

# Korean Peninsula and Indiana

*Mary Lou Luebbehusen  
Forest Park Junior/Senior High School*

Theme

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## PURPOSE

To create an atmosphere of inquiry; to gain an awareness of the differences and similarities in geography and demographics of North Korea, South Korea, and Indiana.

## THEME STATEMENT

United States and Global Connections (USGC): Realities of local and global interdependence require understanding of diverse global connections for possible solutions to global issues.

## SUGGESTED TIME

Two periods of forty-five minutes each.

## KEY VOCABULARY & CONCEPTS

Compass rose, population density, absolute location, relative location.

## MATERIALS NEEDED

- blank map of East Asia, with special focus on Korean peninsula (one per student) (see Appendix II)
- colored pencils
- almanac
- Hammond World Atlas
- 11"x14" sheet of paper (one per student)

## BACKGROUND INFORMATION

If the students have not covered population density, it will be helpful to demonstrate how population density is calculated. One method of figuring distance from a map can be to use degrees, with one degree measuring approximately 69 miles. Students also will need to have prior knowledge in setting up charts and graphs. In addition, students will need to know general information about relations between North and South Korea in order to successfully analyze questions.

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## SUMMARY

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Adaptable Levels  
Grades 6-10

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Related Themes  
PPE

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Values  
Appreciation of similarities and differences

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Skills  
Researching, organizing data, applying absolute location skills, observation, comparison, mapping

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Integration  
Social studies, geography, math, reading

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## INITIATION (Inquiry, Preview, Involvement)

1. Discuss and compare Indiana with North and South Korea. Have students make a mental picture of these three areas in their minds. Have students guess which area is largest, giving reasons for their selection.
2. Have students guess the rank of the capitals of Indiana, North Korea, and South Korea in terms of the size of the population.

## DEVELOPMENT (Instruction, Data Collection, Organization)

1. Students should organize their outline map of East Asia so that it can be used for reference. First, label the following bodies of water surrounding the Korean Peninsula: Yellow Sea, East China Sea, Korea Bay, Korea Strait, Sea of Japan, and East Korea Bay.
2. Next, have students label the island country directly east of North and South Korea. Also, label the countries northwest and northeast of North Korea.
3. Have students add a compass rose to their maps.
4. Have students label the 38° parallel.
5. Have students find the capitals of North and South Korea and label the appropriate locations.
6. Have students fill in and label the following mountain ranges: Taebaek Range (South Korea) and Nangnim Range (North Korea). These two mountain ranges form the backbone of North Korea and South Korea, running in a north-south direction along the east coast of both countries.
7. Give information (#7a and #7b) regarding mountain peaks and rivers of the Korean peninsula. Students should find the corresponding information for mountain peaks and rivers in the United States.
  - 7a. Give students the heights of the following mountain peaks of the Korean peninsula in meters as follows:
    - Mt. Nangnim: 2,014 meters
    - Mt. Kumgang: 1,638 meters
    - Mt. Sorak: 1,780 meters
    - Mt. Taebaek: 1,546 meters

Have students locate and/or calculate the heights of the following U.S. mountain peaks in **meters**: Mt. McKinley, Pikes Peak, Mitchell, St. Elias.

- 7b. Give students the lengths of the following rivers on the Korean peninsula in kilometers as follows:
  - Amnokkang River: 790 km
  - Tuman-gang River: 521 km
  - Han-gang River: 514 km
  - Kumgang River: 401 km
  - Naklonggang River: 525 km

Have students locate and/or calculate the heights of the following U.S. rivers in kilometers: Ohio River, Mississippi River, Pecos River, Arkansas River.

8. The Korean peninsula lies between 33°N and 43°N and between 124°E and 131°E. Have students calculate the width and length of the Korean peninsula in miles. Also, have students measure and/or calculate the length and width of Indiana in miles.
9. Have students research and record the square miles and population of North Korea, South Korea, and Indiana.
10. Have students research and record the absolute location and population of the capital cities of North Korea, South Korea, and Indiana.

**EXTENSION/ENRICHMENT (Idea Articulation, Ownership, Experimentation)**

- Have students coordinate graphs and/or charts showing the comparison of mountains and rivers of the Korean peninsula to those in the United States.
- Have students figure the population density for North Korea, South Korea, Indiana, and the United States. Rank the above from largest to smallest in terms of (1) square miles, (2) population, and (3) population density.
- Have students rank the *capitals* of North Korea, South Korea, and Indiana in terms of (1) population and (2) population density in the capital city, while showing the absolute location of each.

**ASSESSMENT OF ACHIEVEMENT**

Collect and assess the charts and graphs completed by the students. A sample rubric for cooperative overall assessment is as follows:

- 10 = Everything completed and well done; student answered key questions in depth
- 8 = Everything completed thoroughly; student was able to answer key questions
- 6 = Student collected information, tabulated information, and answered key questions with minor inaccuracies
- 4 = Student collected information, tabulated information, and completed charts/graphs
- 2 = Student collected information but did only minimal work on charts/graphs
- 0 = Student did not follow directions and did not do the work

**KEY QUESTIONS**

- How do the mountain peaks on the Korean peninsula compare to the heights of the U.S. mountain peaks?
- How do the rivers on the Korean peninsula compare to the lengths of the U.S. rivers?
- What is the purpose of the 38th parallel? What significance is there in the fact that Seoul is located so close to the 38th parallel?
- Were your original guesses correct on the ranking of North Korea, South Korea, and the U.S. in area, population, and population density?
- Compare the width and length of the three areas: North Korea, South Korea, and Indiana. Which is longer in length? in width?

**ALTERNATIVES**

Graphs and charts could be decorated.

**REFERENCES & RECOMMENDED RESOURCES**

- Korean Overseas Information Services. *Handbook of Korea*, Ninth Edition. Elizabeth, NJ: Hollym International Corp., 1993. (ISBN: 1565910222)

