> 	<p>Image 3 <b>Japan</b></p> 
<b>Observations on this Buddhist Temple:</b>	<b>Observations on this Buddhist Temple:</b>	<b>Observations on this Buddhist Temple:</b>
<ul style="list-style-type: none"> <li>▷ Tall stone structure.</li> <li>▷ Multiple "towers."</li> <li>▷ Each tower is topped with a smaller, round-shaped, circular tower.</li> <li>▷ Intricate designs are carved into the stone covering the entire temple.</li> <li>▷ It appears to have a rectangular entryway made of stone.</li> <li>▷ The structure appears to somewhat resemble an obelisk.</li> </ul>	<ul style="list-style-type: none"> <li>▷ Appears to be designed with traditional East Asian architectural elements.</li> <li>▷ The curved roof is made of tiles.</li> <li>▷ The building appears to be made of wood.</li> <li>▷ Intricate carvings are in the eaves of the building (the area directly beneath the roof line).</li> <li>▷ The building appears to have many "sliding" doors that are decorated in bright colors.</li> <li>▷ There are small "statues" in front of the temple.</li> </ul>	<ul style="list-style-type: none"> <li>▷ Appears to be designed with traditional East Asian architectural elements.</li> <li>▷ The curved roof is made of tiles.</li> <li>▷ The building appears to be made of wood.</li> <li>▷ The building rests on several pillars, creating a more open feel.</li> <li>▷ Entry to the building is through one set of doors into one small room.</li> </ul>

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Similarities between the three temples:	Differences between the three temples:	Evidence of Syncretism:
<ul style="list-style-type: none"> <li>▷ Worship space for Buddhists.</li> <li>▷ Similar geometric patterns are used in both.</li> <li>▷ The Korean and Japanese temples appear to have many more similarities in style and structure.</li> </ul>	<ul style="list-style-type: none"> <li>▷ The Korean and Japanese temples appear to be designed with traditional East Asian architectural elements.</li> <li>▷ Only the Korean and Japanese temples have a curved roof made of tiles.</li> <li>▷ The Korean and Japanese buildings appear to be made of wood, while the Indian temple appears to be made of stone.</li> <li>▷ Intricate carvings are in the eaves of the building (the area directly beneath the roof line) on the Korean temple.</li> <li>▷ The Korean temple appears to have many "sliding" doors that are decorated in bright colors.</li> <li>▷ The Korean temple has other "statues" in front of the temple.</li> </ul>	<p>The Koreans appear to have taken very little from the Indian-style temple architecture. Koreans would likely be more familiar with the building styles necessary to construct temples in the Korean fashion as opposed to the Indian temple. The need to create temples was important to the religion of Buddhism, but Koreans were likely unfamiliar with the original Indian temples. Further, the use of wood as opposed to stone is likely due to the resources available to the peoples of Korea for constructing these temples. It appears that much of the Korean temple design was copied by the Japanese. The temples look very similar, but the Japanese temple has colors that are less bright and does not appear to have statues in front of it. Further, the Japanese temple seems to be supported by pillars, a feature that neither the Indian nor the Korean temples have. But, when comparing the three temples, it is clear that the Korean and Japanese temples look very different from the Indian temple.</p>

## TEACHER KEY: HANDOUT ON SYNCRETISM AND THE SPREAD OF BUDDHISM: ART IMAGES 1 AND 2

Buddhist Art		
Image 1: <b>Korea</b>	Image 2: <b>Japan</b>	
		
<b>Observations on this Buddhist Sculpture:</b>		<b>Observations on this Buddhist Sculpture:</b>
<ul style="list-style-type: none"> <li>▷ The figure is wearing a crown and some covering of the chest and legs.</li> <li>▷ The fingers of the right hand of the figure touch the cheek.</li> <li>▷ The figure has the right leg crossed over the left leg.</li> <li>▷ The figure has bare feet.</li> <li>▷ The figure appears to be deep in thought.</li> <li>▷ The figure seems to be sitting on a stool or wooden block.</li> <li>▷ The figure is made of bronze.</li> </ul>		<ul style="list-style-type: none"> <li>▷ The figure is wearing a tunic or robe but it only covers the bottom half of the body.</li> <li>▷ The figure has no clothing on the chest.</li> <li>▷ The figure has hair tied up into a double topknot.</li> <li>▷ The fingers of the right hand of the figure touch the cheek.</li> <li>▷ The figure has the right leg crossed over the left leg.</li> <li>▷ The figure has bare feet.</li> <li>▷ The figure appears to be deep in thought.</li> <li>▷ The figure seems to be sitting surrounded by a bed of lotus flowers in a circular shape at the base.</li> <li>▷ The figure is made of wood.</li> </ul>
<b>Similarities between the two sculptures:</b>	<b>Differences between the two sculptures:</b>	<b>Evidence of Syncretism:</b>
<ul style="list-style-type: none"> <li>▷ Both are seated with the right leg crossed over the left.</li> <li>▷ Both have the fingers of the right hand touching the cheek.</li> <li>▷ Both have bare feet.</li> <li>▷ Both appear to be deep in thought.</li> </ul>	<ul style="list-style-type: none"> <li>▷ Only the lower half of the Japanese sculpture is clothed, while the Korean sculpture is fully clothed.</li> <li>▷ The Korean sculpture has an ornamental crown and headpiece while the Japanese does not.</li> <li>▷ The Japanese sculpture has a circular base of lotus flowers.</li> <li>▷ The Korean sculpture is bronze, while the Japanese sculpture is made of wood.</li> </ul>	<p>The use of a seated Buddha with the right leg crossed over the left shows a style that was borrowed by the Japanese from the Koreans. Further, the right hand touching the cheek and the pensive look are a common feature to both sculptures, showing similarities in the design. However, both of these East Asian sculptures depict the Buddha with distinctly Asian facial features, and the Japanese sculpture has the Buddha wearing a popular Japanese hair-style, the two-way topknot.</p>

## TEACHER KEY: ASSESSMENT

### WHAT ROLE DID THE SILK ROAD PLAY IN CREATING SYNCRETISM IN KOREA?

Using the knowledge you have gained about the Silk Road, the spread of Buddhism, and syncretism in Korea, answer the following question providing specific examples of art and architecture from India, Korea, and/or Japan to support your argument:

## Explain how Korea was a part of the Silk Road that stretched from India to Japan.

To help you brainstorm ideas, think about the following questions:

- ▶ What role did the Silk Road play in fostering syncretism in Korea?
- ▶ How did the Silk Road influence the culture of Korea?
- ▶ How did Korea adapt culture diffused along the Silk Road?
- ▶ How did this specifically apply to Buddhism?
- ▶ Where else did syncretism occur along the Silk Road?
- ▶ How did Japan borrow cultural ideas from Korea?

- ▶ **The Silk Road played a large role in creating syncretism in Korea and Japan as it brought the new religion of Buddhism and other cultural items from India into the region. This new religion and other cultural traits were adopted by Koreans and later the Japanese, but they both transformed aspects of the religion to add in elements of Korean and Japanese traditional beliefs. Syncretism, as a process, allows for people to connect new ideas and religions with their own traditional beliefs, making the adoption of these beliefs easier due to some familiarity.**
- ▶ **Merchants traveling on the Silk Road brought different religions, forms of art, technologies, and architecture to Korea and Japan. The Korean people adopted some of these religions and ideas, while also sharing their own ideas and technologies with other cultures along the Silk Road. After Buddhism gained popularity in Korea, it spread to Japan, where it again blended with some of the traditional Japanese beliefs. As both the Koreans and Japanese took in new ideas and**

**religions, they often blended these with their own native culture to give them a distinctly Korean or Japanese feel.**

- ▶ **Syncretism helps in spreading religions because it gives people connections to ideas and beliefs that are familiar and merges those with new beliefs. This makes new religions less foreign and makes it easier for people to connect to the new ideas. One example of this would be how the religion of Buddhism was adapted to incorporate Korean culture. Korean images of the Buddha show him with Korean facial features. Furthermore, Buddhist temples in Korea were vastly different in appearance from those found in India. Korean Buddhist temples incorporated East Asian architectural styles into their design. This can also be seen in Japan, where the temples looked more like Korean Buddhist temples and where they sculpted the Buddha wearing a popular Japanese hairstyle—the double topknot.**

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► Other examples of syncretism in Korea are the borrowing of the Chinese exam system and the printing press. Koreans took these and merged them with their own culture, creating a much improved version of movable-type woodblock printing which was used to print copies of important Buddhist texts. Chinese exams were adapted by the Koreans by only allowing elites to take these exams and excluding people from the lower classes.

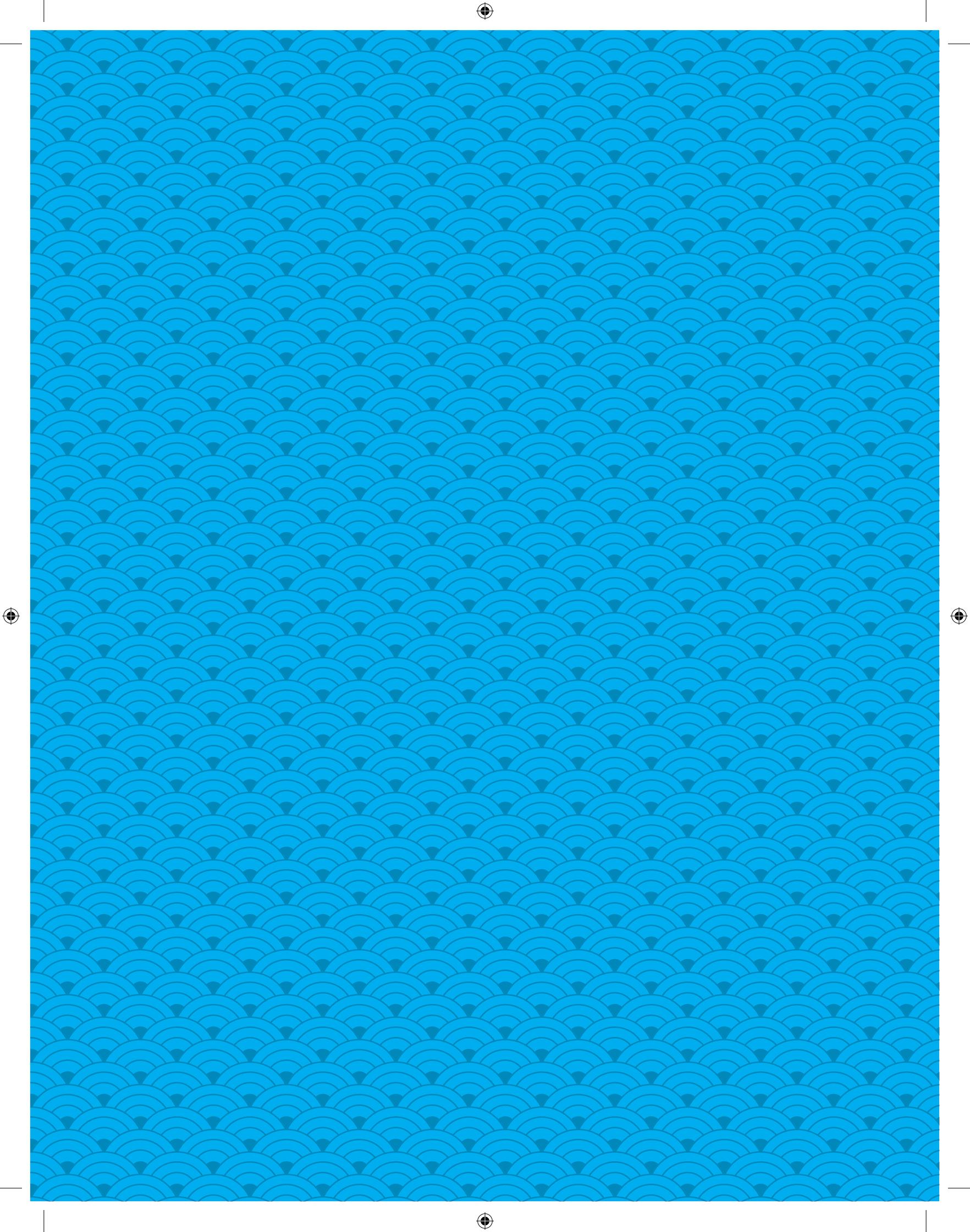
► The role of the Silk Road in spreading religions, technologies, and cultures was vastly important. As Buddhism spread along the Silk Road into Korea and later spread to Japan, it adopted many traditional Korean elements that made the foreign religion more relatable to the Korean people. These adaptations allowed for easier adoption by the Japanese, who also then added elements of their own culture to the religion. This process of syncretism was not only seen in Korea, but all along the Silk Road as new ideas and religions spread.

# 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
	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
Article	Introduction to Geomancy	115	

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	130
	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 3**

In the Day 3 activities, students review the documents related to site and situation that they studied in Days 1 and 2, and craft their own criteria for an "ideal" site and situation.

# 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. 104)
- ▶ 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 (pp. 112–113)

- ▶ Activity 4 Exit Ticket (p. 114)

- ▶ Supplemental Reading: Introduction to Geomancy (pp. 115–116)

##### TEACHER ANSWER KEY

- ▶ Activity 2 Practice Documents and 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 because of 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 (pp. 115–116).

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 (p. 107).
  - ▷ 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. 108-109 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 Practice Documents and 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 Practice Documents and 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 Practice Documents and 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



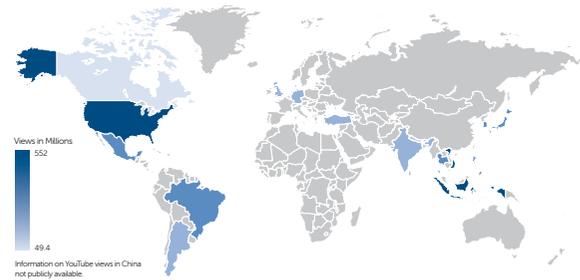
**Site** is defined as the physical characteristics of a place. Those physical features are usually natural, but can include man-made features as well.

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, pp. 115–116).

### MEMORY TIP

The word site contains the letters “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”).

### 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.

## 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.

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

# 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).

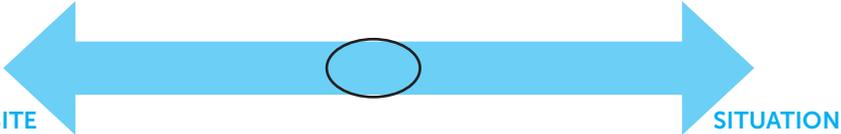


**PRACTICE DOCUMENT C**  
**Bali Sea FerryRail**

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

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

**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
<p><b>What do your observations indicate about this place?</b></p>	
<p><b>How does this source relate to site and/or situation?</b></p>	

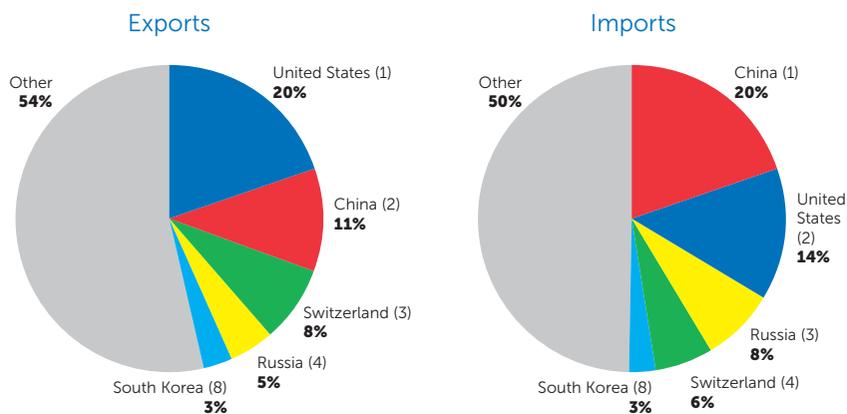
## DOCUMENT SETS

### 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>

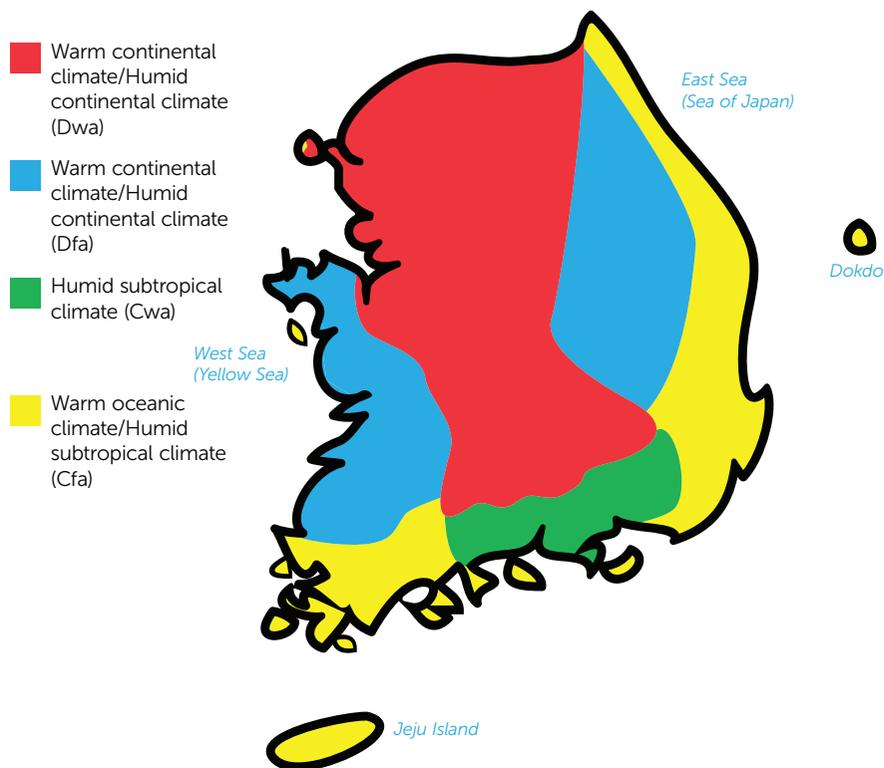


#### DOCUMENT A2

### 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).

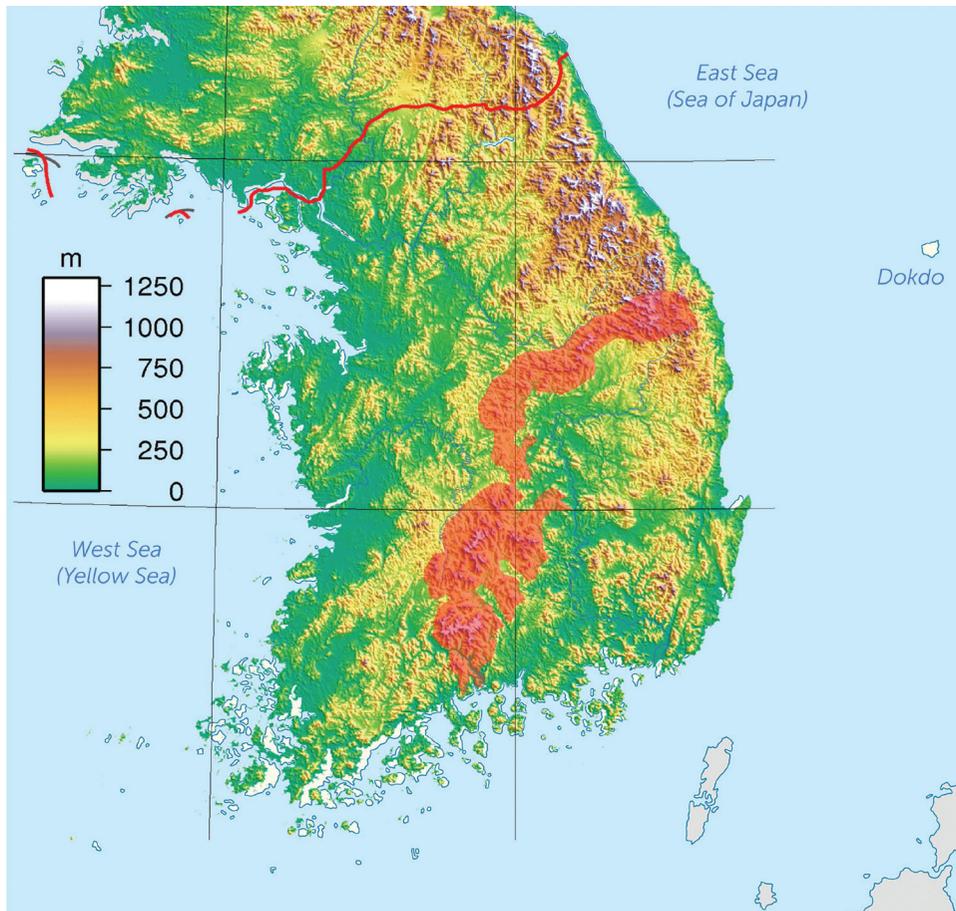
Source: [https://commons.wikimedia.org/wiki/File:South\\_Korea\\_map\\_of\\_Köppen\\_climate\\_classification.svg](https://commons.wikimedia.org/wiki/File:South_Korea_map_of_Köppen_climate_classification.svg)



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>



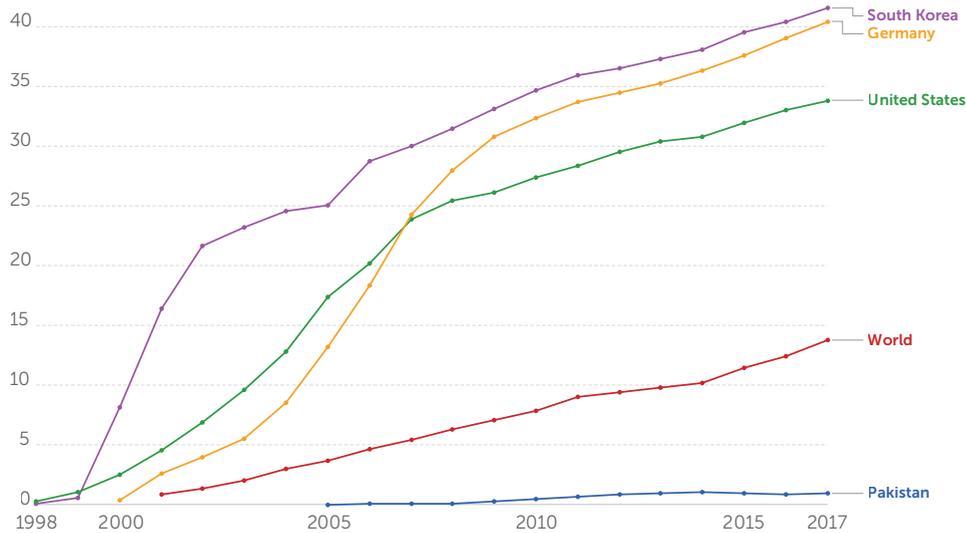
DOCUMENT B3

## 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.



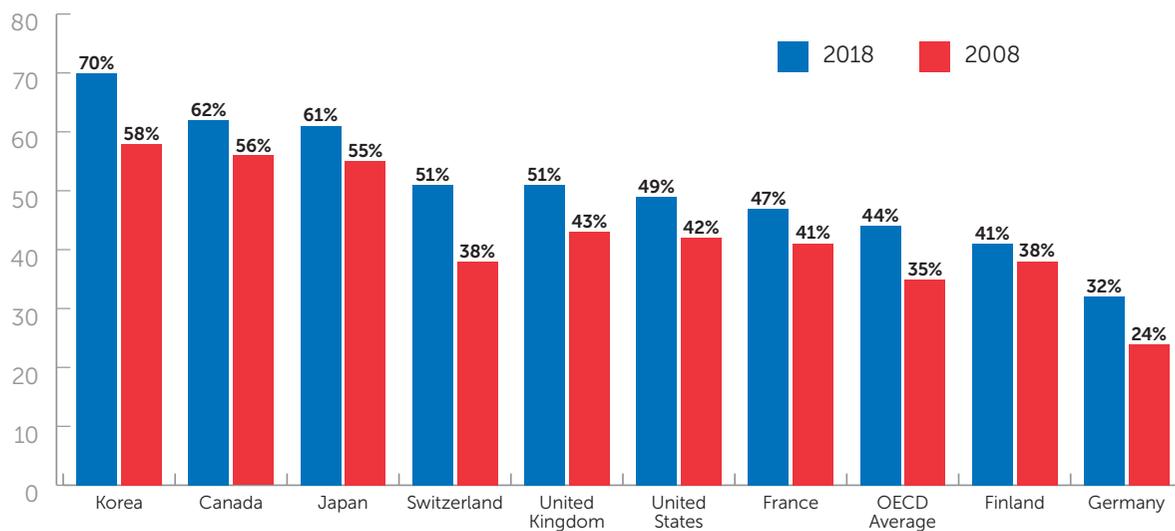
Source: World Bank  
 Note: For more details on the definition see the sources tab.  
 OurWorldInData.org/internet/ • CC BY

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

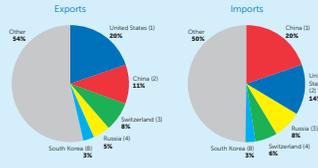
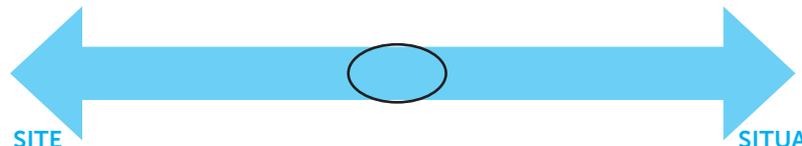
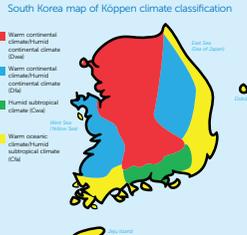
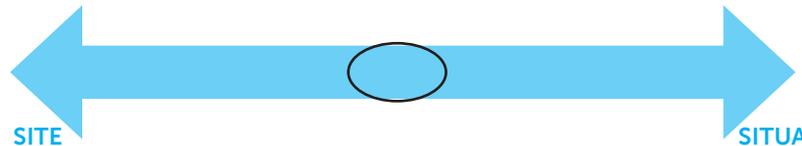
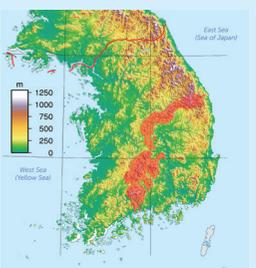
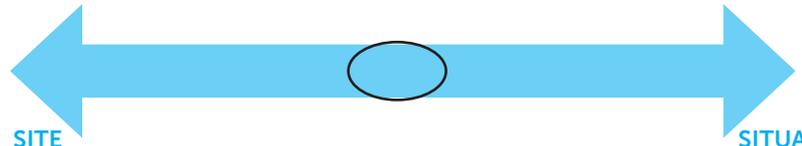
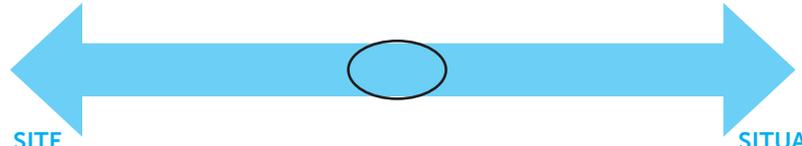


Note: OECD stands for the Organization for Economic Co-operation and Development, a group of 37 countries that are focused on fostering economic growth. OECD countries are generally considered to be among the most economically powerful countries in the world.

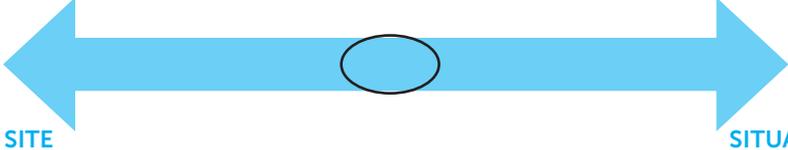
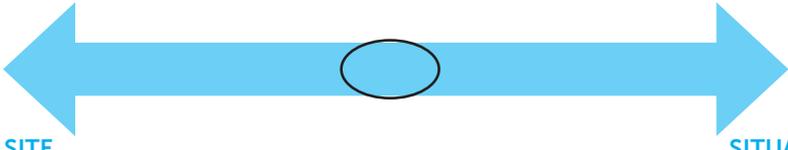
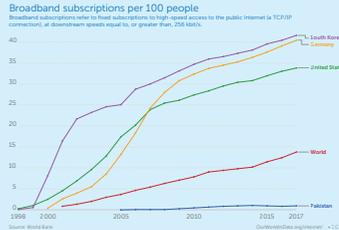
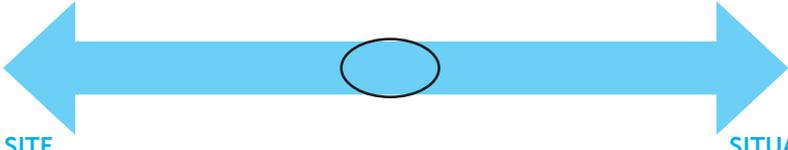
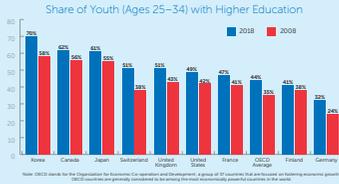
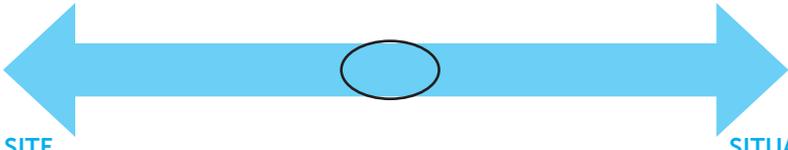
# SOURCE SORTING DOCUMENT

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

<p><b>Document A1</b></p> 	 <p>Justification of placement:</p>
<p><b>Document A2</b></p> 	 <p>Justification of placement:</p>
<p><b>Document A3</b></p> 	 <p>Justification of placement:</p>
<p><b>Document A4:</b></p> 	 <p>Justification of placement:</p>

## GROUP B DOCUMENTS

<p><b>Document B1</b></p> 	 <p><b>SITE</b> <span style="float: right;"><b>SITUATION</b></span></p> <p>Justification of placement:</p>
<p><b>Document B2</b></p> 	 <p><b>SITE</b> <span style="float: right;"><b>SITUATION</b></span></p> <p>Justification of placement:</p>
<p><b>Document B3</b></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 kbps.</p>  <p>Source: World Bank Note: See note tables on the bottom left of the source file. OurWorldData.org/Internet/ - CC BY</p>	 <p><b>SITE</b> <span style="float: right;"><b>SITUATION</b></span></p> <p>Justification of placement:</p>
<p><b>Document B4</b></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 economic growth. OECD countries are generally considered to be among the most economically powerful countries in the world.</p>	 <p><b>SITE</b> <span style="float: right;"><b>SITUATION</b></span></p> <p>Justification of placement:</p>

## FINAL GROUP SUMMARY (AFTER VIEWING ALL 8 DOCUMENTS):

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

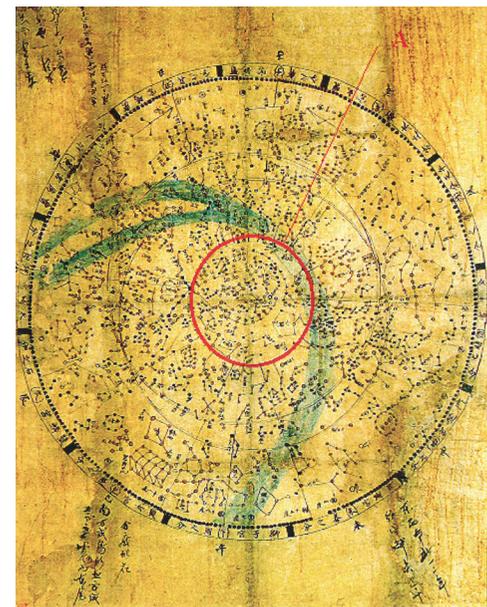
Based on Jongwoo Han's *Power, Place, and State-Society Relations in Korea* (Lanham, MD: Lexington Books, 2013)

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.

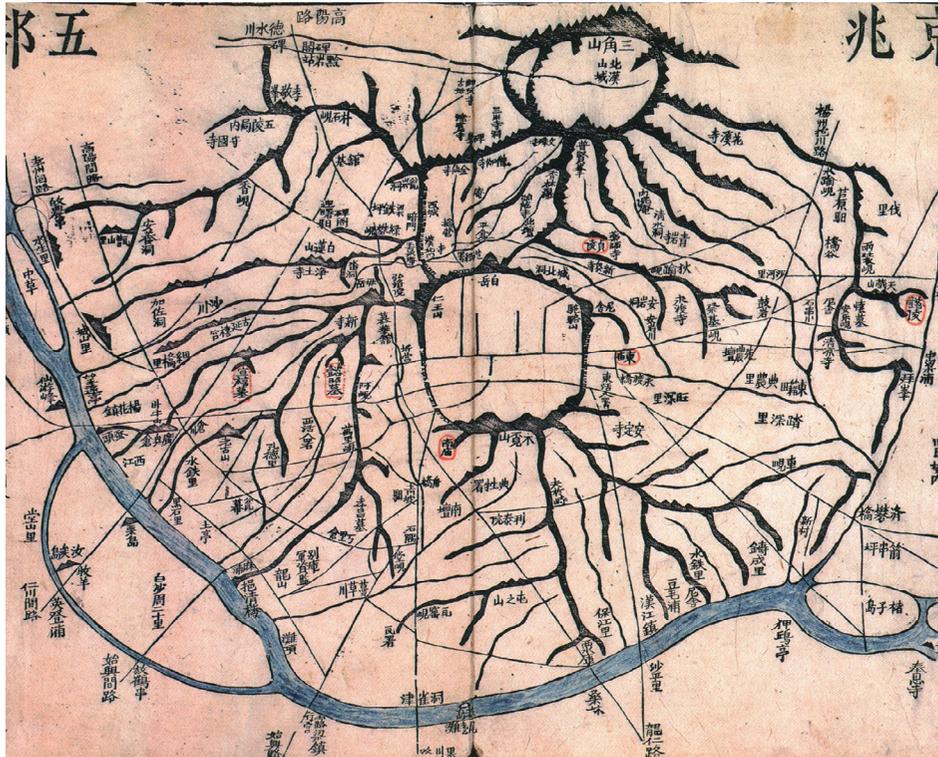
Compared to Western city layouts that emphasize economic functions and professions, ancient Asian cities emphasize religious or mystical characteristics. Geomancy was a specific method for finding the perfect place where heaven's power is reflected on earth. Groups of the governing elite in the ancient 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.



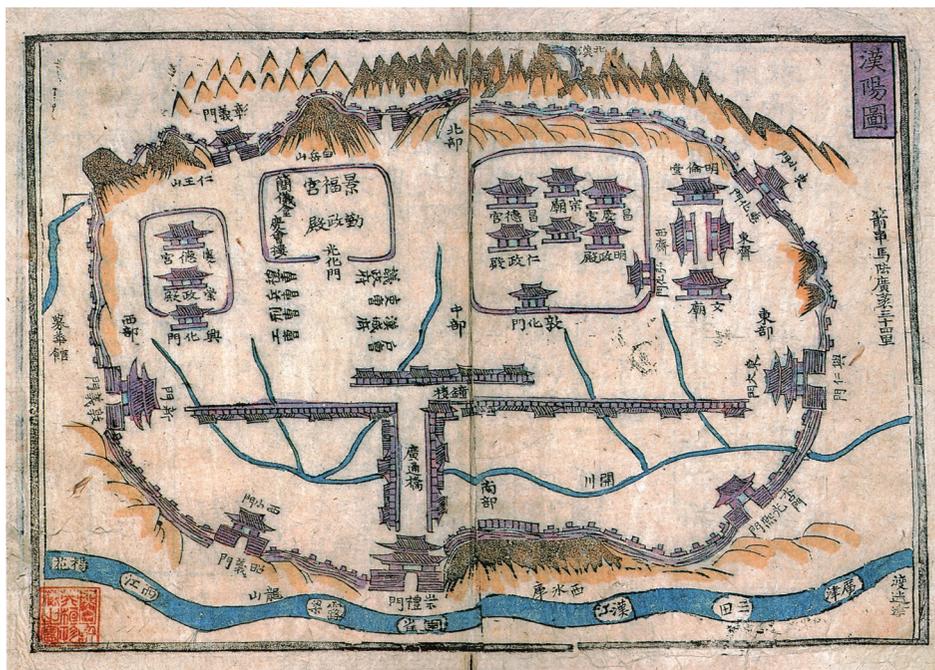
#### Geomancy Map 1

*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: PRACTICE DOCUMENTS AND 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)

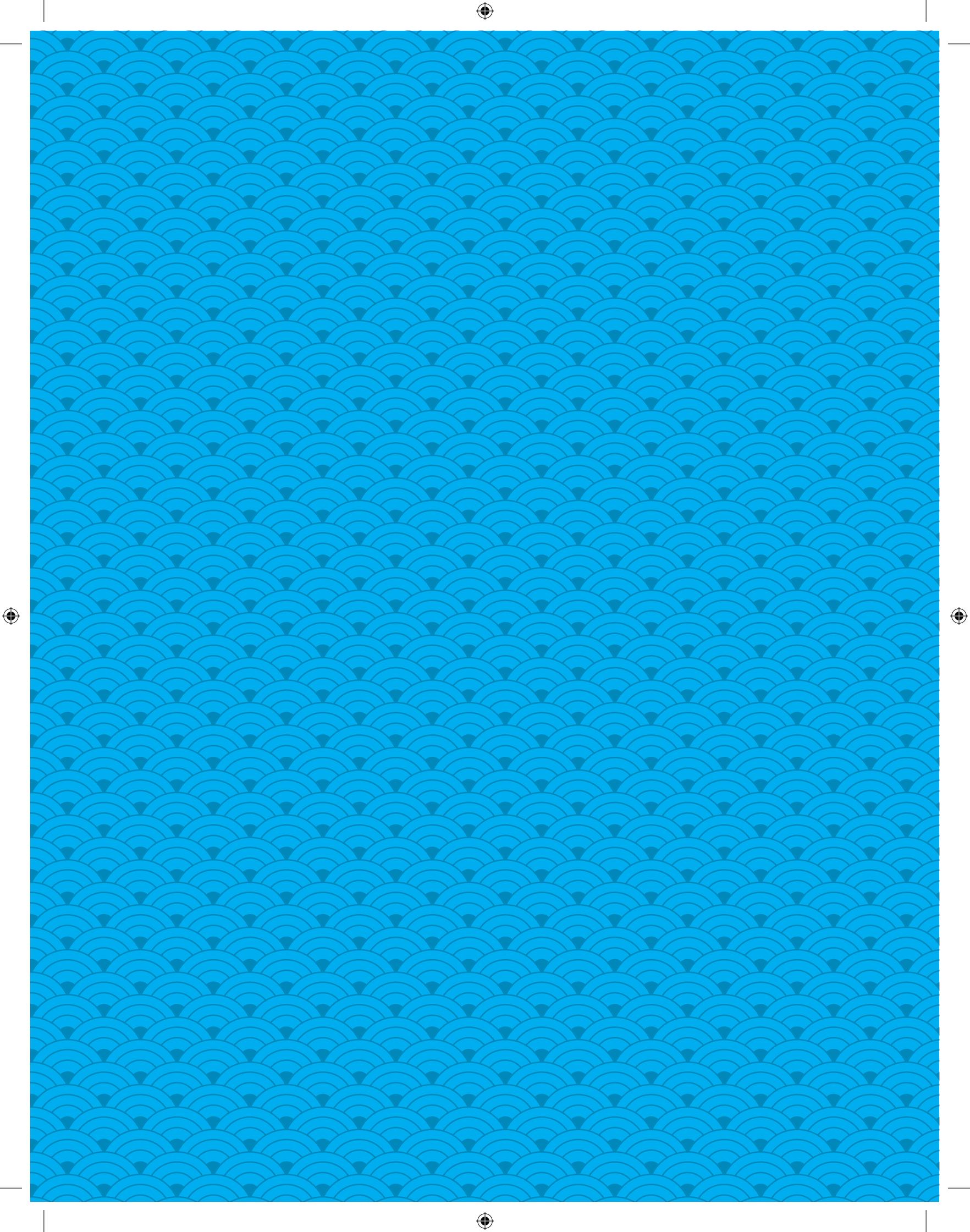
**Document A4.** This photograph primarily shows *situation* because McDonald's is a company that is now present in South Korea, but did not begin in Korea, so that its presence in South Korea reflects interaction. The built environment consisting of human-created surroundings is also present, which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

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.

### 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
	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
Article	Introduction to Geomancy	115	

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	130
	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 3**

In the Day 3 activities, students review the documents related to site and situation that they studied in Days 1 and 2, and craft their own criteria for an "ideal" site and situation.

## 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. 127–129)
- ▶ Activity 2 Documents 1-8 (pp. 130–133)
- ▶ Activity 2 Handout: Scale of Analysis (pp. 134–135)
- ▶ 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 (pp. 138–139)
- ▶ 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 (pp. 134-135).
  - ▷ 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 (pp. 138-139).



#### 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 questions 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?
- ▶ Thinking of Seoul's site and situation (that you explored in the documents), describe its significance to South Korea.

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

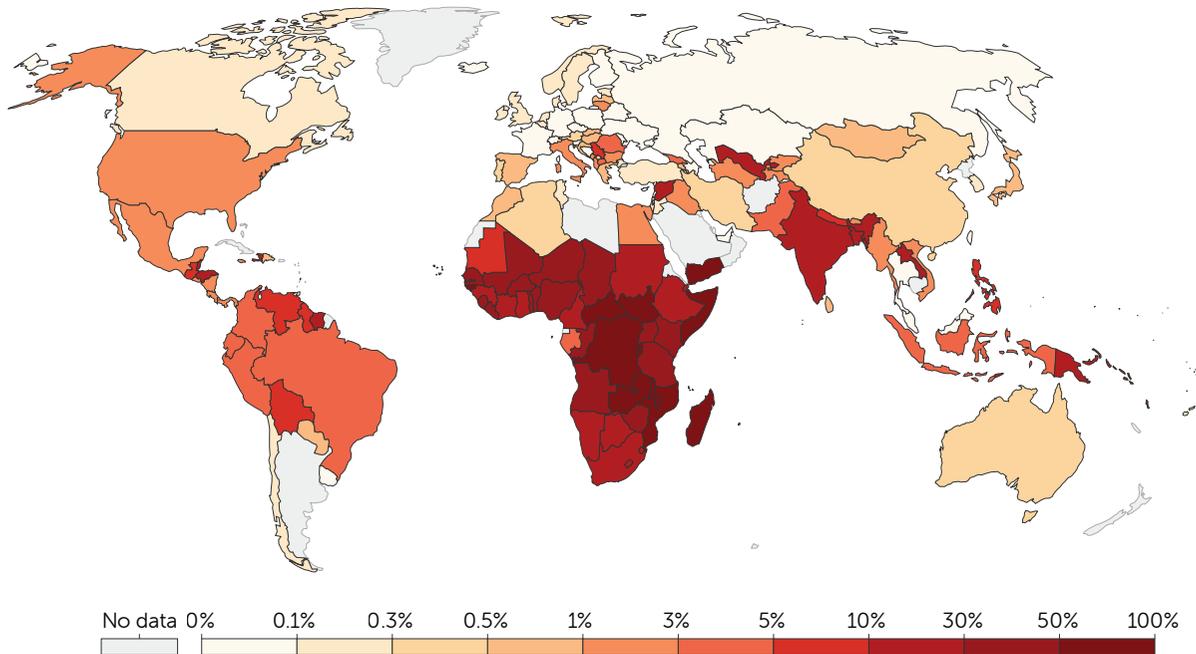
## PRACTICE MAP 1

### 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>

### Share of population in extreme poverty, 2017

The share of individuals living below the 'International Poverty Line' of 1.90 international-\$ per day.



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.

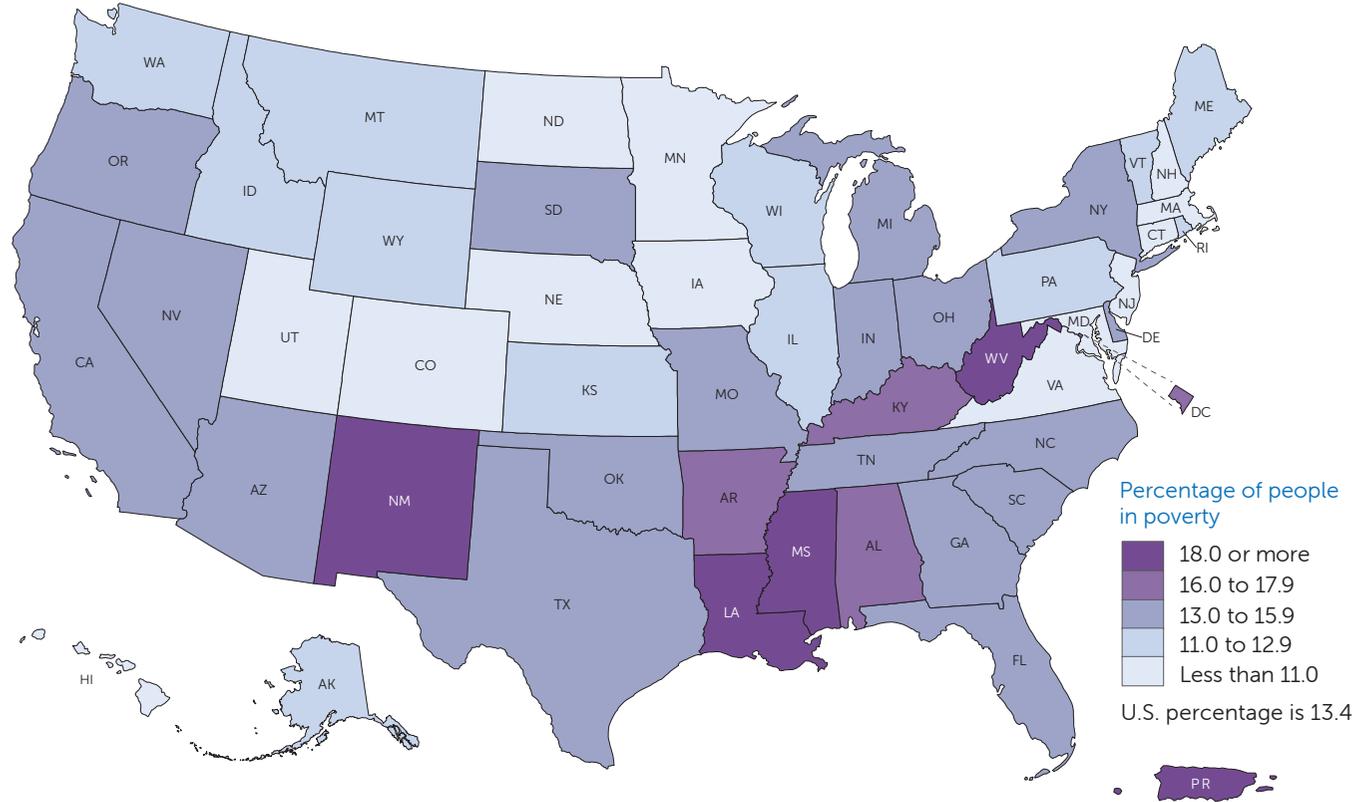
<p><b>What is the scale of the map? (global, regional, national, local)</b></p>	
<p><b>What is the scale of analysis? (global, regional, national, local)</b></p>	
<p><b>Evaluate the statement, based on this map alone: "The United States does not have poverty."</b></p>	

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](http://www.census.gov/acs)

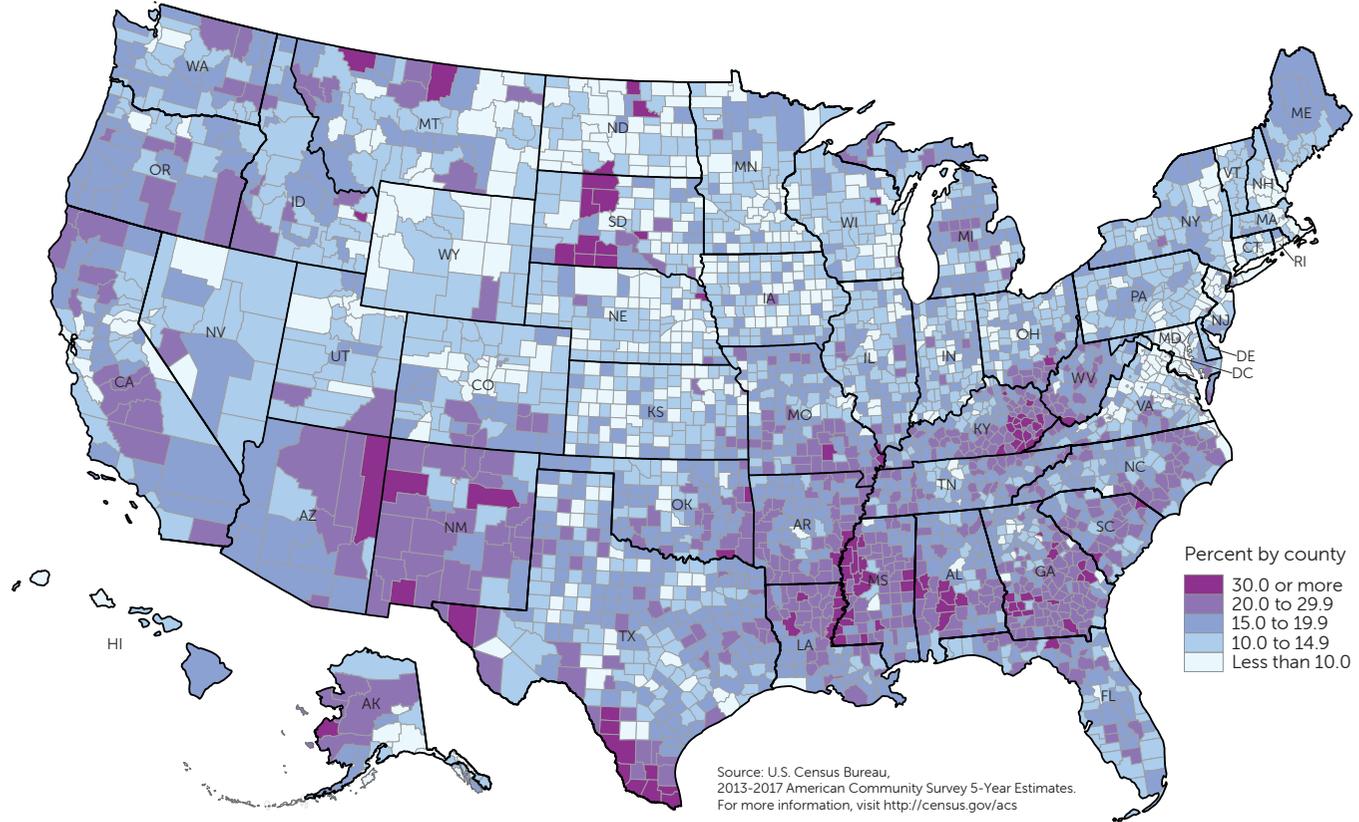
<p><b>What is the scale of the map? (global, regional, national, local)</b></p>	
<p><b>What is the scale of analysis? (global, regional, national, local)</b></p>	
<p><b>Evaluate the statement, based on this map alone: "The United States does not have poverty."</b></p>	

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)**

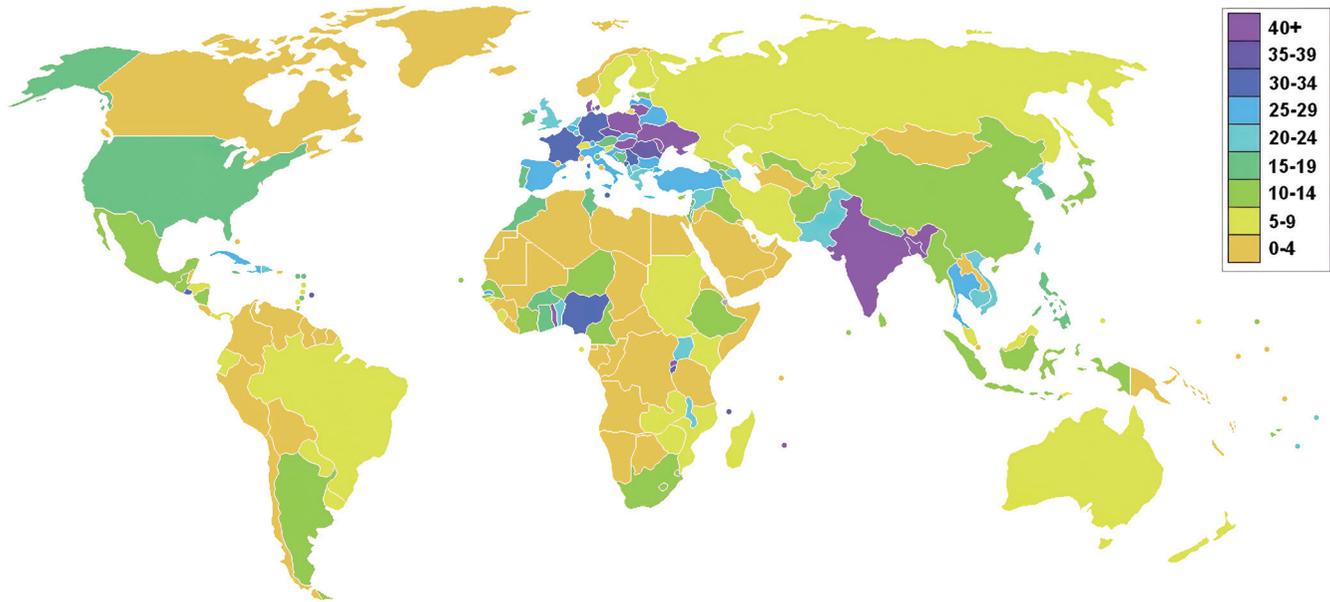
**What is the scale of analysis?  
(global, regional, national, local)**

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

DOCUMENT 1

## Percentage of Arable Land Worldwide

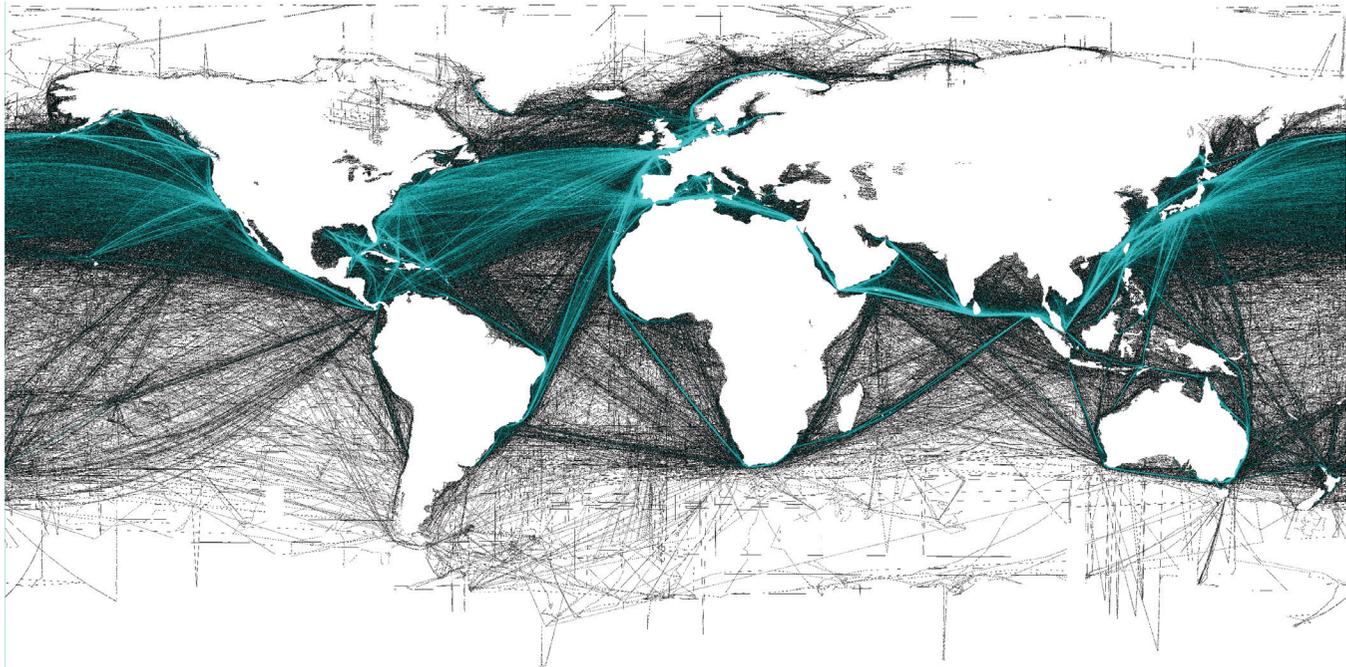
Source: Wikimedia Commons. [https://upload.wikimedia.org/wikipedia/commons/8/85/Arable\\_land\\_percent\\_world.png](https://upload.wikimedia.org/wikipedia/commons/8/85/Arable_land_percent_world.png)



DOCUMENT 2

## Global Map of Shipping Routes

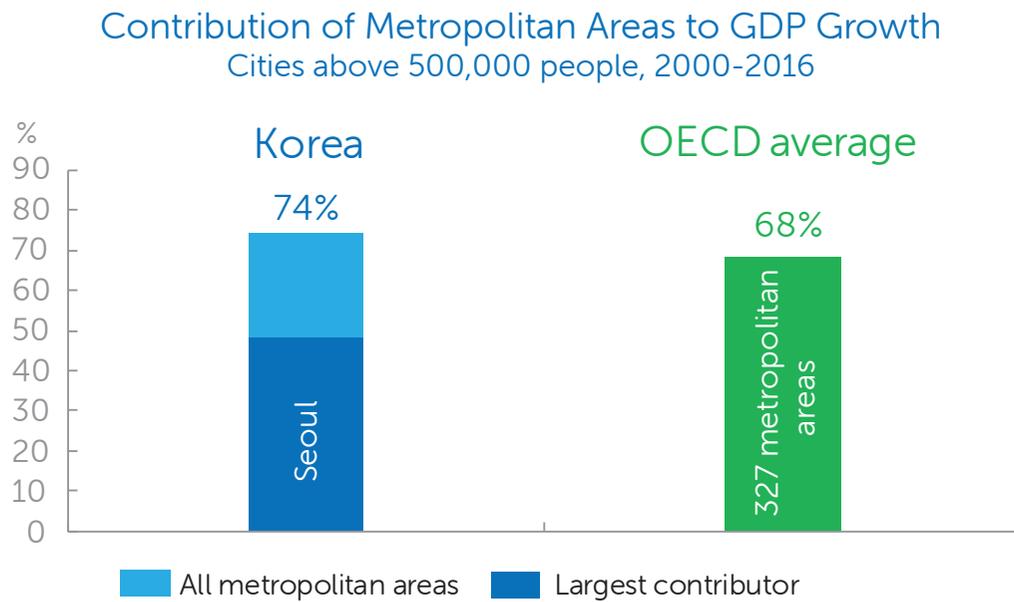
Source: Wikimedia Commons. [https://upload.wikimedia.org/wikipedia/commons/3/39/Shipping\\_routes\\_red\\_black.png](https://upload.wikimedia.org/wikipedia/commons/3/39/Shipping_routes_red_black.png)



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

DOCUMENT 5

## World Map of Regional Organizations

Source: Wikimedia Commons. [https://upload.wikimedia.org/wikipedia/commons/a/a2/Regional\\_Organizations\\_Map.png](https://upload.wikimedia.org/wikipedia/commons/a/a2/Regional_Organizations_Map.png)

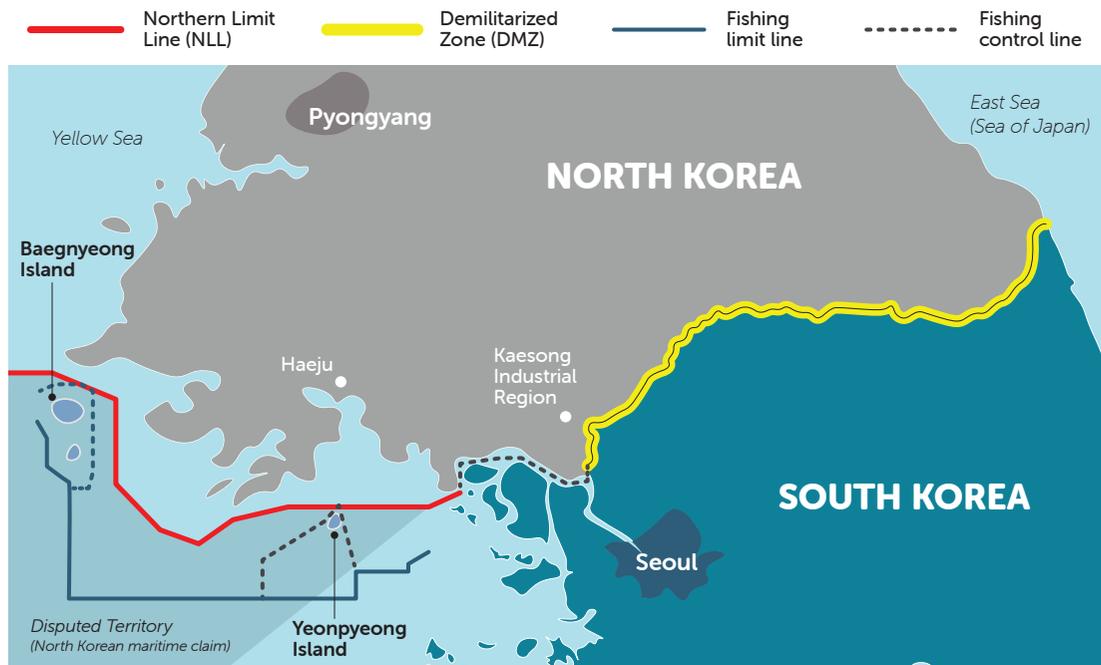


DOCUMENT 6

## 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.

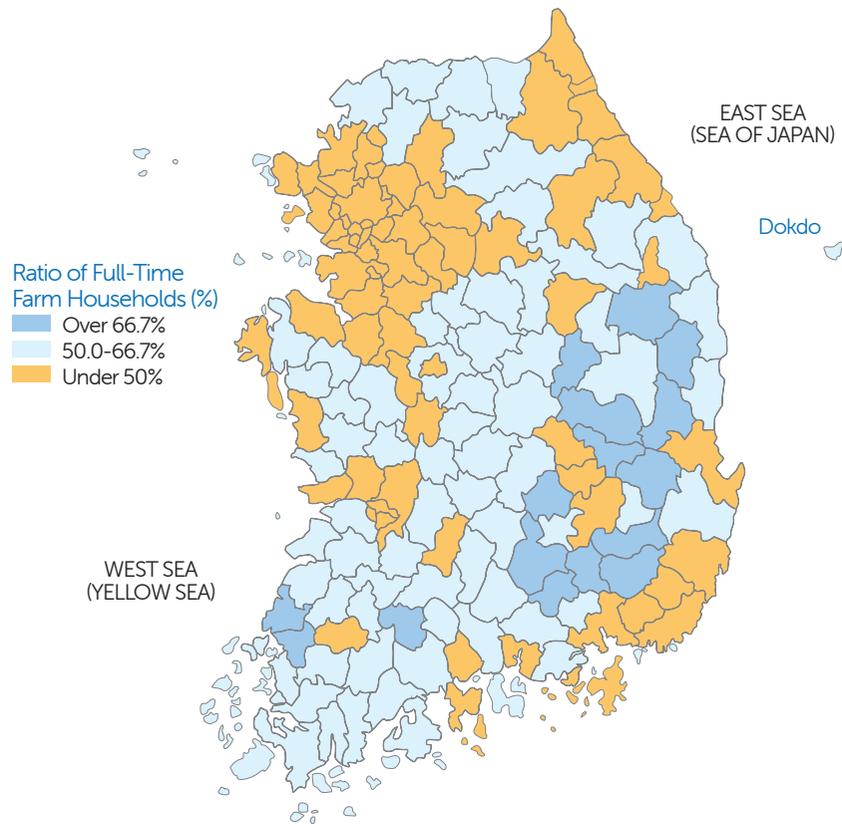
Source: Reuters. <https://www.pri.org/stories/2015-08-20/brief-history-border-conflict-between-north-and-south-korea>



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](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.
- ▶ **National:** at the country level.
- ▶ **Regional:** at the level of multiple countries; world regions, supranational organizations, etc.
- ▶ **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?

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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.

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# HANDOUT: SORTING DOCUMENTS BY SCALE OF ANALYSIS

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



Largest Scale  
of Analysis



Smallest Scale  
of Analysis

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 HANDOUT

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

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

**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

DAY 1	Stimulus Type	Description	Page
	Photo	Horseshoe Bend, Ohio River	102
	Photo	Barge on Ohio River	102
	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
	Article	Introduction to Geomancy	115

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	130
	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 3**

In the Day 3 activities, students review the documents related to site and situation that they studied in Days 1 and 2, and craft their own criteria for an "ideal" site and situation.

## 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.

# HANDOUT

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

Based on the information above:

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

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

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# HANDOUT

## CHARACTERISTICS OF MY IDEAL COUNTRY

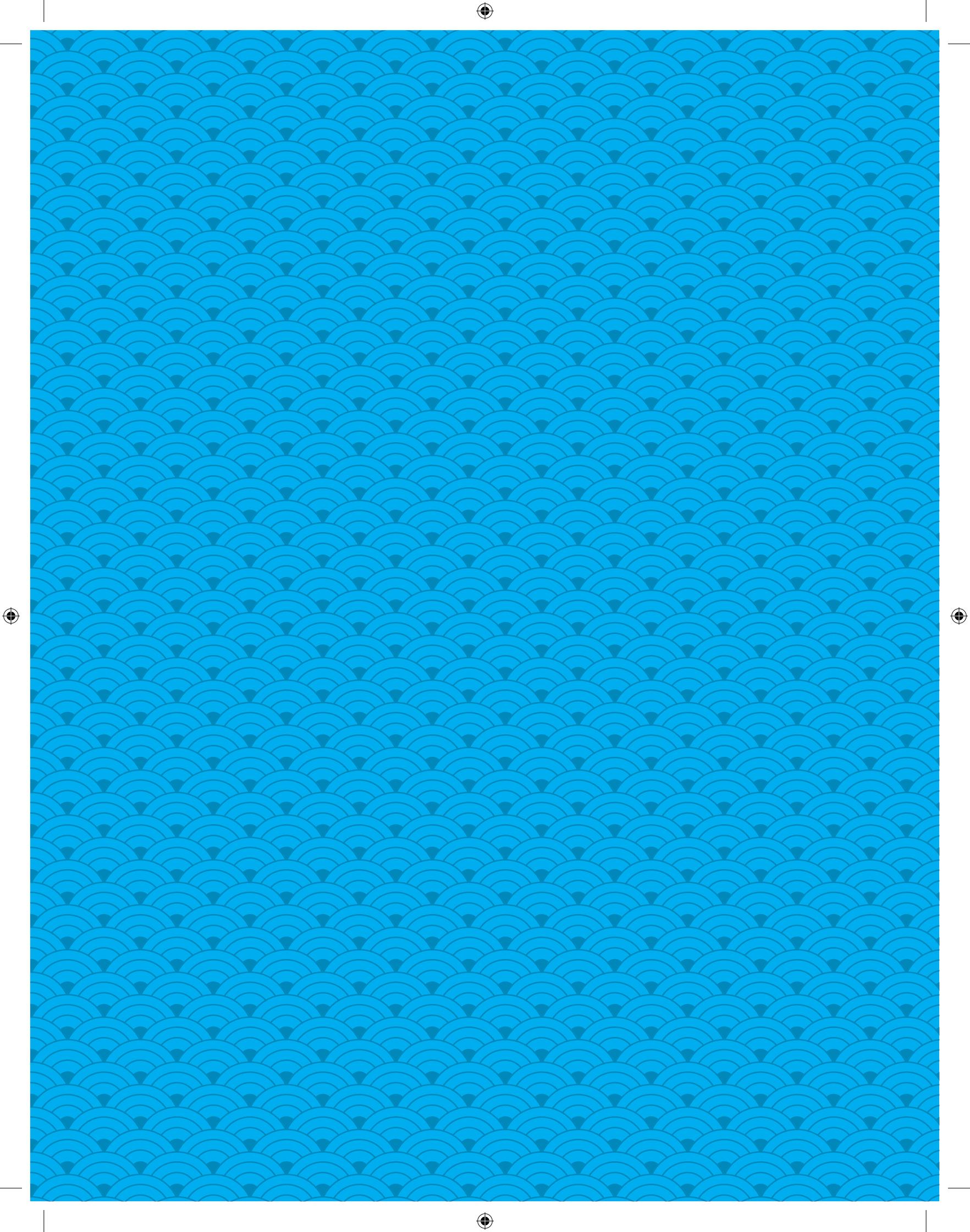
Ideal Site Characteristics	Ideal Situation Characteristics

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

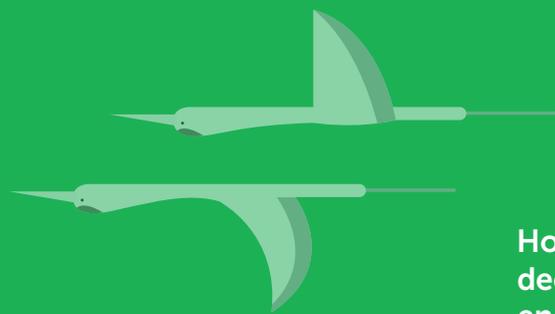
Characteristic	Why it is Important
1.	
2.	
3.	

**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?



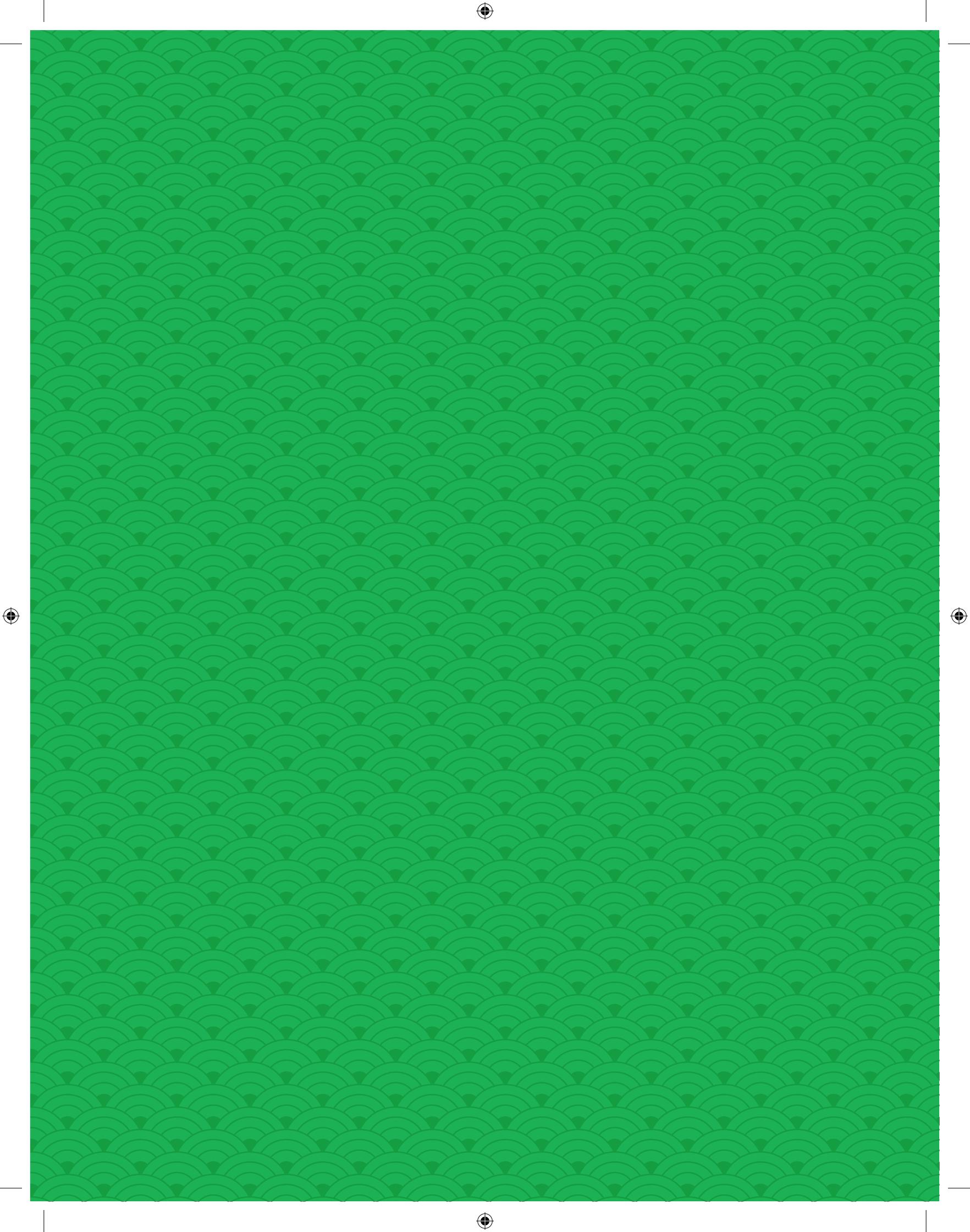
# ECONOMICS MODULE



How do governments make important economic policy decisions? This module enables students and teachers to engage this important question by looking at South Korea's remarkable economic growth during the 1960s and 1970s. South Korea affords an excellent case study because wise economic decision making had a dramatic impact on the lives of its people. The country was a war-torn ruin for much of the 1950s and some Americans questioned whether it could ever be viable and self-sufficient. Yet under the leadership of Park Chung-hee, South Korea moved to export-led growth that focused on textiles and light industry during the 1960s, and then launched the "Big Push" in the 1970s, becoming an internationally competitive exporter of ships, automobiles, and other industrial goods.

By the 1980s, South Korea had a thriving economy and standards of living that were unimaginable a generation before. This module assembles materials that teachers can use to explain why the South Korean government decided to pursue export-led industrialization. These materials explore concepts such as opportunity costs, comparative advantage, and factors of production by examining specific choices made by Korean leaders. The module includes some exercises where students engage these concepts through an individual lens and others where they analyze the factors that influenced South Korean economic policy in detail. Students will come away with a better understanding of how the logic of economics applies to their own lives and how it has transformed the destinies of other nations.

Today, South Korea's high-tech economy is the envy of much of the rest of the world and a model that many other nations seek to emulate. In the twenty-first century, as the World Bank and other international organizations struggle with the problems of global wealth inequality and how to pull less industrialized nations out of poverty, South Korea's history of rapid state-led industrialization yields insights into how some of these efforts might succeed.



# ECONOMICS MODULE



DAY 1:  
WHY DO COUNTRIES  
SPECIALIZE?

# ECONOMICS MODULE OVERVIEW

## SKILL FOCUS

**Analyze Data and Support Arguments with Evidence**

## CONTENT

**Comparative Advantage and Factors of Economic Production**

### Why do Countries Specialize?

DAY 1

#### CLASS ACTIVITY

##### **Understanding the Concepts of Opportunity Cost, Absolute Advantage, and Comparative Advantage**

This module leads students through the costs and benefits of economic decision making as students work through four activities and complete an exit ticket demonstrating their knowledge. They will examine decision making and opportunity costs through an individual lens and then be introduced to the concepts of opportunity cost, absolute advantage, and comparative advantage at different scales as well as determining how these factors lead to specialization.

#### CHECK FOR UNDERSTANDING

**Student Discussion:** How do the concepts of opportunity costs and comparative advantage explain why countries specialize in what they produce?

### What Factors of Production Have Influenced the Rapid Growth and Success of South Korea's Economy?

DAY 2

#### CLASS ACTIVITY

##### **Identifying the Importance of Different Factors of Production in the South Korean Economy**

In this activity, students will explore the factors of production and will apply their understanding by categorizing different examples. Students will use their knowledge of factors of production to identify which factor of production they believe to be most important to South Korea's economy.

#### CHECK FOR UNDERSTANDING

**Exit Ticket:** Which factor of production do you believe is most important to South Korea's economy?

### Assessment

DAY 3

#### CLASS ACTIVITY

##### **Short Answer Writing**

Students will review Day 1 and Day 2 activities and read about opportunity costs, comparative advantage, and factors of production to evaluate how these elements have led to the South Korean economic miracle.

##### **The Influence of Factors of Production and Comparative Advantages on Korea's Economic Development**

**Short Answer Prompt:** Evaluate which factors of production and comparative advantages have influenced the rapid growth and success of South Korea's economy.

# ECONOMICS MODULE SOURCES

DAY 1	Stimulus Type	Description	Page
	Graph	Vehicle Production in South Korea, 2010-2019	169
	Graph	Yearly Number of Cars Produced in the United Kingdom, 2003-2020	169

DAY 2	Stimulus Type	Description	Page
	Podcast	Homework Overview: Identifying Factors Of Production	187
	Photo	Hyundai Santa Fe	187
	Photo	Textile Manufacturing Equipment	189
	Chart	Education, Wages, and Labor Productivity in South Korea and China	189
	Photo	Hyundai Car Assembly Line in Ulsan, South Korea	190
	Map	Topography of South Korea	190
	Map	Full-Time Farm Households as a Percentage of Households in South Korea	190
	Text Excerpt	Hyundai Corporation	191
	Chart	Land Use and National Resources in South Korea and China	191
	Chart	South Korean and Chinese Workforce by Sector	192
	Photo	Pohang Iron and Steel Company, South Korea	192
	Text Excerpt	Samsung Electronics Company	193

DAY 3	Stimulus Type	Description	Page
	Article	The South Korean Economic Miracle	214
	Graph	South Korean GDP per capita, 1960-2019	214
	Graph	South Korean Exports, 1960-2019	214
	Graph	The Share of the Population with No Formal Education in Different Countries, 1970	214

# DAY 1

BASED ON A 60-MINUTE CLASS

## Why Do Countries Specialize?

### OVERVIEW

This lesson leads students through the concept of cost-benefit analysis by first considering decisions that students might make. They will then analyze opportunity costs, absolute advantage, and comparative advantage related to a country's economic decision-making. Students will then explain how all of these factors influence the goods that a country prioritizes or specializes to produce.

### MATERIALS NEEDED:

#### HOMEWORK

- ▶ Student Homework Handout: Trade-offs/ Cost-Benefit (p. 164)

#### IN-CLASS ACTIVITIES

- ▶ Activity 1 Handout: Trade-Offs and Opportunity Costs (p. 165)
- ▶ Activity 2 Handout: Opportunity Costs for Countries (pp. 166–167)
- ▶ Activity 3 Handout: Absolute Advantage (p. 168)
- ▶ Activity 4 Handout: Comparative Advantage (p. 170)
- ▶ Activity 5 Exit Ticket (pp. 171–172)

#### TEACHER ANSWER KEYS

- ▶ Activity 1 Handout: Trade-Offs and Opportunity Costs (p. 173)
- ▶ Activity 2 Handout: Opportunity Costs for Countries (pp. 174–175)
- ▶ Activity 3 Handout: Absolute Advantage (p. 176)
- ▶ Activity 4 Handout: Comparative Advantage (p. 177)
- ▶ Activity 5 Exit Ticket (p. 178)

# SEQUENCE OF INSTRUCTION

## HOMework OVERVIEW: COST-BENEFIT ANALYSIS OF INDIVIDUAL DECISIONS

HOMEWORK (30 MINUTES)

### EXPLORING COST-BENEFIT IN STUDENT DECISION-MAKING

To introduce economic decision-making, students will determine the costs and benefits (trade-offs) of personal decisions.

#### ACTIVITY PROCEDURE

- ▶ Hand out a copy of the Student Homework Handout: Trade-Offs/Cost Benefit (p. 164) to each student.
- ▶ Read or have a student read the introduction paragraph for the homework activity and explain to students that their homework will be to practice analyzing the benefits and costs (a cost benefit analysis) of their decisions.
- ▶ Use the example from the Student Homework Handout: Trade-Offs/Cost Benefit to explain what students will be expected to complete with the homework assignment.

See the first part of the Teacher Key for the Activity 1 Handout: Trade-Offs and Opportunity Costs (p. 173) for suggested answers.

#### TEACHER NOTES

The activities for Day 1 build from the homework activity. If it is not assigned as homework, it must be the first activity before moving on to the other activities in Day 1.



#### TEACHING TIP

Short homework activities, such as this one, could easily be used as warm-ups depending on how you would like to allocate time in this lesson.

## CLASS ACTIVITY 1 OF 5: INTRODUCTION TO TRADE-OFFS AND OPPORTUNITY COSTS

WARM UP/INTRODUCTION (10 MINUTES)

### GROUP IDENTIFICATION AND CLASS DISCUSSION

Students will discuss the choice they made in their homework and the costs and benefits of the decision. Students will then understand the idea that any benefit from a decision results in a trade-off, a cost, or the loss of the benefit of another decision. In economics, this concept is called opportunity cost. Students will also look at how their decisions may lead to specialization.

#### ACTIVITY PROCEDURE

- ▶ Put students into groups of three or four.
- ▶ Give students two or three minutes to share with their group their decision from the Student Homework Handout: Trade-Offs/Cost Benefit and what they believed they would gain and give up from their decision. Have a couple of students share their decisions with the class.
- ▶ Give each student a copy of the Activity 1 Handout: Trade-Offs and Opportunity Costs (p. 165).

- ▶ Explain to students: “In your homework you discovered that when you make a decision, you have to decide between the benefits and costs of that decision. Just as you do when you make a decision, businesses and countries must weigh their economic decisions. The costs of these decisions are referred to in economics as *opportunity cost*. The opportunity cost is what you give up based on your decision.”
  - ▷ Use the example on the Teacher Key to the Activity 1 Handout: Trade-Offs and Opportunity Costs (p. 173) to guide students on how to determine opportunity costs. Students will complete the chart in their handout as you guide them on how to determine what the opportunity cost of each decision would be.
  - ▷ Next, have students individually write a few sentences to explain what the opportunity cost would be of their decision from the Homework Handout on Trade-Offs/Cost Benefit (p. 164). Remind students that they need not only to state what the opportunity cost is but to explain why this would be an opportunity cost.
    - Sentence Stem: “The opportunity cost for (state decision made) would be . . . because . . .”
    - Have a couple of students share out their definition of opportunity cost. Correct any misconceptions
  - ▷ After students have completed their short writing, have a couple of students share out their sentences.
  - ▷ Explain to students as a whole class that their decisions lead to specialization. Using the example of a decision about baseball, explain to students that some people decide to use their time/energy to focus on one endeavor such as playing baseball, working after school, participating in band, etc. This concept of specialization will be woven throughout the rest of the activities.

For suggested answers, see the Teacher Key to the Activity 1 Handout: Trade-Offs and Opportunity Costs (p. 173).

### TEACHER NOTES

Students may struggle with the concept of opportunity costs. You may have to use additional examples to help students grasp the concept. One teacher example that could be used is comparing the opportunity costs for grading papers on the weekend. If you decide to grade papers, your opportunity cost would be what you give up (spending time with family, hobbies, watching TV, etc.). If you decide not to grade papers, then your opportunity cost would be not having the papers graded for Monday.



#### TEACHING TIP

Students who struggle with language and/or writing benefit from sentence stems to help guide them through answering short answer questions.

## CLASS ACTIVITY 2 OF 5: OPPORTUNITY COSTS AND ECONOMIC DECISIONS MADE BY COUNTRIES

CLASS ACTIVITY (10-15 MINUTES)

### CALCULATING OPPORTUNITY COSTS AT THE COUNTRY LEVEL

Students will build on their learning from Activity 1 by identifying the opportunity costs of producing computers or smartphones. Students will also look at how the concept of opportunity costs explains why countries decide to specialize in what they produce.

#### ACTIVITY PROCEDURE

- ▶ Keep students in the same groups as in Activity 1.
- ▶ Give each student a copy of the Activity 2 Handout: Opportunity Costs for Countries (pp. 166–167).
- ▶ Explain to students: In Activity 1, you looked at the concept of opportunity cost for individuals. Businesses and countries also have to balance the benefits and costs of any economic decisions. Because resources are scarce (limited amounts), a business or a country must decide what it will produce.
- ▶ The Teacher will demonstrate how to calculate opportunity cost.
  - ▷ Using the example section of the Activity 2 Handout, demonstrate to students how to determine opportunity cost by examining a decision by a country on whether to produce smartphones or computers and determining the number of smartphones that would not be produced if the country chooses to produce computers.
    - Model the problem solving process of how the number of computers and smartphones came from the “output for an hour of labor” chart while students complete the first example on their Activity 2 Handout: Opportunity Costs for Countries.
      - » *Read: Country A has to decide whether it will produce computers or smartphones. If the country decides to produce smartphones it will not be able to produce computers and vice versa. The **opportunity cost** in this case is what Country A does not produce.*
      - » *Calculate: Students should divide the number of smartphones by the number of computers (20 divided by 4). The reason for this is because we want to know how many smartphones we will miss out on if we produce one computer.*
      - » *Explain: This means for every computer produced, we miss out on producing five smartphones. This means our opportunity cost for producing computers is five smartphones.*
    - Repeat the same procedure above to calculate the opportunity cost for producing smartphones.
      - » *Calculate: Students should divide the number of computers by the number of smartphones (4 divided by 20). The reason for this is because we want to know how many computers we will miss out on if we produce one smartphone. The opportunity cost will equal .20 or  $\frac{1}{5}$ .*
      - » *Explain: This means that for every smartphone produced we would miss out on producing one fifth of a computer.*

- Communicate that the example is a simplified example of opportunity costs and does not take into account many factors that can impact the decision on what to produce, such as the value of the product or how that product benefits the economy as a whole.

▷ Group Practice:

- Release groups to complete the practice section of the Activity 2 Handout together.
- Remind students to look at the examples if they have questions.
- As students are working, walk around to check that students are calculating the correct answer and provide help if needed.
- Have a group share out their answers.

▶ Group Discussion

- ▷ Remind students that countries have to decide how to allocate their resources and/or have a student read the section of the Activity 2 Handout on specialization focus. Give students examples of products produced in South Korea such as:

- Samsung: smartphones, appliances, etc.
- LG: smartphones, appliances, TVs, etc.
- Hyundai/Kia: automobiles

- ▷ Give students time to answer the following questions individually on their handout:

- In recent years, South Korea has become an important global producer of consumer electronics (i.e.; appliances, smartphones, televisions, etc.) and automobiles. Other than the goal of increasing industrial growth, what would be the advantages of South Korea producing these types of products over specializing in clothing?

- ▷ Have each student discuss why they believe South Korea made the economic decision to produce automobiles and consumer electronics.

- Sentence stems to help guide discussion are:

- » *I believe South Korea chose to focus on automobiles and consumer electronics because . . .*
- » *I agree with your reason and think South Korea also made their decision because . . .*
- » *I also believe . . . was a reason that South Korea decided to focus on automobiles and consumer electronics*

See the Teacher Key to the Activity 2 Handout: Opportunity Costs for Countries (pp. 174–175) for suggested answers.

### TEACHER NOTES

If students struggle to compile products made in South Korea, allow them to research consumer products produced in South Korea.

Students may need guidance answering the discussion question. Direct students to think about how wages, profit margins, and encouragement of education increase technological innovation.



### TEACHING TIP

When students are in a blended or virtual environment, discussion can be facilitated through many Learning Management Platforms, or through apps such as Padlet or even using Google Chat or Google Docs.

## CLASS ACTIVITY 3 OF 5: ABSOLUTE ADVANTAGE

CLASS ACTIVITY (10-15 MINUTES)

### DETERMINING ABSOLUTE ADVANTAGE

Students will continue looking at choices countries make by analyzing the concept of absolute advantage and applying the concept to the previous economic scenario of the production of smartphones and computers. As with previous activities, students will also look at the relationship between specialization of production and absolute advantage.

### ACTIVITY PROCEDURE

- ▶ Students will remain in the same groups as in the previous activity.
- ▶ Remind students that they have looked at opportunity costs in their everyday decisions, but they also saw how opportunity costs are part of economic decision making at a national level. Remind them that by calculating the opportunity costs countries can make better decisions in allocating resources.
- ▶ Give each student a copy of the Activity 3 Handout: Absolute Advantage (p. 168).
- ▶ Explain to students: *Absolute advantage* is another economic concept that helps in making economic decisions. Absolute advantage is the ability to produce a good or service better or more efficiently than another country producing the same product.
- ▶ The Teacher will demonstrate how to determine absolute advantage.
  - ▷ Using the example section of the Activity 3 Handout: Absolute Advantage, demonstrate to students how to determine which country would have an absolute advantage in producing computers and producing smartphones
    - Model the problem solving process of how the number of computers and smartphones came from the “output for an hour of labor chart” while students complete the first example on their Activity 3 Handout: Absolute Advantage.
      - » *Read: Absolute advantage is another economic concept that helps in making economic decisions. Absolute advantage is the ability to produce a good or service better or more efficiently than another country producing the same product.*
      - » *Model: Show students that the country that produced the most computers or most smartphones would have an absolute advantage. Country A would have an absolute advantage in producing computers and Country B would have an absolute advantage in producing smartphones.*
      - » *Explain: By knowing absolute advantage, students can predict which product would allow a country or company to outproduce its competition. Absolute advantage is used when comparing the production of one product between countries.*

► Group Practice

- ▷ Show students the statistics of automobile production for South Korea and the United Kingdom (p. 169). Mention to students that there are other factors such as cost of production and labor, etc. that are not part of this comparison, but that these examples suffice in giving a real-world application of the concept of absolute advantage.
- ▷ Have groups determine which country would have an absolute advantage in producing automobiles.
- ▷ From the Specialization Focus section in the Activity 3 Handout: Absolute Advantage, read: “As in Activity 1, *absolute advantage* helps explain how countries will utilize their limited resources. If another country can produce many more items than your country, this is an *absolute advantage*. Your country may decide to specialize in another item in which your country has an *absolute advantage*.”

► Group Discussion

- ▷ Groups will discuss the following question: Which country do you believe would benefit most from investing a greater amount of resources toward producing automobiles?
  - Give students time to compose their own answer before discussing it with their group.
  - Sentence Stem: I believe (country name) would most benefit from investing resources into the automobile industry because . . .
  - After students discuss the topic, have a couple of groups share out their answer and explanation.

See the Teacher Key to the Activity 3 Handout: Absolute Advantage (p. 176) for suggested answers

**TEACHER NOTES**

Absolute advantage is a simplistic way of identifying products that should be produced. Comparative advantage, which is discussed in Activity 4, is even more accurate in assessing a country’s advantage and where that country should focus production.



**TEACHING TIP**

It is important to walk around and listen to students as they discuss so that students don’t reinforce inaccurate information. This also gives the teacher the opportunity to see class-wide misconceptions so they can be addressed before moving to the next activity.

## CLASS ACTIVITY 4 OF 5: COMPARATIVE ADVANTAGE

CLASS ACTIVITY (10-15 MINUTES)

### DETERMINING COMPARATIVE ADVANTAGE

Students will use the information from the previous activities to determine which countries in a scenario will have absolute advantage.

#### ACTIVITY PROCEDURE

- ▶ Students will remain in the same groups as in the previous activity.
- ▶ Give each student a copy of the Activity 4 Handout: Comparative Advantage (p. 170).
- ▶ Explain to students that rarely do countries have one product that they produce. To compare multiple products, economists use the concept of comparative advantage. The concepts of trade-offs and opportunity costs are intertwined when looking at the products in which a country has a comparative advantage.
- ▶ Using the example section of the Activity 4 Handout on Comparative Advantage, demonstrate to students how to determine which country would have an absolute advantage in producing computers and producing smartphones.
  - ▷ Model the problem-solving process of how the number of computers and smartphones came from the “output hour of labor chart” in Activity 2 while students complete the first example on their Activity 4 Handout: Comparative Advantage.
    - Read: *Comparative advantage* is the ability of a producer to produce goods and services at a lower opportunity cost than another producer. With the same scenario from before, we can now quantify the advantage each country has for producing goods.
    - Model: Remind students that when determining comparative advantage, you are looking for the smallest opportunity cost. Have students identify the product in which each country has a comparative advantage in the example box as you explain the following:
      - » *Country A would have a comparative advantage in producing smartphones because its opportunity cost of  $\frac{1}{5}$  of a computer is less than the opportunity cost of  $\frac{1}{2}$  of a computer for country B.*
      - » *Country B would have a comparative advantage in producing computers because its opportunity cost of two smartphones is less than the opportunity cost of five smartphones for Country A.*
    - Explain: Let students know that it is possible for a country to have lower opportunity costs in both products. In this case the country will focus on the product with the lowest comparative opportunity cost. Knowing the concept of absolute advantage, students can predict which product would allow a country or company to outproduce its competition. Absolute advantage is used when comparing the production of one product between countries.
- ▶ Group Practice
  - ▷ In groups, students will use the Activity 4 Handout: Comparative Advantage to determine which country will have a comparative advantage in the production of oil or corn.

- ▶ After groups have completed their answers on their handout, the group will share which country has a comparative advantage in oil and which country has a comparative advantage in corn.

For suggested answers, see the Teacher Key to the Activity 4 Handout: Comparative Advantage (p. 177).

### TEACHER NOTES

Students may be confused between absolute and comparative advantage. Remind students that the big difference is in the number of products being compared. If you are only looking at the production of one product between countries, you are analyzing absolute advantage, and only focusing on which country produces more per unit. When looking at multiple products between countries, you are focusing on comparative advantage.



#### TEACHING TIP

When students struggle with differentiating between concepts, it can be helpful to have students create a t-chart or other graphic organizer to help see differences.

## CLASS ACTIVITY 5 OF 5: CHECK FOR UNDERSTANDING

CLASS ACTIVITY (10-15 MINUTES)

### EXIT TICKET

Given production information for two countries, students will determine the opportunity cost of production, identify which countries have a comparative advantage, and write a short paragraph persuading a country to specialize in production based on opportunity cost and comparative advantage.

### ACTIVITY PROCEDURE

- ▶ Hand the Exit Ticket Handout (p. 171) to each student.
- ▶ Students will complete three steps for the exit ticket.
  - ▷ STEP 1. Students will work in groups to determine opportunity costs for producing computers and smartphones.
    - Students will complete a chart under Step 1 and will check in with the teacher to determine if their answers are correct before moving on to Step 2.
  - ▷ STEP 2. Students will continue to work in groups to determine which country has a comparative advantage in the production of computers and a comparative advantage in the production of smartphones.
    - Students will use the Step 2 section of their handout to identify which country has a comparative advantage in the production of each product, and will provide a brief explanation.
    - Students will determine if their answers are correct before moving on to Step 3.

- ▷ STEP 3. Students will complete Step 3 individually.
- Using the information from Step 1 and Step 2, students will write a short paragraph to persuade Country A to specialize in the production of one product based on opportunity costs and comparative advantage.

See the Teacher Key to the Exit Ticket (p. 178) for suggested answers.

### TEACHER NOTES

If you needed to give students more time to practice or needed time to reteach the big concepts of this lesson, you may want to use the Exit Ticket as a warmup before starting the Day 2 Activities.

#### COMMON MISTAKES:

- ▶ Students will simply state that Country A should produce smartphones because it has lower opportunity costs and a comparative advantage. This answer does not show whether students understand the concepts or how these concepts lead to economic decisions.
- ▶ Students may forget to include evidence from their opportunity chart.
- ▶ Students may forget to mention why Country A would not produce computers.



#### TEACHING TIP

Using formative checks that have multiple steps can help you identify where students are struggling and provide you an opportunity to correct misconceptions or reteach concepts as students work. Immediate feedback helps students not have to unlearn these misconceptions.

# STUDENT HOMEWORK HANDOUT: TRADE-OFFS/COST BENEFIT

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

One important concept in the study of economics is to analyze the costs and benefits of decisions. When making any decision we have to balance what we gain from making one decision (benefit) with what we give up by making the decision (cost). This economic approach to decision making is referred to as making trade-offs.

- ▶ For homework you will practice the concept of cost-benefit analysis in economics.
- ▶ Select one of the three decisions below and complete the T-Chart to determine what you gain and what you give up by making your decision. Use the example below to help you identify what you would gain and give up based on your decision.

**Example:** You are a member of your school’s baseball team and you have a difficult choice. Your parents have planned a beach vacation for your upcoming spring break, but you also have baseball practice.

What do I GAIN from my decision to go to baseball practice?	What do I GIVE UP because of my decision to go to baseball practice?
<ul style="list-style-type: none"> <li>▷ Improve baseball skills</li> <li>▷ Increase playing time</li> <li>▷ etc.</li> </ul>	<ul style="list-style-type: none"> <li>▷ Can’t swim at the beach</li> <li>▷ Can’t spend time with family</li> <li>▷ etc.</li> </ul>

<b>Decision 1</b>	A new season of your favorite TV show has been added to your favorite streaming platform. You also have a test tomorrow in economics about a concept that you know you need more time to study. Do you watch your TV show (knowing that you will most likely watch the entire season) or do you study?
<b>Decision 2</b>	You are out with your friends and you decide to get some food. You have enough money for a large slice of pizza with toppings or for a hamburger and a drink. What do you order?
<b>Decision 3</b>	You have been saving up to buy your first car. Your boss has offered you more hours to work this summer, but you also would like to spend more time with your friends. What do you do?

What do I GAIN from my decision?	What do I GIVE UP because of my decision?

# HANDOUT: TRADE-OFFS AND OPPORTUNITY COSTS

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

Decisions have benefits and costs whether they are individual decisions or decisions made by businesses or even countries. The costs of these decisions are referred to in economics as **opportunity cost**. The opportunity cost is what you give up based on your decision.

**Example of choices and opportunity costs:** You are a member of your school's baseball team and you have a difficult choice. Your parents have planned a beach vacation for your upcoming spring break, but you also have baseball practice.

<b>Decision 1: You decide to go to baseball practice</b>	<b>Decision 1: You decide to go on vacation</b>
Your <b>opportunity cost</b> (what you are giving up) would be. . . .	Your <b>opportunity cost</b> (what you are giving up) would be. . . .

## DO THE FOLLOWING:

- ▶ Revisit the decision you made on your Student Homework Handout: Trade-Offs/Cost Benefits. Explain in the space below the opportunity cost for the decision you made (Decision 1, 2, or 3). Your explanation should include the decision you made, the opportunity cost, and why the opportunity cost you mentioned is an example of opportunity cost.

---

### Specialization Focus

In deciding whether you will go to baseball practice or on vacation, there are many factors in play. Factors such as time, money, etc., can all be part of affecting your decision. These factors limit what we can do, and in the language of economics, cause us to **specialize**. With the baseball example, this may mean to specialize in baseball, which would limit other opportunities you may have.

---

# HANDOUT: OPPORTUNITY COSTS FOR COUNTRIES

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

### EXAMPLE

Country A has to decide whether it will produce computers or smartphones. If the country decides to produce smartphones, it will not be able to produce computers and vice versa. The **opportunity cost** in this case is what Country A does not produce:

Output Hour of Labor		
	Computers	Smartphones
Country A	4	20

- ▶ If country A produces computers, the **opportunity cost** will be the number of smartphones that are not produced.

Number of Computers	Number of Smartphones	Opportunity Cost for Producing One Computer is:
4	20	

- ▶ If country A produces smartphones, the **opportunity cost** will be the number of computers that are not produced.

Number of Smartphones	Number of Computers	Opportunity Cost for Producing One Smartphone is:
20	4	

### PRACTICE

Use the information in the table to the right to determine the opportunity cost for country B.

Output Hour of Labor		
	Computers	Smartphones
Country B	5	10

Opportunity Costs for Producing Computers		
Number of Computers	Number of Smartphones	Opportunity Cost for Producing One Computer is:

Opportunity Costs for Producing Smartphones		
Number of Smartphones	Number of Computers	Opportunity Cost for Producing One Smartphone is:

## Specialization Focus

Like your individual decisions, opportunity costs are part of a country's economic decisions. Countries must prioritize production based on their natural resources. Just as a baseball player cannot both go to practice and on vacation, countries must decide what products they will specialize in producing and which they will not. Individuals and countries choose to specialize based on the least opportunity costs.

One specific example is a set of decisions made in the South Korean economy in the 1970s and 1980s. South Korea had the choice to continue to specialize in the manufacturing of light goods such as textiles and clothing or to focus on export-oriented products such as steel and large ships. In this case, the South Korean government felt that the *opportunity cost* of **not** specializing in the production of clothing was worth the trade-off of specializing in the production of steel for export, which was seen as a direct path to industrial growth. In other words, specializing in steel was worth the *opportunity cost* of **not** specializing in clothing.

### INDIVIDUAL REFLECTION

Today, South Korea has moved its economic focus to include automobiles and consumer electronics. Why do you believe that South Korea would find less opportunity costs in producing automobiles and consumer electronics than in producing clothing? Be sure to explain **why** South Korea would make that decision.

- ▶ In recent years, South Korea has become an important global producer of consumer electronics (i.e.; appliances, smartphones, televisions, etc.) and automobiles. Other than the goal of increasing industrial growth, what would be the advantages for South Korea in producing these types of products over specializing in clothing?

*Sentence Stem: I believe South Korea chose to focus on automobiles and consumer electronics because . . .*

# HANDOUT: ABSOLUTE ADVANTAGE

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

Absolute advantage is another economic concept that helps in making economic decisions. **Absolute advantage** is the ability to produce a good or service better or more efficiently than another country producing the same product.

### EXAMPLE

- ▶ Country A would have an absolute advantage in producing \_\_\_\_\_.
- ▶ Country B would have an absolute advantage in producing \_\_\_\_\_.

Output Hour of Labor		
	Computers	Smartphones
Country A	5	10
Country B	2	20

### ANSWER THE FOLLOWING QUESTION:

Which country has an absolute advantage in producing automobiles?

Automobile Production in a Year	
South Korea	10,821 cars per day*
United Kingdom	3,561 cars per day*

\* Number found by dividing total 2019 production by 365 days.

## Specialization Focus

As in Activity 1, *absolute advantage* helps explain how countries will utilize their limited resources. If another country can produce many more items than your country, this is an *absolute advantage*. Your country may decide to specialize in another item in which your country has an *absolute advantage*.

### INDIVIDUAL REFLECTION

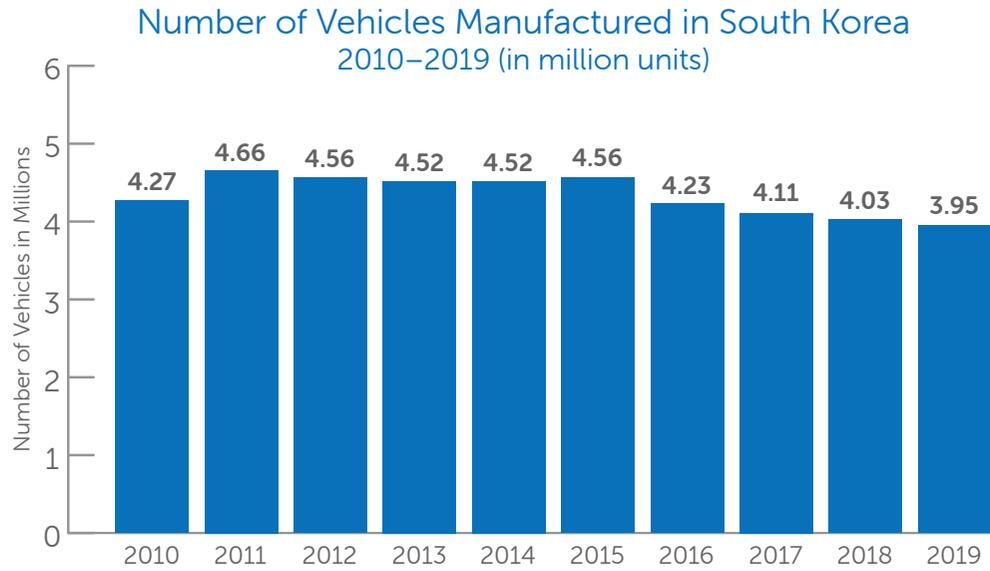
Which country do you believe would benefit most from investing a greater amount of resources toward producing automobiles? (Make sure to explain your answer)

- ▶ I believe \_\_\_\_\_ would most benefit from investing resources into the automobile industry because...

GRAPH

### Vehicle Production in South Korea, 2010-2019

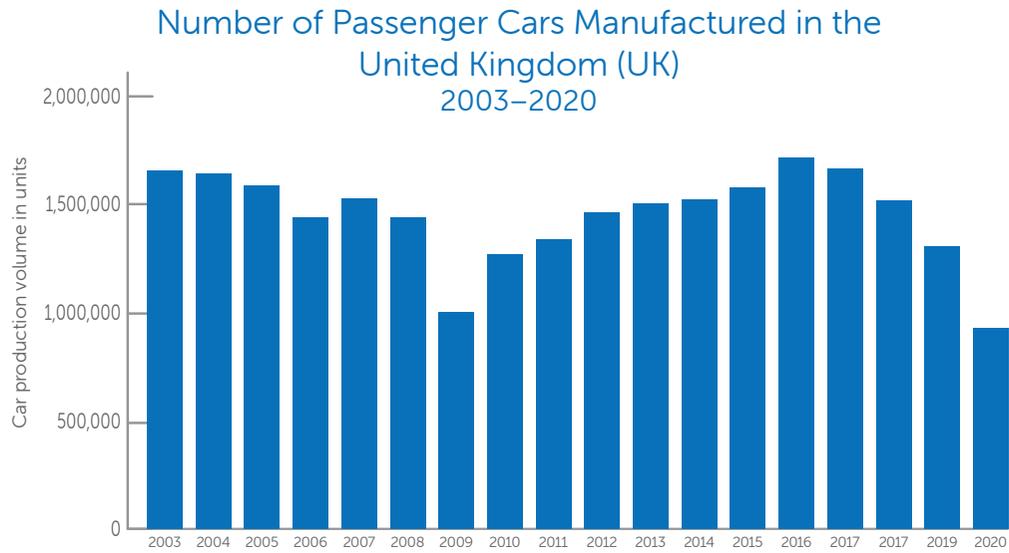
Source: KOSIS; Statistics Korea



GRAPH

### Yearly Number of Cars Produced in the United Kingdom, 2003-2020

Source: SMMT



# HANDOUT: COMPARATIVE ADVANTAGE

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

**Comparative advantage** is the ability of a producer to produce goods and services at a lower opportunity cost than another producer. With the same scenario from before, we can now quantify the advantage each country has for producing goods.

### EXAMPLE

The chart to the right shows the opportunity cost for both Country A and B. To find the comparative advantage you look at where the trade-off or the opportunity cost is the least for a country.

Opportunity Costs		
	1 Computer	1 Smartphone
Country A	5 smartphones	$\frac{1}{5}$ computer
Country B	2 smartphones	$\frac{1}{2}$ computer

To determine comparative advantage you have to determine which country gives up the most in producing each product.

- ▶ Country A has a comparative advantage in \_\_\_\_\_ because its opportunity cost is lower in producing this product.
- ▶ Country B has a comparative advantage in \_\_\_\_\_ because its opportunity cost is lower in producing this product.

Remember when looking at comparative advantage that the aim is to determine which product a country has to give up the least to produce. The country with the lower opportunity cost has the comparative advantage.

### ANSWER THE FOLLOWING QUESTIONS USING THE CHART BELOW.

- ▶ Which country has a comparative advantage in producing oil?
- ▶ Which country has a comparative advantage in producing corn?

Opportunity Costs Producing Oil or Corn		
	Opportunity Cost of producing one unit of oil	Opportunity Cost of producing one unit of corn
Country A	$\frac{1}{5}$	5
Country B	$\frac{1}{3}$	3

## EXIT TICKET

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

To demonstrate your knowledge of opportunity costs, absolute advantage, and comparative advantage, your group will determine which product Country A would be most likely to invest resources in.

**Step 1.** Complete the opportunity costs chart for country A and B, using the chart showing the output from an hour of labor.

Output from an hour of labor		
	Computers	Smartphones
Country A	100	200
Country B	80	100

Opportunity Costs		
	Opportunity Cost for producing one computer	Opportunity Cost for producing one smartphone
Country A		
Country B		

Check your answers with your teacher before you move on to Step 2.

**Step 2.** Determine which country has a comparative advantage in producing computers or smartphones.

► Country \_\_\_\_\_ has a comparative advantage in producing computers because . . .

\_\_\_\_\_

► Country \_\_\_\_\_ has a comparative advantage in producing smartphones because . . .

\_\_\_\_\_

Check your answers with your teacher before you move on to Step 3.

**Step 3.** Write a short paragraph to persuade the leaders of Country A to specialize in the product in which it has the greatest comparative advantage.

Your answer should include:

- ▶ The product in which Country A should specialize.
  - ▶ An explanation of opportunity costs as well as evidence of opportunity costs from the above chart.
  - ▶ An explanation of how the opportunity costs affect the comparative advantage of the product in which you believe Country A should specialize.
  - ▶ An explanation using evidence of opportunity cost to support your argument why Country A should **not** specialize in the other product.
  - ▶ The reason why it would be economically beneficial for Country A to specialize in the product you identified.
-

## TEACHER KEY FOR HANDOUT: TRADE-OFFS AND OPPORTUNITY COSTS

Decisions have benefits and costs whether they are individual decisions or decisions made by businesses or even countries. The costs of these decisions are referred to in economics as **opportunity cost**. The opportunity cost is what you give up based on your decision.

**Example of choices and opportunity costs:** You are a member of your school's baseball team and you have a difficult choice. Your parents have planned a beach vacation for your upcoming spring break, but you also have baseball practice.

<b>Decision 1: You decide to go to baseball practice</b>	<b>Decision 1: You decide to go on vacation</b>
Your <b>opportunity cost</b> (what you are giving up) would be. . . I won't be able to go to the beach I won't be able to spend time with my family	Your <b>opportunity cost</b> (what you are giving up) would be. . . I won't improve at playing baseball I may lose playing time

### DO THE FOLLOWING:

- ▶ Revisit the decision you made on your Student Homework Handout: Trade-Offs/Cost Benefits. Explain in the space below the opportunity cost for the decision you made (Decision 1, 2, or 3). Your explanation should include the decision you made, the opportunity cost, and why the opportunity cost you mentioned is an example of opportunity cost.

**Sample answer using the baseball example:**

The opportunity cost for going on vacation with my family would be losing playing time in the next baseball game because I didn't go to baseball practice.

## TEACHER KEY FOR HANDOUT: OPPORTUNITY COSTS FOR COUNTRIES

Country A has to decide whether it will produce computers or smartphones. If the country decides to produce smartphones, it will not be able to produce computers and vice versa. The **opportunity cost** in this case is what Country A does not produce:

- ▶ If country A produces computers, the **opportunity cost** will be the number of smartphones that are not produced.

Number of Computers	Number of Smartphones	Opportunity Cost for Producing One Computer is:
4	20	5 smartphones

- ▶ If country A produces smartphones, the **opportunity cost** will be the number of computers that are not produced.

Number of Smartphones	Number of Computers	Opportunity Cost for Producing One Smartphone is:
20	4	$\frac{1}{5}$ of a computer

### PRACTICE

Use the information in the table to the right to determine the opportunity cost for country B.

### EXAMPLE

Output Hour of Labor		
	Computers	Smartphones
Country A	4	20

Output Hour of Labor		
	Computers	Smartphones
Country B	5	10

Opportunity Costs for Producing Computers		
Number of Computers	Number of Smartphones	Opportunity Cost for Producing One Computer is:
5	10	2 smartphones

Opportunity Costs for Producing Smartphones		
Number of Smartphones	Number of Computers	Opportunity Cost for Producing One Smartphone is:
10	5	0.5 or $\frac{1}{2}$ of a computer

## INDIVIDUAL REFLECTION

Today, South Korea has moved its economic focus to include automobiles and consumer electronics. Why do you believe that South Korea would find less opportunity costs in producing automobiles and consumer electronics than in producing clothing? Be sure to explain **why** South Korea would make that decision.

- ▶ In recent years, South Korea has become an important global producer of consumer electronics (i.e.; appliances, smartphones, televisions, etc.) and automobiles. Other than the goal of increasing industrial growth, what would be the advantages for South Korea in producing these types of products over specializing in clothing?

**Student answers could include:**

- ▶ **Wages are higher for producing consumer goods and automobiles.**
- ▶ **There is a greater profit margin in the production of consumer goods and automobiles.**
- ▶ **Encourages education because of the need of a more educated workforce.**
- ▶ **Developing these industries helps to encourage technological advancement—for example, Samsung flip phones, smart TVs, wireless networks and networking, etc.**

## TEACHER KEY FOR HANDOUT: ABSOLUTE ADVANTAGE

Absolute advantage is another economic concept that helps in making economic decisions. **Absolute advantage** is the ability to produce a good or service better or more efficiently than another country producing the same product.

### EXAMPLE

- ▶ Country A would have an absolute advantage in producing **computers**.
- ▶ Country B would have an absolute advantage in producing **smartphones**.

Output Hour of Labor		
	Computers	Smartphones
Country A	5	10
Country B	2	20

### ANSWER THE FOLLOWING QUESTION:

Which country has an absolute advantage in producing automobiles?

Automobile Production in a Year	
South Korea	10,821 cars per day*
United Kingdom	3,561 cars per day*

\* Number found by dividing total 2019 production by 365 days.

### INDIVIDUAL REFLECTION

Which country do you believe would benefit most from investing a greater amount of resources toward producing automobiles? (Make sure to explain your answer)

- 
- ▶ I believe \_\_\_\_\_ would most benefit from investing resources into the automobile industry because...

Student answers could include:

- ▶ I believe South Korea would most benefit from investing resources into the automobile industry because it has an absolute advantage. Resources would be used more efficiently and would have a greater impact since South Korea has an absolute advantage.
-

## TEACHER KEY FOR HANDOUT: COMPARATIVE ADVANTAGE

**Comparative advantage** is the ability of a producer to produce goods and services at a lower opportunity cost than another producer. With the same scenario from before, we can now quantify the advantage each country has for producing goods.

### EXAMPLE

The chart to the right shows the opportunity cost for both Country A and B. To find the comparative advantage you look at where the trade-off or the opportunity cost is the least for a country.

To determine comparative advantage you have to determine which country gives up the most in producing each product.

- ▶ Country A has a comparative advantage in **smartphones** because its opportunity cost is lower in producing this product.
- ▶ Country B has a comparative advantage in **computers** because its opportunity cost is lower in producing this product.

Remember when looking at comparative advantage that the aim is to determine which product a country has to give up the least to produce. The country with the lower opportunity cost has the comparative advantage.

Opportunity Costs		
	1 Computer	1 Smartphone
Country A	5 smartphones	$\frac{1}{5}$ computer
Country B	2 smartphones	$\frac{1}{2}$ computer

### ANSWER THE FOLLOWING QUESTIONS USING THE CHART BELOW.

- ▶ Which country has a comparative advantage in producing oil?  
Country A would have the comparative advantage in producing oil.
- ▶ Which country has a comparative advantage in producing corn?  
Country B would have the comparative advantage in producing corn.

Opportunity Costs Producing Oil or Corn		
	Opportunity Cost of producing one unit of oil	Opportunity Cost of producing one unit of corn
Country A	$\frac{1}{5}$	5
Country B	$\frac{1}{3}$	3

## TEACHER KEY: EXIT TICKET

To demonstrate your knowledge of opportunity costs, absolute advantage, and comparative advantage, your group will determine which product Country A would be most likely to invest resources in.

**Step 1.** Complete the opportunity costs chart for country A and B, using the chart showing the output from an hour of labor.

Output from an hour of labor		
	Computers	Smartphones
Country A	100	200
Country B	80	100

Opportunity Costs		
	Opportunity Cost for producing one computer	Opportunity Cost for producing one smartphone
Country A	2 smartphones	0.5 of a computer
Country B	1.25 smartphones	0.8 of a computer

**Step 2.** Determine which country has a comparative advantage in producing computers or smartphones.

▶ Country B has a comparative advantage in producing computers because . . .

▶ Country A has a comparative advantage in producing smartphones because . . .

**Step 3.** Write a short paragraph to persuade the leaders of Country A to specialize in the product in which it has the greatest comparative advantage.

**Student answers could include:**

- ▶ Country A should specialize in smartphones over the production of computers. This is because of the opportunity costs, or what a country gives up due to its economic decision. Country A's opportunity cost of producing smartphones is .5 of a computer versus .8 of a computer for Country B. Because opportunity costs are the lowest for Country A producing smartphones. In addition Country B has an opportunity cost of 1.25 smartphones to Country A's cost of 2 smartphones, giving Country B a comparative advantage in producing computers. This gives Country A a comparative advantage in producing smartphones over country B. Country A could use this advantage to profit more from the production of smartphones.

# ECONOMICS MODULE

DAY 2:  
WHAT FACTORS OF PRODUCTION  
INFLUENCE THE SOUTH KOREAN  
ECONOMY?

# ECONOMICS MODULE OVERVIEW

## SKILL FOCUS

**Analyze Data and Support Arguments with Evidence**

## CONTENT

**Comparative Advantage and Factors of Economic Production**

### Why do Countries Specialize?

DAY 1

#### CLASS ACTIVITY

#### **Understanding the Concepts of Opportunity Cost, Absolute Advantage, and Comparative Advantage**

This module leads students through the costs and benefits of economic decision making as students work through four activities and complete an exit ticket demonstrating their knowledge. They will examine decision making and opportunity costs through an individual lens and then be introduced to the concepts of opportunity cost, absolute advantage, and comparative advantage at different scales as well as determining how these factors lead to specialization.

#### CHECK FOR UNDERSTANDING

**Student Discussion:** How do the concepts of opportunity costs and comparative advantage explain why countries specialize in what they produce?

### What Factors of Production Have Influenced the Rapid Growth and Success of South Korea's Economy?

DAY 2

#### CLASS ACTIVITY

#### **Identifying the Importance of Different Factors of Production in the South Korean Economy**

In this activity, students will explore the factors of production and will apply their understanding by categorizing different examples. Students will use their knowledge of factors of production to identify which factor of production they believe to be most important to South Korea's economy.

#### CHECK FOR UNDERSTANDING

**Exit Ticket:** Which factor of production do you believe is most important to South Korea's economy?

### Assessment

DAY 3

#### CLASS ACTIVITY

#### **Short Answer Writing**

Students will review Day 1 and Day 2 activities and read about opportunity costs, comparative advantage, and factors of production to evaluate how these elements have led to the South Korean economic miracle.

#### **The Influence of Factors of Production and Comparative Advantages on Korea's Economic Development**

**Short Answer Prompt:** Evaluate which factors of production and comparative advantages have influenced the rapid growth and success of South Korea's economy.

# ECONOMICS MODULE SOURCES

DAY 1	Stimulus Type	Description	Page
	Graph	Vehicle Production in South Korea, 2010-2019	169
	Graph	Yearly Number of Cars Produced in the United Kingdom, 2003-2020	169

DAY 2	Stimulus Type	Description	Page
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	Photo	Hyundai Santa Fe	187
	Photo	Textile Manufacturing Equipment	189
	Chart	Education, Wages, and Labor Productivity in South Korea and China	189
	Photo	Hyundai Car Assembly Line in Ulsan, South Korea	190
	Map	Topography of South Korea	190
	Map	Full-Time Farm Households as a Percentage of Households in South Korea	190
	Text Excerpt	Hyundai Corporation	191
	Chart	Land Use and National Resources in South Korea and China	191
	Chart	South Korean and Chinese Workforce by Sector	192
	Photo	Pohang Iron and Steel Company, South Korea	192
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DAY 3	Stimulus Type	Description	Page
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	Graph	The Share of the Population with No Formal Education in Different Countries, 1970	214

## DAY 2

BASED ON A 60-MINUTE CLASS

# What Factors of Production Influence the South Korean Economy?

### OVERVIEW

This lesson introduces the concept of factors of production and builds on the ideas of opportunity costs as well as absolute and comparative advantage. By examining how the factors of production can influence economic decisions, students will understand economic decision making in better detail. They will analyze sources and rank which factor they believe to be most influential. Applying their understanding of the factors, students will sort examples from South Korea into the categories of land, labor, capital, and entrepreneurship. After selecting an example for each of the four factors, students will explain their rationale and how that factor would impact the South Korean economy. Students will revisit their rankings from the first activity of this lesson to see if their rankings and importance of each factor have changed.

### MATERIALS NEEDED:

#### HOMEWORK

- ▶ Handout: What are Factors of Production? (pp. 187–188)
- ▶ Factors of Production Podcast (p. 187)
- ▶ Factors of Production Case Study: Korea Card 6 (p. 192)
- ▶ Factors of Production Case Study: Korea Card 7 (p. 192)

#### IN-CLASS ACTIVITIES

- ▶ Activity 2: Factors of Production Case Study: Korea Practice Card (p. 189)
- ▶ Activity 2: Factors of Production: Korea Case Study Cards (1 set per groups of 2 or three students)
  - ▷ Factors of Production Case Study: Korea Card 1 (p. 189)
  - ▷ Factors of Production Case Study: Korea Card 2 (p. 190)
  - ▷ Factors of Production Case Study: Korea Card 3 (p. 190)
  - ▷ Factors of Production Case Study: Korea Card 4 (p. 191)
  - ▷ Factors of Production Case Study: Korea Card 5 (p. 191)
  - ▷ Factors of Production Case Study: Korea Card 8 (p. 193)
- ▶ Activity 2 Handout: Factors of Production/ Card Sort Analysis (pp. 194–196)
- ▶ Activity 3 Exit Ticket: Factors of Production (p. 197)

#### TEACHER ANSWER KEYS

- ▶ Homework Handout: What are Factors of Production? (pp. 198–199)
- ▶ Activity 2 Handout: Factors of Production/ Card Sort Analysis (pp. 200–202)
- ▶ Activity 3 Exit Ticket: Factors of Production (p. 203)

# SEQUENCE OF INSTRUCTION

## HOMEWORK OVERVIEW: IDENTIFYING FACTORS OF PRODUCTION

### HOMEWORK (30 MINUTES)

Students will listen to a podcast from the Federal Reserve Bank of St. Louis at <https://www.stlouisfed.org/education/economic-lowdown-podcast-series/episode-2-factors-of-production> to identify the four factors of production and to identify examples of each factor.

### ACTIVITY PROCEDURE

- ▶ Provide students either a copy of or digital access to the Homework Handout, “What Are Factors of Production?”
- ▶ Students will do the following homework:
  - ▷ Individually, students will complete the Brainstorming section of the homework handout by predicting who and what is involved in the production of an automobile as well as thinking about where it would occur.
  - ▷ Next students will listen to the Factors of Production podcast (total length 6:19) from the Federal Reserve Bank of St. Louis to identify that land, labor, capital, and entrepreneurship are the factors of production. In the section on “What are Factors of Production?” in their homework handout, students will identify, describe, and provide examples of the four factors of production (Land, Labor, Capital, and Entrepreneurship).
  - ▷ Finally, students will then rank the four factors based on what they believe is the most important in the production of an automobile (or any other product) and will include a brief justification for their ranking. Students will discuss their ranking and rationale in the next activity.

For suggested answers, see the Teacher Key to the Homework Handout, “What Are Factors of Production?” (pp. 198–199).

### TEACHER NOTES

The link to the Factors of Production podcast also has a transcript under the listening bar which could be helpful for students who may struggle with auditory learning. Students can use the transcript to highlight key information as they listen.



#### TEACHING TIP

When students are ranking items such as those in the homework, it is beneficial for you to let students know that there is no single correct answer and that the justification of their ranking is more important than the actual ranking.

## CLASS ACTIVITY 1 OF 3: RANKING THE FACTORS OF PRODUCTION

WARM UP/INTRODUCTION (15 MINUTES)

### RANKING AND JUSTIFICATION

#### ACTIVITY PROCEDURE

- ▶ Group students in groups of three or four:
- ▶ Review with them that the factors of production include the following information. Have students add information that they did not identify from their homework.
  - ▷ Land: Includes land regardless of use, but also includes any natural resource that comes from the land.
  - ▷ Labor: Labor is the effort put into a product or service and includes the size, skill, and relative cost of the labor force.
  - ▷ Capital: Capital usually includes money, but in this case capital consists of the machinery and tools needed to produce goods and services.
  - ▷ Entrepreneurship: Refers to the people/organizations/companies that combine with the other factors of production to earn a profit.
- ▶ Each student will share with their group their rankings and justifications from their homework on the Handout, *What are Factors of Production?* (pp. 187–188).
  - ▷ Students can use the following sentence stems to help guide their discussions.
    - The least important factor is . . .
    - The most important factor is . . .
    - I think . . . is the most important factor because . . .
    - I think . . . is the least important factor because . . .
  - ▶ Next, groups will rank the factors their group believes to be most important.
  - ▶ Groups will then develop a justification statement for their ranking.
  - ▶ After groups have prepared their justification each group will share its ranking with the class.

For suggested answers, see the Teacher Key to the Homework Handout, “What Are Factors of Production?” (pp. 198–199).

#### TEACHER NOTES

If factors of production have already been taught, consider skipping to Activity 2 or review the Homework Handout, “What Are Factors of Production?”

Students who may not have completed the homework should listen to the Factors of Production podcast, and complete the “What are Factors of Production?” section of their Handout, while groups discuss their ranking.



#### TEACHING TIP

Giving students the opportunity to justify their thoughts and to discuss them with other students increases understanding and allows for the practice of important skills.

## CLASS ACTIVITY 2 OF 3: FACTORS OF PRODUCTION CARD SORT

CLASS ACTIVITY (30 MINUTES)

### CARD SORT AND JUSTIFICATION

#### ACTIVITY PROCEDURE

- ▶ Divide the previous groups into groups of two or three so all students have an opportunity to be part of the decision making process.
- ▶ Give each student the Handout on Factors of Production/Card Sort Analysis (pp. 194–196).
- ▶ First model the expectations of what students will be doing in this activity:
  - ▷ Project the Practice Card: Korea Case Study (p. 189), and have groups discuss which factor of production is being shown.
  - ▷ This card provides an example of capital because it shows the machinery needed for production.
  - ▷ Show students the first row of their handout, which features the card on textile equipment manufacturing, and have them put a check in the capital box under the heading “Which of the Four Factors of Production?”
- ▶ Next have each group of students sort the cards into Land, Labor, Capital, and Entrepreneurship:
  - ▷ Factors of Production Case Study: Korea Card 1
  - ▷ Factors of Production Case Study: Korea Card 2
  - ▷ Factors of Production Case Study: Korea Card 3
  - ▷ Factors of Production Case Study: Korea Card 4
  - ▷ Factors of Production Case Study: Korea Card 5
  - ▷ Factors of Production Case Study: Korea Card 6
  - ▷ Factors of Production Case Study: Korea Card 7
  - ▷ Factors of Production Case Study: Korea Card 8
- ▶ Check the answers of the groups (see the Teacher Key for the Handout on Factors of Production/Card Sort Analysis, pp. 200–202).
  - ▷ Inform groups which cards have not been sorted accurately and allow the students to resort until they are correct.
- ▶ Students will remain in the same groups.
  - ▷ Using the Practice Card: Korea Case Study, and the second page of the Handout on Factors of Production/Card Sort Analysis, model how students will analyze the cards representing factors of production and guide students through completing the sample card analysis chart.
  - ▷ Have groups work together to analyze the example cards from the sorting activity to complete the rest of their Handout on Factors of Production/Card Sort Analysis.

► Student Discussion

- ▷ Based on the Factors of Production cards, groups will discuss how the cards would help describe the focus of the South Korean economy. Groups will provide a justification for their answer.
- ▷ Give students time to formulate their own answer before they share with their group using the space provided on their Handout on Factors of Production/Card Sort Analysis.
  - Sentence stem: I believe South Korea's economy is focused on the production of . . . because . . .

For suggested answers, see the Teacher Key to the Handout on Factors of Production/Card Sort Analysis (pp. 200–202).

**TEACHER NOTES**

Depending on the time allocated for this concept, you can shorten Activity 2 by having students only describe and justify one card for each of the factors of production.

Remind students of what they learned about South Korea's economy from the Day 1 activities to help guide struggling students or groups.



**TEACHING TIP**

Sorting and other hands-on activities help students to practice using concepts and offer a quick visual opportunity for teachers to see if students understand.

**CLASS ACTIVITY 3 OF 3: CHECK FOR UNDERSTANDING**

CLASS ACTIVITY ( 15 MINUTES)

**EXIT TICKET**

**ACTIVITY PROCEDURE**

- Give the Factors of Production Exit Ticket (p. 197) to each student.
- Individually, have students revisit their rankings from Activity 1 and determine their ranking of the factors based on which factors they think most impact the South Korean Economy.
- Students will explain if there was a change to their ranking from Activity 1 and why or why not.
- Using the factor that students believe is the most impactful for South Korea's economy, students will justify why they believe this to be the most important factor and why.

For suggested answers, see the Teacher Key to the Factors of Production Exit Ticket (p. 203).

# HANDOUT: WHAT ARE FACTORS OF PRODUCTION?

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

Follow the directions below:

**Brainstorm:** Look at the picture of the automobile and complete the chart below identifying the elements needed for the production of the car in the space below.

PHOTO  
Hyundai Santa Fe



<b>Who is involved in production?</b>	
<b>What is involved in production?</b>	
<b>Where is this production taking place?</b>	

**What are Factors of Production?** Listen to the Factors of Production Podcast from the Federal Reserve Bank of St. Louis at <https://www.stlouisfed.org/education/economic-lowdown-podcast-series/episode-2-factors-of-production> and complete the chart below.

Factor of Production	Description	Example

Rank the four factors of production from most important to least important. Consider which is most important in the production of a car. (This is an opinion; there are no right or wrong answers.)

	Factor of Production
<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	

Provide a justification of your rankings in a sentence in the space below.

**STOP INDIVIDUAL HOMEWORK NOW.**

## GROUP DISCUSSION

Share your ranking and justification with your group.

Sentence Stems to help with your conversation:

- ▶ The least important factor I believe to be . . .
- ▶ The most important factor I believe to be . . .
- ▶ I think . . . is the most important factor because . . .
- ▶ I think . . . is the least important factor because . . .

As a group, rank the factors.

	Factor of Production
1	
2	
3	
4	

Provide a justification of your group rankings in a sentence in the space below.

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## FACTORS OF PRODUCTION CASE STUDY: KOREA PRACTICE CARD

PHOTO

Textile Manufacturing Equipment



## FACTORS OF PRODUCTION CASE STUDY: KOREA CARD 1

CHART

Education, Wages, and Labor Productivity in South Korea and China

Source: World History Digital Education Foundation, 2020.

Country	Mean Years of Schooling Attained*	Wages in US Dollars	Productivity per Hour in US Dollars
China	7.9	\$3.60 (average)	\$15.00
South Korea	12.2	\$7.30 (minimum wage)	\$34.30

\* The average number of completed years of education of the country's population 25 or older.

## FACTORS OF PRODUCTION CASE STUDY: KOREA CARD 2

### Hyundai Car Assembly Line in Ulsan, South Korea

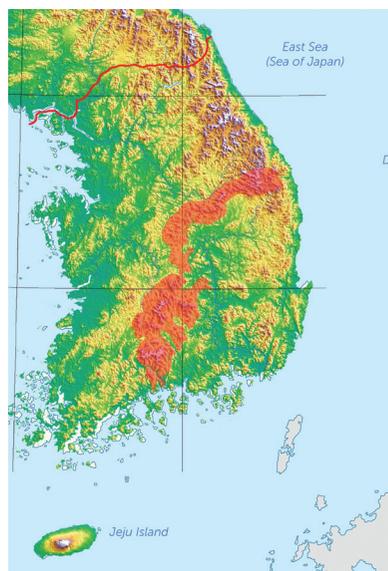
Source: Wikimedia Commons. [https://commons.wikimedia.org/wiki/File:Hyundai\\_car\\_assembly\\_line.jpg](https://commons.wikimedia.org/wiki/File:Hyundai_car_assembly_line.jpg)



## FACTORS OF PRODUCTION CASE STUDY: KOREA CARD 3

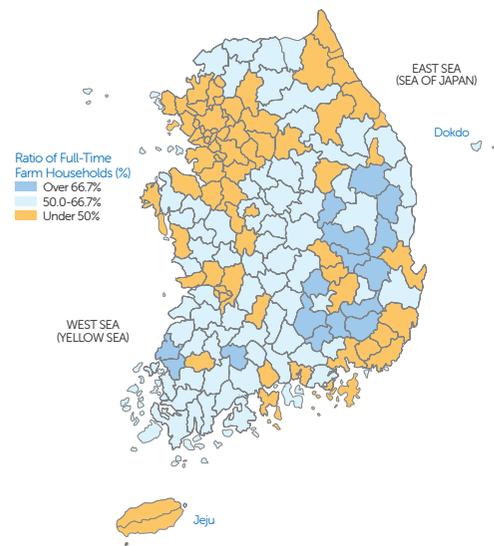
### MAP Topography of South Korea

Source: Wikimedia Commons. <https://commons.wikimedia.org/w/index.php?curid=5196542>



### MAP Full-Time Farm Households as a Percentage of Households in South Korea

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



## FACTORS OF PRODUCTION CASE STUDY: KOREA CARD 4

### TEXT EXCERPT

#### Hyundai Corporation

Source: World History Digital Education Foundation, 2020

Hyundai Corporation is a major South Korean and global corporation. Formed in 1976, its operations encompass the production of chemicals, ships, machines, plants, steel, and electronic products as well as the production of cars, with which Americans are most familiar. Hyundai's investments in the South Korean economy and global economy are powerful reminders of its impact and influence.

## FACTORS OF PRODUCTION CASE STUDY: KOREA CARD 5

### CHART

#### Land Use and National Resources in South Korea and China

Source: CIA World Factbook, <https://www.cia.gov/the-world-factbook/>

	South Korea	China
<b>Land used for agriculture</b>	18.1% of total land	54.7%
<b>Forest</b>	63.9%	22.3%
<b>Coastline</b>	2,413 km	14,500 km
<b>Natural Resources</b>	Coal, tungsten, graphite, lead, hydropower potential	Coal, iron ore, helium, petroleum, natural gas, arsenic, bismuth, cobalt, cadmium, ferrosilicon, gallium, germanium, hafnium, indium, lithium, mercury, tantalum, tellurium, tin, titanium, tungsten, antimony, manganese, magnesium, molybdenum, selenium, strontium, vanadium, magnetite, aluminum, lead, zinc, rare earth elements, uranium, hydropower potential.

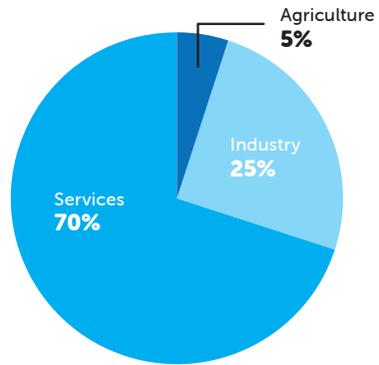
## FACTORS OF PRODUCTION CASE STUDY: KOREA CARD 6

### CHART

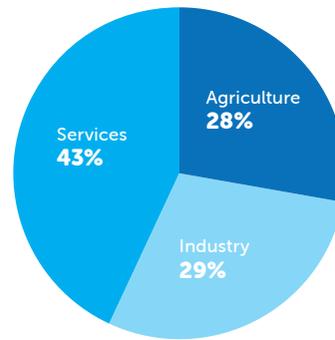
#### South Korean and Chinese Workforce by Sector

Source: CIA World Factbook, <https://www.cia.gov/the-world-factbook/>

South Korea Workforce by Sector



China Workforce by Sector



**Agriculture** includes farming, fishing, and forestry.

**Industry** includes mining, manufacturing, energy production, and construction.

**Services** include governmental activities, communications, transportation, finance, and all other private economic activities that do not produce material goods.

## FACTORS OF PRODUCTION CASE STUDY: KOREA CARD 7

### PHOTO

#### Pohang Iron and Steel Company, South Korea



## FACTORS OF PRODUCTION CASE STUDY: KOREA CARD 8

### TEXT EXCERPT

#### Samsung Electronics Company

Source: World History Digital Education Foundation, 2020

Samsung is one of the world's largest producers of consumer electronics and it has played an integral role in the South Korean and global economy over the last 50 years. Its products are very diverse, focusing on producing consumer electronics such as home appliances as well as equipment that benefits health and medical providers. The mobile communication side of the business is also very impactful and includes the production of some of the most popular and innovative smartphones on the market as well as the development of an infrastructure for next-generation networking.

# HANDOUT: FACTORS OF PRODUCTION/CARD SORT ANALYSIS

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

**Card Sort.** After you have sorted and checked with your teacher for accuracy, identify which factor of production is shown in the card by putting a check in the appropriate box.

Card	Which of the Four Factors of Production?			
	Land	Labor	Capital	Entrepreneurship
<p><b>Example</b></p> 				
<p><b>1</b></p> 				
<p><b>2</b></p> 				
<p><b>3</b></p> 				
<p><b>4</b></p> 				
<p><b>5</b></p> 				
<p><b>6</b></p> 				
<p><b>7</b></p> 				
<p><b>8</b></p> 				

## ANALYZING FACTORS OF PRODUCTION CARDS

### PRACTICE CARD ANALYSIS

Card	Factors of Production Case Study: Korea Practice Card
Describe the information shown in the card	
Justify why this is an example of Capital	

Use the Korea Case Study Cards to complete the charts below.

Card	Land	
Describe the information shown in the card		
Justify why this is an example of Land		

Card	Labor	
Describe the information shown in the card		
Justify why this is an example of Labor		

Continued on the next page

Capital		
Card		
Describe the information shown in the card		
Justify why this is an example of Capital		

Entrepreneurship		
Card		
Describe the information shown in the card		
Justify why this is an example of Entrepreneurship		

### STUDENT DISCUSSION

Looking at the factors of production, how would you describe the focus of the South Korean economy? How do factors of production justify your answer?

Use this space to write your answer before you discuss it with your group.

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- ▶ Sentence stem: I believe South Korea's economy is focused on the production of . . . because . . .



## TEACHER KEY: HANDOUT ON “WHAT ARE FACTORS OF PRODUCTION?”

**Brainstorm:** Look at the picture of the automobile and complete the chart below identifying the elements needed for the production of the car in the space below.

PHOTO  
Hyundai Santa Fe



<b>Who is involved in production?</b>	
<b>What is involved in production?</b>	
<b>Where is this production taking place?</b>	

**What are Factors of Production?** Listen to the Factors of Production Podcast from the Federal Reserve Bank of St. Louis and complete the chart below.

Factor of Production	Description	Example
Land	Includes natural resources used to produce goods and services. This includes not just land, but anything that comes from the land.	Land, water, oil, copper, natural gas, coal, and forests.
Labor	The effort that people contribute to the production of goods and services.	Engineers, waiters, etc.
Capital	Think of capital as the machinery, tools and buildings humans use to produce goods and services.	Hammers, forklifts, conveyor belts, computers, and delivery vans.
Entrepreneurship	An entrepreneur is a person who combines the other factors of production to earn a profit.	Henry Ford, Bill Gates, Michael Dell.

Rank the four factors of production from most important to least important. Consider which is most important in the production of a car. (This is an opinion; there are no right or wrong answers.)

Factor of Production	
1	
2	
3	
4	

Provide a justification of your rankings in a sentence in the space below.

## GROUP DISCUSSION

Share your ranking and justification with your group.

Sentence Stems to help with your conversation:

- ▶ The least important factor is . . .
- ▶ The most important factor is . . .
- ▶ I think . . . is the most important factor because . . .
- ▶ I think . . . is the least important factor because . . .

As a group, rank the factors.

Factor of Production	
1	
2	
3	
4	

Provide a justification of your group rankings in a sentence in the space below.

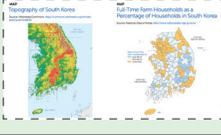
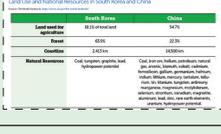
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# TEACHER KEY: HANDOUT ON FACTORS OF PRODUCTION/CARD SORT ANALYSIS

**Card Sort.** After you have sorted and checked with your teacher for accuracy, identify which factor of production is shown in the card by putting a check in the appropriate box.

Card	Which of the Four Factors of Production?			
	Land	Labor	Capital	Entrepreneurship
<b>Example</b> 			✓	
<b>1</b> 		✓		
<b>2</b> 			✓	
<b>3</b> 	✓			
<b>4</b> 				✓
<b>5</b> 	✓			
<b>6</b> 		✓		
<b>7</b> 			✓	
<b>8</b> 				✓

## ANALYZING FACTORS OF PRODUCTION CARDS

### PRACTICE CARD ANALYSIS

Card	Factors of Production Case Study: Korea Practice Card
Describe the information shown in the card	Machinery for producing textiles
Justify why this is an example of Capital	Machinery used for producing a good is part of the capital category

Use the Korea Case Study Cards to complete the charts below.

Land		
Card	3	5
Describe the information shown in the card	The topographic map shows the different elevations found on the Korean Peninsula. The Full-time Farm Households map shows which areas in South Korea have the most farmers.	Land use is compared between South Korea and China, showing that China has much more land used for agriculture, but fewer forests than South Korea. Both have large coastlines, with China having a larger coastline. Both have many resources.
Justify why this is an example of Land	These maps show the type of land found in South Korea and how the land is used based on the percent of full-time farm households.	This is an example of land because it shows amounts of agricultural land, forest, coastline, and natural resources, which come from the land.

Labor		
Card	1	6
Describe the information shown in the card	The card shows that South Korean workers attend school for longer, earn more, and are more productive than Chinese workers.	The graphs show the breakdown of the South Korean and Chinese workforce by sector. China has a larger percent of agriculture workers and South Korea has a larger percent of service workers.
Justify why this is an example of Labor	This is an example of labor because it shows the qualities of workers.	This is an example of labor because it shows the percent of workers in both countries divided by economic categories.

Capital		
Card	2	7
<b>Describe the information shown in the card</b>	The card shows a car factory in South Korea manufacturing automobiles.	The card shows a factory of the Pohang Iron and Steel Company.
<b>Justify why this is an example of Capital</b>	This card is an example of capital because it shows the machines in a factory needed to produce a good.	This card is an example of capital because it shows a factory that produces iron and steel.

Entrepreneurship		
Card	4	8
<b>Describe the information shown in the card</b>	The card describes the Hyundai Corporation and explains what it produces and that it trades globally.	The card explains what Samsung produces and its role in the global economy.
<b>Justify why this is an example of Entrepreneurship</b>	This card is an example of entrepreneurship because it explains how Hyundai Corporation puts the factors of production together to make a product.	This card is an example of entrepreneurship because it explains how Samsung Corporation puts the factors of production together to make a product.

## STUDENT DISCUSSION

Looking at the factors of production, how would you describe the focus of the South Korean economy? How do factors of production justify your answer?

Use this space to write your answer before you discuss it with your group.

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- Sentence stem: I believe South Korea's economy is focused on the production of . . . because . . .

## TEACHER KEY FOR THE EXIT TICKET: FACTORS OF PRODUCTION

Based on your learning today and looking at examples from South Korea, re-rank the four factors of production (land, labor, capital, and entrepreneurship) based on how you believe they impact the South Korean economy.

Factor of Production	
1	
2	
3	
4	

Did your rankings change from Activity 1? (why/why not?)

Write a short paragraph identifying which factor of production you believe to be the most important to South Korea's economy and why?

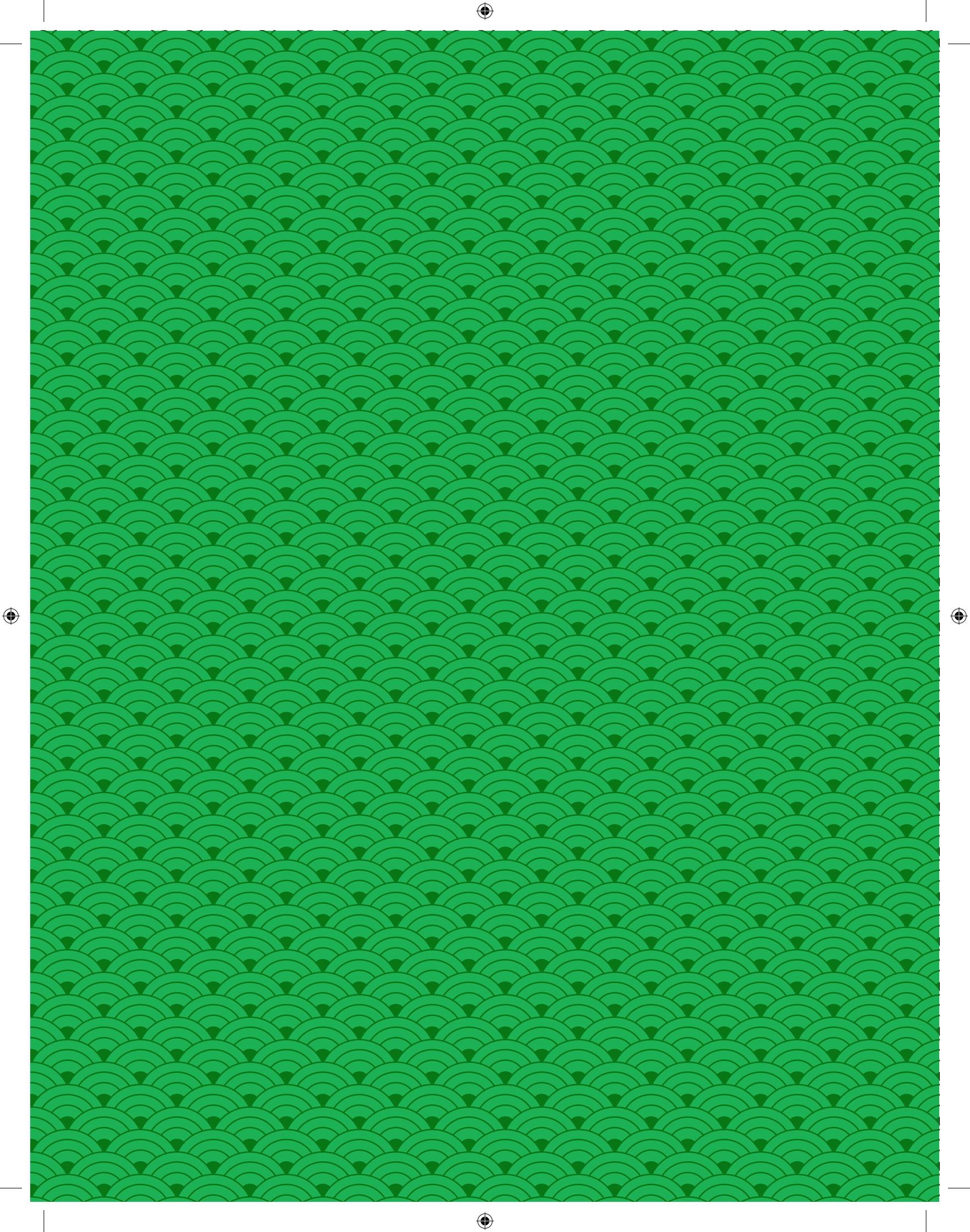
Possible Answers:

**Land.** Most students will not say that land is the most influential. If land is mentioned, students should discuss the resources found in South Korea.

**Labor.** Students who pick labor may mention the educated workforce, high levels of productivity, large numbers of workers in services and industry, few workers in agriculture, etc.

**Capital.** South Korea has large factories that produce many products, including consumer electronics, automobiles, and even steel, which is used in the manufacturing of many products sold globally.

**Entrepreneurship.** South Korea has many large companies, such as Hyundai and Samsung, which are able to bring all of the elements of production together, making production more efficient and leading to South Korea's strong role in the global economy.



# ECONOMICS MODULE

DAY 3:  
ASSESSMENT —  
SHORT ANSWER WRITING

# ECONOMICS MODULE OVERVIEW

## SKILL FOCUS

**Analyze Data and Support Arguments with Evidence**

## CONTENT

**Comparative Advantage and Factors of Economic Production**

### Why do Countries Specialize?

DAY 1

#### CLASS ACTIVITY

#### **Understanding the Concepts of Opportunity Cost, Absolute Advantage, and Comparative Advantage**

This module leads students through the costs and benefits of economic decision making as students work through four activities and complete an exit ticket demonstrating their knowledge. They will examine decision making and opportunity costs through an individual lens and then be introduced to the concepts of opportunity cost, absolute advantage, and comparative advantage at different scales as well as determining how these factors lead to specialization.

#### CHECK FOR UNDERSTANDING

**Student Discussion:** How do the concepts of opportunity costs and comparative advantage explain why countries specialize in what they produce?

### What Factors of Production Have Influenced the Rapid Growth and Success of South Korea's Economy?

DAY 2

#### CLASS ACTIVITY

#### **Identifying the Importance of Different Factors of Production in the South Korean Economy**

In this activity, students will explore the factors of production and will apply their understanding by categorizing different examples. Students will use their knowledge of factors of production to identify which factor of production they believe to be most important to South Korea's economy.

#### CHECK FOR UNDERSTANDING

**Exit Ticket:** Which factor of production do you believe is most important to South Korea's economy?

### Assessment

DAY 3

#### CLASS ACTIVITY

#### **Short Answer Writing**

Students will review Day 1 and Day 2 activities and read about opportunity costs, comparative advantage, and factors of production to evaluate how these elements have led to the South Korean economic miracle.

#### **The Influence of Factors of Production and Comparative Advantages on Korea's Economic Development**

**Short Answer Prompt:** Evaluate which factors of production and comparative advantages have influenced the rapid growth and success of South Korea's economy.

# ECONOMICS MODULE SOURCES

DAY 1	Stimulus Type	Description	Page
	Graph	Vehicle Production in South Korea, 2010-2019	169
	Graph	Yearly Number of Cars Produced in the United Kingdom, 2003-2020	169

DAY 2	Stimulus Type	Description	Page
	Podcast	Homework Overview: Identifying Factors Of Production	187
	Photo	Hyundai Santa Fe	187
	Photo	Textile Manufacturing Equipment	189
	Chart	Education, Wages, and Labor Productivity in South Korea and China	189
	Photo	Hyundai Car Assembly Line in Ulsan, South Korea	190
	Map	Topography of South Korea	190
	Map	Full-Time Farm Households as a Percentage of Households in South Korea	190
	Text Excerpt	Hyundai Corporation	191
	Chart	Land Use and National Resources in South Korea and China	191
	Chart	South Korean and Chinese Workforce by Sector	192
	Photo	Pohang Iron and Steel Company, South Korea	192
	Text Excerpt	Samsung Electronics Company	193

DAY 3	Stimulus Type	Description	Page
	Article	The South Korean Economic Miracle	214
	Graph	South Korean GDP per capita, 1960-2019	214
	Graph	South Korean Exports, 1960-2019	214
	Graph	The Share of the Population with No Formal Education in Different Countries, 1970	214

## DAY 3

BASED ON A 60-MINUTE CLASS

# Which Factors of Production and Comparative Advantages have Influenced the Rapid Growth and Success of South Korea's Economy?

### OVERVIEW

Students will use information from the previous two lessons to explain how South Korea's economy was able to grow so dramatically in a short period of time using the concepts of opportunity cost, comparative advantage, and factors of production.

### MATERIALS NEEDED:

#### IN-CLASS ACTIVITIES

Materials from Economics Day 1 and Day 2 for review activity:

- ▶ Day 1 Activity 4 Handout: Comparative Advantage (p. 170)
- ▶ Day 2 Homework Handout: What are Factors of Production? (pp. 187–188)
- ▶ Day 2 Activity 2 Handout: Factors of Production/Card Sort Analysis (pp. 194–196)

Materials for Day 3:

- ▶ Activity 1 Handout: The South Korean Economic Miracle (pp. 212–213)
- ▶ Activity 2 Reading: Article on the South Korean Economic Miracle (pp. 214–215)
- ▶ Activity 3 Handout: The South Korean Economic Miracle Writing Rubric and Prompt (pp. 216–217)

#### TEACHER ANSWER KEYS

- ▶ Day 1 Activity 4 Handout: Comparative Advantage (Day 1, p. 177)
- ▶ Day 2 Homework Handout: What are Factors of Production? (Day 2, pp. 198–199)
- ▶ Day 2 Activity 2 Handout: Factors of Production/Card Sort Analysis (Day 2, pp. 200–202)
- ▶ Activity 1 Handout: The South Korean Economic Miracle (pp. 218–219)
- ▶ Activity 3 Handout: Sample Proficient Answer to the South Korean Economic Miracle Writing Prompt (p. 220)

# SEQUENCE OF INSTRUCTION

## CLASS ACTIVITY 1 OF 3: REVIEW OF KEY CONCEPTS FROM DAYS 1 AND 2

REVIEW OF KEY CONCEPTS (10 MINUTES)

### REVIEW OF OPPORTUNITY COST, COMPARATIVE ADVANTAGE, AND FACTORS OF PRODUCTION

#### ACTIVITY PROCEDURE

- ▶ Group students in groups of 3-4.
- ▶ Explain to students that they are preparing evidence to address the prompt for Day 3: Evaluate which factors of production and comparative advantages have influenced the rapid growth and success of South Korea's economy.
- ▶ As a group, students will use the Handout on the South Korean Economic Miracle (pp. 212–213) to complete the review of evidence from the activities of Economics Day 1 and Economics Day 2.
  - ▷ Students will use the following Day 1 and Day 2 handouts to help explain comparative advantage and to identify evidence from Day 2 of factors of economic production that are important to South Korea's economic growth.
    - Day 1 Handouts
      - » *Activity 4: Comparative Advantage (p. 170)*
    - Day 2 Handouts
      - » *What are Factors of Production? (pp. 187–188)*
      - » *Factors of Production/Card Sort Analysis (pp. 194–196)*
- ▶ If time permits, have groups share out some of the evidence they collected.

For suggested answers, see the Teacher Key to the Handout on The South Korean Economic Miracle (pp. 218–219).

#### TEACHER NOTES

Students should have all of their handouts available to help with the Day 3 activities. If students seem to be struggling with the concepts, you should guide them to appropriate activities from Day 1 and Day 2.

The Factors of Production Cards from Day 2 will provide students with specific evidence that can be used to prepare to answer the prompt.



#### TEACHING TIP

Using online platforms like Kami can allow students to be able to annotate and highlight readings, saving the numbers of copies needed for students and providing a tool to complete activities such as this one in a virtual setting.

## CLASS ACTIVITY 2 OF 3: THE SOUTH KOREAN ECONOMIC MIRACLE READING

CLASS ACTIVITY (15 MINUTES)

### CLOSE READING

#### ACTIVITY PROCEDURE

- ▶ Hand out the Reading on The South Korean Economic Miracle (pp. 214–215) to each student.
- ▶ Students will read the article individually and will write down evidence of opportunity costs, comparative advantage, and factors of production in their Handout on The South Korean Economic Miracle.
- ▶ Refer students back to the prompt and remind them they are collecting evidence to answer the prompt.

For suggested answers, see the Teacher Key to the Handout on The South Korean Economic Miracle (pp. 218–219).

#### TEACHER NOTES

Students could read the article in groups. Students would stay in groups of four with each member reading only for evidence of one of the factors of land, labor, capital, or entrepreneurship. As they read about their particular factor of production, students would also identify how comparative advantage is affected by their factor of production.



#### TEACHING TIP

Using online platforms like Kami can allow students to be able to annotate and highlight readings, saving the numbers of copies needed for students and providing a tool to complete activities such as this one in a virtual setting.

## CLASS ACTIVITY 3 OF 3: EVALUATING WHICH FACTORS OF PRODUCTION AND COMPARATIVE ADVANTAGE HAVE INFLUENCED THE RAPID GROWTH AND SUCCESS OF SOUTH KOREA'S ECONOMY

WARM UP/INTRODUCTION (40 MINUTES)

### SHORT ANSWER RESPONSE

#### ACTIVITY PROCEDURE

- ▶ Give a copy of the Handout on The South Korean Economic Miracle Writing Rubric and Prompt (pp. 216–217) to each student.
- ▶ Explain the prompt and the rubric to students so that they understand how their writing will be evaluated.
- ▶ Make sure students know that the expectation is that they should identify at least two factors of production and their related comparative advantage that have been influential to South Korea's economic growth.
- ▶ Before writing, have students complete the graphic organizer. The teacher can check the graphic organizer to make sure students have adequate information to begin to write.
- ▶ Allow students to answer the prompt on the Handout on The South Korean Economic Miracle Writing Prompt and Rubric.

For suggested answers, see the Teacher Key to the Sample Proficient Answer to the South Korean Economic Miracle Rubric and Writing Prompt (p. 220).

#### TEACHER NOTES

Students could work in small groups to brainstorm before they individually write. Teachers can also provide feedback and have students write an improved draft if time is available. The number of points has been intentionally left off the rubric so that you can provide feedback before students see the actual grade. Teachers can determine how the rubric correlates to a number or letter grade. A good rule of thumb is that the proficient category equals grade-level expectations and thus should be no lower than a 90%.

Students who struggle with writing may identify one factor of production and its related comparative advantage. These students may need multiple sentence stems to help guide them through the writing.



#### TEACHING TIP

It is important to give students the opportunity to understand and deconstruct a writing rubric before they write. The rubric will give students a strong road map to help guide their answers, leading to better quality writing. The better students know the rubric, the easier it is for teachers to give feedback to help students improve their writing skills.

When giving feedback, it is important to not show students the grade they have earned. Often when students are satisfied with their grade, they will not want to improve the first draft.

# HANDOUT: THE SOUTH KOREAN ECONOMIC MIRACLE

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

**Your job:** Evaluate which factors of production and comparative advantages have influenced the rapid growth and success of South Korea's economy.

1. Complete the "Evidence from Day 1" and "Evidence from Day 2" Activities in the chart below using the following Handouts that you received on Day 1 and Day 2: Comparative Advantage; What are Factors of Production?; and Factors of Production/Card Sort Analysis to answer the following prompt:
2. Read the article on the South Korean Economic Miracle. Record any evidence that relates to the concepts of opportunity cost and comparative advantage, as well as the four factors of production.

	<b>Evidence from Day 1 Activity</b>	<b>Evidence from the article on the South Korean Economic Miracle</b>
<b>Comparative Advantage</b>	From the Day 1 Comparative Advantage Handout, explain the concept of comparative advantage:	Provide three specific examples of comparative advantage from the article:

From the Day 2 Handouts on Factors of Production and Factors of Production/Card Sort Analysis, provide specific South Korean examples of the four factors of production below.

	Evidence from Day 2 Activity	Evidence from the article on the South Korean Economic Miracle
<b>Land</b>		Provide two specific examples of land as a factor from the article:
<b>Labor</b>		Provide three specific examples of labor as a factor from the article:
<b>Capital</b>		Provide three specific examples of capital as a factor from the article:
<b>Entrepreneurship</b>		Provide three specific examples of entrepreneurship as a factor from the article:

# HANDOUT

## ARTICLE

### The South Korean Economic Miracle

World History Digital Education Foundation

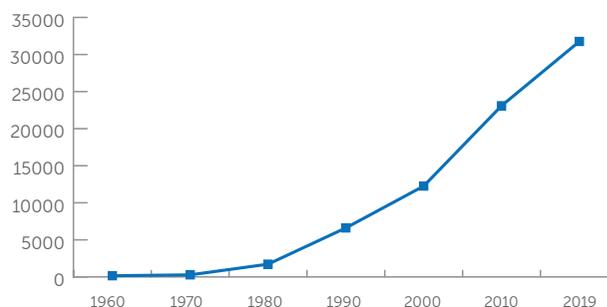
Looking at South Korea today, it is hard to believe that directly after the Korean War, South Korea was an underdeveloped country focused on agricultural production. Intentional changes were undertaken to recreate the South Korean economy by taking advantage of the factors of production in which South Korea had a comparative advantage. These comparative advantages have led to South Korea today becoming a global powerhouse in the production of chemicals, ship building, automobiles, and consumer technologies such as smartphones.

To understand how South Korea leveraged its comparative advantage, first we need to understand how different the economy of South Korea looks today. The two graphs on the right show the economic growth of the South Korean economy from 1960 to 2019. The tremendous growth illustrates how radical the economic changes in South Korea were during this time period. The economic change depicted in the graphs was not the result of chance and came from a concerted effort of the South Korean government to leverage the factors of production and the country's comparative advantage.

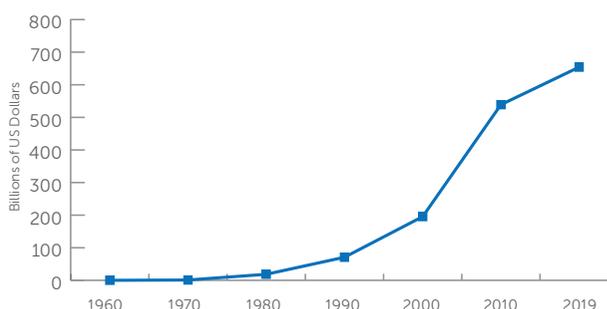
As South Korea emerged from the Korean War, the economy was focused on subsistence agricultural production. For a country in which only 30% of the land is cultivable, this reliance on agriculture hindered economic growth. For South Korea to see economic growth, a new focus was necessary.

Labor was a factor of production that South Korea began to leverage to start its meteoric economic growth. Not only did South Korea have a large labor force, but the labor force was relatively well educated. This focus on education came from cultural traditions that valued education and led to a very well-developed education system. This focus can be seen when comparing the percentage of the South Korean population that had no formal education in 1970 with similar levels in other countries. Almost 75% of the adult population of South Korea had received formal education. Even though this number seems low when one thinks of South Korea today, this relatively large number provided a comparative advantage over countries that had the same level of development at the time. With this labor force, the economy began to focus on the manufacturing of light goods, such as garments.

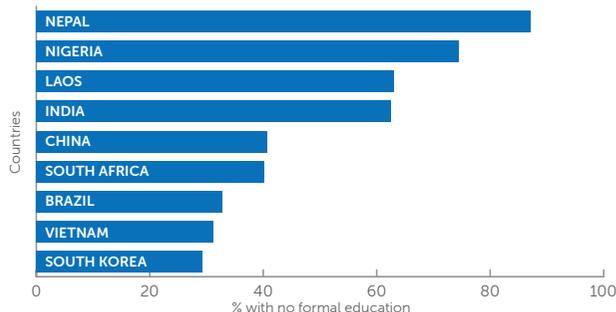
GRAPH  
South Korean GDP per capita, 1960-2019



GRAPH  
South Korean Exports, 1960-2019



GRAPH  
The Share of the Population with No Formal Education in Different Countries, 1970



In 1961, a regime change occurred with the installation of Park Chung-hee as President. New economic policies focused on controlling the allocation of factors of production by targeting sectors of the economy that were considered the foundation of an industrial economy such as petrochemicals, non-ferrous metals, and refined oil. Under Park's government, large capital investments, tax incentives, and cheap government-backed loans provided target industries the funds to build large capital products such as factories and big steel complexes. The Korean government's role in the economy and its symbiotic relationship with businesses have been referred to as "Korea Inc". This allowed for a more efficient allocation of resources as a result of the government's focus on strategic industries. The government role gave South Korea's economy a comparative advantage over other countries in Asia and the world because of the focus on what would benefit the country's economy as a whole.

With this capital development, by the 1980s South Korea was not only able to produce enough steel to meet domestic needs but also to develop new sectors of the economy, such as shipbuilding. As target industries changed, incentives were extended that led to the growth of other industries such as automobile and consumer electronics production. These incentives gave South Korean industries a comparative advantage over industries in other countries that were forced to pay much more for access to land, labor, and capital.

Another factor of production that was influenced by the South Korean government was the use of large business conglomerates, called Chaebols, to be the driving entrepreneurial forces in the economy. Chaebols were considered large enough to compete with large foreign multinational corporations. In addition, the chaebols and the government worked together to target strategic industries that would benefit the development of the entire South Korean economy. Today, chaebols such as Samsung, LG, and Hyundai are dominant parts of the South Korean economy, accounting for 84% of the country's GDP in 2019 due to access to government subsidies, loans and tax incentives. The continued dominance of the chaebols drives employment in both Korea and the world. For example, Samsung Electronics, one of the largest components of Samsung, employs more people globally than Apple and Google combined.

Hyundai is an example of the partnerships between the South Korean government and chaebols that have continued to give South Korea a comparative advantage in the global economy.

Hyundai had begun developing fuel cell vehicles in 1998, and introduced its first prototype fuel cell car, the Santa Fe Fuel Cell Electric Vehicle concept,

in 2000. At the 2004 Geneva Motor Show, Hyundai announced its second-generation fuel cell concept, the Tucson FCEV, which was equipped with a new lithium polymer battery. Hyundai celebrated a key milestone in eco-mobility in 2013 as the ix35 Fuel Cell became the first commercially mass-produced hydrogen fuel cell vehicle in the world. The vehicle's quick refueling time and 600-kilometre driving range, combined with its lack of CO<sub>2</sub> emissions, provided benefits for both customers and society as a whole. In 2018, Hyundai's advantage in the development of alternative fueled automobiles grew with the launch of NEXO, the only fuel cell SUV in the world. Hyundai continues today to be the industry leader in alternative fuel vehicles and has set the goal through "Fuel Cell Vision 2030" of boosting its ability to produce fuel cell vehicles up to 700,000 vehicles by 2030. This focus is well placed, as the market and demand for alternative fuel vehicles continues to grow. With this focus on the future, Hyundai and similar corporations can target strategic industries as well as allocate finances and technology to give them a comparative advantage in their markets.

South Korea's economic growth, starting in the 1960s and continuing today, has been dramatic. The country has leveraged its land, labor, capital and entrepreneurship to maximize its comparative advantages, propelling it into the ranks of the leading global economic powers.

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# HANDOUT: THE SOUTH KOREAN ECONOMIC MIRACLE WRITING RUBRIC AND PROMPT

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

**Your job:** Use your knowledge from the Day 1 and Day 2 Handouts and your Student Handout on The South Korean Economic Miracle to help you develop an answer to the prompt below.

**Prompt:** Evaluate which factors of production and comparative advantages have influenced the rapid growth and success of South Korea’s economy by identifying two factors and their associated comparative advantage that have led to South Korea’s economic success. Use the rubric and the graphic organizer to help you plan your answer.

	Advanced	Proficient	Emerging	Not Yet
<b>Topic Sentence</b>	All of the proficiency elements are present and the student makes connections to the economic growth of other countries and/or explains the opportunity costs and trade-offs related to South Korea’s economy.	The topic sentence clearly identifies at least two factors of production and their associated comparative advantage that have led to South Korea’s economic success.	The topic sentences may identify factors but it is unclear how those factors gave South Korea a comparative advantage and led to its economic growth.	Factors of production and comparative advantage are not present or incorrect.
<b>Factor 1</b>	Includes all of the proficient elements (see the next column) and includes an explanation of the trade-off and/or opportunity costs related to the factor of production that gave South Korea a comparative advantage.	<ul style="list-style-type: none"> <li>▷ Clearly identifies one factor of production that has led to South Korea’s economic success.</li> <li>▷ The comparative advantage related to the factor of production is clearly evident.</li> <li>▷ Provides adequate evidence to support the claim that the factor gave South Korea a comparative advantage.</li> </ul>	Identifies one factor but the explanation of comparative advantage does not adequately show how the factor of production has led to South Korea’s economic growth.	The factor of production and its associated comparative advantage are not present or incorrect.
<b>Factor 2</b>	Same as Factor 1	Same as Factor 1	Same as Factor 1	Same as Factor 1

Use the graphic organizer on the next page to guide your answer before you write.

Complete the Factor boxes first, and then develop your topic sentence. You can use the sentence stem or develop your own sentence.

Write your topic sentence here.

*Sentence Stem: (Factor 1) and (Factor 2) have influenced the South Korean economic miracle, by giving South Korea a comparative advantage in (Factor 1's comparative advantage) and (Factor 2's comparative advantage).*

Factor 1	Factor 2
What factor do I believe was important to South Korea's economic growth?	What factor do I believe was important to South Korea's economic growth?
How did this give South Korea a comparative advantage?	How did this give South Korea a comparative advantage?
What evidence do I have to support this?	What evidence do I have to support this?

Start your answer here.

## TEACHER KEY: HANDOUT ON THE SOUTH KOREAN ECONOMIC MIRACLE

**Your job:** Evaluate which factors of production and comparative advantages have influenced the rapid growth and success of South Korea's economy.

1. Complete the "Evidence from Day 1" and "Evidence from Day 2" Activities in the chart below using the following Handouts that you received on Day 1 and Day 2: Comparative Advantage; What are Factors of Production?; and Factors of Production/Card Sort Analysis to answer the following prompt:
2. Read the article on the South Korean Economic Miracle. Record any evidence that relates to the concepts of opportunity cost and comparative advantage, as well as the four factors of production.

	Evidence from Day 1 Activity	Evidence from the article on the South Korean Economic Miracle
<b>Comparative Advantage</b>	<p>From the Day 1 Comparative Advantage Handout, explain the concept of comparative advantage:</p> <p><b>Comparative advantage is the ability of a producer to produce goods and services at a lower opportunity cost than another producer. With the same scenario as before, we can now quantify the advantage each country has for producing goods.</b></p>	<p>Provide three specific examples of comparative advantage from the article:</p> <p><b>South Korea did not have a comparative advantage in agriculture.</b></p> <ul style="list-style-type: none"> <li>▷ An educated workforce gave South Korea a comparative advantage.</li> <li>▷ Government incentives gave South Korean businesses a comparative advantage over businesses that did not have similar support.</li> <li>▷ Chaebols are able to use factors of production effectively to compete with multinational corporations.</li> </ul>

From the Day 2 Handouts on Factors of Production and Factors of Production/Card Sort Analysis, provide specific South Korean examples of the four factors of production below.

	Evidence from Day 2 Activity	Evidence from the article on the South Korean Economic Miracle
<b>Land</b>	<p>South Korea has limited amounts of arable land and few areas with large numbers of farm families. Only 18.1% of its land is used for agriculture; 63.9% of the country is forest.</p>	<p>Provide two specific examples of land as a factor from the article:</p> <ul style="list-style-type: none"> <li>▷ After World War II, labor was focused on subsistence agriculture.</li> <li>▷ Too little land and subsistence agriculture meant that agriculture limited economic growth.</li> <li>▷ The country had to focus away from subsistence agriculture.</li> </ul>

<p><b>Labor</b></p>	<p>Most South Koreans work in Industry (25%) or in Services (70%). South Korean workers attend school for many years and are more productive per hour than similar workers in China.</p>	<p>Provide three specific examples of labor as a factor from the article:</p> <ul style="list-style-type: none"> <li>▷ South Korea has a large workforce.</li> <li>▷ The workforce is relatively well educated.</li> <li>▷ South Korea had a higher level of education than similarly developed countries in the 1970s.</li> <li>▷ The focus on education came from a cultural tradition that valued education.</li> </ul>
<p><b>Capital</b></p>	<p>South Korea has many large manufacturing facilities that use state of the art technology to produce goods. South Korea first focused capital improvements on steel production.</p>	<p>Provide three specific examples of capital as a factor from the article:</p> <ul style="list-style-type: none"> <li>▷ The government focused resources on developing an industrial economy (petrochemicals, non-ferrous metals, refined oil).</li> <li>▷ The government gave tax incentives, and cheap government-backed loans to targeted industries.</li> <li>▷ As target industries changed, loans and tax incentives were used for new industries such as automobiles and consumer electronics.</li> </ul>
<p><b>Entrepreneurship</b></p>	<p>South Korea has several large companies such as Hyundai, LG, and Samsung, which effectively combine the other factors of production and have become important in global economics.</p>	<p>Provide three specific examples of entrepreneurship as a factor from the article:</p> <ul style="list-style-type: none"> <li>▷ The government acted as an entrepreneur.</li> <li>▷ Chaebols were large businesses that were the entrepreneurial forces in the economy.</li> <li>▷ Chaebols such as Samsung, LG, and Hyundai were considered big enough to compete against large multinational corporations.</li> <li>▷ In 2019, chaebols controlled 84% of the country's GDP.</li> <li>▷ Samsung is able to employ more people than Apple and Google combined.</li> </ul>

## TEACHER KEY: SAMPLE PROFICIENT ANSWER TO THE SOUTH KOREAN ECONOMIC MIRACLE WRITING PROMPT

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Start your answer here.

Labor and Entrepreneurship have influenced the South Korean economic miracle by giving South Korea a comparative advantage in the size and education of its work force and in the ability of Chaebols to use the other factors of production.

South Korea has an advantage in labor because of its educated workforce. When compared to countries like China, South Koreans attend school longer. The cultural value of education has also led to South Korea's workforce being highly educated, making it much more productive per hour than countries such as China. Because of this comparative advantage in labor, South Korea was able to industrialize and to develop and adapt better and more efficient ways to produce goods allowing for rapid economic growth.

South Korea also has an advantage in entrepreneurship. South Korea's economic growth mirrored the growth of Chaebols, or large conglomerate businesses. Businesses such as Hyundai, LG, and Samsung were large enough to give them a comparative advantage when competing with large multinational corporations. The power of these Chaebols is evident in the fact that in 2019, they made up 84% of South Korea's GDP. Due to the government-business partnerships, companies like Hyundai have been at the forefront of new technologies, such as the development of alternative fuel automobiles. Because of the Chaebols, South Korea was able to turn its entrepreneurship into a global comparative advantage leading to rapid economic growth and continued global economic power.

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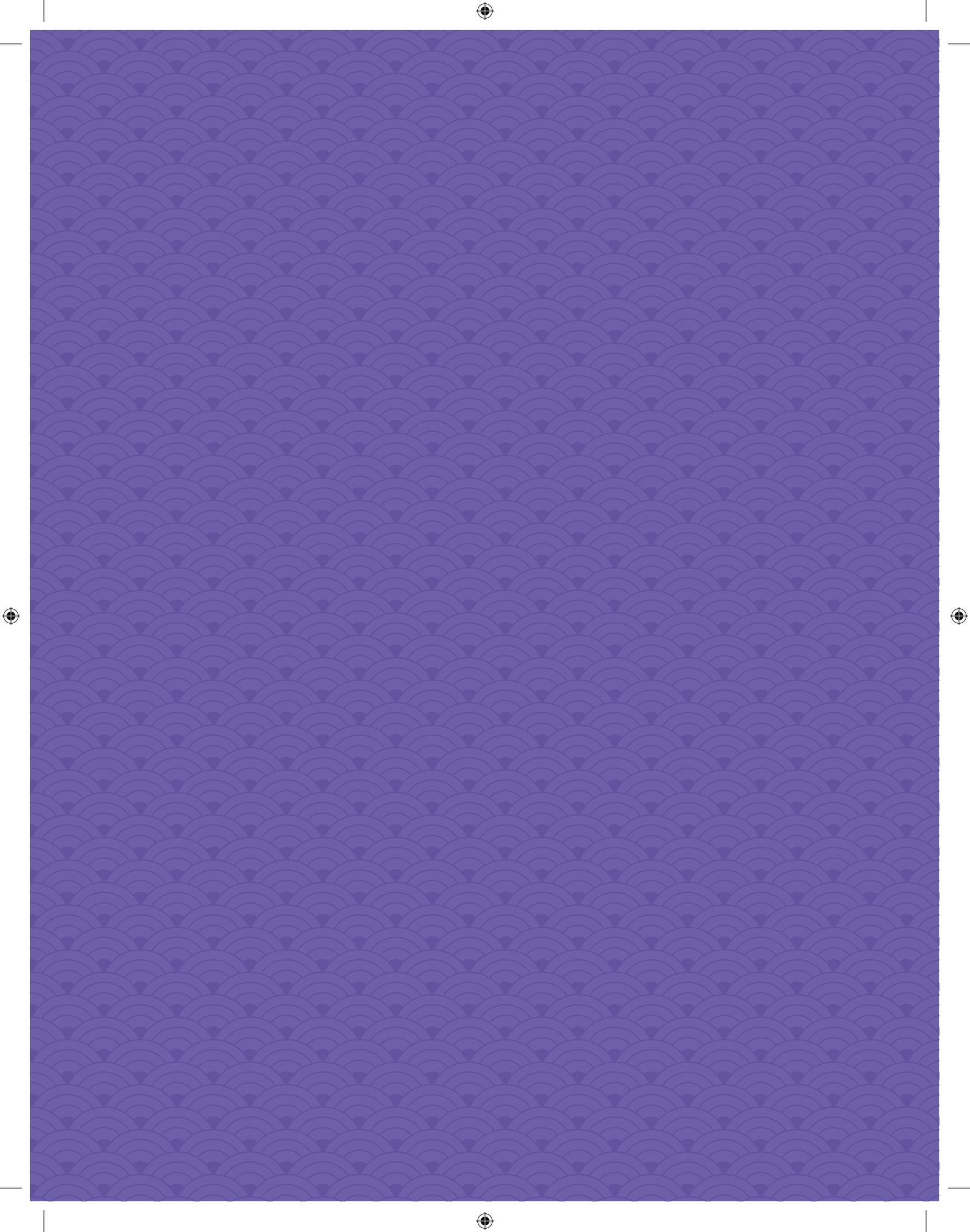
# CIVICS MODULE

Economic crises have been important drivers of change during the last few centuries. They arouse civic action and protest, demand significant new policy initiatives, and sometimes lead to the emergence of transformative political leaders such as Franklin Delano Roosevelt during the Great Depression. This unit examines how two of the most trying crises of capitalism of the last few decades spurred periods of social protest and reform in South Korea and the United States. In particular, it asks students to transfer their understanding of civic action in the familiar context of the United States and the 2008 Great Recession to the unfamiliar context of the 1997 Asian Financial Crisis in South Korea, so that they can examine how citizens respond to crises. Both of these economic downturns fueled widespread social anxiety, virulent anger toward political and corporate elites, and important new efforts to regulate the private sector.

This module presents a carefully balanced set of materials and activities for teaching about these crises and their impacts. It enables the instructor to draw broad comparisons between developments in South Korea and the United States while also allowing for a deeper dive into specific forms of civic participation. It introduces students to traditions of democratic protest in both countries and how these led to events such as the Occupy Wall Street Movement. The exercises in this unit also provide an excellent window for understanding how citizens can take advantage of elections to precipitate reforms. For instance, the once imprisoned activist Kim Dae Jung won the 1997 presidential election in South Korea on promises to restructure South Korea's large conglomerates. Three years later, South Korea's defeat movement capitalized on the rapid growth of network information technologies to unseat corrupt politicians from the legislature. These elections influenced political campaigns globally, including the 2008 campaign of Barack Obama, which made use of technology and social media while promising economic reforms.

Students will come away from this unit with a stronger sense of their responsibilities to participate in the public life of a democratic society and of the way in which these same obligations are fulfilled in democracies in other parts of the world.







# CIVICS MODULE

DAY 1:  
HOW CAN INDIVIDUAL CITIZENS  
IMPACT GOVERNMENT IN TIMES  
OF CRISIS?

# CIVICS MODULE OVERVIEW

## SKILL FOCUS

**Apply Political Concepts/Processes; Source Analysis; Evaluation**

## CONTENT

**Political and Civic Participation**

### How Can Individual Citizens Impact Government in Times of Crisis?

#### DAY 1

##### CLASS ACTIVITY

###### **Source Analysis**

Students will explore the responsibilities of citizenship in a democracy and different forms of civic participation by exploring sources that show citizen responses to the 2008 Financial Crisis in the United States. Students will be asked to classify these responses in three categories—political participation, civic engagement, and civil disobedience. Students will learn about different aspects of each category before being asked to transfer that understanding to a South Korean context. At the conclusion of the first day, students will view a video about the political and economic history of South Korea prior to the 1997-98 Asian Financial Crisis. This will help to build students' understanding and establish the context for studying forms of civic participation in South Korea, which will be the focus of the second day.

##### CHECK FOR UNDERSTANDING

**Exit Ticket:** Students will use their understanding of the three forms of civic action to predict in writing how South Koreans will respond to economic crises.

### What Forms of Civic Action Did South Koreans Use to Respond to a Crisis?

#### DAY 2

##### CLASS ACTIVITY

###### **Source Analysis**

Students will learn about the political and economic problems that culminated in the 1997-98 Asian Financial Crisis through the analysis of two sources. Students will then learn about and categorize citizen responses to the crisis, including student protests, the Gold Collecting Campaign, the election of Kim Dae Jung, statements from the Citizens' Coalition for Economic Justice, and the Defeat Movement. Students will be asked to evaluate the effectiveness of each citizen action in successfully addressing the financial crisis and creating a better democracy.

##### CHECK FOR UNDERSTANDING

**Processing Question:** Students will evaluate the effectiveness of South Korean examples of civic action at solving political and economic problems.

### Assessment

#### DAY 3

##### CLASS ACTIVITY

###### **Civic Action in Response to Economic Crises**

Small Group Pre-Writing Discussion

##### **Assessment**

Students will evaluate which form of civic action is more effective in times of crisis.

# CIVICS MODULE SOURCES

DAY 1	Stimulus Type	Description	Page
	Chart	Forms of Civic Action	233
	Photo	Occupy Wall Street Spreads to Portland	236
	Photo	Tea Party Tax Day Protest	236
	Article	Inside Obama's Sweeping Victory	237
	Article	Wall Street Reform: The Dodd-Frank Act	238

DAY 2	Stimulus Type	Description	Page
	Article	What is a Chaebol?	255
	Story	The Five Bandits by Kim Chi-Ha (1970)	257
	Article	The Asian Financial Crisis of 1997-98	260
	Presidential Address	Kim Dae Jung's Presidential Inaugural Address, February 1998	263
	Statement	CCEJ Statement on Chaebol Reform: Time to End Corporatocracy	264
Article	The Defeat Movement in South Korea	265	

**DAY 3**

The activities of Day 3 focus on small group discussions and a summative assessment in which students use sources from Day 1 and Day 2.

# DAY 1

BASED ON A 60-MINUTE CLASS

## How Can Individual Citizens Impact Government in Times of Crisis?

### OVERVIEW

Students will explore the responsibilities of citizenship in a democracy and how citizens can influence their government through three categories of civic action: Political Participation, Civic Engagement, and Civil Disobedience. Students will first look at sources that show citizen responses to the 2008 Financial Crisis in the United States. Students will be asked to categorize these responses in the three above-named categories. Students will learn about different aspects of each category before being asked to transfer that understanding to the South Korean context. At the conclusion of the first day, students will view a video about the political and economic history of South Korea prior to the 1997-98 Asian Financial Crisis. This will help to build students' understanding and context for forms of civic participation in South Korea, which will be the focus of the second day.

### MATERIALS NEEDED:

#### HOMEWORK

- ▶ Video: The 2008 Financial Crisis: Crash Course Economics #12 (11:24 in length, link on p. 227)
- ▶ Video: The 2008 Financial Crisis: 5-Minute History Lesson (5:34 in length, link on p. 227)
- ▶ Homework Handout: 2008 Financial Crisis Video Notes (p. 232)

#### IN-CLASS ACTIVITIES

- ▶ Activity 2 Chart: Forms of Civic Action (p. 233)
- ▶ Activity 2 Source Analysis Handout (pp. 234–235)
- ▶ Activity 2 Photo: Occupy Wall Street (p. 236)
- ▶ Activity 2 Photo: Tea Party Protest (p. 236)
- ▶ Activity 2 Reading: Inside Obama's Sweeping Victory (p. 237)
- ▶ Activity 2 Reading: Wall Street Reform—The Dodd-Frank Act (p. 238)

#### HOMEWORK AT END OF DAY 1

- ▶ Video: How Did South Korea Become So Rich? (11:25 in length, link on p. 230)
- ▶ Handout: South Korea Video Guide (p. 239)
- ▶ Exit Ticket (p. 240)

#### TEACHER ANSWER KEYS

- ▶ Homework Handout on the 2008 Financial Crisis: Video Notes (p. 241)
- ▶ Activity 2 Source Analysis Handout (p. 242)
- ▶ Homework Handout: South Korea Video Guide (p. 243)

# SEQUENCE OF INSTRUCTION

## HOMework OVERVIEW: BACKGROUND ON THE 2008 FINANCIAL CRISIS

HOMEWORK (20-30 MINUTES)

### VIDEO ANALYSIS

- ▶ Students should view the two clips on the 2008 Financial Crisis:
  1. The 2008 Financial Crisis: Crash Course Economics #12 (11:24 in length) at <https://www.youtube.com/watch?v=GPOv72Awo68>.
  2. The 2008 Financial Crisis: 5 Minute History Lesson (5:34 in length) at <https://www.youtube.com/watch?v=eD9ry2Lgglw>
- ▶ Students should use the homework handout—the 2008 Financial Crisis Video Notes—so that they can discuss the causes and effects of the financial crisis in class.



#### TEACHING TIP

It's recommended that students watch both videos even though they will repeat the same information in different ways. The crisis is complicated and hearing the same information from two different sources will help with student understanding. Students can use the 2008 Financial Crisis Video Notes Handout or, if you want to preserve this for the small group discussion in class, you may direct students to create a cause-and-effect T-chart to visually separate the details of the crisis. Since it does have a chronological aspect to it, the causes can be viewed as the "before the crisis" financial practices and developments and the effects can be viewed as the "after 2008" consequences of these practices and developments. The handout asks students to focus on the following in their notes about causes—*home mortgages*, the *Housing Bubble*, and *investment practices* of major banks and insurance companies. For effects, students are asked to focus on the terms, *bankruptcy*, *bail-out*, *stimulus package*, and the *Dodd-Frank Act*.

## CLASS ACTIVITY 1 OF 4: BACKGROUND ON THE 2008 FINANCIAL CRISIS

WARM UP/INTRODUCTION (10-15 MINUTES)

### DISCUSSION OF 2008 FINANCIAL CRISIS

#### ACTIVITY PROCEDURE

- ▶ Have students use the 2008 Financial Crisis Video Notes Handout (p. 232) on the causes and effects of the crisis in a small group or with partners.
- ▶ Create a large blank chart to share with the class and have student groups add to it in a large group discussion.

The Teacher Key to the Homework Handout on the 2008 Financial Crisis (p. 241) can be used as a guide.



#### TEACHING TIP

While it is not critical that students understand all the complex financial instruments and terminology in the crisis, they will need to understand that the crisis was caused by investments in real-estate-related stocks and insurance instruments and the issuance of mortgages to individuals who were not traditionally able to secure home loans. Since these borrowers were at risk of not being able to pay their mortgages and probably wouldn't have qualified for a mortgage in earlier decades, investment in financial products that were based on these mortgages was very risky. When these mortgages went into default due to the inability of these mortgage holders to make their monthly payments, the investments in these mortgages also lost their value. The impact was that financial institutions that were overly invested in these real-estate and mortgage-insurance-related securities began to fail. When a financial institution fails, all individuals and businesses that rely on the institutions for deposits, loans, etc. are also impacted, leading to a domino effect of cascading failures. What started as a mortgage-related default spiraled into financial problems in all sectors of the economy once big banks, overly reliant on mortgage-related failed investments, began to crumble.

## CLASS ACTIVITY 2 OF 4: CIVIC PARTICIPATION IN THE UNITED STATES

CLASS ACTIVITY (30 MINUTES)

### BRAINSTORM FORMS OF CIVIC ACTION AND ANALYZE SOURCES

Students will be asked to brainstorm how they would react if they were citizens living during this crisis.

#### ACTIVITY PROCEDURE

Have students consider the following:

- ▶ What would you feel are ways that you could voice your opinions on the crisis?
- ▶ How would you want things to change?
- ▶ What are some actions you might take?
- ▶ What might be something more aggressive than what you might normally be comfortable doing?

This discussion can be done individually or in small groups of 2-3 students, depending on your preferences and classroom configuration.



#### TEACHING TIP

Responses can range from protesting the business responsible to contacting government representatives to voting for candidates with solutions to the problem that they support.

### FORMS OF CIVIC ACTION CHART

Students will learn about three forms of civic action to later apply to specific scenarios in the United States and, later in the lesson, to South Korea.

#### ACTIVITY PROCEDURE

Students, either individually or in the same small groups from Activity 1, will read over the chart (p. 233) and be asked to categorize their reactions into the three categories of the chart: Political Participation, Civic Engagement, and Civil Disobedience. If they did not have an example for one of the three categories from their earlier brainstorm, ask them now to brainstorm an action that would fit in that category.



#### TEACHING TIP

Students may not have an example of civil disobedience. One example could be storming the headquarters of a financial firm and occupying the lobby. This breaks the law with a disrupting activity that aims to bring awareness to the existence of the firm and its complicity in the crisis.

### SOURCE ANALYSIS

Students will analyze four sources related to the 2008 Financial Crisis to determine what type of civic action they represent.

#### ACTIVITY PROCEDURE

In the same small groups, or else in new groups if the teacher would like to add different insights and perspectives to the mix, each student group will analyze all four sources using the Source Analysis Handout (pp. 234–235) to answer four questions:

1. What type of civic action does each source most likely represent?
2. How does each source represent a citizen's direct response to the crisis?

3. What type of civic action is missing from the sources?
4. What would an example be of the missing type (from the previous question) related to the Financial Crisis of 2008?

The sources are:

- ▷ Source 1. Occupy Wall Street Photo
  - ▷ Source 2. Tea Party Photo
  - ▷ Source 3. Reading: "Inside Obama's Sweeping Victory"
  - ▷ Source 4. Reading: "Wall Street Reform: The Dodd-Frank Act"
- ▶ The handout has spaces for each of the four sources needed to answer the questions.
  - ▶ Students should each read one of the four sources, summarize its content for the group, and then share answers for questions 1 and 2.
  - ▶ Collectively students can answer questions 3 and 4.

For suggested answers, see the Teacher Key to the Source Analysis Handout (p. 242).

### TEACHER NOTES

The following additional information about each of the images and readings will help you provide more context.

- ▶ **Source 1.** The Occupy Wall Street Movement began in 2011 as a movement that wished to hold big businesses and corporations accountable for the financial crisis and lessen the influence of the wealthy on politics. Originating in the financial district in Manhattan, the movement spread to similar protests in 951 cities across 82 countries. Unlike the Tea Party below, Occupy Wall Street never coalesced into an organization or group focused on direct political participation by supporting specific politicians or legislative programs. It remained rather decentralized in its leadership structure.
- ▶ **Source 2.** The Tea Party began similarly as a reaction to the handling of the crisis. Starting in 2009, supporters of the Tea Party called for an end to government bailouts and spending increases designed to offset the economic damage from the crisis. Their tactics included protests and rallies, but also extended into direct political participation as organizations were created to support politicians who agreed with their views on government. By the 2010 midterm elections, 13 senators and 23 congressional representatives claimed a Tea Party affiliation.
- ▶ **Source 3.** The Obama election reading represents political participation. As the reading notes, Obama's election was in large part due to people's views on the economy and the crisis of 2008. There was public dissatisfaction with President Bush's policies prior to the election, which hurt the candidacy of Senator John McCain, who was viewed as likely to continue similar policies.
- ▶ **Source 4.** The Dodd-Frank legislation sought to ease citizen anxiety about financial bailouts and the power of the financial industry through regulation and by creating a federal agency, the Consumer Protection Agency, designed to protect the average consumer from predatory financial practices. In part, the Act's government-centric approach to regulations and oversight fueled resentment that helped to create the Tea Party, while its inability to hold major financial firms and their leadership accountable for causing the crisis stimulated the Occupy Movement.

## CLASS ACTIVITY 3 OF 4: CIVIC PARTICIPATION IN SOUTH KOREA

CLASS ACTIVITY (15 MINUTES)

### VIDEO ANALYSIS

This activity transitions the topic from civic participation in the United States to South Korea. As most students will not know much about South Korea, the first part of this activity is designed to familiarize students with the history of South Korea.

### ACTIVITY PROCEDURE

Students will view a video about the history of South Korea up until 1979: "How Did South Korea Become so Rich?", which is accessible at <https://www.youtube.com/watch?v=6Ro6FIHe5eQ>. As students watch, have them take notes and answer these questions on the South Korea Video Guide Homework Handout (p. 239):

1. What type of government did South Korea have from 1960-1979?
2. Describe at least one action by the government to help develop Korea's economic power.
3. How did average citizens participate in making South Korea "so rich" as the video title implies?
4. What problems does the video foreshadow with the South Korean political/economic model?

If time permits, the teacher can conduct a quick large group discussion that addresses these questions.

Consult the Teacher Key for the Homework Handout on the South Korea Video Guide (p. 243) for suggested responses.



### TEACHING TIP

If you are running out of class time, the video can be finished for homework by combining it with a reading that is introduced as the homework on the Civics Day 2 Lesson Plan (p. 255).

## CLASS ACTIVITY 4 OF 4: CHECK FOR UNDERSTANDING

CLASS ACTIVITY (5 MINUTES)

### EXIT TICKET

#### ACTIVITY PROCEDURE

Ask students to answer the question below after they've completed the South Korea Video Guide. The question is included on the Exit Ticket handout (p. 240).

- ▶ Based on your knowledge of the response to the U.S. Financial Crisis in 2008, predict how you think South Korean citizens would react to an economic crisis in their country. Would they respond similarly to U.S. citizens or would they respond differently? Explain your reasoning.

#### TEACHER NOTES

Student responses will vary. Ideally, they would focus their responses on one of the three forms of civic action. There is no correct answer. The goal is to get students to start thinking about civic action in a different cultural context and applying their new learning about civic action.



#### TEACHING TIP

Since there may not be class time left to complete the introduction to the South Korean Video, the Exit ticket could be combined with the video questions in the South Korea Video Guide and the homework reading to set up the next class period. The instructions for the homework that precedes Day 2 are in the Day 2 lesson plan (p. 249).

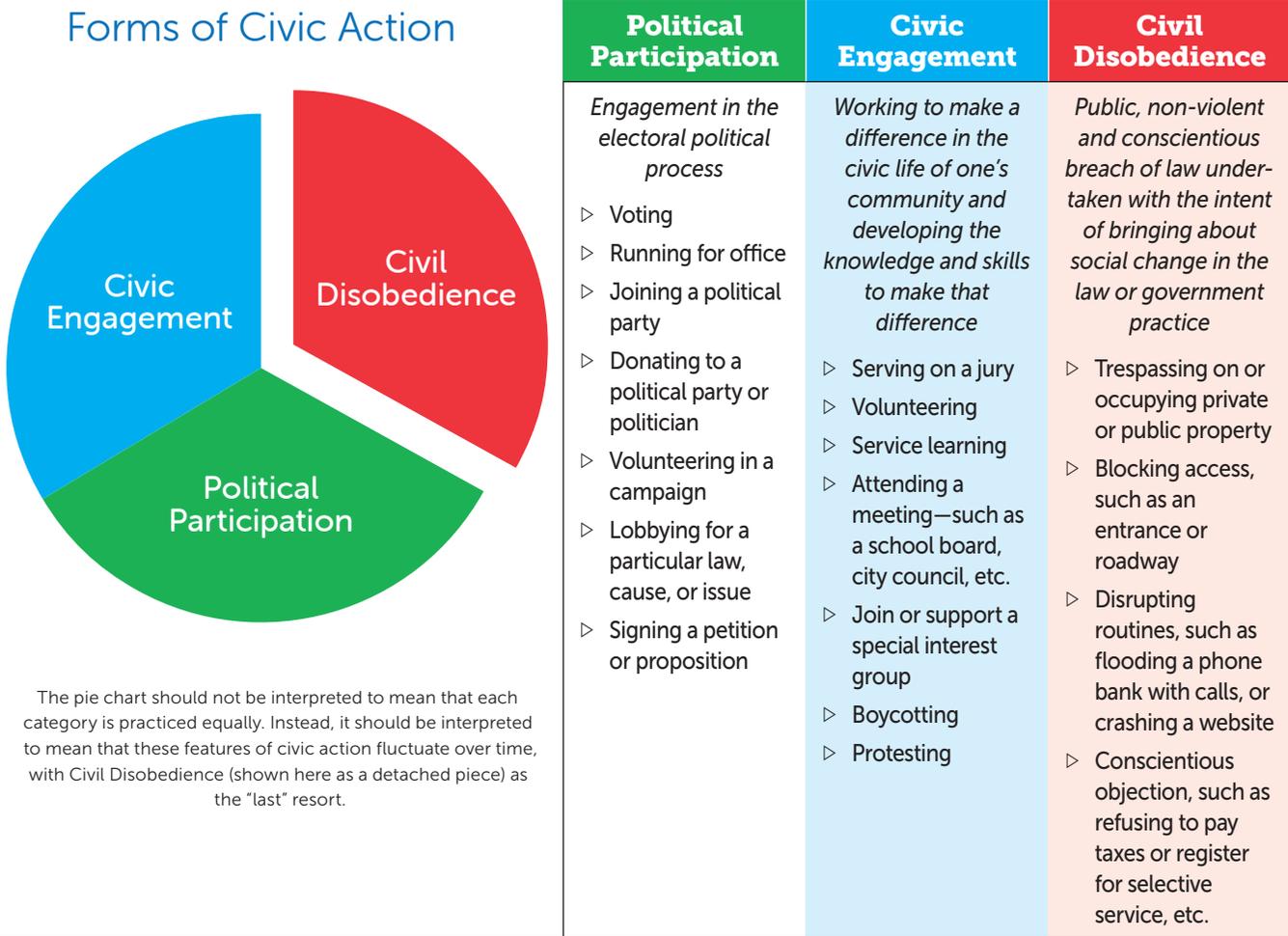
## HANDOUT: 2008 FINANCIAL CRISIS VIDEO NOTES

Use the handout below to take notes as you watch the two videos for homework and be prepared to share your understanding with your classmates. The causes will come first. Focus on the role of *home mortgages*, the *Housing Bubble*, and *investment practices of major banks and insurance companies*. Next, focus on the effects or outcomes of the crisis. Look for and record information related to *bankruptcy or default*, *bail-out*, *stimulus package*, and the *Dodd-Frank Act*. Each video will discuss the causes and effects of the crises so it's O.K. to repeat yourself in your notes.

2008 Financial Crisis: Video Notes		
	Causes	Effects
<p><b>The 2008 Financial Crisis: Crash Course Economics</b></p> <p><a href="https://www.youtube.com/watch?v=GPOv72Awo68">https://www.youtube.com/watch?v=GPOv72Awo68</a></p>		
<p><b>The 2008 Financial Crisis: 5 Minute History Lesson</b></p> <p><a href="https://www.youtube.com/watch?v=eD9ry2Lgglw">https://www.youtube.com/watch?v=eD9ry2Lgglw</a></p>		

**CHART**  
Forms of Civic Action

Source: World History Digital Education Foundation, 2020



The pie chart should not be interpreted to mean that each category is practiced equally. Instead, it should be interpreted to mean that these features of civic action fluctuate over time, with Civil Disobedience (shown here as a detached piece) as the "last" resort.

The examples in this Chart are not an exhaustive list of all possibilities.

## HANDOUT: SOURCE ANALYSIS

<b>What Type of Civic Action Does Each Source Most Likely Represent?</b>	
<b>Source 1. Occupy Wall Street</b>	<b>Source 2. Tea Party Tax Day Protest</b>
<b>Source 3. Inside Obama's Sweeping Victory</b>	<b>Source 4. Wall Street Reform: Dodd-Frank Act</b>

<b>How Does Each Source Represent a Citizen's Direct Response to the Crisis?</b>	
<b>Source 1. Occupy Wall Street</b>	<b>Source 2. Tea Party Tax Day Protest</b>
<b>Source 3. Inside Obama's Sweeping Victory</b>	<b>Source 4. Wall Street Reform: Dodd-Frank Act</b>

**What Type of Civic Action is Missing From the Sources?**

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**What Would an Example Be of the Missing Type (From the Previous Question) Related to the Financial Crisis of 2008?**

---

SOURCE 1

## Occupy Wall Street Spreads to Portland

Source: Wikimedia Commons, [https://commons.wikimedia.org/wiki/File:Occupy\\_Wall\\_Street\\_spreads\\_to\\_Portland.jpg](https://commons.wikimedia.org/wiki/File:Occupy_Wall_Street_spreads_to_Portland.jpg)



The Occupy Wall Street Movement began in 2011 as a movement that wished to hold big businesses and corporations accountable for the financial crisis and lessen the influence of the wealthy on politics. Originating in the financial district in Manhattan, the movement spread to similar protests in 951 cities across 82 countries.

SOURCE 2

## Tea Party Tax Day Protest

Source: Wikimedia Commons, [https://commons.wikimedia.org/wiki/File:Tea\\_Party\\_tax\\_day\\_protest\\_2010\\_\(4526056088\).jpg](https://commons.wikimedia.org/wiki/File:Tea_Party_tax_day_protest_2010_(4526056088).jpg)



Starting in 2009, supporters of a grassroots movement collectively called the “Tea Party” called for an end to government bailouts and spending increases designed to offset the economic damage from the crisis. Their tactics included protests and rallies, but also extended to supporting politicians who agreed with their views on government. By the 2010 midterm elections, 13 senators and 23 congressional representatives claimed a Tea Party affiliation.

### SOURCE 3

## Inside Obama's Sweeping Victory

Adapted from Tim Rosentiel, "Inside Obama's Sweeping Victory," Pew Research Center, Washington, D.C. (November 5, 2008). <https://www.pewresearch.org/2008/11/05/inside-obamas-sweeping-victory/>

Barack Obama captured the White House on the strength of a substantial electoral shift toward the Democratic Party and by winning a number of key groups in the middle of the electorate. Overall, 39% of voters were Democrats while 32% were Republicans—a dramatic shift from 2004 when the electorate was evenly divided. The Democratic advantage in Election Day party identification was significantly larger than in either of Bill Clinton's victories....

Without a doubt, the overwhelming backing of younger voters was a critical factor in Obama's victory, according to an analysis of National Election Pool exit polls that were provided by National Public Radio. Obama drew two-thirds (66%) of the vote among those younger than age 30. This age group was Kerry's strongest four years ago, but he drew a much narrower 54% majority.

Obama's expanded support did not extend to all age groups, however. In particular, McCain won the support of voters aged 65 and older by a 53%-to-45% margin, slightly larger than Bush's 52%-to-47% margin four years ago. Notably, Al Gore narrowly won this age group in 2000 (50% vs. 47% for Bush).

Obama won a huge majority among those with low or moderate annual incomes (60% of those making less than \$50,000 a year). Yet he also made striking gains among the most affluent voters: more than half (52%) of those with annual incomes of \$200,000 or more favored Obama while 46% supported McCain. Four years ago, Kerry won just 35% of these high-income voters....

### THE ECONOMY WAS THE DOMINANT ISSUE

As expected, the economy dominated the voters' agenda this year: More than six-in-ten (63%) voters, including comparable majorities of Obama supporters (65%) and McCain backers (60%), cited the economy as the most important issue facing the country. Economic issues and personal financial concerns consistently cut in Obama's favor. Among those who said they are very worried about economic conditions—half the electorate—59% voted for Obama; those who expressed less concern about the economy favored McCain. One-in-three voters said they are very worried about being able to afford the health care services they need, and these voters backed Obama by a 65%-to-32% margin....

Despite Obama's strong personal appeal, his supporters overwhelmingly say they favored him based on his issue positions (68%), not his leadership and personal qualities (30%). By contrast, McCain's supporters were divided, with 49% saying his leadership and personal qualities mattered most to them, rather than his positions on the issues (48%)....

Moreover, McCain did not entirely escape the shadow of George W. Bush. Fully 71% of voters said they disapprove of the job George W. Bush is doing as president, and 48% of voters said they thought if McCain were elected, he would mainly continue Bush's policies. Among voters who said that McCain would continue Bush's policies, the vast majority (90%) favored Obama....

Looking forward, most voters are upbeat about an Obama presidency. A majority of voters (54%) described themselves as either "excited" or "optimistic" about the possibility of Obama serving as president. Twice as many Obama backers (56%) as McCain backers (28%) were excited about the prospect of their candidate winning.

#### SOURCE 4

### Wall Street Reform: The Dodd-Frank Act

Adapted from The White House: President Barack Obama, "Jobs and the Economy: Putting America Back to Work." <https://obamawhitehouse.archives.gov/economy/middle-class/dodd-frank-wall-street-reform>

President Obama signed the Dodd-Frank Wall Street Reform and Consumer Protection Act into law. The most far reaching Wall Street reform in history, Dodd-Frank will prevent the excessive risk-taking that led to the financial crisis. The law also provides common-sense protections for American families, creating a new consumer watchdog to prevent mortgage companies and pay-day lenders from exploiting consumers. These new rules will build a safer, more stable financial system—one that provides a robust foundation for lasting economic growth and job creation.

#### **HOLDING WALL STREET ACCOUNTABLE**

The financial crisis was the result of a fundamental failure from Wall Street to Washington. Some on Wall Street took irresponsible risks that they didn't fully understand and Washington did not have the authority to properly monitor or constrain risk-taking at the largest firms. When the crisis hit, they did not have the tools to break apart or wind down a failing financial firm without putting the American taxpayer and the entire financial system at risk. Financial reform includes a number of provisions that will curb excessive risk taking and hold Wall Street accountable.

**Taxpayers will not have to bear the costs of Wall Street's irresponsibility:** If a firm fails in the future it will be Wall Street – not the taxpayers – that pays the price.

**Separates "proprietary trading" from the business of banking:** The "Volcker Rule" will ensure that banks are no longer allowed to own, invest, or sponsor hedge funds, private equity funds, or proprietary trading operations for their own profit, unrelated to serving their customers. Responsible trading is a good thing for the markets and the economy, but firms should not be allowed to run hedge funds and private equity funds while running a bank.

**Ending bailouts:** Reform will constrain the growth of the largest financial firms, restrict the riskiest financial activities, and create a mechanism for the government to shut down failing financial companies without precipitating a financial panic that leaves taxpayers and small businesses on the hook.

#### **PROTECTING AMERICAN FAMILIES FROM UNFAIR, ABUSIVE FINANCIAL PRACTICES**

Before the crash that devastated our economy, there were seven different regulators with authority over the consumer financial services marketplace. Accountability was lacking because responsibility was diffuse and fragmented. In addition, many mortgage lenders and mortgage brokers were almost completely unregulated. Too many responsible American families have paid the price for an outdated regulatory system that failed to adequately oversee payday lenders, credit card companies, mortgage lenders, and others, allowing them to take advantage of consumers. That's why President Obama overcame the big bank lobbyists to protect and empower families with the strongest consumer safeguards ever.

President Obama's Wall Street reform law created an independent agency to set and enforce clear, consistent rules for the financial marketplace. The Consumer Financial Protection Bureau (CFPB) is setting clear rules of the road and will ensure that financial firms are held to high standards. Like a neighborhood cop on the beat, the CFPB supervises banks, credit unions, and other financial companies, and will enforce federal consumer financial laws.

## HOMEWORK HANDOUT: SOUTH KOREA VIDEO GUIDE

Complete this handout as you watch the video.

<b>1. What type of government did South Korea have from 1960-1979?</b>	
<b>2. Describe at least one action by the government to help develop Korea's economic power.</b>	
<b>3. How did average citizens participate in making South Korea "so rich" as the video title implies?</b>	
<b>4. What problems does the video foreshadow with the South Korean political/economic model?</b>	

## EXIT TICKET

Answer the exit ticket after you have watched and discussed the video.

**Based on your knowledge of the response to the U.S. Financial Crisis in 2008, predict how you think South Korean citizens would react to an economic crisis in their country.**

**Would they respond similarly to U.S. citizens or would they respond differently? Explain your reasoning.**

## TEACHER KEY: HOMEWORK HANDOUT ON THE 2008 FINANCIAL CRISIS: VIDEO NOTES

Both videos discuss the causes and effects seen below. It is not necessary for student understanding to isolate what is in one video compared to the other.

2008 Financial Crisis: Video Notes	
Causes	Effects
<ul style="list-style-type: none"> <li>▷ Rising real estate prices are seen as likely to continue and thus home mortgage loans are viewed as a good target for investment.</li> <li>▷ Rise of subprime loans to take advantage of the above situation. These mortgage loans were given to customers who lacked the financial ability to make their payments over time. This creates what is known as a "Housing Bubble," as home prices rapidly increase because there are more home-buyers for the same number of homes. The bubble means that the increases are based on speculation more than on the actual value of the home, implying that the bubble can and will pop when prices come back down to the actual value of the home.</li> <li>▷ Creation and over-investment in real-estate-related financial products by banks and investment firms that passed the risky subprime loans on to new investors who were often unaware of the initial risky financial status of the mortgage holders.</li> </ul>	<ul style="list-style-type: none"> <li>▷ Mortgage holders, unable to make their payments, default on their loans, passing ownership of the home to the mortgage banks.</li> <li>▷ As more and more defaults occur, home prices decline. Mortgage banks are not able to sell these homes for what they paid for them, meaning they lose money. Mortgage banks are unable to secure funds to operate, and in some cases, declare bankruptcy.</li> <li>▷ Investors in mortgage-backed securities and other financial products related to mortgages are unable to sell these investments for equal to or more than the amount they paid for them, leading them to lose money, like the mortgage banks. Unable to secure funds to operate, some declare bankruptcy.</li> <li>▷ The domino effect of banks failing leads to businesses failing, as businesses and individuals that rely on access to bank funds and loans to operate are no longer able to do so.</li> <li>▷ In the short term, the Federal government has to step in to prevent more banks from failing and to prop up failing businesses with government loans. These are called bailouts.</li> <li>▷ In the short term, the Federal government has to step in to prevent more mortgages from going into default by helping homeowners. The government also attempts to charge the economy with plans called stimulus to encourage production of goods and increase demand for consumers to spend.</li> <li>▷ In the long term, the Federal government has to find ways to prevent a similar crisis from occurring by reforming the mortgage and financial services industries that caused the problem with legislation like the Dodd-Frank Act.</li> </ul>

## TEACHER KEY: SOURCE ANALYSIS HANDOUT

<b>What Type of Civic Action Does Each Source Most Likely Represent?</b>	
<b>Source 1. Occupy Wall Street</b>	<b>Source 2. Tea Party Tax Day Protest</b>
Civic Engagement (Protest)	Civic Engagement (Protest)
<b>Source 3. Inside Obama's Sweeping Victory</b>	<b>Source 4. Wall Street Reform: Dodd-Frank Act</b>
Political Participation (Voting)	Political Participation (Voting and/or Lobbying)

<b>How Does Each Source Represent a Citizen's Direct Response to the Crisis?</b>	
<b>Source 1. Occupy Wall Street</b>	<b>Source 2. Tea Party Tax Day Protest</b>
Occupy Wall Street desired to hold big business and corporations accountable through public protest and calls for change in government policy and corporate practice.	The Tea Party sought to limit the government's role in supporting bail-outs of business by first raising public awareness through protest and then supporting political candidates and policies in elections.
<b>Source 3. Inside Obama's Sweeping Victory</b>	<b>Source 4. Wall Street Reform: Dodd-Frank Act</b>
Obama's election victory proved that the general electorate sought a new direction and political figure/party to enact laws/policies to fix the current crisis and prevent another.	The Dodd-Frank Act sought to regulate big business and protect consumer's rights to prevent another crisis in response to the electorate supporting politicians who campaigned with these political priorities in mind.

### **What Type of Civic Action is Missing From the Sources?**

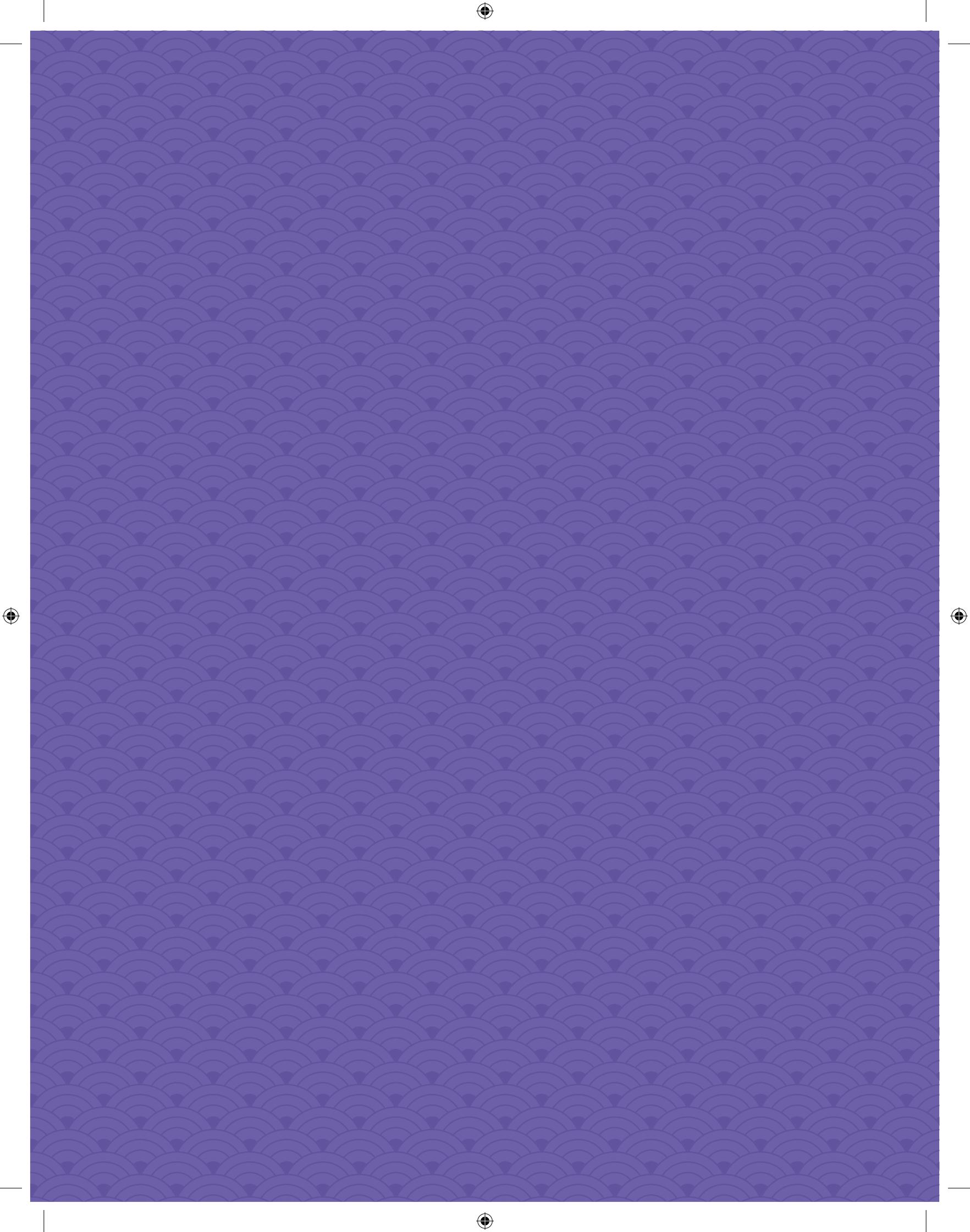
Civil Disobedience is not directly represented.

### **What Would an Example Be of the Missing Type (From the Previous Question) Related to the Financial Crisis of 2008?**

The Occupy movement used tactics other than just the pictured street protests. It tried to block access to financial institutions, as the name "Occupy" implies, which could be an example of Civil Disobedience as its members were breaking the law, technically trespassing, to prevent the conduct of normal business in order to bring attention and public pressure on these businesses to address their concerns.

## TEACHER KEY: SOUTH KOREA VIDEO GUIDE HOMEWORK HANDOUT

<b>1. What type of government did South Korea have from 1960-1979?</b>	South Korea nominally had a democratic system, but was in fact ruled by a succession of military dictators, who prioritized the nation's economic development over democracy.
<b>2. Describe at least one action by the government to help develop Korea's economic power.</b>	The government would protect and provide assistance to the leading families and their companies, called Chaebols, to promote large scale manufacturing and trade. This included emphasizing a highly skilled workforce trained in state-supported schools, low corporate taxes, and direct grants of money, etc.
<b>3. How did average citizens participate in making South Korea "so rich" as the video title implies?</b>	In a society that considers education a key virtue and the only guaranteed way to upgrade socio-economic status, Korean citizens worked hard to get a good education and then work for a successful economic enterprise like a large Chaebol.
<b>4. What problems does the video foreshadow with the South Korean political/economic model?</b>	Troubled Chaebols will suffer during an economic crisis because of decision-making that is limited to government bureaucrats and company officials, who often stifle innovation and entrepreneurship. The failure of a company that is so large and intertwined with the government is also problematic. Corruption in such close relationships between business and government is foreshadowed as probable and problematic as well. Chaebols that are able to overcome problems do so by focusing on efficiency and innovation.



# CIVICS MODULE



DAY 2:  
WHAT FORMS OF CIVIC ACTION  
DID SOUTH KOREANS USE TO  
RESPOND TO A CRISIS?

# CIVICS MODULE OVERVIEW

## SKILL FOCUS

**Apply Political Concepts/Processes; Source Analysis; Evaluation**

## CONTENT

**Political and Civic Participation**

### How Can Individual Citizens Impact Government in Times of Crisis?

#### DAY 1

##### CLASS ACTIVITY

###### Source Analysis

Students will explore the responsibilities of citizenship in a democracy and different forms of civic participation by exploring sources that show citizen responses to the 2008 Financial Crisis in the United States. Students will be asked to classify these responses in three categories—political participation, civic engagement, and civil disobedience. Students will learn about different aspects of each category before being asked to transfer that understanding to a South Korean context. At the conclusion of the first day, students will view a video about the political and economic history of South Korea prior to the 1997-98 Asian Financial Crisis. This will help to build students' understanding and establish the context for studying forms of civic participation in South Korea, which will be the focus of the second day.

##### CHECK FOR UNDERSTANDING

**Exit Ticket:** Students will use their understanding of the three forms of civic action to predict in writing how South Koreans will respond to economic crises.

### What Forms of Civic Action Did South Koreans Use to Respond to a Crisis?

#### DAY 2

##### CLASS ACTIVITY

###### Source Analysis

Students will learn about the political and economic problems that culminated in the 1997-98 Asian Financial Crisis through the analysis of two sources. Students will then learn about and categorize citizen responses to the crisis, including student protests, the Gold Collecting Campaign, the election of Kim Dae Jung, statements from the Citizens' Coalition for Economic Justice, and the Defeat Movement. Students will be asked to evaluate the effectiveness of each citizen action in successfully addressing the financial crisis and creating a better democracy.

##### CHECK FOR UNDERSTANDING

**Processing Question:** Students will evaluate the effectiveness of South Korean examples of civic action at solving political and economic problems.

### Assessment

#### DAY 3

##### CLASS ACTIVITY

###### Civic Action in Response to Economic Crises

Small Group Pre-Writing Discussion

##### Assessment

Students will evaluate which form of civic action is more effective in times of crisis.

# CIVICS MODULE SOURCES

DAY 1	Stimulus Type	Description	Page
	Chart	Forms of Civic Action	233
	Photo	Occupy Wall Street Spreads to Portland	236
	Photo	Tea Party Tax Day Protest	236
	Article	Inside Obama's Sweeping Victory	237
	Article	Wall Street Reform: The Dodd-Frank Act	238

DAY 2	Stimulus Type	Description	Page
	Article	What is a Chaebol?	255
	Story	The Five Bandits by Kim Chi-Ha (1970)	257
	Article	The Asian Financial Crisis of 1997-98	260
	Presidential Address	Kim Dae Jung's Presidential Inaugural Address, February 1998	263
	Statement	CCEJ Statement on Chaebol Reform: Time to End Corporatocracy	264
Article	The Defeat Movement in South Korea	265	

**DAY 3**

The activities of Day 3 focus on small group discussions and a summative assessment in which students use sources from Day 1 and Day 2.

## DAY 2

BASED ON A 60-MINUTE CLASS

# What Forms of Civic Action did South Koreans Use to Respond to a Crisis?

### REASONING SKILLS

**Apply Political Concepts/Processes; Source Analysis**

### OVERVIEW

Students will analyze two sources to learn about the political and economic problems that culminated in the 1997-98 Asian Financial Crisis. Students will then learn about and categorize citizen responses to the crisis, including student protests, the Gold Collecting Campaign, the election of Kim Dae-Jung, statements from the Citizens' Coalition for Economic Justice, and the Defeat Movement. Students will be asked to evaluate the effectiveness of each citizen action in successfully addressing the financial crisis and creating a better democracy.

### MATERIALS NEEDED:

#### HOMEWORK

- ▶ Video: How did South Korea Become So Rich? (11:25 in length, Day 1, link on p. 230)
- ▶ South Korea Video Guide Handout (Day 1, p. 239)
- ▶ Reading: What is a Chaebol? (pp. 255–256)
- ▶ Activity 4 Student Protests Video #1 (link on p. 252)
- ▶ Activity 4 Student Protests Video #2 (link on p. 252)
- ▶ Activity 4 Gold Collecting Campaign Video (link on p. 252)

#### IN-CLASS ACTIVITIES

- ▶ Activity 2 Reading: The Five Bandits (pp. 257–258)
- ▶ Activity 2 Handout on Political and Economic Problems in South Korea, Part 1 (p. 259)
- ▶ Activity 3 Reading: The Asian Financial Crisis, 1997-98 (p. 260)
- ▶ Activity 3 Handout on Political and Economic Problems in South Korea, Part 2 (p. 261)
- ▶ Day 1 Handout: Forms of Civic Action Chart (Day 1, p. 233)
- ▶ Activity 4 Source Analysis Handout (p. 262)
- ▶ Activity 4 Reading: Kim Dae Jung Presidential Inaugural Address (p. 263)
- ▶ Activity 4 Reading: CCEJ Statement on Chaebol Reform (p. 264)
- ▶ Activity 4 Reading: The Defeat Movement in South Korea (p. 265)

#### TEACHER ANSWER KEYS

- ▶ Day 1 Homework Handout: South Korea Video Guide (p. 266)
- ▶ Activity 2 Handout on Political and Economic Problems in South Korea, Part 1 (p. 267)
- ▶ Activity 3 Handout on Political and Economic Problems in South Korea, Part 2 (p. 268)
- ▶ Activity 4 Source Analysis Handout (p. 269)

# SEQUENCE OF INSTRUCTION

## HOMEWORK OVERVIEW: BACKGROUND ON SOUTH KOREA

HOMEWORK (30-45 MINUTES)

### VIDEO AND SOURCE ANALYSIS

Depending on how Day 1 concluded, different options exist.

- ▶ Option 1. If there was not enough time in the previous class to watch the video “How did South Korea so Become Rich?” students will need to view the video and answer the questions on the Homework Handout on the South Korea Video Guide. The handout has four questions and an exit ticket for students to complete. Full instructions and teacher notes are in the Class Activity 3 section of Day 1 (p. 230). Students also need to read “What is a Chaebol?” (see Option 2 below).
- ▶ Option 2. Students should read “What is a Chaebol?” (pp. 255–256). The reading is followed by two questions:
  - ▷ Based on your reading, record one thing that you learned that added to your understanding of South Korea.
  - ▷ Record one thing that still confuses you about South Korea.

### TEACHER NOTES

The purpose of the end of the Day 1 activity and homework is to familiarize students with the political and economic situation in South Korea leading up to the 1997-98 financial crisis. Some key takeaways that students may come away with and some additional questions they may have could include:

- ▶ Students may respond to the reading questions with basic facts such as: South Korea is a democracy; South Korea has a capitalist economy; Samsung is a South Korean company; or a more advanced statement such as: the chaebol was critical in South Korea’s economic rise.
- ▶ The second question may elicit questions about North Korea since many students will have heard about North Korea in the news.
- ▶ Some may have been curious about the corruption scandal discussed in the reading. The issue of corruption in relations between the government and South Korean big business will be an important new element that emerges in today’s lesson.
- ▶ The video and the reading combined should give students sufficient context to understand that South Korea today is a fully democratic society with free elections and a capitalist country with many well-known companies, products, and cultural exports like music and film.
- ▶ Students should also have a basic understanding that in its history, South Korea had also engaged in undemocratic practices like military authoritarian rule, and had adopted some socialist command economic principles such as the central government’s tight control of the planning and coordination of economic systems, and collusive business practices between the state and Chaebols. While South Korea has changed since those times, these changes are rather recent, and occurred largely in the 1990s.

## CLASS ACTIVITY 1 OF 5: WARM UP/INTRODUCTION

WARM UP/INTRODUCTION (10 MINUTES)

### HOMWORK DEBRIEF

Have students discuss their answers to the questions on the video and the questions on the “What is a Chaebol?” reading (pp. 255–256) in order to establish the background that the students will need to better understand the economic and political problems that developed by 1997-98 in South Korea.

Teachers can use the Teacher Key to the South Korea Video Guide (p. 266) when discussing the homework.

### TEACHER NOTES

Responses will vary on the “What is a Chaebol?” reading as the questions are both open ended and designed to elicit a response that requires students to process new learning and self-analyze where they still need some clarity.



### TEACHING TIP

Teachers can choose to have students first confer with a partner to fill in any gaps or misunderstandings that they may have had, or teachers can move right into whole group discussion.

## CLASS ACTIVITY 2 OF 5: THE FIVE BANDITS PRIMARY SOURCE

CLASS ACTIVITY (20 MINUTES)

### SOURCE ANALYSIS OF THE FIVE BANDITS STORY

Students will explore two sources to develop an understanding of the causes of the political and economic crisis in 1997-98.

### ACTIVITY PROCEDURE

- ▶ Students will use the Reading on the Five Bandits (pp. 257–258) and the Handout on Political and Economic Problems in South Korea, Part One (p. 259) to answer the questions below:
- ▶ Students will need to be grouped in pairs to jigsaw this reading by focusing on **one** of the five bandits and the introductory paragraphs. Assign each pair of students the same bandit so that they can analyze the challenging reading together. (10 minutes)
  1. What aspect of South Korean society does your “bandit” represent? Think of institutions and organizations that are both public and private.
  2. What political and/or economic problems does your “bandit” most likely represent?
  3. Take notes on the other four bandits as your classmates explain. What does each represent?
- ▶ Before moving to question 3, have student pairs share their answers to questions 1 and 2 above for their specific bandits. Begin with pairs assigned “Bandit 1” and then move through each. As group members share, students should record information about each bandit under question 3.

To guide the discussion, you can use the Teacher Key to the Handout on Political and Economic Problems in South Korea, Part 1 (p. 267).

## TEACHER NOTES

The story of the Five Bandits was written in 1970 and harshly critiques aspects of South Korean society during the era known as “the economic miracle on the Han River.” Though the economic situation had dramatically improved in the decade since the military took over in 1961 under Park Chung-hee (who ruled until his assassination in 1979), many in South Korea were left behind.

Remind students of the close ties between industry (the chaebols) and the government. Also, be sure to remind students that from 1961 to 1987, South Korea was under some form of military or authoritarian rule while holding elections that were not truly democratic.



### TEACHING TIP

It may be difficult for students to fully understand exactly what aspects of society each bandit represents. One suggestion is to gather pairs together in larger groups that share the same assigned bandit after each pair has attempted to answer questions 1 and 2. These smaller groups could then share thoughts and even select one of the group to present their findings to the whole class.

## CLASS ACTIVITY 3 OF 5: THE SOUTH KOREAN FINANCIAL CRISIS

CLASS ACTIVITY (15 MINUTES)

### SOURCE ANALYSIS OF THE FINANCIAL CRISIS

Students will explore a reading to develop an understanding of the causes of the political and economic crisis in 1997-98.

### ACTIVITY PROCEDURE

In the same pairs as Class Activity 2, students should review the reading on the Asian Financial Crisis of 1997-98 (p. 260) and answer the two questions below using the handout on Political and Economic Problems in South Korea, Part 2 (p. 261).

1. What two economic factors were the first signs of the crisis in 1997-98?
2. What was the primary cause of the economic crisis?



### TEACHING TIP

To guide discussion of these questions, you can use the Teacher Key to the Handout on Political and Economic Problems in Korea, Part 2 (p. 268).

## TEACHER NOTES

Diving deep into the causes and effects of the Asian Financial Crisis will be problematic for most students. It initially began as a currency devaluation crisis and involved problems with international exchange mechanisms, investment capital flight, and a litany of other high finance concepts that would require days of instructional time to fully explore. As the focus here will be on how citizens react to crises, the emphasis in the reading is on the problems caused by the political and economic structure of South Korea and the role that debt played in the crisis.

## CLASS ACTIVITY 4 OF 5: CIVIC ACTION AND THE FINANCIAL CRISIS

CLASS ACTIVITY (20 MINUTES)

### CIVIC ACTION SOURCE ANALYSIS

Students will be analyzing five sources to determine what form of civic action is used to combat the political and financial crisis. The two videos will require some initial set-up and discussion before students watch the video and analyze the content. Students will use the Source Analysis Handout (p. 262) and will need to refer back to the Forms of Civic Action Handout from Day One (p. 233) for this analysis.

### ACTIVITY PROCEDURE

- ▶ This activity requires students to both understand the historical context of each source and apply a form of civic action learned in Day 1.
- ▶ Students will move from large group analysis and discussion of videos to paired or small group analysis and discussion of two print sources.

To guide the analysis and discussion of each of the five sources, you can use the Teacher Key to the Source Analysis Handout (p. 269).

- ▶ Students will watch either Student Protest Video 1 or Student Protest Video 2 as a whole class. The selected video will be Source 1. The first video is accessible at <https://www.youtube.com/watch?v=KNjL3v13eSU>. The second video is accessible at <https://www.youtube.com/watch?v=bSVWtkNjA9E>.
  - ▷ Note: Some school filters may block one or both of these videos because the word “violence” is in the titles of each. While the videos do show physical altercations, they do not show excessive violence. If students are unable to view either of these videos, an alternative is to read a *Los Angeles Times* article of October 22, 2019 about the history of student protests in South Korea and Asia in general, “‘We Don’t Just Study’: Inside Asia’s Bloody History of Student-led Protests.” The article is accessible at <https://www.latimes.com/world-nation/story/2019-10-22/asia-hong-kong-student-protests>.
- ▶ The teacher should explain the context of the videos to students.
  - ▷ *Context:* University students in Korea have a history of public protest that began under the Confucian Joseon Dynasty (1392-1910), was evident during the Japanese occupation in the early 20th century, and has continued to the present day. Students have traditionally been some of the first groups in Korean society to openly contest authority. Some scholars see this as evidence of the strong role of Confucian thought still prevalent in a society that calls for the educated to take a leadership role. At the time of this video, the labor movement in South Korea had successfully called for a general strike to oppose decades of labor laws that were pro-business and anti-worker. South Korean university students lent their support by first protesting and then battling police forces sent in to break up the demonstrations.
- ▶ As the students view the video or videos, they can utilize the Forms of Civic Action Handout (Day 1, p. 233) to answer the question below located in the Source Analysis Handout:
  - ▷ What form of civic action does each source represent? Explain your thinking.
- ▶ Continuing in a large group, students will watch the Gold Collecting Campaign Video, which is Source 2. It is accessible at <https://www.youtube.com/watch?v=INED3nal8hM>. The teacher should explain the context of the video to students.

- ▷ *Context:* In 1997, several Korean financial institutions, in cooperation with the media, began a campaign asking citizens to donate their family gold to help infuse the financial market with cash needed to secure international loans. The year-long effort collected around \$2 billion in gold from about 3.5 million citizens in a nation of almost 46 million people at the time. It was seen as a movement of saving the nation from bankruptcy in the face of the crisis. South Korea was able to pay back the almost \$20 billion in international loans early using the Gold-Collecting campaign funds as a down-payment.
- ▶ As students view the video, they can utilize the Forms of Civic Action Handout to answer the question below located in the Source Analysis Handout:
  - ▷ What form of civic action does the Gold Collecting Campaign represent? Explain your thinking.



#### TEACHING TIP

Since this is the first analysis that requires both historical context and student processing of forms of civic action, movement from large to small groups is recommended. Each analysis should be followed by a large group debrief before moving onto the next sources.

- ▶ For the three print sources (Sources 3, 4, and 5), students should be in small groups or pairs. Gradually releasing students from the large group to small groups will help students see models of expected performance which will also aid in the development of independent analytical skills. If students were successful with the first reading in small groups, consider reducing the number of group members to release more responsibility to individual students.
  - ▷ Students will analyze three print sources, the Kim Dae Jung Presidential Inaugural Address, the CCEJ Reading on Chaebol Reform, and the Reading on the Defeat Movement, using the same Forms of Civic Action Handout and Source Analysis Handout as those completed for the videos. Students will answer these questions:
    - What form of civic action does the Kim Dae Jung Inaugural Speech represent? Explain your thinking.
    - What form of civic action does the CCEJ Reading on Chaebol Reform represent? Explain your thinking.
    - What form of civic action does the Reading on the Defeat Movement represent? Explain your thinking.

#### TEACHER NOTES

All four sources focus on economic reforms and democratic political values as the means for solving the problems South Korea experienced due to the crisis. Kim Dae Jung was a long time opposition figure who was tried and given the death penalty in the 1980s by the military dictatorship. His death sentence was commuted due to pressure from the international community. His election to the presidency in 1998 was viewed by many as the final move toward a fully democratic society. The CCEJ (Citizens Coalition for Economic Justice) is one of the oldest non-governmental organizations in South Korea that has long argued for a change in the Chaebol economic model. Its record of success advocating for these changes is mixed, as Chaebols still continue to be a dominant force in the South Korean economy, and the corruptive influence they sometimes have in politics is still visible, as evidenced by the removal of President Park Geun-hye in 2016. Lastly,

the Defeat Movement in 2000 was one of the first grassroots movements—if not the first—that successfully used new networked information technologies, specifically websites and social networking, to influence the outcome of a political contest during the 2000 South Korean National Assembly election.

A different suggestion for grouping and discussing these sources is to use a strategy of asking students to move to a part of the room assigned to each of the five sources: Student Strikes, the Gold Collection Campaign, the election of Kim Dae Jung, Chaebol Reform, and the Defeat Movement. While students gather in their chosen area, they can together discuss why they think their source was most effective and collectively record and share an answer, one for each part of the room, with the class.

The same strategy could then be used for the second summative question, though only three parts of the room will be needed: one for Political Participation, one for Civic Engagement, and one for Civil Disobedience. Similar to the scenario in the first strategy, students gather and then discuss why they chose the form of civic action they did. Each group can collectively come up with a response to share with the whole class.



#### TEACHING TIP

Some of the sources can be interpreted as exhibiting different forms of civic action. Encourage students to justify their thinking. If they have coherent reasoning and evidence to support their thinking, students may classify these actions differently than their classmates. It may be important to emphasize that the categories overlap in some ways and that some actions could be described using multiple categories. Another way to interpret civic action is as a hybrid of categories or by noting that an action may begin in one category and move to another over time.

### CLASS ACTIVITY 5 OF 5: CHECK FOR UNDERSTANDING

As students wrap up for the day and after completing the analyses of all five sources, students will individually evaluate the effectiveness of the three forms of civic action by completing the last question on the Source Analysis Handout. Please note that answers will inevitably vary for students. The emphasis here is not on a “correct” answer, but rather for students to discuss their thinking, evaluate the forms of civic action they have learned about, and ultimately transfer their understanding of two historic events to current day civic actions. This can also be done as homework if time does not permit in class.

- ▶ Processing Question: Which of the five South Korean examples of civic action was most effective at solving political and economic problems?



#### TEACHING TIP

The emphasis with this question is for students to reflect on their learning and attempt a higher-level evaluation. This will be valuable practice for the summative assessment on Day 3.

## HOMEWORK READING: WHAT IS A CHAEBOL?

### ARTICLE

### What is a Chaebol?

Source: Adapted from Eleanor Albert, *South Korea's Chaebol Challenge*. Council on Foreign Relations, May 4, 2018. <https://www.cfr.org/background/south-koreas-chaebol-challenge>

A group of massive, mostly family-run business conglomerates, called *chaebols*, dominates South Korea's economy and wields extraordinary influence over its politics. These powerful entities played a central role in transforming what was once a humble agrarian market into one of the world's largest economies.

The South Korean government has generously supported the chaebols since the early 1960s, nurturing internationally recognized brands such as Samsung and Hyundai. However, in recent years chaebols have come under fire amid a slowing South Korean economy and following a series of high-profile corruption scandals, including one that prompted mass protests and the ouster of President Park Geun-hye in 2016.

### THE IMPORTANCE OF CHAEBOLS

The word "chaebol" is a combination of the Korean words *chae* (wealth) and *bol* (clan or clique). Traditionally, the chaebol corporate structure places members of the founding family in ownership or management positions, allowing them to maintain control over affiliates. Chaebols have relied on close cooperation with the government for their success: decades of support in the form of subsidies, loans, and tax incentives helped them become pillars of the South Korean economy.

Although more than forty conglomerates fit the definition of a chaebol, just a handful wield tremendous economic might. The top five represent approximately half of the South Korean stock market's value. Chaebols drive the majority of South Korea's investment in research and development and employ people around the world. Samsung Electronics, the largest Samsung affiliate, employed more than 300,000 people globally in 2018 (more than the number of worldwide employees of Apple and Google combined in 2018, according to a study by Eleanor Albert).

### THE TOP FIVE CHAEBOLS

**Samsung.** Founded in 1938, Samsung Group is South Korea's most profitable chaebol, but it began as a small company that exported goods, such as fruit, dried fish, and noodles, primarily to China. Today the conglomerate is run by second- and third-generation members of the Lee family, the second-wealthiest family in Asia. Over the past eighty years, the company has diversified to include electronics, insurance, ships, luxury hotels, hospitals, an amusement park, and an affiliated university. Its largest and most recognized subsidiary is Samsung Electronics, which for the past decade has accounted for more than 14 percent of South Korea's gross domestic product (GDP).

**Hyundai.** Hyundai Group was a small construction business when it opened in 1947, but grew immensely to have dozens of subsidiaries across the automotive, shipbuilding, financial, and electronics industries. In 2003, following the Asian financial crisis and the death of its founder, Chung Ju-yung, the chaebol broke up into five distinct firms. Among the standout offshoots are Hyundai Motor Group, the third-largest carmaker in the world, and Hyundai Heavy Industries, the world's largest shipbuilding company.

**SK Group.** Also known as SK Holdings, it dates back to the early 1950s, when the Chey family acquired Sunkyong Textiles. Today, the chaebol oversees around eighty subsidiaries, which operate primarily in the energy, chemical, financial, shipping, insurance, and construction industries. It is best known for SK Telecom, the largest wireless carrier in South Korea, and its semiconductor company, SK Hynix, the world's second-largest maker of memory chips.

**LG.** LG Corporation, which derives its name from the merger of Lucky with GoldStar, got its start in 1947 in the chemical and plastics industries. Since the 1960s, the company, under the direction of the Koo family, has heavily invested in the development of consumer electronics, telecommunications networks, and power generation, as well as its chemical business, which includes cosmetics and household goods.

**Lotte.** Shin Kyuk-ho founded Lotte Group in Tokyo in 1948 and brought the chewing gum company to South Korea in 1967. The conglomerate’s main businesses are concentrated in food products, discount and department stores, hotels, and theme parks and entertainment, as well as finance, construction, energy, and electronics. Lotte Confectionery is the third-largest gum manufacturer in the world.

**HOW DID CHAEBOLS EMERGE?**

During the Joseon Dynasty (from the 14th through late 19th century), the state began the practice of licensing private businesses, called Yukeuijeon (six stores designated by the central government directly dealing with the dynasty’s essential items like paper, silks, cotton, ramie, and fish), granting monopolies, and supporting enterprises with direct payments. Thus, partnerships between business and the government had early historical precedents in Korea. The chaebols of contemporary times all begin in the mid-twentieth century. Samsung, for instance, was founded during the period of Japanese occupation before the end of World War II, in part modeling itself after Japan’s powerful industrial and financial conglomerates, known as Zaibatsu. Most, however, were founded after liberation from the Japanese in 1945. As U.S. and international aid flowed into Seoul following the Korean War (1950–1953), the government provided hundreds of millions of dollars in special loans and other financial support to chaebols as part of a concerted effort to rebuild the economy, especially critical industries, such as construction, chemicals, oil, and steel.

These enterprises flourished under the leadership of General Park Chung-hee, who led a military coup in 1961 and then served as president from 1963 to 1979. As part of Park’s export-driven development strategy, his authoritarian government prioritized long-term and low-interest loans to export businesses and protected domestic industries from external competition.

Over time, the chaebols expanded into new industrial sectors and tapped into lucrative foreign markets, providing more fuel for South Korea’s engine. Exports grew from just 4 percent of GDP in 1961 to more than 40 percent by 2016, one of the highest rates globally. Over roughly the same period, the average income of South Koreans rose from \$120 per year to more than \$27,000 in today’s dollars. As South Korea lifted millions out of poverty, the parallel rise of chaebols embedded the conglomerates into the narrative of South Korea’s postwar rejuvenation.

What is a Chaebol?	
<p><b>Based on your reading, record one thing that you learned that added to your understanding of South Korea.</b></p>	
<p><b>Record one thing that still confuses you about South Korea.</b></p>	

## READING: THE FIVE BANDITS

### STORY

#### The Five Bandits by Kim Chi-Ha (1970)

Source: Adapted from Yong-Ho Ch'oe, Peter Lee, and William Theodore de Bary, editors, *Sources of the Korean Tradition, Volume Two: From the Sixteenth to the Twentieth Centuries* (New York: Columbia University Press, 2000), 403-405.

#### STEP 1: ALL STUDENTS NEED TO READ THESE FIRST TWO PARAGRAPHS

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*The following is a fictional story set in South Korea during the era of authoritarian military rule under General Park Chung-hee, who ruled South Korea as its President from 1963 to 1979 after a military takeover. Its purpose is to expose elements of South Korean society that the author believes are harmful to South Korea's return to full democracy. The story opens on a golf course as these symbolic characters meet...*

The spring sun was warm, the day pleasant, the wind gentle, the clouds floating by. The five bandits, each brandishing a golf club, each determined to win, set out to display their miraculous skills.

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#### STEP 2: READ YOUR ASSIGNED BANDIT

##### THE FIRST BANDIT

The first bandit stepped forth, the one called the business tycoon, wearing a custom-made suit tailored of banknotes,\* a hat made of banknotes, shoes made of banknotes and gloves knitted of banknotes, with a gold watch, gold rings, gold buttons, a gold necktie pin, gold cufflinks, a gold buckle, golden teeth, golden nails, golden toenails, and golden zippers, with a golden watch chain dangling from his wiggling behind.

\*Cash currency, like a twenty dollar bill.

##### THE SECOND BANDIT

Now the second bandit steps forth with his entourage and cronies from the National Assembly. Here come hunchbacks, alley foxes, angry dogs, and monkeys. Hunched at the waist, their eyes are as narrow and slanted as an ancient ruthless emperor. Lumbering, rasping, covering their hairy bodies with the empty oaths of revolution, coughing up mucus, raising their golf clubs high into the sky like flags, thunderously yelling slogans, rolling on viper-colored jagged floors:

*Revolution, from old evil to new evil!*

*Renovation, from illegal profiteering to profiteering illegally!*

*Modernization, from unfair elections to elections unfair!*

##### THE THIRD BANDIT

Now the third bandit emerges, looking like a rubber balloon with viperous pointed eyes, his lips firmly closed. Portraying a clean government official, when sweets are offered, he shows that he doesn't like them by shaking his head. Indeed, it must be true. But look at this fellow's other face. He snoops here and smiles there, stout, impudent, sly; his teeth are crooked and black from an over-indulgence in sweets, worn out until they could decay no more. He sits in a wide chair as deep as the sea, before a desk as high as the sky, saying "no thank you" with one hand and "thank you" with the other. He cannot do possible things, but he can do impossible things; he has piles of documents on top of his desk and bundles of money under it. He acts like an obedient shaggy dog when flattering superiors, but like a snarling hunting dog to subordinates. He puts public funds into his left pocket and bribes for favors done into his right pocket. His face, a perpetual mask of innocence, conveys purity—the purity of a white cloud. His all-consuming passion is asking after the well-being of madams of deluxe restaurants.

### **THE FOURTH BANDIT**

The fourth bandit steps forth, a big gorilla. He is tall, reaching almost to the heavens. The marching column of soldiers under his command is as long as China's Great Wall. He has white tinted eyes, a tiger's mouth, a wide nose, and a shaggy beard; he must be an animal. His breast is adorned with colorful medals made of gold, silver, white copper, bronze, and brass. Black pistols cling to his body. He sold the sacks of rice meant to feed the soldiers and filled the sacks with sand. He stole the cows and pigs to be fed to the soldiers and gave a rabbit to each man. No barracks for the poor enlisted men in a bitterly cold winter; instead, hard labor all day to keep them sweating. Lumber for the construction of barracks was used for building the general's mansion. Spare parts for vehicles, uniforms, anthracite briquettes, monthly allowances, all were stolen. In accordance with military law, soldiers who deserted their units because of hunger and desperation were arrested, beaten and thrown into the brig, and harassed under orders. University students summoned for military service were assigned to the general's quarters as living toys for his wanton wife. Meanwhile the general enjoyed his cleverly camouflaged life with an unending stream of mistresses.

### **THE FIFTH BANDIT**

Now the last bandit and his entourage and cronies step out: ministers and vice ministers, who waddle from obesity, sediment seeping from every pore. With shifty mucus-lined eyes, they command the national defense with golf clubs in their left hands, while holding their mistresses with their right. And, when they softly write "Increased Production, Increased Export and Construction" on a mistress, the woman murmurs "Hee-hee-hee, don't tickle me!" And they jokingly reproach: "You ignorant woman, do national affairs make you laugh?" Let's export even though we starve, let's increase production even though products go unsold. Let's construct a bridge across the Strait of Korea with the bones of those who have starved to death, so we can worship the god of Japan! Like slave-masters of olden times, they drive the people to work harder and longer, with the beating of burst drums and the sounds of broken trumpets, with one aim in mind: to increase their own wealth.

# HANDOUT: POLITICAL AND ECONOMIC PROBLEMS IN SOUTH KOREA, PART 1

**Answer the two questions below after reading and discussing the Five Bandits.**

**What aspect of South Korean society does your bandit represent? Think of institutions and organizations both public and private.**

**What political and/or economic problems does your bandit most likely represent?**

**Take notes on the other 4 bandits as your classmates explain. What does each represent?**

**BANDIT # \_\_\_\_\_**

**BANDIT # \_\_\_\_\_**

**BANDIT # \_\_\_\_\_**

**BANDIT # \_\_\_\_\_**

## READING: THE ASIAN FINANCIAL CRISIS

### ARTICLE

### The Asian Financial Crisis of 1997-98

Source: World History Digital Education, July 2020. Adapted from "1997 Asian Financial Crisis", Wikipedia, 2020; Jongwoo Han, *Power, Place, and State-Society Relations in Korea*. Lexington Book: Lanham, Maryland, 2014; "South Korea's GDP (PPP) growth from 1911 to 2008", Wikimedia Commons, 2010; and "Asian Financial Crisis in 1997-98 in South Korea and Indonesia", *Facts and Details*, 2008. <http://factsanddetails.com/asian/cat62/sub408/item2558.html>.

In July of 1997, the currency of Thailand, the baht, collapsed, losing so much value and purchasing power, that investors throughout Asia began to move their investments out of Thailand. This cycle of an Asian currency losing so much value and quickly creating a panic among investors spread throughout Southeast Asia and into

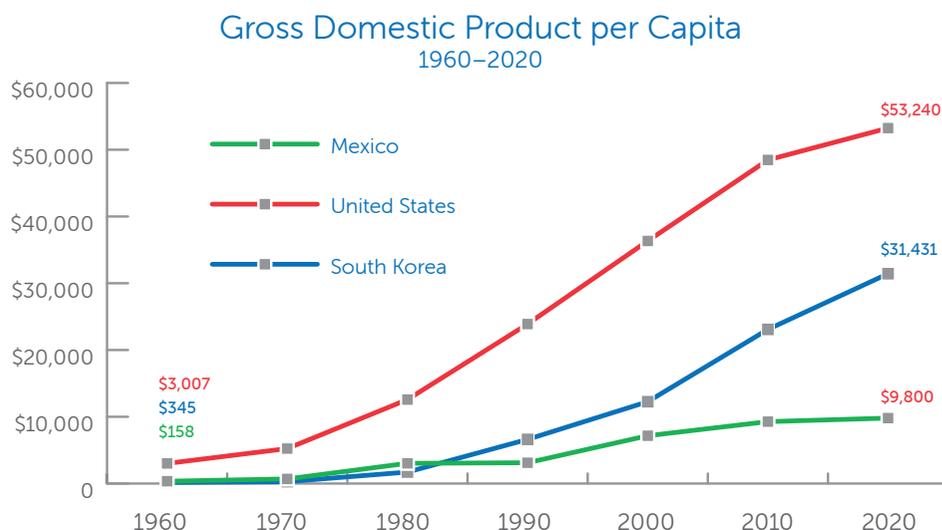
Asian Currency Collapse June 1997–July 1998				
Thai baht	Indonesian rupiah	Phillipine peso	Malaysian ringgit	South Korean won
▼ 40%	▼ 83%	▼ 37%	▼ 45%	▼ 34%

South Korea. An additional effect of a declining currency is the need to take out loans to continue fulfilling financial obligations. This pattern too spread throughout Asia in 1997.

In this financial panic, the currency devaluation and the high debt of many South Korean companies further spooked investors, who began to pull their investments. Many chaebols, due to their power and close relationship with the government, had gone into significant debt over the years with little fear of facing any consequences as the economy continued to grow. The state had for years treated the banks as tools of state policy, ordering banks to loan so much money to chaebols that bad loans accounted for between 94% and 376% of the nine largest banks' capital in 1997. These close relationships also led the government to pass laws to benefit the chaebols at the expense of workers, which enraged workers and students on college campuses who protested this corrupt relationship. The chaebols believed this was necessary so that they could cut costs, increase their profits, and pay off their mounting debt, which seemed likely as the South Korean economy grew from the status of a developing economy to one of the largest economies in the world in three decades (shown in the graph below).

When investors discovered that some of the leading chaebols had debt that was 20 to 30 times the chaebol's net worth, the South Korean stock market collapsed as investors pulled their money out of the stock market. Many leading chaebols went bankrupt by 2000, such as the Hallo Group (the 12th largest), Hanbo Steel (the 14th largest), Jinro Distillery (the 19th largest), and eventually Daewoo (the 3rd largest). As surviving chaebols tried to recover from the loss of investment capital, they began asking for government assistance while also shedding employees to limit their costs.

Unemployment increased from around 3% to 9% and government debt, due to loans to chaebols and increasing social services, exploded from \$160 to \$450 billion in a month, which was 1.5 times the Gross National Product of the entire country. South Korea was facing its first financial crisis since its economic miracle had begun in the 1960s.



## HANDOUT: POLITICAL AND ECONOMIC PROBLEMS IN SOUTH KOREA, PART 2

**Answer the two questions below after reading and discussing  
*The Asian Financial Crisis of 1997-98.***

**What two economic factors were the first signs of the crisis in 1997-98?**

**What was the primary cause of the economic crisis?**

## HANDOUT: SOURCE ANALYSIS

<b>What Form of Civic Action Does Each Source Represent? Explain Your Thinking.</b>	
<b>Source 1: Student Protests (Video 1 or Video 2)</b>	<b>Source 2: Gold Collecting Campaign Video</b>
<b>Source 3: Kim Dae Jung's Inaugural Speech</b>	<b>Source 4: CCEJ Chaebol Reform Reading</b>
<b>Source 5: The Defeat Movement in South Korea</b>	<b>Processing Question: Which of the five South Korean examples of civic action was most effective at solving political and economic problems?</b>

## SOURCE 3: KIM DAE JUNG'S PRESIDENTIAL INAUGURAL ADDRESS

### PRESIDENTIAL ADDRESS

#### Kim Dae Jung's Presidential Inaugural Address, February 1998

Source: Adapted and excerpted from Yong-ho Ch'oe, Peter Lee, and Wm. Theodore de Bary, editors. *Sources of the Korean Tradition, Vol. Two: From the Sixteenth to the Twentieth Centuries* (New York: Columbia University Press, 2000), 445-451.

Today, I am being inaugurated as the 15th-term President of the Republic of Korea. While sharing with you the joy of the first transition of power from the ruling to an opposition party in 50 years since the establishment of the Government, I commend and thank all of you who have given birth to a genuine "Government of the People," by overcoming all kinds of trials and obstacles....

It can be said that the historic significance of today's inaugural ceremony is great, indeed; today is a proud day when a democratic transition of power is taking place on this soil for the first time. Moreover, it is a historic day when an Administration is, at last, being born that will develop democracy and the economy at the same time....

Unfortunately, however, at this very important juncture, we have run into a foreign exchange crisis which is the most serious national crisis since the Korean War. We are faced with a crisis that could bankrupt our country, if we are not careful....

It, indeed, is a stupefying development. The reason we are barely escaping from catastrophe is because of cooperation from you, who are united with patriotism, and the assistance of our friends, including the United States, Japan...as well as the International Monetary Fund, the World Bank....

Consumer prices and unemployment will rise this year. Incomes will drop and an increasing number of companies will go bankrupt. All of us are being asked to shed sweat and tears.

We must calmly look back to find out how we have arrived at this state of affairs. This unfortunate development would not have taken place if the political, economic and financial leaders of this country were not tainted by a collusive link between politics and business....

I cannot help but feel limitless pain and anger when I think of you, the innocent citizens, who are bearing the brunt of the suffering over the consequences of the wrongdoing committed by those in leadership positions....

To overcome the national crisis, you have undertaken a campaign to collect gold and have managed to collect US\$2 billion worth already. I am boundlessly proud of your patriotism, which is more precious than the gold itself. Thank you very much.

Meanwhile, our workers are participating in pain sharing by voluntarily freezing wages and the like, despite mounting difficulties in their daily lives...This demonstration of the patriotism and potential of the Korean people is earning us respect around the world.

Political reform must precede everything else. Participatory democracy must be put into practice; the people must be treated as masters and must act like masters. Only then can national administration become transparent and irregularities and corruption disappear....

When democracy and a market economy develop together in harmony, there cannot be collusion between politics and business, government-directed financing and irregularities and corruption. I firmly believe that we can overcome today's crisis by practicing democracy and a market economy in parallel....

## SOURCE 4: CCEJ STATEMENT ON CHAEBOL REFORM

### STATEMENT

#### CCEJ Statement on Chaebol Reform: Time to End Corporatocracy

Source: Sangin Park, "Chaebol Reform: Time to end Corporatocracy," Oral statement to High-Level Segment of the Economic and Social Council under the United Nations (CCEJ, 19 July 2019). [http://ccej.or.kr/eng/wp-content/uploads/2019/07/190719\\_Remarks-by-CCEJ-special-1999\\_Oral-Statement-for-HLS-of-the-2019-HLPF\\_Chaebol-Reform-Time-to-end-Corporatocracy.docx](http://ccej.or.kr/eng/wp-content/uploads/2019/07/190719_Remarks-by-CCEJ-special-1999_Oral-Statement-for-HLS-of-the-2019-HLPF_Chaebol-Reform-Time-to-end-Corporatocracy.docx)

My name is Sangin Park, an Economics Professor at Seoul National University. I am very honored to represent the Citizens' Coalition for Economic Justice (CCEJ)\* at the 2019 High-level Political Forum of the United Nations. CCEJ is the oldest NGO [non-governmental organization] in South Korea, and is devoted to a fair, inclusive and sustainable economy.

Currently, the Chaebol Reform is our priority. A Chaebol refers to a big conglomerate controlled by a single family. The Chaebol-centric strategy of economic development was successful in the 1970s and 1980s. However, as a consequence, Chaebols dominated the Korean economy, becoming the gatekeeper of Korean society. As predicted by the Progress Movement of the early 20th century, democracy is now replaced by corporatocracy, and fair competition is no longer viable.

Economic concentration and hereditary succession by Chaebols is creating barriers to market entry and exit. Furthermore, over-diversification and internal trading by Chaebols built an exclusive economic bloc. Within this bloc, the Chaebol companies wield monopsony\*\* power, engaging in technology extortion and price squeezing, which cause SMEs [small and mid-sized enterprises] to lose incentive and capacity to innovate. The distortion of the subcontracting market also serves to exacerbate the wage gap between SMEs and Chaebol companies.

Without the Chaebol Reform, Korea may encounter another economic crisis similar to that of 1997. However, with the reform, the economy will be fair and sustainable, and the society will be inclusive. Together with punitive damages and discovery processes, SMEs will be more competitive and acquire greater bargaining power. As a result, the wage gap will be narrowed.

The candlelit protests led by Korean people in 2016 asked for fundamental changes in this corporatocracy. However, to our disappointment, the Moon Jae-in Administration, which came to power after the historic triumph of candlelit protests, has not done anything substantial to resolve the economic concentration by Chaebols.

Ladies and gentlemen, Korea is now at a crossroad. It becomes clear that it is the citizens of Korea who must make a difference once again. Therefore, CCEJ will continue working together with the citizens of Korea to achieve the Chaebol Reform.

\* A citizens' movement in South Korea founded in 1989 with 35,000 members focused on economic justice, protection of the environment, the reunification of Korea, and democratic and social development.

\*\* A situation in which a market has only one buyer of a good, akin to a monopoly where a market only has one seller.

## SOURCE 5: THE DEFEAT MOVEMENT IN SOUTH KOREA

### ARTICLE

#### The Defeat Movement in South Korea

Source: World History Digital Education, November 2020. Adapted from Jongwoo Han's *Networked Information Technologies, Elections, and Politics: Korea and the United States* (Lexington Books: Lanham, Maryland, 2012), pp. 9-13.

The 2008 Presidential Election of Barack Obama in the United States is incorrectly discussed as the first election of consequence to have been impacted by new networked information technologies (NNITs) such as websites, video-sharing sites like YouTube, social networking sites like Facebook, and podcasts. In fact, both the 2000 and 2002 national elections in South Korea were groundbreaking in showing the potential of the combination of young people and NNITs in influencing political outcomes.

In 2000, South Korea had a General Election for its National Assembly, its legislative body analogous to the U.S. Congress. A coalition of former college students and reformers effectively used the Internet to defeat incumbent Assemblymen who were corrupt. This movement came to be known as the Defeat Movement.

South Korea is one of the most "wired" societies on Earth. In 2000, Korean Yahoo was second in the world among Internet companies in access time, meaning the amount of time users visited and used its websites. Additionally, 25% of South Korean's had internet access and 50% used cell phones. At the turn of the millennium, South Korean society was primed like few others globally to witness the intersection of technology and politics, which is exactly what would happen in the General Election.

Here's how it happened. The nation's largest civic organization, the Citizens' Coalition for Economic Justice (CCEJ) released a list of 164 politicians that they labeled as "unfit politicians" due to findings of corruption or embezzlement in past elections, involvement in past authoritarian regimes, votes against reform, and what were labeled as personal defects due to unethical behavior. The homepage that hosted this list recorded 50,000 visitors quickly. Other websites were created by what came to be known as the Defeat Movement to take advantage of these NNITs. At the time, this kind of political activism by organized groups, other than labor unions and private individuals, was not legal. The South Korean Constitutional Court and the election commission began proceedings to ban the Defeat Movement's activities, but a mere twenty days after the first appearance of these websites, the main political parties bowed to overwhelming public pressure to petition these two bodies to allow the practice.

As a result, in the General Election of 2000, 68% of the members of the National Assembly who were up for reelection and were identified as unfit for office on the Defeat Movement's list were defeated. The actions of the Defeat Movement were undeniably a factor, as the use of the Internet to publicize the wrong-doings of candidates for all to see led to a momentous shift in South Korean politics that would be felt in 2002 in the South Korean Presidential elections and in the 2008 US Presidential Elections.

## TEACHER KEY: DAY 1 HOMEWORK HANDOUT, SOUTH KOREA VIDEO GUIDE

<b>1. What type of government did South Korea have from 1960-1979?</b>	South Korea nominally had a democratic system, but was in fact ruled by a succession of military dictators, who prioritized the nation's economic development over democracy.
<b>2. Describe at least one action by the government to help develop Korea's economic power.</b>	The government would protect and provide assistance to the leading families and their companies, called Chaebols, to promote large-scale manufacturing and trade. This included emphasizing a highly skilled workforce trained in state-supported schools, low corporate taxes, and direct grants of money, etc.
<b>3. How did average citizens participate in making South Korea "so rich" as the video title implies?</b>	In a society that considers education a key virtue and the only guaranteed way to upgrade socio-economic status, Korean citizens worked hard to get a good education and then work for a successful economic enterprise like a large Chaebol.
<b>4. What problems does the video foreshadow with the South Korean political/economic model?</b>	Troubled Chaebols will suffer during an economic crisis because of decision-making that is limited to government bureaucrats and company officials, who often stifle innovation and entrepreneurship. The failure of a company that is so large and intertwined with the government is also problematic. Corruption in such close relationships between business and government is foreshadowed as probable and problematic as well. Chaebols that are able to overcome problems do so by focusing on efficiency and innovation.

## TEACHER KEY: HANDOUT ON POLITICAL AND ECONOMIC PROBLEMS IN SOUTH KOREA, PART 1

Answer the two questions below after reading and discussing the Five Bandits.	
<p><b>What aspect of South Korean society does your bandit represent? Think of institutions and organizations both public and private.</b></p>	<p>First Bandit: "Business Tycoon," who most likely represents the owners of the Chaebols.</p> <p>Second Bandit: "cronies from the National Assembly," who are legislators elected to the South Korean version of Parliament/Congress.</p> <p>Third Bandit: "Government official," a corrupt government bureaucrat.</p> <p>Fourth Bandit: "Big Gorilla," an army general.</p> <p>Fifth Bandit: "ministers and vice ministers," who are high officials in the government.</p>
<p><b>What political and/or economic problems does your bandit most likely represent?</b></p>	<p>First Bandit: inequality or extreme wealth of the upper class, as everything they have is made of gold or banknotes.</p> <p>Second Bandit: though elected to the South Korean legislative body, the Assembly was seen as a rubber stamp for the policies of the authoritarian leader, Park Chung-hee, and the problems arising from the lack of true democracy.</p> <p>Third Bandit: the corruption of lower officials/bureaucrats. There are "piles of documents on top of his desk and bundles of money under it." Due to the wealth of the chaebols and their close relationship with the government, the flow of money to officials for preferential treatment was all too common.</p> <p>Fourth Bandit: corruption in the military. All Korean males were required to serve a stint in the military and many complained of the living conditions, while the generals at the top lived like rich chaebol owners.</p> <p>Fifth Bandit: the corruption of top officials and leaders of the government, who focused on the development of an export economy rather than the standard of living of average South Koreans while enriching themselves.</p>

## TEACHER KEY: HANDOUT ON POLITICAL AND ECONOMIC PROBLEMS IN SOUTH KOREA, PART 2

**Answer the two questions below after reading and discussing  
*The Asian Financial Crisis of 1997-98.***

**What two economic factors were the first signs of the crisis in 1997-98?**

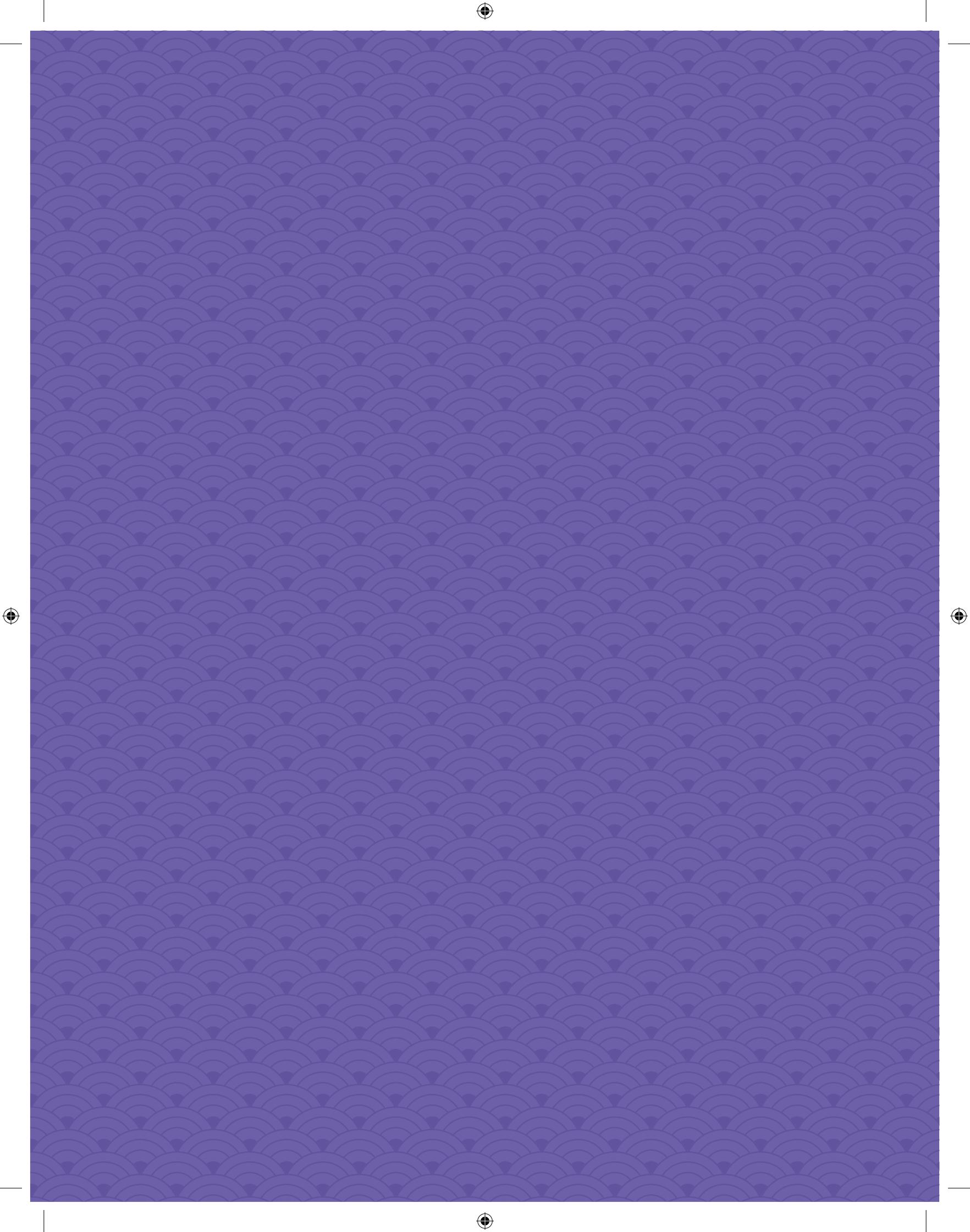
1. Devalued or collapsing currency
2. Corporate and public debt

**What was the primary cause of the economic crisis?**

The lack of economic competition and the close relationship between the government and the chaebols led to bloated, largely unprofitable, and slow-to-innovate businesses that were unable to keep up with their debt, thus becoming increasingly reliant on government bailouts. These bailouts were drowning the nation in debt, and failing chaebols were increasing unemployment and worker demands.

## TEACHER KEY: SOURCE ANALYSIS HANDOUT

What Form of Civic Action Does Each Source Represent? Explain Your Thinking.	
<p><b>Source 1: Student Protests (Video 1 or Video 2)</b></p> <p><b>Civic Engagement:</b> The students have decided to protest in support of the workers who are demanding political changes.</p> <p><b>Civil Disobedience:</b> As the protest turns violent, students engage in conflict with law enforcement, which shifts the peaceful idea of protest toward the willful breach of law even if the conflict is in response to aggressive police action.</p>	<p><b>Source 2: Gold Collecting Campaign Video</b></p> <p><b>Political Participation:</b> Donating actual wealth, in the form of gold jewelry, at the behest of the government could be comparable to donating to a party, lobbying for an issue, or signing a petition.</p> <p><b>Civic Engagement:</b> Since the action is focused on benefiting society and not one political party or single issue organization, this civic action could be viewed as outside or above direct political participation.</p>
<p><b>Source 3: Kim Dae Jung's Inaugural Speech</b></p> <p><b>Political Participation:</b> The election of the opposition figure to the Presidency is the most clearcut example of citizens voting to support a candidate who supports their perspective.</p>	<p><b>Source 4: CCEJ Chaebol Reform Reading</b></p> <p><b>Political Participation:</b> As this organization is directly advocating or lobbying for specific changes to the law, then joining or supporting this group is political participation, though not as direct as voting for a candidate who espouses these views.</p> <p><b>Civic Engagement:</b> Some may argue that supporting the CCEJ is like joining or supporting a special interest group. While this is true, the specific political proposals of the organization move it toward political participation. It could be argued that the author of the article making the proposal is politically participating, while those who simply join or support the group through membership or donations are practicing civic engagement in a broader manner.</p>
<p><b>Source 5: The Defeat Movement in South Korea</b></p> <p><b>Political Participation:</b> The unfit lists directly identify candidates and encourage voters to choose against those listed as corrupt.</p> <p><b>Civic Engagement:</b> The students and the CCEJ civic organization created websites to inform the public in order to encourage informed political participation by others. The Defeat Movement was not advocating for one specific political party so it can therefore be argued that it was closer to a special interest group advocating for fair and corruption-free political representation than direct political participation for one party's views.</p>	<p><b>Processing Question: Which of the five South Korean examples of civic action was most effective at solving political and economic problems?</b></p> <p>Answers will of course vary. As long as students can make an argument based on evidence from the sources, the evaluation of effectiveness is up to the student.</p>



# CIVICS MODULE



DAY 3:  
ASSESSMENT

# CIVICS MODULE OVERVIEW

## SKILL FOCUS

**Apply Political Concepts/Processes; Source Analysis; Evaluation**

## CONTENT

**Political and Civic Participation**

### How Can Individual Citizens Impact Government in Times of Crisis?

#### DAY 1

##### CLASS ACTIVITY

###### Source Analysis

Students will explore the responsibilities of citizenship in a democracy and different forms of civic participation by exploring sources that show citizen responses to the 2008 Financial Crisis in the United States. Students will be asked to classify these responses in three categories—political participation, civic engagement, and civil disobedience. Students will learn about different aspects of each category before being asked to transfer that understanding to a South Korean context. At the conclusion of the first day, students will view a video about the political and economic history of South Korea prior to the 1997-98 Asian Financial Crisis. This will help to build students' understanding and establish the context for studying forms of civic participation in South Korea, which will be the focus of the second day.

##### CHECK FOR UNDERSTANDING

**Exit Ticket:** Students will use their understanding of the three forms of civic action to predict in writing how South Koreans will respond to economic crises.

### What Forms of Civic Action Did South Koreans Use to Respond to a Crisis?

#### DAY 2

##### CLASS ACTIVITY

###### Source Analysis

Students will learn about the political and economic problems that culminated in the 1997-98 Asian Financial Crisis through the analysis of two sources. Students will then learn about and categorize citizen responses to the crisis, including student protests, the Gold Collecting Campaign, the election of Kim Dae Jung, statements from the Citizens' Coalition for Economic Justice, and the Defeat Movement. Students will be asked to evaluate the effectiveness of each citizen action in successfully addressing the financial crisis and creating a better democracy.

##### CHECK FOR UNDERSTANDING

**Processing Question:** Students will evaluate the effectiveness of South Korean examples of civic action at solving political and economic problems.

### Assessment

#### DAY 3

##### CLASS ACTIVITY

###### Civic Action in Response to Economic Crises

Small Group Pre-Writing Discussion

##### Assessment

Students will evaluate which form of civic action is more effective in times of crisis.

# CIVICS MODULE SOURCES

DAY 1	Stimulus Type	Description	Page
	Chart	Forms of Civic Action	233
	Photo	Occupy Wall Street Spreads to Portland	236
	Photo	Tea Party Tax Day Protest	236
	Article	Inside Obama's Sweeping Victory	237
	Article	Wall Street Reform: The Dodd-Frank Act	238

DAY 2	Stimulus Type	Description	Page
	Article	What is a Chaebol?	255
	Story	The Five Bandits by Kim Chi-Ha (1970)	257
	Article	The Asian Financial Crisis of 1997-98	260
	Presidential Address	Kim Dae Jung's Presidential Inaugural Address, February 1998	263
	Statement	CCEJ Statement on Chaebol Reform: Time to End Corporatocracy	264
Article	The Defeat Movement in South Korea	265	

**DAY 3**

The activities of Day 3 focus on small group discussions and a summative assessment in which students use sources from Day 1 and Day 2.

# DAY 3

BASED ON A 60-MINUTE CLASS

## Evaluate Which Form of Civic Action Is Most Effective in Times of Crisis

### REASONING SKILL

#### Evaluation

### OVERVIEW

This summative assessment allows students to demonstrate their understanding of the different forms of civic action and their knowledge of both the United States and South Korean economic crises. Rather than asking students to simply regurgitate this information, however, this assessment will require them to evaluate the effectiveness of a specific form of civic action and create an argument that supports their evaluation. This allows for student choice, higher level thinking and the demonstration of students' understanding of civic action and responses to crisis.

### MATERIALS NEEDED:

#### HOMEWORK

- ▶ Processing Question from Day 2's Source Analysis Handout (p. 262)

#### IN-CLASS ACTIVITY

- ▶ Civic Action Summative Assessment Prompt and Rubric (p. 277)

# SEQUENCE OF INSTRUCTION

## CLASS ACTIVITY 1 OF 2: WARM UP/INTRODUCTION

WARM UP/INTRODUCTION (10 MINUTES)

### SMALL GROUP DISCUSSION ON DAY 2 PROCESSING QUESTION

Students will share their responses to the Processing Question from Day 2's Source Analysis Handout.

#### ACTIVITY PROCEDURE

- ▶ In small groups, students should take turns sharing their responses to the question below:
  - ▷ Processing Question: Which of the five South Korean examples of civic action was most effective at solving political and economic problems?

#### TEACHER NOTES

The purpose of this exercise is for students to hear multiple arguments for the effectiveness of specific forms of civic action in context. They can use examples from the South Korean Financial Crisis of 1998 that was the focus of Day 2. Students can weigh the merits of their individual argument with those of other arguments before moving to the summative assignment that is the focus of Day 3.



#### TEACHING TIP

Ask students to explain their answers without reading what they wrote verbatim. Oftentimes, student writing is not efficiently elaborated to fully support an argument. Verbalizing the answer will most likely force students to fully justify their reasons. Encourage other students to summarize the arguments of each other by stating what they heard with stems like "So I'm hearing that you believe..." or "Am I correct in my understanding that you are saying..." When these questions and answers have finished, have students look back at their written responses to see if what they said mirrors what they've written. This will be good practice for the summative writing to follow.

## CLASS ACTIVITY 2 OF 2: SUMMATIVE ESSAY

CLASS ACTIVITY (50 MINUTES)

### EVALUATING THE EFFECTIVENESS OF CIVIC ACTION

Students will write a well-developed paragraph with an assertion, supporting evidence, and commentary on how the chosen evidence proves the student assertion.

#### ACTIVITY PROCEDURE

Distribute, share digitally, or project the Civic Action Summative Assessment Prompt and Rubric.

- ▶ Discuss the prompt with the students.
- ▶ Make sure they understand that their assertions need to be specific and take a stance on the effectiveness of one form of civic action over the others.
- ▶ Make sure they understand that evidence to support the argument made in the assertion should be pulled from actual events either covered in class or from real events.
- ▶ Make sure they understand that they must fully explain how this evidence supports the effectiveness of one form of civic action.



#### TEACHING TIP

If you think students need some scaffolding, consider having students complete an assertion and then trade their assertions for peer review before moving into supporting their argument with evidence and commentary. They can verbally explain their reasoning and get feedback on their logic and support before committing pen to paper.

It's also a good idea to project a timer or stop time so students can manage their time. Often students rush to finish and may end up without adequate commentary.

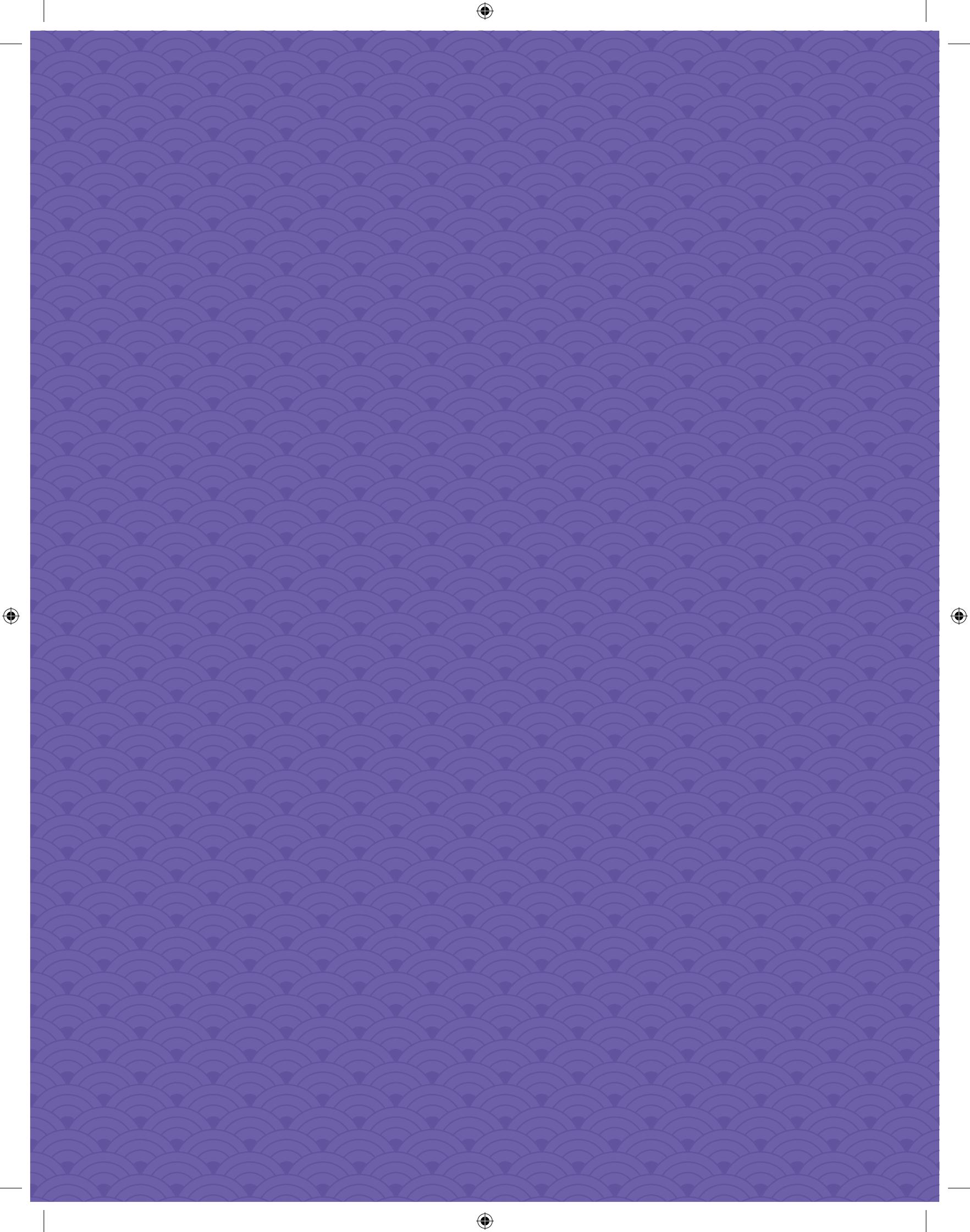
## CIVIC ACTION SUMMATIVE ASSESSMENT PROMPT AND RUBRIC

Answer the question below in one well-developed paragraph with an assertion, supporting evidence, and commentary on how your evidence proves your assertion. Use the rubric below to check your answer before submitting.

**Based on your learning from both financial crises in the United States and South Korea, evaluate which form of civic action is most effective in times of crisis.**

### SCORING RUBRIC

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Needs Improvement</b>
<b>Assertion</b>	The assertion qualifies how one form of civic action is more effective than others.	The assertion identifies one form of civic action and previews its effectiveness.	The assertion does not take a position on effectiveness, does not narrow to one form, or simply repeats the question without specificity.
<b>Evidence</b>	Specific evidence is used to demonstrate how one form of civic action is more effective than a different form in response to a specific crisis.	Specific evidence is used that demonstrates the effective use of civic action in response to a specific crisis.	Evidence is general, not tied to a specific form of civic action, or not used in reference to a specific crisis.
<b>Commentary</b>	The commentary is nuanced and explains either how the evidence proves the effectiveness of a form of civic action or argues the effectiveness of one form in comparison to another form.	Commentary is present that effectively explains how the evidence used supports the argument created in the assertion.	Sufficient explanation tying the evidence to the argument is not present.



# APPENDIX

## STATE CURRICULUM STANDARDS

The modules on History, Geography, Economics, and Civics in this publication help to fulfill the objectives of many state standards in the United States, such as the standards listed below from California, New York, and Texas. Many states have similar standards for social studies.

### HISTORY

#### CALIFORNIA: HISTORY/SOCIAL SCIENCE CONTENT STANDARDS

**7.3.** Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.

1. Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.

**7.5.** Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.

1. Describe the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan.

**7.8.** Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.

3. Understand the effects of the reopening of the ancient "Silk Road" between Europe and China, including Marco Polo's travels and the location of his routes.

#### NEW YORK: NEW YORK STATE SOCIAL STUDIES 9-12 FRAMEWORK

**9.2. Belief Systems: Rise and Impact:** The emergence and spread of belief systems influenced and shaped the development of cultures, as well as their traditions and identities.

- 9.2a.** Belief systems developed beliefs and practices to address questions of origin, the requirements to live a good life, and the nature of the afterlife.

Students will identify the place of origin, compare and contrast the core beliefs and practices, and explore the sacred texts and ethical codes for Buddhism.

**9.4. Rise of Transregional Trade Networks:** During the classical and postclassical eras, transregional trade networks emerged and/or expanded. These networks of exchange influenced the economic and political development of states and empires.

- 9.4a.** Afro-Eurasian transregional trade networks grew across land and bodies of water.

Students will identify the location of the transregional trade networks noting regional connections between the Silk Roads.

- 9.4c.** Interregional travelers, traders, missionaries, and nomads carried products and natural resources, and brought with them enslaved people and ideas that led to

cultural diffusion.

Students will identify and explain the importance of at least two key resources and/or products and/or luxury items vital to exchanges along the Silk Roads, and Trans-Saharan routes.

Students will examine the diffusion of religious ideas along the Silk Roads.

#### TEXAS: TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) HIGH SCHOOL WORLD HISTORY COURSE

##### WORLD HISTORY

**4. History.** The student understands how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450. The student is expected to:

- (J)** Analyze how the Silk Road and the African gold-salt trade facilitated the spread of ideas and trade.

**23. Culture.** The student understands the history and relevance of major religious and philosophical traditions. The student is expected to:

- (A)** Describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including Buddhism.

### GEOGRAPHY

#### CALIFORNIA: HISTORY/SOCIAL SCIENCE CONTENT STANDARDS

##### 7.5. World History and Geography

1. Describe the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan.

#### NEW YORK: NEW YORK STATE SOCIAL STUDIES K-12 FRAMEWORK

##### 6.1. Present-Day Eastern Hemisphere Geography

- 6.1b.** The Eastern Hemisphere can be divided into regions. Regions are areas that share common identifiable characteristics, such as physical, political, economic, or cultural features.

To understand scale, students will work with maps at a variety of scales so they can compare patterns in population density and land use, economic activity, and political connections across the present-day Eastern Hemisphere.

## TEXAS: TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)

**6. Geography.** The student understands the types, patterns, and processes of settlement. The student is expected to:

- (A) Locate and describe human and physical features that influence the size and distribution of settlements; and
- (B) Explain the processes that have caused changes in settlement patterns, including urbanization, transportation, access to and availability of resources, and economic activities.

## ECONOMICS

### CALIFORNIA: HISTORY/SOCIAL SCIENCE CONTENT STANDARDS

**12.1.** Students understand common economic terms and concepts and economic reasoning.

- 2. Explain opportunity cost and marginal benefit and marginal cost.

**12.6.** Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States's borders.

- 2. Compare the reasons for and the effects of trade restrictions during the Great Depression compared with present-day arguments among labor, business, and political leaders over the effects of free trade on the economic and social interests of various groups of Americans.
- 3. Understand the changing role of international political borders and territorial sovereignty in a global economy.

### NEW YORK: NEW YORK STATE SOCIAL STUDIES K-12 FRAMEWORK

**12.E4. The Tools of Economic Policy in a Global Economy:** Globalization and increased economic interdependence affect the United States economy significantly. The tools that the policy makers have available to address these issues are fiscal policy, monetary policy, and trade policy.

**12.E4a.** Policy makers establish economic goals related to economic indicators, including the Gross National Product (GNP), Gross Domestic Product (GDP), Consumer Price Index (CPI), employment and interest rates, and aggregate supply and demand

**12.E4d.** Trade policies and agreements (tariffs, quotas, embargoes) set the rules for trade between the United States and other nations. Agreeing on such rules is very difficult because each nation has different interests, and each nation has special interest groups trying to influence the negotiations.

### TEXAS: TEXAS ESSENTIAL KNOWLEDGE AND SKILLS

**(3) Economics.** The student understands the reasons for international trade and its importance to the United States and the global economy. The student is expected to:

- (A) Apply the concepts of absolute and comparative advantages;

(B) Compare the effects of free trade and trade barriers on economic activities, including the benefits and costs of participating in international trade; and

(C) Analyze the effects of changes in exchange rates on imports and exports.

## CIVICS

### CALIFORNIA: HISTORY/SOCIAL SCIENCE CONTENT STANDARDS

**12.3.** Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.

- 1. Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.
- 2. Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.

### NEW YORK: NEW YORK STATE SOCIAL STUDIES K-12 FRAMEWORK

**12.G4. Political and Civic Participation:** There are numerous avenues for engagement in the political process, from exercising the power of the vote, to affiliating with political parties, to engaging in other forms of civic participation. Citizens leverage both electoral and non-electoral means to participate in the political process.

**12.G4c.** In addition to voting, there are many ways in which citizens can participate in the electoral process. These include joining a political organization, donating money, and doing volunteer work on a political campaign.

**12.G4e.** Citizens participate in civic life through volunteerism and advocacy, including efforts such as contacting elected officials, signing/organizing petitions, protesting, canvassing, and participating in/organizing boycotts.

### TEXAS: TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) HIGH SCHOOL GOVERNMENT COURSE

**13. Citizenship.** The student understands the difference between personal and civic responsibilities. The student is expected to:

- (A) Describe scenarios where good citizenship may require the subordination of personal desire for the sake of the public good;
- (B) Explain the responsibilities, duties, and obligations of citizenship such as being well informed about civic affairs, serving in the military, voting, serving on a jury, observing the laws, paying taxes, and serving the public good.