**Life in South Korea:**

**Apartment Living, Baseball, Religions, Politics, and American Food**

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**Lesson Title**: The Deluxe Apartment in the Sky: Ideal Living in South Korea

| **Lesson Overview and Objectives: Housing In South Korea** |
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| * Analyze and describe where people live in South Korea.
* Describing the ideal home in South Korea compared to the United States.
* Describe and explain the main type of housing in South Korea.
* Compare and contrast South Korean neighborhoods to USA neighborhoods using their population pyramids as a basis of comparison.
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| Atlas page number(s): 64-75, 98-105, 210-213 |

**National Content Standards in Geography:**

1. Standard 4: The physical and human characteristics of places.
2. Standard 6: How culture and experience influence people's perceptions of places and regions
3. Standard 9: The characteristics, distribution, and migration of human populations on Earth's surface.
4. Standard 10: The characteristics, distribution, and complexity of Earth’s cultural mosaics.
5. Standard 12: The processes, patterns, and functions of human settlement.

**State Content Standards**:

1. WG.17 Compare and contrast the distribution, growth rates, and characteristics of human population in terms of settlement patterns and the location of natural and capital resources. (E, G)
2. WG.18 Analyze the role of demography in each region of the world, including life expectancy, birth rate, fertility rate, dependency ratio, and standard of living indicators.
3. WG.31 Describe the unique influence of urban areas and some challenges they face. (C, E, G)
4. WG.32 Use geographic knowledge, skills, and perspectives to analyze problems and make decisions. (C, E, G, P)

**Materials:**

* *The National Atlas of Korea -* [*http://nationalatlas.ngii.go.kr/pages/page\_1.php*](http://nationalatlas.ngii.go.kr/pages/page_1.php)
* *Part III -* [*http://nationalatlas.ngii.go.kr/pages/page\_527.php*](http://nationalatlas.ngii.go.kr/pages/page_527.php)
* PowerPoint Presentation

**Grade Level:**

* High School / AP Human Geography Class and adaptable to Middle School

**Time Frame:**

* Two 45-Minute Classes or One 90-Minute Class
* The lesson is easily divided in parts where the teacher can omit some parts or consolidate some parts to fit the desired class time.

**Teaching the Lesson**

**Part I – The Apartment**

* To begin the lesson, have students think about the ideal floor plan they hope to have as a young adult. Have the students draw out their ideal floor plan (slide 5)
* As an introduction to using the Atlas, have students look at maps from the Atlas to see where in South Korea people live. (slides 6-7 from the PowerPoint are example pages from the Atlas)
* Have the students read pages 64-74 in the Atlas to complete the statements below (1-6). The students will write out each statement and fill in the blanks with appropriate answers, and they will site a specific map and/or graph from the Atlas to support their answer.

***National Territory and Places of Life: Housing -* Page 64-74**

* **Complete the statement…**
* **Provide evidence for your answer…**
1. Since 1975 Housing in South Korea has \_\_\_.
2. The most popular type of housing in South Korea is \_\_\_.
3. \_\_\_ type of housing has decreased since 1990.
4. The majority of South Korea’s apartments can be found \_\_\_.
5. Housing supply through the Housing Site Development Promotion Act has the greatest concentration of housing units \_\_\_.
6. The greatest amount of housing units were constructed in South Korea between \_\_\_.
* Discuss with students why South Koreans prefer apartments to houses.
* After the class discussion, have students answer questions from the article *After Decades of Economic Growth, South Korea is the Land of Apartments* (slides14-16). Review the answers to the article with the students and discuss if their reasons before the article vary or stay the same after reading the article.

***After Decades of Economic Growth, South Korea…Land of Apartments***

1. Why does the author say “from above, it resembles…dominoes?”
2. Why are apartments popular in South Korea?
3. What, according to the author, is “most remarkable” about the popularity of apartments in South Korea?
4. How can an apartment be “a symbol of success?”
5. Describe the apartments and apartment complexes in South Korea.
6. Explain the quote, “Almost everybody hates the apartment, but everybody wants to live in one.”
7. How could apartments be considered a “propaganda tool?”
8. How do South Korean construction companies try to differentiate their apartment buildings?
9. What innovations can be found in the newest apartment complexes?
10. Why did Kim say the best photos came at night?
* Discuss with the students how opinions on housing in the United States is different than housing in South Korea. Use slides 18-19 to aid in your class discussion.
* Have students search the internet for an apartment complex close to their school. Have the students look at a typical floor plan for an apartment in the complex. You can have them compare the floor plan to the one they did at the beginning of the lesson. See the example in slides 21-43.
* Use the chart on slide 44 to have students compare and contrast a typical apartment in the United States with ones in South Korea. Students will need to use Atlas pages 212-213 (slides 45-47) to help them complete the chart.
* Slides 48-73 depict a show-room for a new apartment complex in the Seoul Metropolitan region. Notes on the slides:
	+ 48-51 - Typical Apartment blocks in South Korea.
	+ 52 - Sound barrier from the highway.
	+ 53-58 - The proposed new housing complex.
	+ 59 - One of the floor plan options.
	+ 60 - Living Room
	+ 61-62 - Cooling and Heating Controls and Unit
	+ 63-64 - Master Bedroom and Closet
	+ 65 - Office Space
	+ 67-68 - Bathroom - Notice the slippers to be used for the bathroom.
	+ 69-70 - Washer/Dyer Unit
	+ 71-73 - Dining Area, Kitchen, and Pantry
	+ 74-81 - Kimchi Refrigerator Examples
* Optional – Have students look at websites for available apartments / houses in South Korea. (slides 82-108). Notes on slides:
	+ 88 - Christmas is celebrated (see Christmas tree) by a large percentage of South Koreas (see Religion Activity further down).
	+ 89 - Washer/Dyer in the Kitchen
	+ 92 - Rice Maker
	+ 93 - Kimchi Drawer in the Refrigerator
	+ 100-101 - Toilet with Control Panel
	+ 102-103 - A Golf Room

**Part II – The Neighborhoods**

* Using page 213 from the Atlas (slide 109), have students discuss the neighborhoods and their corresponding population pyramids.
* Have students specifically look at number 1 and number 3. Have them predict what they believe the neighborhood will look like.
* Have the students complete the chart on slide 110 as they explore each neighborhood using Google Maps (slides 112-113 and 163).
* Have the students look specifically at three locations marked on slides 114-115. Notes on what the students will discover from Google Maps / Street View:
1. Slides 116-118: School and Store
2. Slides 119-121: Apartment Complex with Playground Equipment
3. Slides 122-123: Soccer Field
* Students will discover, as they explore the neighborhood, that it is mostly residential apartments with several schools. The population pyramid will be mostly for adults 25-50 years of age who have school-aged children.
* As students explore the neighborhood, they may find additional items they wish to research. For example, in slide 135 there is a church. Students can research the different religions in South Korea. They may be surprised to see a Christian church in an East Asian country. A second example might be that they notice almost all of the cars are black, silver, or gray (slide 136). Students could find articles on this topic (see slide 137).
* Once students have explored the South Korean neighborhood, they will want to go to the following website to find a similar population pyramid in the United States website:
* <https://developers.arcgis.com/javascript/3/samples/geoenrichment_infographic/>
* The example population pyramids on slides 140, 146, and 156 are similar in that they have their largest cohort group between 25-50. It may not be possible for students to find a population pyramid that is exactly or almost exactly like the one in South Korea.
* Have students fill out the chart on slide 110 for the USA population pyramid they find from the arcgis website listed above.
* Notes on the USA examples:
	+ Slides 140-145 is a middle class residential neighborhood.
	+ Slides 146-155 is an upper class residential neighborhood.
	+ Slides 156-159 is a lower-middle class residential neighborhood
* Students will follow the same process for the second Korean neighborhood on slides 161-185 as they did for the first neighborhood.
* Have students specifically explore the three areas marked on slide 167.
* Students will discover this neighborhood is much different from the previous one. It has more traditional homes, and it also will attract more tourists. In fact, tourists can rent houses in the neighborhood (slides 174-180).
* Students will also find interesting cultural examples, e.g., slide 171.
* Have the students use the same arcgis website listed above to find similar neighborhoods in the United States.
* The examples shown in the PowerPoint are mainly retirement neighborhoods in the United States (slides 186-205).
* Conclude Part II with reviewing the answers to the chart with the students.

**Assessments**

* The Floor Plan on Slide 5
* The Questions on Slide 8
* The Article and Questions on Slide 14-16
* The Chart on Slide 44
* The Chart on Slide 110 and 208

**Additional Activities on Baseball, Religion, Politics, and American Food**

*The National Atlas of Korea* has maps and graphs on almost any topic you would cover in a social studies class. It is an excellent primary source to use with your students as well as a way to add additional examples to existing lessons.

| **Activity 1: Baseball / Sports** |
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| * Baseball is a very popular sport in South Korea. In this short activity students will predict where South Korea’s 10 baseball teams are located.
* Students can look through the Atlas at population maps, housing maps, etc., to determine the best locations for a baseball team.
* Slides 211-229 are photos from a Korean baseball game. Students will notice several similarities and differences from a US baseball game. It is also recommended to have students look on YouTube for examples of the cheering that goes on at a Korean baseball game.
* Slide 231 could be printed out as a student handout for them to mark on the map where they believe the 10 baseball teams are located.
* The answers are on slides 231-234.
* The additional sports maps are found on slides 235-238. Teachers can discuss with their students which sports are more popular.
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| Atlas page number(s): 40-41, 64-65, 218-219 |

| **Activity 2: Religion in South Korea** |
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| * The Atlas is a great primary source to add to an existing lesson on religion.
* Begin the lesson by asking students where they think the picture is taken (slide 239-240). Have students research clues they find on slide 240 to determine that the photo was taken in South Korea.
* Slides 242-247 are short activities to review world religions and religions in East Asia.
* Slides 248-252 are from the Atlas. They can be used to further understand the role religion plays in South Korea.
* Slide 253 is for a Google Map activity to compare religious landscape in South Korea. Slides 254-299 are examples of the religious landscape in South Korea.
* In the Atlas on page 214 (slide 302-3) there is a chart on how South Koreans spend their time. Print out the chart on slide 304 for students to complete their own chart and compare it to the typical South Korean. A completed example is on slide 306. Use slides 307-309 in the class discussion on the similarities and differences between use of time in South Korea and the United States.
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| Atlas page number(s): 214-215 |

| **Activity 3: Politics** |
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| * This is another example of where the Atlas is a great primary source for an existing lesson.
* In this lesson students are asked to research recent political elections for different countries around the world. (slide 315)
* The lesson starts with a discussion of past presidential elections in the United States.
* Students are in groups of two and each group is assigned one country from the list on slide 316.
* All groups will do their assigned country as well as South Korea. The groups will use the Atlas (slides 344-349) to read about political elections in South Korea and use the information to complete the questions on slide 315.
* Slides 317-342 are example maps students could possibly find in their research to help them answer the questions on slide 315.
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| Atlas page number(s): 222-226 |

| **Activity 4: Eating American In South Korea** |
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| * Review pages 204-207 of the Atlas (slides 355-357). Students can compare and contrast the number of Western food outlets to Korean food outlets.
* With South Korea’s tremendous economic growth since the 1970’s there are a large number of United States companies operating in South Korea.
* Complete the short activity by having students give their best guess of where they think they might be eating in South Korea (slide 358 with the answers on slide 359).
* This is just a fun activity to do in class to discuss the impact of globalization. Consider using it as an extra credit activity where students can earn extra points for each answer guessed correctly.
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| Atlas page number(s): 204-207 |