**South Korea’s Population Reality:**

**Using *The National Atlas of Korea* in Population Geography**

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**Introduction**: The following includes seven activities teachers can use that incorporate *The National Atlas of Korea.* Each of the activities will use map(s) and/or graph(s) from the Atlas. The first two activities introduce students to some of the impressive maps found in *The National Atlas of Korea*. Students will in Activities 3-6 need to use the Atlas to complete each of the short activities. In Activity 7 the Atlas is used in a population lesson to enhance student understanding of the population reality found in South Korea.

| **Activity 1: Relative Size** |
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| *Objective Question: What are the countries similar in size to Korea?*  Students will be asked to determine the name of the country from each of the countries’ actual shape. This type of activity is meant to introduce one of the many graphics found in the Atlas. It would probably be best to be used as a group activity. Consider using it as an extra credit activity for students to complete. |
| Atlas page number(s): 10 |

| **Activity 2: The USA to South Korea** |
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| *Objective Question: Where in the United States are there direct flights to South Korea?*  Students will use the map to determine which cities in the United State would possibly have a direct flight to South Korea. As students are making a list of the possible answers have them consider the following:   * Where in the United States would there be large number of Korean-Americans? * Where in the United States would there be large number of tourists wanting to travel to South Korea? * Where in the United States is the shortest distance to South Korea?   Once students have had time to make their own list of cities, consider having them check their list with a partner or group of students. Then click through the slide to reveal the correct answers.  Additional Activity: Consider having students look on a travel website to determine the cost of each direct flight to South Korea. |
| Atlas page number(s): 13 |

| **Activity 3: Making Connections** |
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| *Objective Question: What map(s) and/or graph(s) from the Atlas provides evidence to help answer the question for each of the graphs?*  Students will be given a map from *The National Atlas of Korea*, and they will need to look through the Atlas to find additional maps to help answer the question asked about each of the ten maps. One possible answer is given for each of the ten maps.  For Example:   1. *What other maps would help explain the transportation patterns on the map?*   *Possible Answer: 2010 Population Distribution Map of South Korea*  Students should be asked to explain why they selected the map / graph to answer each of the questions. There will be multiple maps and graphs to help answer each of the ten questions.  This activity is an activity where students are asked to find connections between maps. The most important outcomes are the students’ ability to explain the connections between the map for each of the ten questions with the map they selected from the Atlas. |
| Atlas page number(s): 6, 70, 88, 103, 137-150 |

| **Activity 4: The Future of South Korea’s Population** |
| --- |
| *Objective Question: What will South Korea’s Aged-child Ratio look like in the future? What will South Korea’s Elderly Population Rate look like in the future?*  Students will explain the patterns found on the 1980 map for Aged-child, and they will then answer the question comparing and contrasting the 1980 map with the 1990 map. Students will then continue to look at the 2000 map, and they will predict what the 2010 map will look like. Once students have discussed what they think the 2010 map will look like the teacher will reveal what the 2010 map actually looks like.  This activity will then be done using the same dated maps for the elderly population rate in South Korea. |
| Atlas page number(s): 137-150 |

| **Activity 5: Population Pyramids** |
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| *Objective Question: How has South Korea’s population pyramid changed over time?*  Students will be asked to match up the date with the correct population pyramid. Have students explain their reason(s) for each of their answers.  Notes for each graph:  1960 - Shows that the birth rate has increased after the 1950’s decade where Korea was involved in war.  1970 - Shows that the birth rate has continued to grow since the late 1950’s. The population is continuing to grow, and it is a young population.  1990 - Shows that the population birth rate has declined. The majority of the population is between 15-45.  2000 - Shows a declining population with a low birth rate and an increasing older population with a signifiant number of people over the ager of 60. |
| Atlas page number(s): 145-150 |

| **Activity 6: Population Growth** |
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| *Objective Question: Where has South Korea’s population grown over time?*  Students will examine population density maps of South Korea to determine where most of the growth has occurred over time. Students will determine that the majority of the growth has been in the urban areas of South Korea. |
| Atlas page number(s): 145-150 |

| **Activity 7: Incorporating into a Population Lesson** |
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| See Lesson Plan Below |
| Atlas page number(s): 103, 137-150 |

**Lesson Title**: *Where have all the children gone?*

**Introduction**: This lesson plan is designed to help students develop an understanding associated with South Korea’s aging population. Students will discuss reasons for such an aging population and a declining birth rate, and they will determine the consequences for these changes in the population. The last part of the lesson will have students develop solutions to the aging population in South Korea. Throughout the lesson students will use a variety of resources including *The National Atlas of Korea.*

**Objectives:**

1. Students will list and explain reasons for South Korea’s declining birth rates and rises in elderly population.
2. Students will list and explain consequences for South Korea’s declining birth rate and rising elderly population.
3. Students will list and explain solutions to increase South Korea’s birth rate.

**National Content Standards in Geography:** (about three for the Lesson)

1. Standard 6: How culture and experience influence people's perceptions of places and regions
2. Standard 9: The characteristics, distribution, and migration of human populations on Earth's surface
3. Standard 17: How to apply geography to interpret the past

**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.32 Use geographic knowledge, skills, and perspectives to analyze problems and make decisions. (C, E, G, P)

**Basic Preparation:**

Read Chapter 3 in *The Geography of Korea 2011.*

**Materials:**

*The National Atlas of Korea*

*The Geography of Korea 2011*

Powerpoint or Keynote of Presentation

**Grade Level:** High School / AP Human Geography Class (Can be adapted for Middle School)

**Teaching the Lesson: Use the PowerPoint / Keynote to Present the Lesson**

**Opening the Lesson:**

1. The first part of the lesson has a multiple choice question for the students to answer about total population. Then the next slides will have students complete birth rate and death rate problems to see how South Korea’s population has changed from 1970 to the present. This will set the stage to have students discuss the question, “Why aren’t there more children?”

**Question 1: Why is South Korea’s age dependency ratio increasing?**

1. Have the students work in groups (individually would work as well) to determine the possible answers to *Why is South Korea’s age dependency ratio increasing?*
2. Use the PowerPoint presentation to explain and illustrate the possible answers to the question:
   * + Fewer children are being born and the number of elderly is becoming a greater percentage of the population.
     + More women in the work force.
     + Changing views toward marriage for women as they delay marriage.
     + *The National Atlas of Korea*: Fertility Rate Map
     + *The National Atlas of Korea*: Dependency Ratio Map
     + *The National Atlas of Korea*: Dependency Ratio of Population Graph
     + *The Geography of Korea* excerpt.
     + Explains the role of the mother in her child’s education, and the slides show how expensive a child’s education is in South Korea with most students using cram schools.
     + The stress felt by parents to ensure their children are successful students. (Audio clip could be played.)
     + Examples of South Korea’s growing economy, urbanization, and globalization. Since South Korea is highly developed there are more options for women than in the past. Also, society is more expensive, and the expense of children is very high.
     + Possible short activity: Print out slide 90 and have the students circle the companies they believe to be South Korean. Then use the following slide to show the answers.
3. Give the students four or five minutes to determine their best answers. Have each group share with the class their answer to the question.
4. Review with the students possible answers to the question *Why is South Korea’s age dependency ratio increasing?*

**Question 2: What are the consequences of South Korea’s increasing age dependency ratio?**

1. Have the students work in groups (individually would work as well) to determine the possible answers to *What are the consequences of South Korea’s increasing age dependency ratio?*
2. Use the PowerPoint presentation to explain and illustrate the answers to the question:
   * + Shows the possible decline in workers.
     + Explains how the population will change if conditions remain the same for South Korea’s birth rate.
     + *The National Atlas of Korea*: Population Pyramid Graphs
     + *The National Atlas of Korea*: Aged-child Ratio Map
     + *The National Atlas of Korea*: Elderly Population Rate Map
     + *The National Atlas of Korea*: The Share of Employees Maps
     + *The National Atlas of Korea*: Mortality Map
     + *The Geography of Korea* excerpts.
     + This photo was part of an article on South Korea’s aging population. Have the students write out a caption for the photograph.
     + Have the students listen to the audio clip and give examples for each of the items.
3. Give the students four or five minutes to determine their best answers. Have each group share with the class their answer to the question.
4. Review with the students answers to the question *What are the consequences of South Korea’s increasing age dependency ratio?*

**Question 3: What are possible solutions to improve South Korea’s age dependency ratio?**

1. Have the students work in groups (individually would work as well) to determine the possible answers to *What are possible solutions to improve South Korea’s age dependency ratio?*
2. Use the PowerPoint presentation to explain and illustrate the answers to the question:
   * + *The Geography of Korea* excerpt.
     + Examples from *Asian Forum of Parliamentarians on Population and Development (AFPPD) Population!Policy!Tracking and Monitoring.*
     + Have the students provide the explanation for each of the main topics for each of the actions taken by the South Korean government.
     + Read the short article aloud to the class. Discuss this as a possible solution.
     + Have the students listen to the audio story. Have the students answer the question on the slide.
     + Compare and contrast the advertisement on slide 75 with the advertisements on slides 8-10.
3. Give the students four or five minutes to determine their best answers. Have each group share with the class their answer to the question.
4. Review with the students the answers to the question *What are possible solutions to improve South Korea’s age dependency ratio?*

**Closing the Lesson:**

Review with the students the answers to all three questions. Consider asking each group to determine the best answer for each of the three questions. Then have each group give what they believe is the best answer for questions 1 and 2 and the best solution for question 3.

**Assessment**

#1 - Have the students complete the research and writing assignment using *The National Atlas of Korea.*

#2 - Have students complete the *Assessment Writing Assignment*.

**Additional Enrichment Activities**

Have students complete the *Key Policy Plan’s* chart.