**Urban Patterns of Tourism in Seoul**

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| **OBJECTIVES** |
| Understand how the processes that shape natural and cultural environments change over time, vary in scale and from place to place and create spatial patterns. | Achievement standard: Demonstrate geographic understanding of an urban pattern**Level:** 2**Credits:** 3**Unit Duration**: 4 weeks |
| **Values:**Inquiry, diversity, sustainability, excellence | **Key Competencies:**Thinking, using language, symbols and text, managing self, relating to others, participating and contributing. | **Principles:**High expectations, cultural diversity, inclusion, learning to learn,  |
| **Geographic inquiry**  | **Context:** |
| How do tourism patterns of Seoul vary?What has contributed more significantly to tourism patterns in Seoul? | Seoul, South Korea |
| **Conceptual understandings** | **Concepts** |
| * Urban patterns have spatial and temporal variation
* Urban patterns are the result of factors and processes
 | Pattern, Process, Change, Interaction, Location |

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| Introduction |
| 1. What are some urban areas of relevance to tourism in South Korea?
2. What can tourists see and do in South Korea?
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| Concepts: Location, distance, accessibility |
| Suggested activities | Resources |
| LA 1Watch the following videos:* See you in Korea
* Sparkling trip to Korea – Korea Tourism Organisation

As students watch have them record the range of attractions and activities available in South Korea. | <https://www.youtube.com/watch?v=c2-41swr9SU><https://www.youtube.com/watch?v=D513dJByjsw> |
| LA 2Watch the following video to get an overview of tourism in Seoul.* 25 best things to do in Seoul, South Korea

Ask students “what attractions or activities interest you more and why?” have students share their answers with each other. | https://www.youtube.com/watch?v=N-zrjBpKGiI |
| LA 3Provide each student with a map of South Korea. Students use the *South Korea tourist map* available at the link to locate the following on their outline map.SeoulGwangjuDaeguUlsanBusanDaejonIncheon airportJeju IslandGyeongjuUse the geographic concepts of location, distance and accessibility to discuss the map. The maps available at the indicated link provide greater detail for this discussion.Students can write a conclusion about Seoul’s proximity to key areas in South Korea.  | LA 3 worksheetMaps and other brochures are available at this link <http://english.visitkorea.or.kr/enu/GK/GK_EN_2_7_4.jsp> |

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| Spatial and Temporal variation in an urban pattern |
| 1. What is the temporal pattern of tourism in Seoul?
2. What is the spatial pattern of tourism in Seoul?
3. How has the urban pattern of tourism changed over time?
4. How does the spatial pattern of tourism vary?
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| Concepts: Pattern, Location, Change |
| Suggested activities | Resources |
| LA 4Ensure students have access to extracted pages from JLL Spotlight on Seoul 2014.Have students complete the worksheet to identify and understand the temporal patterns of tourism in Seoul, South Korea. | LA 4 resource Extracted pages from JLL Spotlight on Seoul 2014LA 4 worksheet: Temporal patterns of Seoul  |
| LA 5Students annotate each of the 7 clusters within Seoul to identify the characteristics, attractions and activities in each cluster. Characteristics of tourism could include but are not restricted to:* Culture and heritage
* Shopping
* Nightlife
* Entertainment
* Recreation
 | <http://www.visitseoul.net/en/article/searchArea.do?_method=pop&type=see&m=0003001011005&region=2002>LA 5 worksheet: Seven clusters in Seoul  |
| LA 6Students put together a holiday package for a client wishing to travel to Seoul. The task requires students to select appropriate attractions, activities, accommodation and transport. They will look at the spatial distribution of tourism and the connections with transport. | LA 6 worksheet: GlobalTravel <http://english.visitkorea.or.kr/enu/SI/SI_EN_3_6.jsp?cid=1364601>LA 6 resource: Metro Lines in Seoul LA 6 resource: Seoul city map |
| LA 7Students draw a flow chart to show how tourism in Seoul has changed over time. The flow chart should include some detail. Have students pair up and use their flow charts to explain to each other how tourism has changed in Seoul. |  |

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| Factors or circumstances that contribute to the urban pattern |
| 1. What factors or processes have contributed to spatial and temporal patterns?
2. How significant has this contribution been on changing the spatial and temporal patterns?
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| Concepts: Process, interaction, change, patterns |
| Suggested activities | Resources |
| LA 8Elements of tourismUse a variety of literacy strategies to support students to understand the resource. These literacy strategies could include:* Highlighting important words and explaining to a peer why they thought they were important.
* Students taking responsibility for summarising each section.

Following this students construct a mind map on tourism in Seoul using these headings as a starting point: attractions and activities, regulators, infrastrucutre and facilities, operators. As they develop thier mind map encourage them to consider greographic ideas such as location, distance and accessibility.Finally have students use the diagram in the resource by annotating it with examples of each element and then write a paragraph to explain the interaction of the elements of tourism in Seoul. | LA 8 resource: elements of tourism resource |
| LA 9After 10: Overview of Korea’s tourism industry 2013.Use this video to introduce factors that have influenced tourism patterns in Seoul. Students should record notes using the template*Reflection question* ‘How important is word of mouth for tourism growth?’ | <https://www.youtube.com/watch?v=DKk_nNgKSKI>LA 9 worksheet: After 10 |
| LA 10Factors that contribute to tourism.This worksheet is designed so that students can fill parts of it out now but add to it as they complete the following learning activities. | LA 10 worksheet: Factors that contribute to tourism  |
| LA 11Students carry out an inquiry into the factors that have contributed to tourism in Seoul, South Korea. This inquiry can replace LA 12.Encourage students to make connections for Korean organisations such as the Korean Education Centre. It may be possible for speakers to come and talk about tourism with students. | LA 11 worksheet: Geographic inquiry<http://www.nzkoreanedu.com/><http://nzl-wellington.mofa.go.kr/english/as/nzl-wellington/main/index.jsp> |
| LA 12A variety of tasks & worksheets can be used to identify factors that have contributed to tourism patterns in Seoul. Students can work individually or in small groups to complete these tasks. Factors include but are not limited to:Government initiatives and promotionGovernment and industry partnershipsSocial & cultural factors | LA 12 worksheet A: Government initiatives and promotionLA 12 resource ALA 12 worksheet B: Government and industry partnershipsLA 12 resource B<http://www.visitseoul.net/en/popular/popular.do?_method=kwave&m=0004030001001> |
| LA 13Contributing factors hierarchy.In groups students rank contributing factors from those that have a greater influence on tourism patterns in Seoul to those that have had less influence on the patterns. Have students annotate the hierarchy to show their reasoning. |  |
| LA 14Concept blockThis requires students to make connections between concepts using their learning. | LA 14 worksheet: concept block |
| LA 15Sketch a map of Seoul to show the spatial patterns related to tourism. Annotate the patterns to describe the factors and processes that have contributed to those patterns. |  |

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| **Additional resources:** |
| Spotlight on Seoul – an annual report. Check for updatesTravel and Tourism economic impact 2015 South Korea – report[www.visitseoul.net](http://www.visitseoul.net) – tourist guides and maps are available on this siteBook: facts about Korea available at <http://kstore.korea.net/publication/view?articleId=6087&keywordId=A160200> |