

COMPARING KOREA TO WHERE I LIVE

Grade: 6th grade

Author: Tierney Cherise

Subject: Social Studies, World Cultures and Geography

Time Required: Two class periods (75 minutes each class)

Background: Korea was once a unified, independent kingdom. In the early 1900s, Korea experienced Japanese colonization, which ended with the conclusion of World War II. At this time a republic was set up in the southern half of the peninsula and a Communist government was established in the north. Eventually the northern government attempted to reunify the entire peninsula thus leading to the Korean War (1950-1953). United States and UN forces intervened to defend the South as China aided the North. An armistice was signed in 1953, splitting the country along the 38th parallel. Since then, South Korea's government has grown to over had both economic and democratic successes. While North Korea has remained communist and struggled economically.

Curriculum Connection: This lesson is part of a larger unit on Asia. The unit lasts 12 weeks and is taught during 2nd semester. Within the unit is a sub unit on East Asia, which lasts about 6 weeks. Korea is taught within this sub unit. It is taught along with China and Japan.

Connection to Students' Lives: South Korea's economy is ranked 11th in the world. They are a key US ally in the Pacific. At the same time, North Korea is a nation with nuclear capability. Students need to learn about these nations as both are world powers and key Pacific players. This lesson will have students making comparisons between where they live to these very different nations.

Objectives: Students will be able to explain the five themes of geography for North and South Korea.

1. National Standard: Theme I: Culture. Young learners will explore concepts of likenesses and differences among cultural groups. They learn to analyze specific aspects of culture, such as language and beliefs.

2. Missouri Standard: GLE 5. Students will understand the major of elements of geographical study and analysis (such as location, place, movement, and regions) and their relationship to changes in society and the environment.

Common Core Standards:

WHST 1 Write arguments focused on discipline-specific

WHST 6 Use technology including the internet, to produce and publish writing and present relationships between information and ideas clearly and efficiently

WHST 7 Conduct small research projects to answer a question

Materials Required:

Set of Atlases
Almanacs or Encyclopedias
Internet: CIA Factbook
Handout 1: Brain Worksheet
Handout 2: Comparing the Koreas to Where I Live
Handout 3: Showing Similarities and Differences
Handout 4: PDF Korean Vowels
Handout 5: PDF Korean Consonants

Introduction and Exploration: Begin the lesson by presenting students with the “Brain Worksheet”. Using a pencil, students should draw a vertical line down the middle, thus splitting the brain in half. Next, students need to label one side North Korea and the other South Korea. Then, in pencil, students are going to write down everything their brains already know, or think they know, about these places. (If students appear stuck, ask questions such as “What hemisphere do you think they are in? What language do you think they speak?” Etc.) Afterwards, have students share out. They may add or erase anything based on what they hear. *Collect the brains and hold onto until the end of the lesson.

Procedure:

The Delivery of Content: Briefly go over the Background information with students.

Then, present students with Hand Out 2: Comparing Korea to Where I Live. Students will begin completing the activity sheet using sets of atlases, almanacs, and encyclopedias -or- they may use the internet. If computers with internet access are available, the CIA’s Factbook is recommended. Students may work in partners or alone. This Handout should take one class to complete. Handout 4 and 5 maybe used for students to try to write their name in Hang’ul, the script of Korea.

Application of Content: Students will have one class period to complete a web presentation that compares and contrasts North Korea, South Korea, and the USA. If students are unfamiliar with electronic presentations, then a PowerPoint is recommended. If students are skilled in creating presentations, then prezi.com is recommended. If computers are not available, students should create a tri-venn and draw images that show the similarities and differences between the three countries. Handout 3 may be used for this alternative application.

Assessment: If students created presentations, have them present their prezi or PowerPoint to the class. If tri-venns were created, students may display to show their understanding. Lastly, pass back Handout 1: Brain Worksheet to students. Using markers, students are now going to write on the brain all the correct facts they now know about North and South Korea. Collect the brains as exit slips and check for understanding.

Extension Activity: Comparing Korean Snickers to Our Snickers

Time Required: 2 class periods (75 minute blocks)

Background: The Snickers Bar is the most popular chocolate bar in the world. It was invented by Frank C. Mars back in 1930. Presently, more than 15 million Snickers are produced each day and annual sales are over \$2,000,000,000 billion.

Curriculum Connection: Throughout the year, 6th graders practice using graphs, charts, data tables, and primary/secondary resources. This extension activity will have students comparing two Snickers bars, one marketed for Korea and the other the USA. They will need to analyze and draw conclusions using social studies tools of inquiry.

Connection to Students' Lives: Reading food labels and knowing what is in a food item is an important real life skill for students. The ability to analyze and draw conclusions, which are skills practiced in this lesson, are also important in a child's metacognitive development.

Objectives and Standards:

1. **National Standard:** Theme 9: Global Connections. World trade has expanded and technology has removed or lowered many barriers, bringing far-flung cultures...together. In exploring this theme, students confront questions such as what are the different types of global connections?
2. **Missouri Standard:** GLE 7: Students use tools of social science inquiry. Students use technological tools for research and presentation. (GLE 7C) Students identify, research, and defend a position. (GLE 7G).

Materials Required:

- PDF: Our Snickers
- PDF: Snickers Korea
- Computers/Computer Lab – Google Translate

Introduction and Exploration: Hand students a snickers mini. Have them eat the candy and brainstorm all the ingredients they taste. Then, show students the PDF of Our Snickers. Practice with them how to read the label of the candy bar to figure out the actual ingredients.

Procedure:

The Delivery of the Content: After students have practiced reading the American Snickers label, show them the PDF of the Snickers in Korea. Have students examine it and draw conclusions on how this wrapper appears different than that of the USA wrapper. A key observation will be that the writing is not in English. Next, tell students that the labels are not only different but the taste of the two candy bars is different, too. Ask: Why might the two bars taste different even though they are both Snickers? Some conclusions should be, but are not limited to, different ingredients and different target audiences. Students are then going to use Google Translate to “decode” the Snickers Korea. What are the ingredients and

what does the wrapper really say? Lastly, students need to brainstorm: What are the key differences and why do these differences exist? For example, is it economically cheaper to make the Snickers one way in this country and a different way in another or is it simply that the different taste sells better in one location as opposed to another.

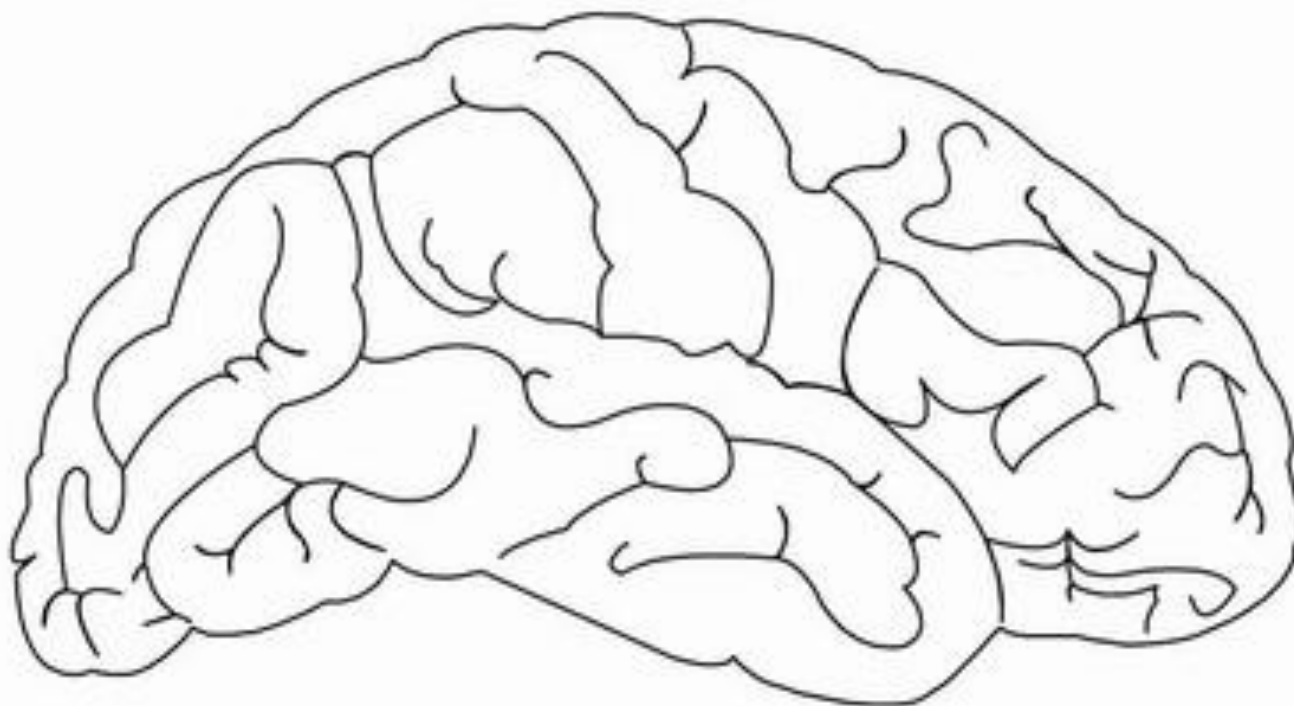
The Application of the Content: Once students have decoded the Snickers Korea wrapper, they will write a paper that states 1. The reasons they believe the two Snickers taste different and 2. Why they feel the Mars Company created this difference. They must defend their conclusions with details.

Assessment: Student writes will assess their ability to use social studies tool and draw conclusions. That said, I would not actually grade it as this activity was enrichment and the writing was an assessment tool for learning not of learning.

Resources:

Woods, Sable. "Facts about Snickers" EHow.com: http://www.ehow.com/about_5457071_snickers.html. July 2011.

HANDOUT 1: BRAIN WORKSHEET



Handout 2: Comparing Korea to Where I Live

HANDOUT 2: COMPARING KOREA TO WHERE I LIVE

	North Korea	South Korea	United States
Absolute Location			
Relative Location			
Climate			
Major Landforms			
Government Type			
Main Exports (Top 3 Goods)			
Main Imports (Top 3 Countries)			
Main Religion			
Main Language			
Your Name in that main Script			
Main Sports			
Surrounding Waters			

HANDOUT 3: SHOWING SIMILARITIES AND DIFFERENCES

