

Discovering the Koreas: Learning Through Maps

Title: Discovering the Koreas: Learning Through Maps

Subject: World Geography

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Grade Level: 9 – 12, can be modified for 7 -8

Time Duration: Two to three 50-minute class periods

Overview: Students will learn about aspects of the physical and human geography of Korea by analyzing thematic maps and simulating basic GIS map-reading skills to answer a series of questions.

Content Objective: Students will be able to identify characteristics of a country's physical and human geography on a map, practice layering geographic information, similar to using GIS and apply steps in the geographic inquiry process.

Language Objective: Students will use geography vocabulary to respond to questions about maps of Korea.

Nevada State Standards:

Geographic representations (G)	SS.9-12.WH.33. Create, interpret, and utilize maps that display and explain the geo-spatial patterns of cultural, economic, political, and environmental characteristics.
Human environment interaction (G)	SS.9-12.WH.34. Use demographic data to analyze various factors that shape human environment interactions, including but not limited to: the impacts of disease, technology, economy, scarcity of resources, and culture.
Human population, movements, and patterns (G)	SS.9-12.WH.35. Analyze how changes in the environment, technology, and cultural characteristics of a place or region influence patterns of settlement, trade, and land use.
Global interconnections (G)	SS.9-12.WH.36. Evaluate how economic globalization and the scarcity of resources contribute to conflict and cooperation within and among countries.

Materials: Copies of maps (or online access) and copies of worksheet (or online access)

For Part One and Part Two you will need copies of the following maps:

a) Climate; b) Precipitation; c) Industrial Areas; d) Mineral Resources; e) Population Density; f) Political; g) Topographic

For Part Three students will potentially use all maps and visuals provided.

Procedures: For this activity, the teacher will decide if Part One and Part Two are going to be completed individually or in groups. Maps can be given out in hard copy, shared digitally, or posted in a 'gallery walk' style.

Instructions to students for Part One and Part Two

1. Using the maps, you will answer several questions. As you become more familiar with the information on the maps, the questions will increase in difficulty requiring you to use more than one map to the answer, even up to four.
2. As you find the answer to your questions, be sure you write your answers in complete sentences that restate the questions. Additionally, make a note of which maps you used to determine your response.
3. When you finish Part One questions, take the answer sheet to the teacher to receive Part Two.

Instructions to students for Part Three

1. For this last part of the activity, you will potentially use all the maps, charts, graphs, etc. that are provided to solve the given situation. You will use the information you learned about South Korea in Part One and Part Two to help you. You will also apply geographic thinking skills and critical thinking.

Conclusions:

Upon completion of Part Three, if the teacher desires, presentations can be made in addition to some class discussion. For Part Three, there really are no right or wrong answers, the solution needs to be supported by geographic information, geographic thinking and critical thinking.

Use the maps provided to answer the following questions. Make sure your responses are written in complete sentences that also restate the question. Include the maps used to find your response.

1. Which two climate regions dominate South Korea? Describe the location of these regions.
2. Which region(s) of Germany are most populated? Least populated? Be specific and use geographic terms in your response.
3. Which region has the highest, average elevation and receives the most precipitation?
4. What countries have physical or maritime boundaries with South Korea? Be specific about their location in relation to South Korea (and use geographic terms).
5. How much precipitation is received in the most populated regions? The least populated region?
6. Through which regions does the longest river (Nakdong River) flow? Second longest (Bukhan River)? How long is each river?
7. Which region of South Korea is the most mineral rich? What minerals are found there? Where are minerals sparse?
8. How many political regions are in South Korea? Which is the largest? The smallest? Does the size of the region differ significantly? Using some of the other maps, explore and respond as to why they are either similar or different in size.
9. There are industries found throughout South Korea. Explain the patterns seen. Are there multiple industries in specific regions or is a specific industry in one region? Why might this be?
10. Describe the change in the topography and vegetation of South Korea if you are traveling from southwestern South Korea to northeastern South Korea.

Discovering South Korea
Part Three

Name _____ Date ____
Class _____

Use the maps provided to answer the following questions. Make sure your responses are written in complete sentences that also restate the question. Include the maps used to find your response.

Your task:

You have been given a loan to start a new company that will employ between 250 – 500 people.

Your product needs to be something in demand.

You must have access to easy, cheap transportation for your product and materials needed to make your product.

You must have access to skilled labor pool.

You will need to be able to work year round.

REMEMBER: it is about location, labor and transportation!

So, where are you going to locate your business and what are you going to produce? Use all the maps and geographic thinking to create your response to the task.