

INTERPRETING PERSPECTIVES ON KOREAN HISTORY: A DOCUMENT BASED INQUIRY

GRADES: 10th

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TOPIC/THEME: Korean History

TIME REQUIRED: Two to three 50 minute periods or one 90 minute and one 50 minute period

BACKGROUND:

During the 2011 Korean Studies Workshop, historian Mark Peterson notes that many Koreans view their history as one of “a lot of wars and conflict” endured by the Korean people over several centuries. But is this actually the case? Peterson posits the theory that if we step away from the twentieth century, the history of Korea is actually one of long periods of peace, and that, throughout much of its history, Korea experienced more stability than its other East Asian neighbors. So, to what extent *is* Korea’s history one of turbulence, invasions, and instability?

This lesson seeks to engage students in this historical debate by providing them with a variety of historical accounts and interpretations of Korean history. Students play the role of historians and weigh the evidence provided in the form of a Document Based Question both-individually and in groups-and will present their own interpretations.

Some basic facts about Korean history are important to know to teach this lesson. Through most of its history Korea was governed by dynasties. There are three main dynasties in Korean history: The Unified Silla (668-936 CE), The Koryŏ (918-1392), and the Chosŏn (1392-1897). The timeline provided in the documents will help the teacher get a sense of “the big picture” of Korean history. The teacher should also read the documents in the DBQ before teaching the lesson. The “Central Themes and Key Points” section on the Asia for Educators website at Columbia University also is an excellent site to get an overview of Korean history (see resources).

It is also important to know that Koreans have viewed their place in East Asia as “a shrimp among whales” – a country that has to be ever vigilant of its powerful neighbors.

There have been two major foreign invasions (defined by Peterson as being invasions where over one million people died and which caused massive destruction) in Korean history: The Mongol Invasions (1231-1270) and The Imjin Wars (1592-1598) when the Japanese Warlord Hideyoshi invaded Korea with the intent to use it as a platform to invade China. However, as noted in the timeline, there are also other smaller invasions in Korean history. In addition, from 1910 to 1945 Korea was under Japanese colonial rule a period which profoundly affected Korea’s identity.

Students will have to weigh the significance of these events in determining how they answer the DBQ.

CURRICULUM CONNECTION:

This lesson is part of a sub-unit on East Asia which is part of a larger unit on the “Post-Classical” Era (600-1450). I teach this unit towards the beginning of the year in AP World History to help students consider the context for the changes and continuities that occur in East Asia during this time period as well as the similarities and differences between East Asian nations and WHY they developed.

One of the College Board’s curricular requirements for the AP World History course is that it provides opportunities for students to “identify and evaluate diverse historical interpretations.” Students often think of history as static, a story that does not change. This lesson introduces students early in the year to the idea that history is in fact dynamic. Historians often draw different conclusions using the same facts and engage in debate about how history should be interpreted. Students will revisit this idea when they examine the impact of the Mongol invasions later in this unit as well as during the last time period in the curriculum (1900-Present) where they will look at Japanese imperialism and the rise of Korea as one of the “Asian Tigers”.

Finally, for students taking the AP World History Exam, they will need to learn how to write a DBQ essay. This lesson can be used to introduce students to this essay format or, if they are familiar with the DBQ essay, help them to continue to build those skills.

CONNECTION TO STUDENTS’ LIVES:

Every country develops a dominant narrative about how to understand its history. National identities are forged on these narratives and they are often used by leaders to develop a sense of unity. George Orwell famously wrote that “he who owns the present owns the past.” This lesson connects to students’ lives by making them aware that how history is portrayed is the subject of intense debate and that the history they read in their textbooks is the product of that debate.

This connection will be made both at the beginning of the lesson when students are asked to describe the history of the United States and at the end of the lesson when students will examine why one version of a country’s history becomes dominant.

By examining diverse interpretations of Korean history students will be developing the skills to examine interpretations of the history of their own country and draw their own conclusions rather than allow other to do it for them.

OBJECTIVES AND STANDARDS:

1. Students will be able to compare and contrast diverse interpretations of Korean History.
2. Students will be able to interpret and analyze documents.
3. Students will be able to use documents as evidence to support a thesis.

NCSS Standard: Theme I B: CULTURE

Social studies programs should include experiences that provide for the study of *culture and cultural diversity*, so that the learner can: give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference.

NCSS Standard: Theme II C: TIME, CONTINUITY AND CHANGE

Social studies programs should include experiences that provide for the study of *the ways human beings view themselves in and over time*, so that the learner can: Compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past.

Washington State Standard: History 4.3.1 Analyzes and interprets historical materials from a variety of perspectives in world history.

Washington State Standard: History 5.1.2 Evaluates the precision of a position on an issue or event.

Common Core Standards

RH 1 Cite specific textual evidence to support analysis of primary and secondary sources

RH 2 Determine the central ideas or information of a primary or secondary source

RH 3 Analyze in detail a series of events described in a text

RH 4 Compare the point of view of two or more authors for how they treat the same or similar topics

WHST 1 Write arguments focused on discipline-specific content

WHST 2 Write informative/explanatory texts

WHST 3 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience

WHST 9 Draw evidence from informational texts to support analysis, reflection and research

SL 1 Initiate and participate effectively in a range of collaborative discussions

MATERIALS REQUIRED:

- Document camera or Smart Board
- Copies of “Interpreting Korean History DBQ”
- DBQ Graphic Organizer
- DBQ Scoring Guide
- “Shrimp among whales” picture

- Map of East Asia

INTRODUCTION and EXPLORATION:

To introduce this lesson the teacher should activate prior knowledge students have about historic interpretation as well as about Korea and East Asia.

Write the following question on the board and begin by asking students: What words would you use to describe to a visitor to the United States the story of the United States?

Have students write down a list of three words they would use. Have students “pair and share” (this means share their ideas with a designated partner with each person taking turns sharing).

Ask the class for volunteers to share their words. Write the words on the white board. Some words students may come up with include: *freedom, democracy, immigrants, inventions, slavery, civil rights*. Make a note of the words that come up more than once and ask students what events in U.S. history makes them think of these words. If there are words that seem to be opposite (e.g., slavery and freedom), ask students for events that support those words.

Ask students if it is possible that there is more than one way to look at the history of a country (most should say yes). If so, why? Students may note that a person’s perspective on the story of the country may depend upon their background (e.g. class, race, gender, etc.).

Show students a picture of a shrimp between whales (HANDOUT I). Ask them what they see. Ask students how they would feel if their country was the shrimp. Students might say *threatened, fearful, wary*.

Now show a blank map of East Asia (HANDOUT I). Have students locate the Korean peninsula and which country might be the whales (China, Japan, Russia). Tell students that Koreans sometimes describe the Korean peoples’ story in East Asian history as being a shrimp among whales. Ask students why they think this is so (*the Korean peninsula is surrounded by physically larger, more militarily dominant, and /or more economically more powerful nations*)

Explain to students that today they will be looking at this interpretation of Korean history as well as alternative perspectives. By the end of the lesson students will be able to use evidence from documents to support which perspective they believe is most accurate.

PROCEDURE:

THE DELIVERY OF THE CONTENT: New content about Korea will be introduced to students through the “Think Pair Share” in the beginning of the lesson as described above. Students will have time to think about their own answer to a question, share it with their pairing partner and then discuss with the class.

Tell students they will be expected to answer the prompt: “To what extent is the history of Korea turbulent and full of invasions and instability.” They will use documents in the

Document Based Question (DBQ) to support their answer. Give students the DBQ “Interpretations of Korean History” (HANDOUT 2) and the DBQ Graphic Organizer (HANDOUT 4) and ask for a student volunteer to read the directions and prompt. If this is the first time students have written a DBQ have them highlight what they think are the main parts of the prompt. Ask students to explain what “to what extent” means (how much is).

The teacher will use a “Think Aloud” strategy using the first document to model how students might approach analyzing the documents. During a “Think Aloud” the teacher makes the steps they are taking to perform a task visible by speaking them out loud. This also allows students to see the teachers thinking. During the “Think Aloud” the teacher will place the documents under the document camera or project them on a Smart Board to show students how they would annotate the document highlighting important words or phrases that address the question. For example, the teacher might put a “T” next to sections of the document that agree with the belief that Korean history was very turbulent while putting an “S” next to parts of the document that show stability.

Students will work in pairs to analyze each document, answering the questions on the graphic organizer. The last five minutes before the end of the period, the teacher will ask students to write down how they would answer the question based on the documents they had read by using “Fist to Five” (Five fingers held up means to a great extent and fist held up means to no extent).

For homework students will finish reading and annotating the documents, and complete the graphic organizer.

For Day Two, students will be divided into groups of four and review their analysis of the documents using their graphic organizers. Ask students in each group to identify one document that they had the most difficulty understanding. Pick one of these documents and ask a student to do a “Think Aloud” on the document, providing support to correct any misunderstandings.

Have students in their groups decide, based on the documents, whether they agree with the statement:

The history of Korea is one of turbulence, invasions and instability

Each group has to come up with a number from one to five to demonstrate their level of agreement with that statement (Five again meaning totally agree and one meaning do not agree at all). Have each group send one member up to Take a Stand and arrange themselves in order by number. Ask students on each end of the spectrum to explain why they held that position and which documents supported their position. Ask students who are in between to explain their position as well. Students who are not “taking a stand” should question participants and ask standing students which documents best support their positions.

Allow for ten minutes at the end of the class to have students write a thesis addressing the prompt. Give students the scoring guidelines and outline for the DBQ essay to review for homework. Explain to students that the following day they will be writing a DBQ essay in class.

On the Day Three, students will write their essay. Based on students' prior experience with DBQ essays, the teacher can decide whether or not student will be allowed to use their notes or graphic organizer.

THE APPLICATION OF THE CONTENT: By engaging in historical interpretations about Korea's history, students will have a reference for considering Korea's role in future studies of East Asia that are part of the world history curriculum. For example, students will be more familiar with the impact of the Mongol invasion on Korea as well as with Korea's relationship with Japan. Debates around the impact of the Mongol invasions will be able to include a Korean perspective as both the teacher and student can refer to documents in the DBQ. This knowledge of Korean history can also be applied to historical events that were not explicitly covered in the DBQ such as Korea's response to Woodrow Wilson's proposed Fourteen Points at the end of World War I. The DBQ gives students a (albeit brief) familiarity with Japan's occupation of Korea which will inform their understanding of Korea's desire for self-determination and the rise of the March 1st Movement.

ASSESSMENT: Students' prior knowledge of the geopolitics East Asia will be informally assessed through the opening "shrimp amidst whales" activity.

The "Take a Stand" activity will help the teacher informally assess the students' interpretations of documents.

Students' understanding of differing interpretations of Korean history and ability to analyze historical documents will be formally assessed through the DBQ essay they write on the Third Day. HANDOUT3: DBQ Scoring Guide provides students with an overview of what is expected in their essay. HANDOUT 5: The Operational Scoring Guide, outlines for teachers the shows the specific content students should present in their essays.

RESOURCES:

Atlas of Korean History. Singapore: Published and Distributed by Stallion, 2008.

Chronicles of Hyeok. Blog., Last modified August 13, 2010, accessed August 5th, 2011, <http://hyeokhweon.tumblr.com/search/han.html>.

Eckert, Carter et al. *Korea Old and New: A History*. Seoul, Korea: Harvard University Press, 1990.

Kim, Richard E. *Lost Names: Scenes from a Korean Boyhood*. Berkeley: University of California, 1998.

Seth, Michael J. *A Concise History of Korea: from the Neolithic Period through the Nineteenth Century*. Lanham, MD: Rowman & Littlefield, 2006.

Shin, Hyong Sik. *A Brief History of Korea*. Seoul, Korea: Ewha Womans UP, 2005.

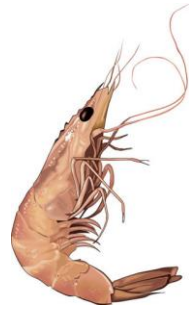
Simons, G. L. *Korea: the Search for Sovereignty*. Houndmills, Basingstoke, Hampshire: Macmillan, 1995. Print.

“Timeline of Korean History,” Asia for Educators, last modified 2009, accessed July 17th, 2011, http://afe.easia.columbia.edu/timelines/korea_timeline.html.

"20,000 Noses to Be Returned to South Korea by Japan", *Houston Chronicle*, March 3, 1993 accessed August 8th, 2011, http://www.chron.com/CDA/archives/archive.mpl/1993_1115523/20000-noses-to-be-returned-to-south-korea-by-japa.html.

Woo, Han Young. *A Review of Korean History, Vol. 1*. Translated by Chaibong Hahm. Pajubookcity, Republic of Korea:Kyongsaewon, 2010.

HANDOUT I: SHRIMP AMONG WHALES





HANDOUT 2: DOCUMENT BASED QUESTION

Interpretations of Korean History Document Based Question

Directions: The following question is based on the accompanying documents 1-13 below. The documents have been edited for the purpose of this exercise. This question is designed to test your ability to work with and understand historical documents.

Write an essay that:

- Has a relevant thesis and supports that thesis with evidence from the documents
- Uses all or all but one of the documents
- Analyzes the documents by grouping them in as many appropriate ways as possible. Does not simply summarize documents individually.
- Takes into account the sources of the documents and analyzes the author's point of view.
- Explains the need for at least two additional documents.

You may refer to relevant historical information not mentioned in the documents.

1. Many Koreans often describe their history as turbulent and full of periods of invasion and instability but is that really the case? Using the following document analyze to what extent this view of Korean history is accurate. What might account for this view?

Background: Three dynasties dominate Korean history: The Unified Silla (668-936), the Koryŏ (918-1392), and the Chosŏn (1392-1897). In 1910 Korea became a colony of Japan and remained so until 1945.



Document 1

Source: Michael J. Seth, American history professor, *A Concise History of Korea*, 2006.

Indeed, some today view the Korean past as a saga of the struggles of a smaller society to resist control or assimilation by larger, more aggressive neighbors: the Chinese, the Japanese, and the Inner Asian peoples that border them on the north, Russians being the successors of the last.

Another way Korean history was distinctive [from China or Japan] was its remarkable continuity. From the seventh to the twentieth century only three dynasties ruled Korea. The second ruled for almost five centuries and the third for more than five centuries; both were among the longest ruling dynasties in history. The two dynasties changes that took place did not bring about vast upheaval.

Document 2

Source: Blog by Korean blogger on Haegum, a Korean style of music, 2011.

This characteristic of haegum's sound is said to provoke a uniquely Korean emotion called "han." Han is a distinctly Korean pathos of sorrow and suffering. It has a wide range of meanings in different contexts, at times referring to the pain of an individual after the deprivation of a loved one and most commonly, referring to the suffering of the Korean ethnic group or lamentation of a terrible injustice done to the nation and its people. Many Koreans speak of han, relating the tragic history of the Korean people and the suffering imposed upon the Koreans by numerous instances of foreign invasions and colonization.

Document 3

Source: Timeline of Korean History

ca. 4000 BCE	Kul'p'o Culture
ca. 3000 BCE	Chulman Culture
ca. 2000 BCE	Ch'aemon Culture
ca. 300 BCE	Old Chosŏn
ca. 100 BCE -313 CE	100 Chinese Han Colonies
	ca. 108 BCE – 313 CE North: Chinese Commanderies
	ca. 100 BCE – ca. 280 CE South: Samhan Federation
ca. 50 BCE -668 CE	Three Kingdoms
	57 BCE-668 CE Silla
	37 BCE-668 CE Koguryŏ
	18 BCE-663 CE Paekche
47 CE-562	Kaya
668-936	United Silla
ca. 890-936	Later Three Kingdoms
918-1392	Koryŏ Dynasty
1231-1336	Mongol Dominations
1392-1897	Chosŏn (Yi) Dynasty
	1418-1450 Reign of King Sejong
	1592-1598 Imjin Wars (Japanese Invasions)
	1600-1850s Two centuries of peace
1850s-1910	Foreign skirmishes threaten Korea
1910-1945	Japanese colonial rule
1945-1948	North Korea under Soviet Occupation
	South Korea under American Occupation
1948-Present	Democratic People's Republic of Korea (DPRK)

Document 4

Source: Shin Hyong Sik, South Korean professor, *A Brief History of Korea*, 2005.

Koreans can be characterized as gentle and good-natured people. However throughout history it was forced to protect itself from numerous foreign invasions. In the process, Korea acquired a diligent nature and a spirit of perseverance-traits that are apparent in the 5.5 million Korean expatriates living overseas.

Throughout history, Korea maintained close ties with China. This practice was sometimes criticized as toadyism, but Korea has, in fact, maintained its sovereign integrity and independence through the ages. Although it is a peace-loving and non-belligerent nation, Korea was forced to fight and repel numerous invasions by China and Japan so that it could preserve its national identity.

Document 5

Source: Carter Eckert and Ki-baek Yi, an American and Korean historian, *Korea Old and New: A History*, 1990.

Unable to overcome the stout resistance of these redoubts, the Mongols adopted the tactic of laying waste by fire to the ripening grain fields. Moreover when a mountain fortress fell to the Mongols, its defenders were cruelly slaughtered by their conquerors. The most severe suffering and destruction resulted from the invasion of 1254 when the Mongols took back with them more than 200,000 captives, left countless dead, and reduced the entire region through which they passed to ashes. It was also during this time when many irreplaceable cultural treasures were lost, outstanding among them the Tripitaka produced two hundred years earlier.

...In comparison with the war against the Japanese, the Ch'ing [Manchu] invasion was of short duration, only a small part of Korea became a battlefield, and the damage suffered was relatively slight.

Document 6

Source: News article from Reuters News Service, March 1993.

20,000 noses to be returned to South Korea by Japan

SEOUL, South Korea -- As a way of improving uneasy relations with its former colony South Korea, Japan has given permission for the return of about 20,000 noses lopped off in battle nearly 400 years ago.

Kim Moon-gil, professor of Japanese history at Pusan University of Foreign Studies, said he had been given permission to excavate the noses at the "senbitsuka," or 1,000-nose tomb, near the Japanese town of Bizen in Okayama prefecture.

The noses belong to Korean soldiers and civilians captured and killed during the Japanese invasion of Korea in 1597.

The Japanese military commander ordered his troops to cut off the heads of Korean generals and the noses of soldiers and civilians and bring them back to Japan as spoils of war.

He had earlier ordered the removal of ears as evidence of his soldiers' success but changed to noses because the aural amputation did not necessarily ensure the death of the victim.

Kim, who has spent nine years researching the nose tomb, said 500 Japanese and 500 South Koreans, some of them Buddhist monks, would stage a welcoming ceremony for the noses when they were dug up and returned.

Document 7

Source: Geoff Simons, British historian, *Korea: The Search for Sovereignty*, 1996.

The troubled history of Korea; the unending search for sovereign independence and national identity; above all the dreadful tally of human suffering, particularly in this [the twentieth] century—all this should be remembered by the comfortable commentators in the West.

Document 8

Source: Carter Eckert and Ki-baek Yi, an American and Korean historian, *Korea Old and New: A History*, 1990.

...Subsequently the Khitan launched several small scale attacks before launching their third great invasion in 1018. This time the Khitan army was harassed at every turn and all but annihilated by a massive Koryŏ attack...the Koryŏ victory was so overwhelming that scarcely a few thousand of the 100,000 man invasion force survived. The Khitan invasions of Koryŏ ended in failure as Koryŏ had resolutely resisted foreign aggression and driven the invaders back. The result was that the two nations compromised their differences and peaceful relationships were maintained between them thereafter.

Document 9

Source: Yōng-u Han, Korean historian, Korean history textbook, *A Review of Korean History*, 2010.

In order to be relieved of feeling the isolation from Korea and the Asian continent, and of its cultural thirst as well, Japan imported Korean culture through its frequent envoys at ordinary times, while invading the Korean peninsula and plundering cultural assets and food stuffs when it had accumulated sufficient military power. The basic structure of Korea-Japan relations was the process to overcome the backwardness of the East Asia region through mutual exchange and war. But Japan's use of force such as the plundering of Japanese pirates and Japan's Invasions inflicted tremendous damages to Koreans and made the Korean-Japan relations uncomfortable. The pre-modern relation between both countries was that Korea received almost nothing of Japanese culture's influence, but Japan's culture was brought up by Korea's culture for about 2000 years.

Document 10

Source: Yōng-u Han, Korean historian, Korean history textbook, *A Review of Korean History*, 2010.

As one understands the history of the Korean people as a process of social integration, the most noteworthy is the change in dynasties. First of all, it is peculiar that the dynasties in Korea lasted very long. The Koryō dynasty lasted for 475 years, and Chosōn for 519 years. The dynasties of the three kingdoms lasted for nearly the same length of period. In China, dynasties were changed roughly nearly every 200 years, and in Japan the duration of a dynasty was much shorter than that of a dynasty in Korea...Why the dynasties in Korea lasted so long?...it is possible to interpret that the dynasties in Korea lasted for a long time because they were managed well.

Document 11

Source: Richard Kim, Korean writer, *Lost Names*, a novel about the Japanese occupation of Korea in the early- to mid-twentieth century published in 1981.

By twelve o'clock all the [Korean] children in our class have new names. As soon as each class submits to the principal a complete list of all the new names, the class is sent out of the school to go to the Japanese shrine to pay its respects to the gods of the [Japanese] Empire and make its report to the Emperor—to announce that we now have Japanese names. At least once a week each class is required to go to the shrine for an hour of meditation and prayer for the victory and prosperity of the Empire.

HANDOUT 3: STUDENT SCORING GUIDE

Name: _____ Date: _____ Period: _____

DBO Essay Core Scoring Guide

Basic Core	Points	What you need to do	Why did I miss this point?
Acceptable THESIS	1	<ul style="list-style-type: none"> • Think Thesis Paragraph • Restate the question • Identify your groups and explain what they show in RELATION to the QUESTION (e.g., “An analysis of the documents shows that some... while others... still others...”) • No quotes or examples in Thesis • Can include 2 additional documents 	<p>___ Thesis ONLY restates the question</p> <p>___ Does not include time, place, categories and/ or period from prompt</p> <p>___ Does not address all parts of the question</p> <p>___ Thesis is NOT supported by evidence in documents</p> <p>___ Vague. Does not explain findings</p> <p>___ No thesis paragraph</p>
UNDERSTANDS basic meaning of documents	1	<ul style="list-style-type: none"> • In the body paragraphs of your essay • Briefly (1-2 sentences) summarizing each document • Identify documents by # (A Portuguese merchant writes (Doc 1)... 	<p>___ Missing docs _____</p> <p>___ Misinterpreted docs _____ (can miss one)</p> <p>___ Docs quoted but NOT explained</p>
Supports Thesis w/ EVIDENCE from all documents	2 (1)	<ul style="list-style-type: none"> • In body paragraphs of essay • Use all documents • Links document to your thesis through commentary 	<p>___ Missing docs _____</p> <p>___ Key information from source line not used</p> <p>___ Misinterpreted docs _____ (can miss one)</p> <p>___ Docs quoted but NOT explained</p> <p>___ Docs not linked to thesis or prompt</p>
Analyze POINT OF VIEW (POV) in at least 3 documents	1	<ul style="list-style-type: none"> • For 3 documents • In body of essay • Good place to include RELEVANT outside information • 1-2 sentences <p>Answers Qs</p> <ul style="list-style-type: none"> • Why would this author? • Write this document? • In this region? 	<p>___ Need ___ POVs only have ___ at standard</p> <p>___ POV does not explain plausible motivations of speaker</p> <p>___ Background of speaker not linked to motivations</p>

		<ul style="list-style-type: none"> • At this time? Or • Can address value and limitations of doc 	<p>___ Key historical context (e.g. date and location) of document ignored/misinterpreted</p> <p>___ Key relationship between OR background of speaker and audience is ignored/misinterpreted</p> <p>___ Type of document is not accurate</p> <p>___ Primary audience for document is not accurate</p> <p>___ POV uses the term “BIASED”</p> <p>___ No attempt at POV</p>
Analyze documents by GROUPING them in 3 ways	1	<ul style="list-style-type: none"> • Identify 3 groups of docs RELATED to the QUESTION (e.g., Docs 1,3 and 5 show that ___ motivated the Portuguese to explore) • Topic Sentence for each Paragraph should ID a group and what it shows 	<p>___ Need at least TWO documents to be a group</p> <p>___ Fewer than three groups</p> <p>___ Groups do not help answer prompt</p> <p>___ One or more groups are not clear</p> <p>___ Group missing TS that links to prompt</p> <p>___ Group is too broad</p> <p>___ Docs do not support one or more groups</p> <p>___ No evidence of grouping</p>
Identifies and explains the need for 2 ADDITIONAL DOCUMENTS	1	<ul style="list-style-type: none"> • What piece is missing? (2 docs) • Explain <ul style="list-style-type: none"> ○ What type of document ○ Written by what type of person (doesn't have to be a real person)? ○ From where? ○ Which century? ○ WHY this would help you answer the question ○ Can be anywhere in essay 	<p>___ Only ONE AD meets standard</p> <p>___ It is very unlikely your additional document would exist (e.g., journal of a peasant)</p> <p>___ Requested a document you already have</p> <p>___ Requested a document without explaining HOW it will help you answer the question</p> <p>___ Explained WHAT the document you are requesting would say</p> <p>___ No attempt at additional documents</p>
Total Score	___/7		

HANDOUT 5: OPERATIONAL SCORING GUIDE

Thesis

- Thesis must address the prompt and explain *to what extent* Korea's history is a history of turbulence, conquest, and instability
- May say there was a history of conquest but also maintained stable, enduring dynasties.

Understands all documents

- May misinterpret ONE documents

Supports Thesis with Evidence from Documents

- 2 points for using 9 out of 10 documents
- 1 point for using 8 or fewer documents

Analyzes Point of View

- Must explain WHY an author might use a specific tone OR what motivation the author might have to write the document OR how the historical context of the document might influence the writer.

Analyzes documents by grouping

- Must have THREE groups to earn the point

Possible groups:

- Long periods of stability-Docs 1,3,10,11
- Invasions/belligerence by Japan-Docs 3,6,9,10
- Docs that show 20th century experience influencing historical perspective – Docs 3,7,11
- Docs that show harsh invasion & conquest-Docs 3,5,6,11
- “Saga of struggle against neighbors-Docs 1, 2,7,9

Additional document

Must have at least ONE acceptable additional document. Possible additional documents that would help better answer the question

- Primary source account from a Korean of Mongol invasions
- List of invasions into Korea and estimated casualty rates

Grading

$$A = 7/7$$

$$A- = 6/7$$

$$B = 5/7$$

$$C = 4/7$$

$$D = 3/7$$

$$F = 2/7$$