

## World History Digital Education

### Lesson Plan

#### AUTHOR INFORMATION

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#### GENERAL INFORMATION

**Lesson Grade Span:** 6-10th grade

**Targeted Grade Level:** 9th Grade

**Targeted Course:** World Geography, AP Human Geography, World Cultures

**Estimated Time to Complete Lesson:** 3-4 (45 minute periods)

**Brief explanation of content connection and/or inspiration of lesson from Discover Korea**

**Research Fellowship:** This lesson is based on the statement “the Korean Miracle was not a miracle”. Based on visits to museums that highlighted economic growth, as well as POSCO steel and Samsung.

#### FOCUS QUESTION

To What Extent is the Korean Economic Miracle a Miracle?

#### NATIONAL STANDARDS, STATE STANDARDS, AND/OR AP CED EKS

**Texas 9th Grade World Geography:**

**(5) Geography.** The student understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions. The student is expected to:

**(5)(A)** analyze how the character of a place is related to its political, economic, social, and cultural elements; and

**(5)(B)** interpret political, economic, social, and demographic indicators (gross domestic product per capita, life expectancy, literacy, and infant mortality) to determine the level of development and standard of living in nations using the levels as defined by the Human Development Index.

**(12) Economics.** The student understands the economic importance of, and issues related to, the location and management of resources. The student is expected to:

**(12)(A)** analyze how the creation, distribution, and management of key natural resources affects the location and patterns of movement of products, money, and people; and:

**AP Human Geography**

**SPS-7** Industrialization, past and present, has facilitated improvements in standards of living, but it has also contributed to geographically uneven development.

**SPS-7.C** Describe social and economic measures of development.

**PSO-7** Economic and social development happen at different times and rates in different places.

**PSO-7.A** Explain causes and geographic consequences of recent economic changes such as the increase in international trade, deindustrialization, and growing interdependence in the world economy.

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#### LEARNING TARGETS/OBJECTIVES

- How have South Korean major developmental indicators changed over time?
- How did South Korea develop their economy?
- What is the future for the South Korean Economy?

#### LESSON SUMMARY (brief paragraph)

Students will analyze changes to the Korean economy that have occurred since the end of the Korean War. This lesson follows an Inquiry Design Model with three supporting questions that take students through exploring multiple types of stimulus to answer: To What Extent is the Korean Economic Miracle a Miracle? The summative argument includes a rubric and examples of how students can demonstrate their learning. Examples are also provided for students to extend their learning and to take action.

You can also use [Was the Korean Economic Miracle a Miracle? -IDM](#) if you would like to see in the IDM Format.

#### LESSON PROCEDURES (step by step teacher instructions)

##### Day 1 (Staging the question and Supporting Question 1)

- **Staging the question - 15 minutes**
  - Group students in pairs
  - Project [Korean Miracle Staging Teacher Slide Deck](#)
    - **Slide 1 (1960 Photo)**
      - Individually have students do the following using to the picture of Seoul, South Korea:
        - Write down everything they notice in the photo. (1 minute)
        - What prediction would you make about this location's development? (1 minute)
        - Sentence Stems:
          - I predict that the level of development of this location is . . .
      - Students will share what they noticed in the photo with a partner, and what they believe to be the level of development of this location.
      - Have a few groups share their findings.
    - **Slides 2-4 Photos for 1980s, 2000s, and 2010s.**
      - Repeat the same process as with the Slide 1
    - **Slide 5: Seoul South Korea 1960-2010**
      - Show students that they have been analyzing the same part of Seoul, South Korea over time.
    - **Slide 6: Korean War Video**
      - As a class, watch the video on the Korean War
      - [Why are North and South Korea divided?](#)
    - **Slide 7: How did the Korean War contribute to the 1960 picture?**
      - After watching the video ask students to predict what has happened in South Korea after the Korean War.

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- **Slide 8: Modern South Korea Video**
  - Show students the modern view of South Korea
- **Slide 9: Korean Miracle**
  - Discuss with students what is meant by the term “Korean Miracle”.
  - Explain to students that the work they will do over the next couple of days will be to determine whether or not they believe South Korea’s economic growth was an economic miracle.
- **Supporting Question 1: How have South Korean major developmental indicators changed over time? (time)**
  - Group students in pairs and handout [Korean Miracle SQ1 Data Analysis](#)
  - Students will analyze graphs of GDP Per Capita, Child Mortality Rates, Life Expectancy, and Literacy Rates by answering the following questions on the handout:
    - What trend is shown in the graph?
    - How would the trend in this graph impact the development of South Korea?
  - Use [Korean Miracle SQ 1 Teacher Slide Deck](#) if you would like to project the graphs for students
  - Exit Ticket (On handout)
    - Using the developmental statistics, describe how South Korea’s economy changed from 1950 to present.

#### Day 2:

- **Supporting Question 2: How did South Korea develop their economy?**
  - **Reading:** [SQ2 - The South Korean Miracle\(Time\)](#)
    - Handout a copy of the reading to each student
    - Terms to define before starting:
      - **Comparative Advantage:** Focusing on a particular economic activity (such as making a specific product) more efficiently than another activity.
      - **Factors of Labor:** These include:

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.	Waiters, engineers, etc.

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<b>Capital</b>	Think of capital as the machinery, tools and buildings humans use to produce goods and services.	hammers, forklifts, conveyor belts, computers, and delivery vans.
<b>Entrepreneurship</b>	An entrepreneur is a person who combines the other factors of production to earn a profit	Henry Ford, Bill Gates, Michael Dell



- Have students read one paragraph at a time or teacher can read each paragraph
- After each paragraph students will complete :
  - **Korean Miracle SQ2 Student Handout**
    - summarizing (1-2 sentences)
    - deciding if the information shows an economic miracle, and explaining their answer of yes or no.
    - **Teacher Note:** There is not a right or wrong answer, but whether students can use the evidence to eventually show an economic miracle. Students will use this information in their summative argument.
  - Example of South Korean Development Jigsaw. (30 minutes)
    - Group students in groups of four
    - Assign each member one of the following:
      - Over 50 years of progress: the history of Hyundai
      - POSCO's 45 Years of History. Read POSCO's Remarkable Legacies
      - Heritage | Brand Identity | About Us | Samsung US
      - The Shipbuilding Industry of the Republic of Korea
    - Students will complete the Examples of South Korean Economic Growth: section (page 2) of **Korean Miracle SQ2 Student Handout** for their assigned example.
    - Give students 5-10 minutes to process their example.
    - Have each student share with their group their findings. (2-3 minutes per student)
  - Exit Ticket: How has the South Korean Economy changed overtime?

### Day 3:

- **Supporting Question 3: What is the future for the South Korean Economy? (Time)**
  - Group students in groups of 3-4
  - Samsung Semiconductors (15 min)
    - **Korean Miracle SQ3 Teacher Slide Deck**
    - **Handout** **Korean Miracle SQ3 Student Handout**
    - **Slide 1: Semiconductors**
      - Explain to students that they will be looking at different ways that South Korea's economy is preparing for the future.
      - **Discussion:** Ask students if they know what a semiconductor is.

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- **Watch**
  -  Things You Didn't Know About Semiconductor | 'Semicond... to answer what a semiconductor is on their handout.
- **Explore:** have students explore the [Samsung Semiconductor](#) website to determine and note on their handout uses for semiconductors.
- **Read:** [South Korea announces \\$19 billion support package for chip industry](#)
  - Based on the article, [South Korea announces \\$19 billion support package for chip industry](#). How will the future of semiconductors influence the South Korean Economy?
  - How do semiconductors influence whether the South Korean Economic Miracle was a miracle?
- **Hyundai:** (10 minutes)
  - **Slide 2** - Hyundai IONIQ 5
    - Explain to students that this is the current production car from Hyundai
  - **Slide 3** - IONIQ 7 - concept car
    - Explain to students that they are seeing a concept car not a car for production.
    - Show  IONIQ Concept 'SEVEN' | Live in SEVEN – Main Film and have students complete the I think and wonder section of their handout.
    - Give students an opportunity to share their observations and questions with their group.
  - **Slide 4:** Have students read [IONIQ Concept 'SEVEN' | Hyundai Worldwide](#) and complete the following questions:
    - Based on the Hyundai website, how do you think the IONIQ 7 - concept car will impact the South Korean Economy?
    - How do technologies such as the IONIQ Concept SEVEN influence whether the South Korean Economic Miracle was a miracle?

### Summative Argument: (Time)

Using the evidence collected, students can do any of the following examples to answer the focus question: To What Extent is the Korean Economic Miracle a Miracle?

- Short Answer
- Long Essay
- Discussion

### Rubric

	Advanced	Proficient	Approaching	Emerging
Claim	The claim accurately and insightfully	Clearly identifies the extent to	Identifies whether the "Korean	Claim does not identify whether or not the "Korean

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	identifies the extent to whether the “Korean Miracle” was a miracle and contextualizes it in regards to the global economy.	whether the “Korean Miracle” was a miracle	Miracle” was a miracle but fails to identify the extent.	Miracle” was a miracle.
<b>Evidence</b>	Evidence is <b>relevant, accurate, provides insightful detail</b> by providing unique evidence or ways of interpreting the evidence.	Evidence is <b>relevant</b> and includes <b>accurate details</b> to support the claim	Evidence is <b>limited</b> and/or provides <b>partial</b> detail to support the claim	Evidence <b>unrelated</b> to the claim.
<b>Connection</b>	<b>Accurately and insightfully</b> explains students' thinking and how the evidence proves the claim is true.	<b>accurately</b> explains student thinking of how the evidence proves the claim is true.	provides <b>limited</b> proof of student thinking and is unable to prove the claim true.	<b>repeats evidence</b> and/or and <b>unable to</b> prove the claim to be true

**Possible Extensions:** Compare South Korea’s economic growth to other areas that were considered less developed in the 1950s.

Taking Informed Action: What is an innovation you believe would be most impactful to the United States, South Korean, or Global economy.

### SUPPORTING MATERIALS (links, resources, handouts, etc.)

☰ Was the Korean Economic Miracle a Miracle? -IDM

Staging:

- 📄 Korean Miracle Staging Teacher Slide Deck
- [Why are North and South Korea divided?](#)

Supporting Question 1

- 📄 Korean Miracle SQ 1 Teacher Slide Deck
- ☰ Korean Miracle SQ1 Data Analysis




Supporting Question 2

- ☰ SQ2 - The South Korean Miracle

Supporting Question 3

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-  Korean Miracle SQ3 Teacher Slide Deck
-  Things You Didn't Know About Semiconductor | 'Semiconductor Dictionary...
- [Samsung Semiconductor](#)
- [South Korea announces \\$19 billion support package for chip industry](#)
-  IONIQ Concept 'SEVEN' | Live in SEVEN – Main Film
- [IONIQ Concept 'SEVEN' | Hyundai Worldwide](#)