

## Korea-Split in 2, but portrayed through UNESCO/Geography

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Subject: World History  
Grade: 10<sup>th</sup> grade

**Purpose:** Students will acquire geographical knowledge of Korea, especially The Republic of Korea, (South) through UNESCO/World Heritage sites both cultural and natural, as well as gain an appreciation of cultural sites. Students are to create a collage of UNESCO sites throughout Korea and reflect on why these areas were chosen,

### **Content statements/Standards:**

- How culture develops and changes in ways that allow human societies to address their needs and concerns.
- That behaviors, values, and beliefs of different cultures can lead to cooperation or pose barriers to cross-cultural understanding.
- Concepts such as: location, physical and human characteristics of national and global regions in the past and present, and the interactions of humans with the environment.
- Historical events provide opportunities to examine alternative courses of action.
- The use of primary and secondary sources of information includes an examination of the credibility of each source.

**Lesson Length:** One week, with 2 days in class. After introduction of UNESCO sites and purpose, lesson will be assigned as a homework project with a limit of 2 people per group.

**Introduction/Background:** As a follow-up to the Cold War Era and the Korean War, this lesson is meant to give students the perspective on the division in Korea that has occurred as a result of the 38<sup>th</sup> parallel. A **World Heritage Site** is a landmark or area which has been officially recognized by the [United Nations](#), specifically by the United Nations Educational, Scientific and Cultural Organization ([UNESCO](#)). Sites are selected on the basis of having cultural, historical, and scientific or some other form of significance, and they are legally protected by international treaties. UNESCO regards these sites as being important to the collective interests of humanity.

### **Procedures:**

- following the study of the Korean War, students will be given a perspective on the division of the 2 Koreas.
- Show You tube link of UNESCO history.
- <https://youtu.be/PJC7zaZT-Dg>
- Inform students they are to create some type of collage...their choice of design, to portray the 12 sites in The Republic of South Korea.
- Show the UNESCO website link.
- <http://en.unesco.org/>

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### Cultural (11)

- [Baekje Historic Areas](#) (2015)
- [Changdeokgung Palace Complex](#) (1997)
- [Gochang, Hwasun and Ganghwa Dolmen Sites](#) (2000)
- [Gyeongju Historic Areas](#) (2000)
- [Haeinsa Temple Janggyeong Panjeon, the Depositories for the Tripitaka Koreana Woodblocks](#) (1995)
- [Historic Villages of Korea: Hahoe and Yangdong](#) (2010)
- [Hwaseong Fortress](#) (1997)
- [Jongmyo Shrine](#) (1995)
- [Namhansanseong](#) (2014)
- [Royal Tombs of the Joseon Dynasty](#) (2009)
- [Seokguram Grotto and Bulguksa Temple](#) (1995)

### Natural (1)

- [Jeju Volcanic Island and Lava Tubes](#) (2007)

-They are to portray and include the reason for their selection as a UNESCO site somewhere on the collage & geographical location reference.

-They can include for extra credit the Democratic People's Republic/North Korea sites, (2).

-They are to include a typed reflection essay as to why there are more sites in South Korea. (3-5 paragraphs with at least 3 details in intro, body, and closing)

### **Assessment:**

-Quality of collage.

-Explanation responses as to why they were chosen as UNESCO sites.

-Completion of deadline for assignment.

-Reflection essay completion.