

# Instructional Lesson Plan

Subject	Economics	Unit	Economic Systems
Teacher	Todd Sautters	School	Canal Winchester High School
Student Outcome(s)	Students will analyze the economic characteristics of North and South Korea in order to draw conclusions regarding the economic system each country best represents.		
Ohio Standards: Different economic systems (traditional, market, command, mixed) use different methods to allocate limited resources.			

## Instructional Delivery

### Opening Activities/Motivation

Using a satellite Image of Korean Peninsula at night, allow students to identify the visible difference between North and South Korea.



(Source: <http://www.dailymail.co.uk/sciencetech/article-2725415/Nasa-satellite-images-North-Korea-sective-space.html>)

*Student responses should include that North Korea is very dark at night. There are little lights, few identified cities. This a sign that it has not modernized like South Korea.*

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## Procedure

### Part 1: Introduce North and South Korea (10 minutes)

The teacher will introduce the essential question for the lesson. Which economic systems does North Korea and South Korea best represent?

Show the following video to students: "Average North Korean vs the Average South Korean - People Comparison" by the *Infographic Show*

[https://www.youtube.com/watch?v=xMGZxvKzPNo&disable\\_polymer=true](https://www.youtube.com/watch?v=xMGZxvKzPNo&disable_polymer=true)

As students watch the clip students should take notes on life for people living in each country. Students should make a t-chart with South Korea representing one column, and North Korea the other. (The teacher should also include a discussion that most information from North Korea is questionable due to the lack of information freedom.)

*Student responses include but are not limited to:*

South Korea	North Korea
<b>11th largest economy in the world according to GDP -- \$1.4 trillion GDP</b>	<b>\$25 billion GDP</b>
<b>Major industries include: electronics, automotive, shipbuilding, petrochemicals</b>	<b>Industries include: farming, mining, services</b>
<b>Average wage is \$32,000</b>	<b>High-ranking officials make \$1,000 month, factory workers \$100 a month</b>
<b>A lot of freedom</b>	<b>Very little freedom</b>
<b>Very competitive education system</b>	<b>Not a very competitive education system</b>

### Part 2: Review Economic Systems (5 minutes)

Allow students to review key characteristics, advantages, and disadvantages of each economic system. These should include market, command, traditional, and mixed.

### Part 3: Introduction of Assignment (5-15 minutes)

Introduce the essential question students will answer at the end of class: Which economic system does North and South Korea best represent? Students will use research to best identify which economic system each country best represents. Students should be assigned North or South Korea, but not both.

Separate students to work in groups of 2-4. Assign group roles to students to ensure maximum cooperation amongst students.

Using appropriate research, students will create a PowerPoint or Google Slides presentation to present their findings.

#### **Part 4: Student Work (30-60 minutes)**

Working in their groups students should conduct research to answer the essential question based on the country they are assigned. Research should be derived from:

##### **North Korea Resources**

- <https://www.heritage.org/index/country/northkorea>
- <https://www.investopedia.com/articles/investing/013015/how-north-korea-economy-works.asp>
- <https://www.cia.gov/library/publications/the-world-factbook/geos/kn.html>
- <http://www.korea-dpr.com/>

##### **South Korea Resources**

- <https://www.heritage.org/index/country/southkorea>
- <https://www.investopedia.com/articles/investing/091115/emerging-markets-analyzing-south-koreas-gdp.asp>
- <https://www.cia.gov/library/publications/the-world-factbook/geos/ks.html>
- <http://www.korea.net/>

##### **Comparing Both**

- <https://www.investopedia.com/articles/forex/040515/north-korean-vs-south-korean-economies.asp>

Students can also find outside resources, but the teacher should ensure the credibility.

#### **In their research, students should search for the following questions:**

1. What type of government each country possess?
2. How would you describe the country's economic activity? Identify the following:
  - a. What are the country's major industries?
  - b. What are the major agricultural products it produces?
  - c. What major products/commodities does the country import?
  - d. What major products/commodities does the country export?
3. What role does the government play in economic activity? Consider central banks, labor laws, regulations, the extent it answers the 3 economic questions.
4. To what extent does this country value economic freedom for individuals and businesses?
5. How would you describe the country's economic relationship with other countries in East Asia? Around the world? Consider imports, exports, trade agreements with other countries, and the extent those relationships are friendly.
6. Which economic system do you think this country has?
7. What characteristics of that economic system does the country possess?
8. What advantages does that country possess compared to the other?
9. What disadvantages does that country possess compared to the other?

#### **Part 5: Student presentations**

Students will present their findings. During presentations, all other students should ask questions, or use the rubric to help provide peer feedback. These presentations can be evaluated on their own merit, or students can present to their peers.

<b>Conclusion/Assessment/Evaluation</b>
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Assessment of learning will be done in the following ways:

1. As students work watch the introduction video, they should be able to identify key differences for the people living in each country.
  2. The teacher should review the different economic systems with each students.
  3. The teacher should engage with student groups while students are working in order to guarantee student understanding throughout the research process, and continue to refer to the rubric to guide student thinking.
  4. Student summative assessment will be using the presentation rubric to ensure that students produce high-quality work.
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## **Essential Question:** Which economic system does North Korea and South Korea best represent?

### **Directions:**

In a group of 2-4, you will create a presentation to answer the above essential question. To do so, you will focus on answering the following sub-questions:

1. What type of government each country possess?
2. How would you describe the country's economic activity? Identify the following:
  - a. What are the country's major industries?
  - b. What are the major agricultural products it produces?
  - c. What major products/commodities does the country import?
  - d. What major products/commodities does the country export?
3. What role does the government play in economic activity? Consider central banks, labor laws, regulations, the extent it answers the 3 economic questions.
4. To what extent does this country value economic freedom for individuals and businesses?
5. How would you describe the country's economic relationship with other countries in East Asia? Around the world? Consider imports, exports, trade agreements with other countries, and the extent those relationships are friendly.
6. Which economic system do you think this country has?
7. What characteristics of that economic system does the country possess?
8. What advantages does that country possess compared to the other?
9. What disadvantages does that country possess compared to the other?

### **Research:**

#### **North Korea Resources**

- <https://www.heritage.org/index/country/northkorea>
- <https://www.investopedia.com/articles/investing/013015/how-north-korea-economy-works.asp>
- <https://www.cia.gov/library/publications/the-world-factbook/geos/kn.html>
- <http://www.korea-dpr.com/>

#### **South Korea Resources**

- <https://www.heritage.org/index/country/southkorea>
- <https://www.investopedia.com/articles/investing/091115/emerging-markets-analyzing-south-koreas-gdp.asp>
- <https://www.cia.gov/library/publications/the-world-factbook/geos/ks.html>
- <http://www.korea.net/>

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