

# Faces™

## South Korea: Living the High-Tech Life

A nation divided in two, the peninsula of Korea is a largely mountainous country with narrow coastal plains. This issue of FACES magazine explores the beauty of the land and its people and will enlighten the reader about South Korea's rich culture and its desire for reunification.

### CONVERSATION QUESTION

What is unique about the country of Korea?

### TEACHING OBJECTIVES

- Students will learn about the history and culture of Korea.
- Students will learn about life in Seoul, South Korea.
- Students will learn about the division of Korea and the South's hope for reunification.
- Students will examine cultural and institutional characteristics.
- Students will analyze the impact of technology on different aspects of society.
- Students will identify the values of a society by interpreting its symbols.
- Students will conduct short research projects.
- Students will use a mathematical process to solve a relevant word problem.
- Students will plot geographical locations on a map of Korea.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

### SELECTIONS

- **Welcome to Korea**  
Expository Nonfiction, ~1130L
- **Stay Connected in Seoul**  
Expository Nonfiction, ~1010L
- **Symbols of Peace**  
Expository Nonfiction, ~1000L

# Faces® Teacher Guide: May/June 2021

## Welcome to Korea

### pp. 8–11, Expository Nonfiction

This article takes students on an immersive journey to Korea. Students will learn about the land, history, and people of this beautiful East Asian country.



## RESOURCES

- Korea: Examine Characteristics

## OBJECTIVES

- Students will learn about the history and culture of Korea.
- Students will examine cultural and institutional characteristics.
- Students will conduct a short research project.

## KEY VOCABULARY

- **peninsula** (p. 9) a piece of land that is almost entirely surrounded by water and is attached to a larger land area
- **diluted** (p. 10) lessened the strength of something
- **cornerstone** (p. 10) something of basic importance

## ENGAGE

**Conversation Question:** What is unique about the country of Korea?

The introduction to this article (page 8) tells the Korean legend of the founding of the first Korean kingdom. Motivate students to read by supplying them with further knowledge of the subject. Read aloud the full version of “The Legend of the Prince and the Bear” (available online) so that students can more easily connect to the topic.

## INTRODUCE VOCABULARY

Post the key vocabulary words and definitions on the board. Then display the following cloze sentences and have students supply the correct word:

1. Hard work is the \_\_\_\_\_ of success.
2. The health food craze has \_\_\_\_\_ the popularity of junk food.
3. The house was built at the tip of a narrow \_\_\_\_\_.

## READ & DISCUSS

Reinforce comprehension of the concepts presented in the article by using the following questions to direct discussion.

1. How does the legend of Prince Hwanung demonstrate Koreans’ love of their land?
2. What connection does Korea have with China and Japan?
3. Why does Korea have one of the highest literacy rates in the world?
4. What was the result of the struggle over Korea between China, Russia, and Japan?
5. Explain the differences between North and South Korea.

## CONCEPT/SKILL FOCUS: Examine Characteristics

**INSTRUCT:** This article presents the reader with information about the cultural and institutional aspects of Korea. Remind students that when studying a country, it is important to consider the many facets of life there. Distribute the *Korea: Examine Characteristics* graphic organizer and tell students that they will be using information from the article to complete the chart.

**ASSESS:** Review the chart and evaluate individual answers to the question in the Think Tank.

## EXTEND

**Social Studies** Have students conduct research to learn more about North Korea and the political, social, economic, and cultural conditions there. Suggest students look for recent newspaper and magazine articles about North Korea. Invite interested students to create presentations showing what they learn.

## Korea

**Examine Characteristics** Consult the article to explain how each of the elements listed below contribute to the uniqueness of the country of Korea.

Element	Defining Characteristics
Geography	
Language	
Government	
Education	
Family	

**Think Tank:** Use the lines below to write about another aspect of Korea that is a defining feature of the country.

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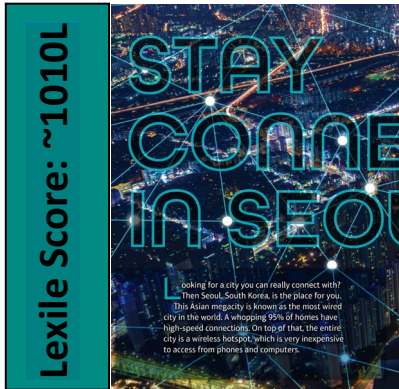
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# Faces® Teacher Guide: May/June 2021

## Stay Connected in Seoul

pp. 12–15, Expository Nonfiction

Seoul, South Korea has gained the distinction of being referred to as the most connected city in the world. Tech-loving students will enjoy reading about the high-speed connections and digital innovations that are trademarks of this megacity.



## RESOURCES

- Seoul Mates: Analyze Impact

## OBJECTIVES

- Students will learn about life in Seoul, South Korea.
- Students will analyze the impact of technology on different aspects of society.
- Students will use a mathematical process to solve a relevant word problem.

## KEY VOCABULARY

- **metropolis** (p. 14) a very large city
- **bang** (p. 15) a Korean word meaning *room* that typically refers to online chat rooms where people with similar interests meet to share hobbies and entertainment

## ENGAGE

**Conversation Question:** What is unique about the country of Korea?

On the board, list students' favorite possessions. Invite the class to keep offering responses until the board is full. Then ask them to classify the items as "connected" or "unplugged" devices. What conclusions can they draw from the data? Ask students if the answers might be different if they lived in a different region. Why might this be the case?

## INTRODUCE VOCABULARY

Post the key terms and discuss the definitions. Then display the following prompts and have students discuss responses with a partner.

- What are the advantages and disadvantages of living in a **metropolis**?
- What type of **bang** would you be most likely to spend time in? What would be the theme of a bang that you created?

## READ & DISCUSS

Post and discuss the questions prior to reading. Read the article aloud. Pause when answers to the questions are revealed and encourage students to elaborate.

1. How does the traditional nickname, Land of Morning Calm, conflict with today's Seoul?
2. How does the city use resident-issued RFID cards?
3. What is the purpose of the digital kiosks on the city streets?
4. How does U-City help to improve the daily lives of its citizens?
5. Where can you go in South Korea to unplug? Describe.

## CONCEPT/SKILL FOCUS: Analyze Impact

**INSTRUCT:** The article presents the reader with detailed information regarding the role that technology plays in the everyday lives of Seoul's residents. Distribute the *Seoul Mates: Analyze Impact* graphic organizer and tell students that they will be analyzing how the connectedness of this city impacts different aspects of its culture.

**ASSESS:** This article highlights many positive aspects of an abundantly wired city. Have students write a brief response on an aspect of life that could be negatively affected by such a high level of digital connectedness.

## EXTEND

**Mathematics** The title page of this article (page 12) states that 95 percent of homes in Seoul have high-speed connections. If the population of Seoul is approximately 9,733,000 people, how many households do NOT have high-speed connections? Have students use the RDW (Read-Draw-Write) process to show their mathematical thinking. **Answer:** 486,650

## Seoul Mates

**Analyze Impact** Review the article and locate passages that reflect how such a high level of connectedness impacts various aspects life in Seoul. Record your findings below.

Economy	Education
Social Constructs	Daily Life

**SEOUL**  
**The World's Most**  
**Wired City**



## Symbols of Peace

pp. 30–32, Expository Nonfiction

Students may be able to identify with an argument between siblings, but a feud that has lasted over 70 years!? This article discusses the division between North and South Korea and highlights the hopeful symbols that sit along the south side of the Demilitarized Zone.



## RESOURCES

- “Peaces” of Art: Identify Values

## OBJECTIVES

- Students will learn about the division of Korea and the South’s hope for reunification.
- Students will identify the values of a society by interpreting its symbols.
- Students will plot geographical locations on a map of Korea.

## KEY VOCABULARY

- **annexed** (p. 30) took control of a territory or place
- **armistice** (p. 30) an agreement to stop fighting a war
- **reunification** (p. 30) making something, such as a divided country, whole again
- **sanctions** (p. 31) actions taken or orders given in order to force a country to obey international laws

## ENGAGE

**Conversation Question:** What is unique about the country of Korea?

Give students three minutes and the following directive: *Draw a symbol of hope or peace.* When time is up, invite students to share their illustrations. Most likely, there will be doves, a peace symbol, a flag, etc. Draw attention to any unique illustrations and ask the artist to elaborate. Can ideals such as hope or peace be represented in a variety of ways? Discuss the power of symbolism.

## INTRODUCE VOCABULARY

Post and discuss the key terms and the title of the article. Be sure that students understand the definitions before reading the article. As a post-reading activity, have students use the four vocabulary words to summarize the article in paragraph form.

## READ & DISCUSS

Read the article aloud with the class. Have students reread the article in small groups to answer the questions below. Discuss responses.

1. Why is the country of Korea divided into two nations?
2. What is the Demilitarized Zone (DMZ)? Explain its appearance and its purpose.
3. What similarities does the history of Germany share with Korea?
4. Why would tourists buy an unusable ticket at Dorasan Station?
5. What significant event at the 2018 Olympics provides hope to those wishing for unity?

## CONCEPT/SKILL FOCUS: Identify Values

**INSTRUCT:** This article teaches readers how tangible structures can symbolize the values of a society. North and South Korea are very different parts of the same whole, with a Demilitarized Zone that ominously separates the two nations. Symbols of hope and peace throughout South Korea express the desire for reunification. Distribute the “Peaces” of Art: Identify Values graphic organizer. Tell students to refer to the article to explain how each symbol of peace represents South Korea’s yearning for unity.

**ASSESS:** Collect the worksheets and evaluate the students’ work.

## EXTEND

**Geography** Display a map of Asia and plot the location of Korea. Discuss the characteristics that categorize this country as a peninsula. Give pairs of students blank maps and have them plot and label the following points from the article: Demilitarized Zone, Uijeongbu Station, Pyongyang (N. Korea capital), Seoul (S. Korea capital), and This One Earth (reunification sculpture). Encourage students to discuss which symbol they feel is most representative of hope for unity. Challenge students to create their own symbol and plot it on the map.

## “Peaces” of Art

**Identify Values** Record the location of each structure listed in the first column. Then explain how each structure represents the values of the South Korean people.

Structure	Location	Explain how the structure represents a specific value of the South Korean people.
Pieces of the Berlin Wall		
Dorasan Station		
This One Earth		

**Extension Activity Challenge:** Create your own symbol of peace on the back of this page. Explain its meaning.