

Change Has Sides

Examine how modernization can create both opportunities and tensions.

10.8a "Cultures and countries experience and view modernization differently. For some, it is a change from a traditional rural, agrarian condition to a secular, urban, industrial condition..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Label examples: G government, F family, E education, R religion. In paragraph 3, circle one opportunity and one possible cost.

Modernization in South Korea

- ① After the Korean War, much of South Korea's population lived in rural areas. From the 1960s, government policies promoted exports, infrastructure, and industrial growth. Textile factories, followed by expanding heavy and technology industries, drew workers to cities such as Seoul and Busan. The state directed investment and urban development, often under authoritarian governments. Industrialization changed where people worked and how government shaped daily life. Wage work and apartment living expanded, but rural practices did not simply disappear.
- ② Urban growth also affected families, schools, and religion. Many migrants lived in smaller households, separated from relatives who remained in villages. Schools expanded as families and government invested in education for a changing economy. Religious institutions remained active: urban churches, for example, offered community networks and social support. Moving to a city did not require abandoning belief. Family connections, traditional holidays, and respect for elders continued, although distance and new work routines changed how people practiced them.
- ③ People could see both opportunity and cost. A student training for a technical job might welcome greater mobility. An older relative might worry about weaker contact across generations. Factory workers could value wages while facing long hours and crowded housing. These are possible perspectives, not views shared by everyone in each group. Modernization did not automatically erase tradition or religion. Institutions adapted, people disagreed, and economic growth benefited people unequally.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 How did modernization change where many South Koreans worked and lived?

2 How could migration to cities change family life?

3 According to the passage, how did the urban role of religious institutions change?

4 Why might a student see modernization as an opportunity while an older family member might see it as a threat?

3 YOUR TURN _____ Your own words

Create a four-sentence example about a fictional rural community becoming more urban and industrial. Describe two changes to social institutions, explain one opportunity, and explain one threat from two different perspectives.

PART 1 • READ AND MARK

Label examples: G government, F family, E education, R religion. In paragraph 3, circle one opportunity and one possible cost. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How did modernization change where many South Koreans worked and lived?	Many people moved from rural farming to wage jobs in cities, where apartment neighborhoods became common.
2	How could migration to cities change family life?	Migrants often lived in smaller households, apart from village relatives; distance and work routines changed everyday contact while family connections continued.
3	According to the passage, how did the urban role of religious institutions change?	Urban churches offered community networks and social support. Religious institutions remained active rather than simply disappearing with urbanization.
4	Why might a student see modernization as an opportunity while an older family member might see it as a threat?	A student might gain education and a technical job. An older family member might worry that city life would weaken family ties and community life.

PART 3 • YOUR TURN (SAMPLE ANSWER)

In the fictional town of Maruva, a new rail line brings garment factories, and many farm families move into nearby apartments. Schools add engineering classes, while grandparents who once worked with children in the fields have less daily influence on family decisions. A teenager sees the change as an opportunity because training may lead to steady work. A village elder sees a threat because crowded city life may weaken farming traditions and family ties.

Accept equivalent evidence-based descriptions of the changes in work, residence, family, education, government, or religion. For Part 3, accept varied fictional settings if the response includes two institutional changes and contrasting opportunity and threat perspectives.