

## MODULE OVERVIEW

**SKILLS: SPATIAL RELATIONSHIPS, DATA ANALYSIS, SOURCE ANALYSIS**

**CONTENT: POLITICAL GEOGRAPHY**

DAY  
1

**LESSON QUESTION: WHICH FACTORS ACT AS CENTRIPETAL AND/OR CENTRIFUGAL FORCES WITHIN A COUNTRY?**

**CLASS ACTIVITY: Understanding Centripetal and Centrifugal Forces at the Country Scale**

Students will examine centripetal and centrifugal forces within the United States by examining a series of sources and utilizing a continuum to represent the degree to which the information from each source is divisive or unifying. Students will then use a SPEED (social, political, economic, environmental, demographic) chart to group sources into different factors and synthesize the sources for each factor.

**CHECK FOR UNDERSTANDING: Exit Ticket**

Students will use their understanding of centripetal and centrifugal forces to explain why the United States remains a unified country, providing evidence to support their assertion.

DAY  
2

**LESSON QUESTION: WHY IS THE KOREAN PENINSULA DIVIDED AND WHAT CHALLENGES EXIST FOR UNIFICATION?**

**CLASS ACTIVITY: Examining Centripetal and Centrifugal Forces at a Different Scale**

Working in teams, students will use their understanding of centripetal and centrifugal forces to examine how physical and cultural characteristics promote or inhibit unity beyond the state level. As they examine sources students will determine why and how the source demonstrates a centripetal and/or centrifugal force within the Korean Peninsula.

**CHECK FOR UNDERSTANDING: Exit Ticket**

Students will identify and explain a centrifugal and centripetal force they find most compelling. Students will also evaluate the degree to which they believe the Korean Peninsula will face continued division or future unity.



### ASSESSMENT

Using their understanding of centripetal and centrifugal forces as well as dynamics within Korea, students will take a position on a unified Korea.

## DAY 3

BASED ON A 60-MINUTE CLASS

### Lesson Question: Which factors act as centripetal and/or centrifugal forces within a country?

#### CURRICULUM REFERENCE

##### National Geography Standards: Geography for Life

Geography Standard 13: How the forces of cooperation and conflict among people influence the division and control of Earth's surface

1. The functions and consequences of territorial divisions
2. Cooperation between countries and organizations may have lasting influences on past, present, and future global issues
3. Changes within, between, and among countries regarding division and control of Earth's surface may result in conflicts

##### AP Human Geography

PSO-3.D.2 Language, ethnicity, and religion are factors in creating centripetal and centrifugal forces.

SPS-4.C.1 Centrifugal forces may lead to failed states, uneven development, stateless nations, and ethnic nationalist movements.

SPS-4.C.2 Centripetal forces can lead to ethnonationalism, more equitable infrastructure development, and increased cultural cohesion.

## Geography Skills: Spatial Relationships, Data Analysis, Source Analysis

### OVERVIEW

Using their understanding of centripetal and centrifugal forces as well as dynamics within Korea, students will take a position on a unified Korea.

#### MATERIALS NEEDED:

- [BRAINSTORMING PROS AND CONS OF A UNIFIED KOREA](#)
- [TAKING A POSITION](#)

### SEQUENCE OF INSTRUCTION

#### CLASS ACTIVITY PART 1:

CLASS ACTIVITY (15 MINUTES): CONSIDERING THE PROS AND CONS OF A FUTURE UNIFIED KOREA

- In small groups, students will brainstorm the advantages and disadvantages of a unified Korea.
- Some considerations to help prompt students (also listed in the directions on the handout):
  - Cultural cohesiveness
  - Cost
  - Relationships with other countries
  - Position within the world
  - Resources
  - Demographic Situation
- Students will also mark the significance, as they see it, of each advantage and disadvantage.
- Individually, students will briefly articulate their position on the Korean Peninsula.

#### Teacher Notes

Students may want/need to do some research to find what others have said regarding some of the considerations.

#### CLASS ACTIVITY PART 2:

CLASS ACTIVITY (45 MINUTES): TAKING A POSITION

Using their understanding of centripetal and centrifugal forces as well as dynamics within Korea, students will take a position on a unified Korea.

- Explain to students that the situation is much more complicated than being for or against.
- Assign or allow students to pick a position regarding Korea:
  - For reunification as a Korea without any major political influence from China, US, or other parties.
  - For reunification as a Korea with continued interactions with and influences from China and/or the US.
  - Against reunification, but for strengthening positive relationships between North and South Korea.

- Against reunification and against much interaction with North Korea- having a nation-state isn't possible because the Korean nation is no longer one singular nation.
- Students can also articulate their own position.

### Teacher Notes

You can assign positions or have students pick their position. Either way, making an argument and providing support is key.

Extension or alternate- Students can compare reunification issues for Korea with those of Germany.

You may want to have students share with the class. One option is a class debate, but other possible examples include: 60 second commercial, print advertisement, poster, collage with written conclusion, brochure or pamphlet, comic, etc.

### Teaching Tip



Have students begin with the resources they already have viewed in the previous lesson and then ask them to find other resources. If you have not already discussed how to evaluate the reliability of a resource with students, you may want to take a few minutes to do so before they conduct their own research.

## IN-CLASS ACTIVITY MATERIALS

### BRAINSTORMING PROS AND CONS OF A UNIFIED KOREA

Think of the pros and cons of a unified Korea. Some ideas include- cultural cohesiveness , cost, relationships with other countries, position within the world, resources, and demographic situation.

PROs	CONs
Importance: 1 2 3 4 5	Importance: 1 2 3 4 5
Importance: 1 2 3 4 5	Importance: 1 2 3 4 5
Importance: 1 2 3 4 5	Importance: 1 2 3 4 5
Importance: 1 2 3 4 5	Importance: 1 2 3 4 5
Importance: 1 2 3 4 5	Importance: 1 2 3 4 5

1= very unimportant, 2= somewhat unimportant, 3= neutral, 4= somewhat important, 5= very important

If I were to take a position on the Korean Peninsula it would be that North and South Korea should...

## TAKING A POSITION

Directions: Prepare support for a position regarding the future of the Korean Peninsula.

Select one of the positions below and begin to form an argument:

- For reunification as a Korea without any major political influence from China, US, or other parties.
- For reunification as a Korea with continued interactions with and influences from China and/or the US.
- Against reunification, but for strengthening positive relationships between North and South Korea.
- Against reunification and against much interaction with North Korea- having a nation-state isn't possible because the Korean nation is no longer one singular nation.
- Articulate your own position.

Position:	
Claim	Supporting Evidence

