

Bringing Korea into the Classroom 2018 Lesson Plan

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Lesson Title: UN ECOSOC (Economic and Social Committee) evaluation of Korean economic situation.

Subject: Economics

Ohio SS Topic: **Economic Decision Making and Skills**

Effective economic decision making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors and citizens. Economic decision making and skills engage students in the practice of analyzing costs and benefits, collecting and organizing economic evidence, and proposing alternatives to economic problems.

Ohio SS Content Standards:

19. Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.

20. The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.

*In addition, this lesson covers multiple Literacy standards in public speaking, listening and writing

Student Learning Target: I can describe how the distribution of economic resources and government cost-benefit analysis decisions impact levels of economic success.

Duration: 2-4 class periods depending on student/teacher level of interest and depth of research

Materials:

- Chromebooks
- LCD projector
- Google Doc Sub-Committee Reporting Template

Lesson Plan:

1. Set up room in 7 tables of 4-5 students each. Each table will have a sign U.N. ECOSOC Logo and Subcommittee A-G

[Table sign Template](#)

2. As students enter the classroom, give them a card with their committee letter on it (teacher discretion random, leveled, etc.) and students take seat.
3. LCD screen projecting the ECOSOC logo and committee title/goal

[ECOSOC LCD projection](#)

4. Setup (I would do this at the end of class the day before the activity so that we can start the simulation as kids arrive in class the next day): This year we have learned about Ancient Greece and Rome. We have learned how geography has impacted both of these cultures economically. Tomorrow we will hold a real-world simulation where we will use skills and information from those units to analyze a current region of the world: The Korean Peninsula. We will be simulating a session of the United Nations Economic and Social committee whose job is to help nations around the world solve economic and social problems. Korea is a very unique situation as we will see. You will be divided into sub-committees who will each be assigned a task to complete and then present your findings to the whole committee. The committee will then discuss our findings as a whole. You will then have an exit ticket that will require you to give your personal thoughts on the class activity and our findings.

5. Welcome at the beginning of class. Welcome students to the committee meeting and thank them for coming.

6. Show youtube video of Korea from the International Space Station. Ask for committee member observations on what they saw in the video.

[Korea at night from ISS](#)

7. The committee is very concerned about the economic and international relations situation in Korea (students will have discussed problems through our current events lessons). This is a dangerous situation as economic and international crises often lead to conflict-this is a major concern internationally. Our committee must try to figure out why this economic disparity between North and South Korea exists and come up with possible U.N. resolutions that could help N. Korea succeed economically to avert a major war on the Korean peninsula.

8. Assign each sub-committee its task and give Sub-committee reporting sheets.

-A: Geography: Describe location, neighboring countries, tell the key geographic features and natural resources of the Koreas

-B: Background-Why, When, How was Korea divided into 2 separate countries

-C: Economy: what types of economic systems do the Koreas use? Key economic statistics GDP, main imports/exports, avg income, etc, what do they prioritize

- D: Government: Compare/Contrast N/S Korea govts: types of govt? Key policies?
- E: People: Compare and contrast populations, avg height/weight, health, education levels, literacy rate, voter participation, etc
- F: Military: Compare/Contrast militaries of the Koreas. ID Strengths, weaknesses, allies, how much of nation's money spent on military. ID concerns with militaries.
- G: Social concerns: research any major social issues: human rights violations, social unrest? Major cultural concerns (internet use, suicide rate, drug abuse, racism? Do N/S Korea have social organizational systems (pyramid, caste system, or economic social organization)? Any other concerns social concerns or issues you find.

9. As a group, begin researching your assigned task. Take notes on a Google Doc and list websites you used in your research.

[Shareable Notes Doc](#)

Create a Google Slideshow to present your findings. All group members must participate in your presentation so make sure each member has a role and understands what they are to present. Google Slide show and Notes doc will be submitted in Google Drive. Presentations should include the following:

- Title slide: your sub-committee topic, a graphic, team member names
- A minimum 4 information slides: break your findings down into 4 main points 1 pt for each slide (may have multiple slides for each point). Each slide must contain key supporting details and at least 1 Graphic that relates to/ explains your point (chart, graph, picture, etc.) Each team member will present a slide.

10. Allow students to work for rest of the day (may need multiple days) as teacher circulates and gives guidance/assesses progress.

11. Next: Subcommittees present to whole committee.

12. Then, committee discuss/brainstorm possible suggestions to the U.N. for resolution topics that may help solve the economic, social, military and political tensions on the Korean peninsula. (be sure cost-benefit analysis and distribution of resources is discussed along with connections to Greece/Rome unit)

13. Complete the Exit Ticket and turn in through Google Classroom.

[Exit Ticket](#)

