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TIP for NCTA

Cities of South Korea



GRADE LEVEL AND COURSE: Junior and Senior International Relations

PURPOSE:

 To familiarize and appreciate South Korean culture through virtual exploration of its cities.

STATE STANDARDS:

Standard Economics (*Grades 11 and 12*)

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.

Benchmark A:

Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.

Indicator 1: Scarcity and Resource Allocation

Compare how values and beliefs influence economic decisions in different communities.

Standard – Academic Content Standards : Foreign Language (*Grades 11 and 12*)

Benchmark E: Foreign Language Requirements

Interact in a wide range of situations using culturally authentic language and gestures.

Indicator 5: Interpersonal

Demonstrate the ability to acquire goods, services or information (e.g., using public transportation, making a hotel reservation, buying food).

Indicator 6: Interpersonal

Use appropriate language and gestures in culturally authentic social contexts (e.g., ordering in a restaurant, seeking medical attention, making and responding to an invitation).

Indicator 7: Interpersonal

Use appropriate language and gestures in a wide range of culturally authentic social contexts (e.g., giving driving directions, expressing apologies, offering advice).

Indicator 8: Interpersonal

Role play in a wide range of culturally authentic social and/or professional contexts using appropriate language and gestures (e.g., family gathering, job interview, recitation).

Benchmark F: Foreign Language Requirements

Follow complex oral, signed or written directions and requests.

Indicator 6: Interpretive

Follow directions, instructions and requests (e.g., recipes, travel directions, prompts on ATMs).

Indicator 7: Interpretive

Follow directions, instructions and requests (e.g., using voice mail, travel options).

Indicator 8: Interpretive

Follow complex directions, instructions and requests (e.g., product assembly, using a calling card).

Indicator 9: Interpretive

Follow complex oral, written or signed directions, instructions and requests (e.g., automated telephone prompts, product assembly).

Benchmark H: Foreign Language Requirements

Analyze information from a variety of oral, written and visual sources by summarizing, critiquing and explaining texts.

Indicator 8: Presentational

Summarize information from authentic language materials and artifacts (e.g., TV programs, articles from youth magazines, Internet, videos, currency) and give personal reactions.

Indicator 9: Presentational

Use information acquired from target language sources to solve everyday problems and situations (e.g., using a newspaper to make plans to see a movie, perusing a catalog to shop for a birthday gift, watching a weather forecast to help plan an activity).

Indicator 12: Presentational

Analyze content from several sources (e.g., newspapers, magazines, Internet) dealing with a single issue (e.g., military conflicts, pollution).

Indicator 15: Presentational

Analyze expressive products of the target culture (e.g., selections from various literary genres, fine arts).

Benchmark I: Foreign Language Requirements

Create presentations on a range of original or authentic expressive products.

Indicator 1: Presentational

Create and present a narrative (e.g., current events, personal experiences, school happenings).

MATERIALS:

-  South Korean power point that covers 3 cities in the country
-  South Korean travel worksheet assignment with rubric

PROCEDURES:

Day 1

Show power point of three South Korean cities and some of the main attractions in those cities focusing on the traditional and technological amenities of the region. Introduce South Korea travel project assessment. Explain the requirements of the assessment.

Day 2

Show to students again the unidentified slides (taken from power points) of the cities and ask various questions about the slides. Inform students that they will have a quiz over this information to be given on Day 4. Students will use the remaining time to work in computer lab on travel project. This day is reserved for research on different cities in order to choose which ones the student would like to investigate.

Day 3

At the start of class do a quick review with students for the quiz on cities with a game on the Smart Board. Show unidentified slides (taken from power points) of the cities and ask to identify and describe the city. Remind students about quiz over this information to be given on Day 4. Any left over time will be used to continue their research in computer lab. Students must have cities chosen by end of class today and report their chosen cities to the instructors.

Day 4

Students will take a short quiz over the cities. With the remaining time in class they will do research in the computer lab.

Days 5 - 8

During these days students will continue to do research in the computer lab over their travel projects. They are required to report to the instructors on the progress of the research and if they need any assistance. All research must be finished by Day 8 for the presentations to begin on Day 9.

Days 9 - 10

Students will present their travel projects to the class.

ASSESSMENT:

-  Geography quiz and short answer questions on cities covered in class
-  South Korea virtual trip project (attached)

REFLECTION:

The lesson should take approximately ten days. I will differentiate the process as it progresses depending on student abilities and comprehension.

CITIES OF SOUTH KOREA

한국의 도시

Donghae

- ▶ mostly mountainous
- ▶ natural resources such as Mureung Valley
- ▶ beautiful beaches
- ▶ Eastern Dreamferry line connects Russia, South Korea and Japan
- ▶ Two major ports: Donghae Harbor and Mukho Harbor.



View of mountains
near Donghae

Resort in
Donghae



Incheon

- third largest metropolis, after Seoul and Busan
- Global business hub
- high-tech and futuristic Songdo International City



Songdo International City in Incheon



Northeast Asia Trade Tower

South Korea's tallest building



JINJU

- ▶ Named one of 'enterprise cities' by the government
- ▶ 618 manufacturing companies
- ▶ Since ancient days, silk known for its superior quality (70% of national production)
- ▶ educational city: Gyeongsang National University and Chinju National University of Education

► **Namgang Lantern Festival 2006.**



traditional village



traditional house



Interesting view of both traditional and modern buildings

South Korea Rubric Assessment

Name _____

100 Points

Requirements	Possible	Earned
Air Fare (to and from US)	1 5	
Transportation in South Korea (car rental, gas, train, subway, bus, boat, etc.)	1 5	
City #1: _____		
Accommodations	1 5	
Restaurant	1 5	
Place of Interest #1	1 5	
Place of Interest #2	1 5	
Product from City	1 5	
City #2: _____		
Accommodations	1 5	
Restaurant	1 5	
Place of Interest #1	1 5	
Place of Interest #2	1 5	
Product from City	1 5	
City #3: _____		
Accommodations	1 5	
Restaurant	1 5	
Place of Interest #1	1 5	
Place of Interest #2	1 5	
Product from City	1 5	
Prices for all excursions required in both dollars and won	1 5	
Dialogue with Partner (must include basic salutations, ask a few questions regarding travel, come up with a decision for your next excursion)	1 5	
List of References used to acquire travel information	1 5	

Student's Total Points _____