

World History Digital Education

Lesson Plan

AUTHOR INFORMATION

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GENERAL INFORMATION

Lesson Grade Span: 8-12

Targeted Grade Level: 9

Targeted Course: AP Human Geography

Estimated Time to Complete Lesson: 60 minutes

Brief explanation of content connection and/or inspiration of lesson from Discover Korea Research Fellowship:

When visiting Korea we spent a lot of time in Seoul. Seoul is such a large, vibrant city. The inspiration of the lesson was primarily from our time at Seoul City Hall.

FOCUS QUESTION

What are the advantages and challenges associated with Seoul (a primate city)?

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

AP Human Geography Course and Exam Description:

PSO-6.C.1

Principles that are useful for explaining the distribution and size of cities include rank-size rule, the **primate city**, gravity, and Christaller's central place theory.

IMP-6.A.1

Residential buildings and patterns of land use reflect and shape the city's culture, technological capabilities, cycles of development, and infilling.

LEARNING TARGETS/OBJECTIVES

Students will be able to:

- define what a primate city is and identify examples from around the world.
- analyze the characteristics that make Seoul a primate city, including its population size, economic significance, and cultural influence.

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- evaluate the benefits and challenges associated with having a primate city, using Seoul as a case study.
- develop critical thinking skills by weighing the pros and cons of having a primate city,
- enhance their global awareness by understanding the role of primate cities in urbanization and economic development on a global scale.

LESSON SUMMARY (brief paragraph)

This lesson on Seoul as a primate city provides students with an in-depth understanding of the concept of primate cities, using Seoul as a case study. Through this lesson, students will explore the defining characteristics of primate cities, analyze the economic and cultural significance of Seoul, and evaluate the advantages and disadvantages of having a primate city. By the end of the lesson, students will have a better understanding of the complexities and implications of urbanization and economic development in primate cities.

LESSON PROCEDURES (step by step teacher instructions)

1. Introduction to Primate Cities

Start by explaining what a primate city is (slide 2 of the [slide show](#)).

Make sure students understand that a primate city is both MORE THAN DOUBLE the size of the next largest city AND has a disproportionately large influence on the country.

Examples: Mention other primate cities like Bangkok, Mexico City, and Paris.

Show images or maps of these cities to illustrate their size and significance.

2. Case Study: Seoul

Present key facts about Seoul using Slides 3-5 of the provided slide show or other materials.

3. Pros of Having a Primate City

Slide 7: Explain how primate cities are at the forefront of innovation and technology.

Slide 8: Discuss how primate cities often build influence beyond their country's boundaries and instead have global influence.

4. Cons of Having a Primate City

Slide 9: Discuss the high cost of living that comes from high demand.

Slide 10: Because of the high cost of living there have been more challenges economically in particular for marginalized communities. Likewise there is uneven economic development with the focus being on Seoul.

Slide 11: Discuss issues related to high population density, such as traffic congestion and strained infrastructure and services in Seoul.

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Slide 12: Due to the high cost of Seoul it has even lower fertility rates than South Korea as a whole, which are already the lowest in the world.

Slide 13: Highlight the environmental challenges, including pollution and waste management, faced by primate cities like Seoul. (By the way the picture is an example of a rooftop garden at Seoul City Hall, which is one initiative used to help improve sustainability).

5. Students Apply Content to Answer a Free Response Question

Have students respond to 2011 FRQ #1 on primate cities-

https://secure-media.collegeboard.org/apc/ap11_frq_human_geography.pdf

Please note that the current FRQs have a different format, but the essence of the question is still accurate. Here is a potential adaptation of the question:

- A. Identify Mexico's primate city.
- B. Explain ONE positive ECONOMIC effect of primate cities on a country.
- C. Explain ONE positive SOCIAL effect of primate cities on a country.
- D. Explain ONE negative POLITICAL effect of primate cities on a country.
- E. Explain ONE negative ENVIRONMENTAL effect of primate cities on a country.
- F. Describe ONE policy that the Mexican government could implement to address the challenges associated with having a primate city.
- G. Explain the degree to which having a primate city impacts other areas within Mexico.

6. Score and/or Discuss Student Responses

- A. 1 point: Correctly identifies Mexico City as Mexico's primate city.
- B. 1 point: Provides a clear and accurate explanation of a positive economic effect, such as attracting foreign investment, creating job opportunities, or fostering economic growth due to concentrated resources and infrastructure.
- C. 1 point: Provides a clear and accurate explanation of a positive social effect, such as improved access to healthcare, education, and cultural amenities due to the concentration of services and facilities.
- D. 1 point: Provides a clear and accurate explanation of a negative political effect, such as political power being overly centralized, leading to neglect of rural or smaller urban areas and potential political instability.
- E. 1 point: Provides a clear and accurate explanation of a negative environmental effect, such as increased pollution, strain on natural resources, or urban sprawl leading to habitat destruction.
- F. 1 point: Describes a feasible and relevant policy, such as decentralization efforts, investment in secondary cities, or sustainable urban planning initiatives.
- G. 1 point: States a moderate or high degree AND Provides a clear and accurate explanation of the impact on other areas, such as economic disparities, migration patterns, or uneven development.

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

[Lesson Presentation Deck](#)

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[AP Human Geography CED](#)

[Seoul Metropolitan Government](#)

[National Atlas of Korea](#)

[Statistics Korea](#)

[Korean Statistical Information Service](#)