

# **JAPANESE OCCUPATION IN KOREA 1910-1945**

**GRADES:** 10-12

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**SUBJECT:** Global History 10/ A.P. World History

**TIME REQUIRED:** One to two class periods

## **OBJECTIVES:**

1. Understand the causes and events that led to the Japanese occupation of Korea.
2. Understand how the Japanese occupation of Korea reflects the major themes of Unit IV.
3. Examine the effects of Japanese colonialism in Korea.
4. Use evidence to make plausible arguments; use documents to analyze point of view, context, and bias; and understand and interpret information.
5. Formulate and support an essay from documentary evidence.

## **STANDARDS:**

### **National Council of Social Studies:**

Standard 1: Culture

Standard 2: Time, Continuity, and Change

Standard 3: Individual Development and Identity

Standard 5: Individuals, Groups, and Institutions

Standard 9: Global Connections

### **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 sources

RH 3 Evaluate various explanations for actions or events

RH 7 Integrate and evaluate multiple sources of information presented in diverse formats and media

RH 9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources

WHST 1 Write arguments focused on discipline-specific content

WHST 4 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, reflections, and research

### **MATERIALS REQUIRED:**

- PowerPoint: Japanese Occupation of Korea
- Worksheet: Japanese Occupation of Korea
- Film Clip: Japanese Occupation of Korea 1910-1945  
<http://www.youtube.com/watch?v=tr2Jl593kDo>
- Handout 1: The Japanese Occupation of Korea 1910–1945 (from Korea Lessons for High School Social Studies Teachers (New York: The Korea Society, 1999))
- Handout 2: Documents on Japanese Colonial Period in Korea (compiled by Linda Miller)
- Scoring Rubric—AP College Board

### **BACKGROUND:**

The purpose of this activity is to introduce students to the effects of Japanese colonialism in Korea through the analysis of primary source documents. Little is mentioned in textbooks to cover this topic other than the date of annexation and the date of liberation. This is also good material for the students to compare with Western imperialism. It is appropriate for high school and a good activity for an Advanced Placement World History course.

### **PROCEDURE:**

#### **I. Exploration**

1. One day prior to the lesson, assign Handout 1 to read and complete for homework.
2. As a “Do Now” (using PowerPoint, slide 2) students will observe images of the Joseon Dynasty and list five aspects of their society. This will review themes of Unit III (Absolutism, centralization, trade, social structures, belief systems, etc.)
3. Discussion of Korea in Unit IV and their relationship to China using PowerPoint (slide 3 & 4). Discussion can incorporate homework (Handout 1 reading).

#### **II. Lesson Development**

1. Using PowerPoint (slides 5-31) discuss major events and people involved in the Japanese occupation of Korea and its impact of the world.
2. Throughout the PowerPoint, students will complete the accompanying worksheet – filling in key words and answering various essential questions.
3. Closure: Watch film clip and have students write down two facts that they already learned, two new facts they learned from the video, and one fact that they thought was the most interesting, most disturbing, or most shocking.

#### **III. Expansion**

1. Distribute Handout 2, which contains primary source documents, and have students answer the questions in Part A.
2. Ask students to complete Part B by using the evidence in Part A to draw conclusions and then to write an essay.

**EVALUATION:**

Students will be assessed on the depth of understanding of their essay, using the criteria in the scoring rubric.

**NEW YORK STATE STANDARDS:****Standard 2 - World History**

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

***Key Ideas:***

1. The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.
2. Establishing time frames, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.
3. The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.

**RESOURCES:**

1880s, By The. "KoreanHistory.info Choson or Joseon Dynasty ?? 1392 - 1910." *KoreanHistory.info A History of Korea from Prehistoric to Modern Times, Korean History Quiz, Korean History Mp3s and More* . Web. 25 Aug. 2010. <<http://koreanhistory.info/ChosonDynasty.htm>>.

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Eckert, Carter J., and Ki-baek Yi. *Korea, Old and New: a History*. Seoul, Korea: Published for the Korea Institute, Harvard University by Ilchokak, 1990. Print

"Empress Myeongseong." *Wikipedia, the Free Encyclopedia*. Web. 25 Aug. 2010. <[http://en.wikipedia.org/wiki/Empress\\_Myeongseong](http://en.wikipedia.org/wiki/Empress_Myeongseong)>.

"Japan Apologizes for Colonial Rule of Korea - CNN.com." *CNN.com - Breaking News, U.S., World, Weather, Entertainment & Video News*. Web. 25 Aug. 2010. <<http://www.cnn.com/2010/WORLD/asiapcf/02/11/japan.korea.apology/index.html>>.

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Kim, Michael. "Modern Korean History." Korean Studies Workshop. Korean University, Seoul, Korea. 10 July 2010. Lecture.

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Young-II, Lee. "Early Korean Cinema." *La Trobe University, Australia*. Web. 24 Aug. 2010. <<http://www.latrobe.edu.au/screeningthepast/reruns/rr0499/PUfr6.htm>>.

"Yu Gwansun - New World Encyclopedia." *Info:Main Page - New World Encyclopedia*. 23 Nov. 2009. Web. 25 Aug. 2010. <[http://www.newworldencyclopedia.org/entry/Yu\\_Gwansun](http://www.newworldencyclopedia.org/entry/Yu_Gwansun)>.

**WORKSHEET: JAPANESE OCCUPATION OF KOREA 1910-1945  
UNDER THE BLACK UMBRELLA**

*Do Now: Observe the images and list five aspects of the Joseon Dynasty*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**I. Joseon Kings were highly influenced by Ming China.**

- Considered China's "younger brother"
- Looked to China for \_\_\_\_\_
- Adopted Chinese language, civil service exams, government, and \_\_\_\_\_ policy.

**II. "Knock, Knock... Open Up!"**

French and American Disturbances

1. 1785 - Joseon officials passed an edict against \_\_\_\_\_ – Persecutions begin in 1865 - Witnessed western influence in China with Opium War and Taiping Rebellion.
2. 1865: 12 French Priests went missing (9 killed) and over \_\_\_\_\_ Christians killed.
3. 1866: 800 French soldiers attacked the Island of Ganghwa but later retreated.

Gunboat Diplomacy

1. 1866: The USS General Sherman sailed to Korea to begin negotiations for a \_\_\_\_\_ treaty.
2. Korean officials thought British/Americans were in search of treasure in Korean tombs.
3. The \_\_\_\_\_ sent orders that ship was to leave immediately or crew would be killed.
4. When ship refused to leave, Koreans attacked, set the ship on fire and killed the crew.
5. 1871 - \_\_\_\_\_ invaded Ganghwa, resulting in the deaths of about 300 Koreans. U.S. later retreated.

**III. Opening of Korea- 1876**

1. 1873 - The Daewongun hands power to his son, \_\_\_\_\_, and his wife Queen Min
2. 1876 – Japanese gunboat diplomacy forced Korea to sign the unequal Treaty of Ganghwa
  - A. Korea was autonomous nation – not a possession of \_\_\_\_\_
  - B. Korea must open up trading ports with Japan and allow Japanese settlements

**IV. "\_\_\_\_\_ Ways, \_\_\_\_\_ Machines"**

1. Enlightened rulers wanted " \_\_\_\_\_ "

2. Korea must adopt Western institutions and technology, tolerate Protestantism, and balance alliances between China, Japan, and the US.
3. 1882 – Korean-American Treaty began “\_\_\_\_\_” policy that led to treaties with Britain, France, Russia, Italy, Germany, and Austria-Hungary
4. Wanted gradual change – “Eastern ways, Western machines”

**Question: Predict what will happen to Korea during the age of imperialism?**

### V. Reactions to Change

1. *Soldiers Riot of 1882* - A violent uprising of conservative soldiers who felt threatened by influx of foreign practices and \_\_\_\_\_ – It was supported by the Daewongun who was later captured by the Chinese.
  2. *The Kapsin Coup 1884* - Group of Enlightened Party members attempted a \_\_\_\_\_ It lasted three days, failed, but led to a Chinese-Japanese agreement toward Korea.
  3. *The Assassination of \_\_\_\_\_ 1895*
    - A. Due to increasing Japanese influence, Queen Min supported a pro-Russian gov’t
    - B. Japan wanted to restore superior power in Korea-saw Queen as obstacle.
    - C. Sword-bearing \_\_\_\_\_ enter Palace, killed the Queen and burned her body.
  4. *The \_\_\_\_\_ Rebellion 1894* - Massive armed \_\_\_\_\_ uprising inspired by new religious movement, Cheondoism (Heavenly Way) Wanted to:
    - A. Clear name of founder Choe Che-u, executed in 1864
    - B. Destroy corrupt Min Oligarchy – Restore Daewongun
    - C. Drive out the Japanese barbarians – Nationalism
    - D. Restore \_\_\_\_\_ order- more Chinese influence
    - E. Create egalitarian society – destroy \_\_\_\_\_ class
- Results:
- Korean officials panicked and called to China for military support.
  - Japan also sent troops to protect their interests
  - Tonghak army was defeated by Japanese army and their leaders were executed.

**Question: How does the Tonghak Rebellion relate to other colonial uprisings?**

### VI. The Sino-Japanese War 1894-1895

1. Japanese troops took over Korean royal palace and fought Chinese troops in a series of land and naval battles.
2. Total Japanese victory in 1895 – Treaty of Shimonoseki
3. China acknowledged Korea’s full \_\_\_\_\_
4. Japan takes control of \_\_\_\_\_, Liaotung Peninsula –forced to give back Liaotung by Europeans who wanted to check Japanese power (1898 controlled by Russia)

5. \_\_\_\_\_ in the East shifted from traditional China to modern Japan.



Create a caption or a title for this cartoon?

### VII. The Kabo Reforms 1894-1896

1. Established Korean Independence and abolished privileges of \_\_\_\_\_
2. Transformed government into western style \_\_\_\_\_ Monarchy
3. \_\_\_\_\_ industry and transportation - developed banks, monetary system
4. Modern police and military
5. Modernized \_\_\_\_\_ and taught Korean history in Hanguk
6. Modern Judiciary and penal code
7. Social Class structure was abolished, \_\_\_\_\_ prohibited

### VIII. Anti-Japanese Reaction

1. The assassination of Queen Min, the military action against the Tonghak “Righteous army” and the order to cut off “\_\_\_\_\_” led to widespread anti-Japanese campaign.
2. 1896 – King Gojong and Korean officials were smuggled out of the palace to the Russian legation – ending Japanese dominance and the Kabo Reforms.

### IX. Korean Nationalism

#### The Independence Club

1. Condemned foreign interference in the gov't
2. “\_\_\_\_\_” – promote self-strengthening (schools, industry, defense)
3. Initiated democratic rights and creation of \_\_\_\_\_ (Free speech and assembly, equality, popular sovereignty)
4. A threatened King Gojong arrested all members

### The Russo-Japanese War 1904-1905

1. Russian expansion into Manchuria threatened Japan and Great Britain

2. Russia obtained a 25-year lease on Port Arthur and permission to link \_\_\_\_\_ - putting them on the doorstep of Korea.

**How do these cartoons portray Korea and why do you think they were in this position?**



3. Results:
- A. Russian troops entered Korea despite Japanese objections
  - B. Japanese attacked Russians at Port Arthur
  - C. Japanese shocked the world and won many battles

**Question: What is the impact of Japanese victories over both China and Russia?**

**X. American Involvement**

- 1. U.S. President \_\_\_\_\_ helped to broker the Treaty of Portsmouth
- 2. Russia had to acknowledge Japan’s superior political, military, and economic interest in Korea and pledge not to hinder Japan’s actions in the peninsula.
- 3. Taft-Katsura Agreement: \_\_\_\_\_ agreement between U.S. Secretary of War Taft and Japanese Prime Minister Katsura

**XI. Japanese Annexation of Korea – 1910**

“ \_\_\_\_\_ ” – The Dark Period 1910-1919

- 1. The Japanese took direct control of the Korean government
- 2. Banned all political organizations and even the right to assemble.
- 3. \_\_\_\_\_ Korean newspapers and magazines and burned over 200,000 books.
- 4. Police arrested intellectuals, religious leaders, and politicians - by 1912, over 50,000 arrests.

Movement

- 1. U.S. President Woodrow Wilson’s “Doctrine of \_\_\_\_\_” inspired Nationalists



2. King Gojong's death sparked anti-Japanese sentiment.
3. 33 Nationalist Leaders gathered in a secret meeting to read their  
"\_\_\_\_\_ " They were later arrested.
4. Widespread demonstrations took place throughout Korea.

“ \_\_\_\_\_ Accommodation” 1920-1931

1. After March First Movement, Japan needed to change their brutal image and began a more “cooperative” policy toward Korea
2. Eased political, economic and social restrictions
3. Eased censorship of the press and the arts
4. Led to formation of \_\_\_\_\_ consciousness – schools, literature, political organizations
5. Fostered a Korean Cultural Renaissance – novels, art, drama, cinema

Question: Should Koreans appreciate Japanese improvements despite how they were treated?

“ \_\_\_\_\_ ” 1931-1939

1. \_\_\_\_\_ and increasing Chinese power led to Japan's takeover of Manchuria in 1931. Japan mobilized Koreans to support its economic, political, and military campaigns
2. By 1934, “ \_\_\_\_\_ ” focused on Japanese history, ethics and language. The Korean \_\_\_\_\_ was eliminated from study and public use and students had to pray at Shinto Shrines. By 1939, Japan “encouraged” all Koreans to change their names to a Japanese.

During World War II

1. During WWII, Japan drafted about 300,000 to 1 million Korean men for its war efforts. They were mostly put in hard labor, usually in mines or factories.
2. Japanese forced over 200,000 “ \_\_\_\_\_ ” into sexual slavery for their soldiers.
3. Over 7,000 Korean prisoners died due to torture, neglect, disease and starvation.

**XII. Liberation and Division 1945-1948**

1. In August 1945, the U.S. defeated the Japanese. However, The Korean peninsula was split at the 38<sup>th</sup> parallel – North Korea occupied by Soviet Union and South Korea occupied by U.S.

## Handout 1

### THE JAPANESE OCCUPATION OF KOREA 1910-1945

From Korea Lessons for High School Social Studies Teachers (New York: The Korea Society, 1999)

In the late nineteenth century, there was a general race for colonies among the major imperial powers as each nation tried to carve out spheres of influence for trade and pursued colonial ambitions. Korea was caught in the conflict among China, Russia, and Japan as each sought to make it a colony. Other powers, like Britain, France, and the United States also were involved. Korea, which was just emerging from its self-imposed isolation, faced the rival ambitions of these countries.

In the past, when Korea was faced with danger, it had chosen to be the "younger brother" of China. But by the late nineteenth century, China had been buffeted by western powers, particularly by Britain and Russia, and it faced a major threat in the growing power of a rapidly industrializing Japan. Japan created a modern army and navy and viewed Korea and Manchuria as areas for industrial and agricultural expansion. The Korean government, under the Chosŏn Dynasty, moved more slowly toward reform and still looked to China for protection. This protection, however, looked less promising after China's defeat in the Sino-Japanese War (1895). Japan further established its influence over Korea when it triumphed in the Russo-Japanese War (1905). Western powers, like the United States and Britain, did little to interfere with Japan's efforts to establish its sphere of influence in Korea. The Koreans, however, resisted attempts to limit their independence.

Through a series of maneuvers, which included the assassination of members of the Korean royal family, the Japanese gained influence in Korea. In 1910, Japan officially took control of Korea and renamed it Chosen. Japanese occupation of Korea lasted until 1945 when the Japanese were defeated in World War II. Following the war, Korea was divided by Western powers. Russia occupied Korea north of the thirty-eighth parallel, and the United States occupied Korea south of the thirty-eighth parallel.

Under Japanese rule from 1910 to 1945, Koreans struggled to maintain their culture. The Japanese banned the teaching of the Korean language and history and burned many historical documents. Koreans were forced to take Japanese names and to speak and teach in the Japanese language. Many Korean farmers were forced off their lands while others had to fulfill grain quotas for Japan's needs. Buildings were taken over for Japanese military and government purposes, and Korean businesses were handed over to Japanese officials.

The Japanese occupation of Korea went through several phases, sometimes relatively benign but often very oppressive. Korean nationalists were divided and could not maintain a united policy of opposition. Some groups wanted close ties to the West and called for reforms based on western ideas. Other groups sought a return to Confucian values and Korean traditions. Still others, influenced by the 1917 Russian Revolution, preferred a Korea founded on Marxist (communist) ideals. These divisions are still present in Korea today, but they were especially difficult to reconcile during the Japanese occupation.

Early in the occupation, it seemed possible that Korean nationalists might unite to oust Japan. On March 1, 1919, the independence movement erupted as students in Seoul protested

against Japanese rule, and a declaration of independence was read. Support for the movement was widespread, but two factors were especially critical. One was the death of the last Korean king and rumors that he too, had been assassinated by the Japanese. His funeral, and Japanese restrictions on mourning by Koreans, set the stage for the uprising.

Another significant factor for the March 1 movement was the attempt by Koreans to appeal to the world community. The Treaty of Versailles had been recently negotiated to end World War I. During the negotiations, President Woodrow Wilson of the United States had asserted that self-determination should underpin the new world peace and had called for a League of Nations. These ideas appealed to Koreans who claimed the right to govern themselves as a sovereign nation. The Japanese government took a different view and harshly put down the uprising. Thousands of people who had demonstrated or were thought to be sympathetic to the independence movement were arrested and imprisoned. Many Koreans died from beatings, torture, and poor prison conditions. Others went into exile and continued to work for Korean independence in Manchuria, Shanghai, or the United States.

In the 1920s the Japanese government responded to criticism of its harsh rule in Korea by easing some of its restrictive policies. They allowed the publication of some books and magazines in Korean and began to invest in education, roads, and government buildings. The Japanese claimed that they were modernizing Korea and providing opportunities for trade. But by the 1930s, the Japanese government itself was increasingly under the control of the military. Assassination of moderate officials, both in Korea and Japan, removed those who advocated lenient measures in Korea. As Japan began its conquest of Manchuria and China, it increasingly perceived Korean independence as a threat. Koreans, the government proclaimed, were part of the Japanese empire, so their language, religion, and culture had to be the same as those of the Japanese.

During World War II, Japan employed Koreans in its military efforts. Koreans were drafted into the Japanese army or had to work under dangerous, slavish conditions. The Japanese military kidnapped thousands of Korean girls and women and forced them to serve as comfort women who were raped by Japanese soldiers. Japan still refuses to accept responsibility for this policy, creating a bitter issue between Korea and Japan.

After the defeat of Japan in 1945, Korea recovered its independence. But the long and painful history that Korea and Japan share remains a cause of contention to this day. Many issues left over from the colonial era have not been resolved nor have the feelings of Koreans been healed. The legacy of this era still affects how these two major countries view their roles in the Pacific Rim.

***Questions:***

1. Why was Japan becoming a major threat to Korea in the late nineteenth century?
2. When the Japanese annexed Korea in 1910, how did they treat the Korean people? Why?
3. What happened during the March First Movement? Was it successful? Why?
4. Compare the Japanese occupation of Korea with the British occupation of India. Are they more similar or different? Explain.

## **Handout 2**

### **DOCUMENTS ON JAPANESE COLONIAL PERIOD IN KOREA**

This task is based on the thirteen accompanying documents. Some of these documents have been edited for the purpose of this task, which is designed to test your ability to work with historical documents. As you analyze the documents, take into account both the source of each document and the author's point of view.

**Directions:** Read the documents in Part A and answer the questions after each document. Then read the directions for Part B and write your essay.

**Historical Context:** The Japanese occupation of Korea from 1910 to 1945 went through several phases, some relatively benign, others often very oppressive. Many political, social, and economic changes occurred in Korea during this period.

**Task:** Using information from the documents and your knowledge of global history, write an essay in which you:

- Analyze the effect of Japanese colonial rule in Korea and discuss political, economic and social changes that occurred.

#### **Sources for Parts A and B:**

Eckert, Carter. *Korea: Old and New*, Cambridge, MA: Harvard University Press, 1990.

Kim, Yung Chung. *Women of Korea: A History from Ancient Times to 1945*. Seoul: Ewha Womans University Press, 1976.

McKenzie, F.A. *Korea's Fight for Freedom*, Seoul: Yonsei University Press, 1969

Nahm, Andrew, *Korea: Traditions and Transformation*, Seoul: Hollym, 1996.

## **PART A: SHORT ANSWER**

**Directions:** Analyze the documents and answer the questions that follow each document in the space provided.

### **Document 1: Protocol Signed Between Korea and Japan, February 23, 1904**

(Source: Andrew Nahm, *Korea: Tradition and Transformation*)

Article 1. For the purpose of maintaining a permanent and solid friendship between Korea and Japan and firmly establishing peace in the Far East, the Imperial Government of Korea shall place full confidence in the Imperial Government of Japan and adopt the advice of the latter in regard to Improvements in administration.

Article 2. The Imperial Government of Japan shall in spirit of firm friendship ensure the safety and repose of the Imperial House of Korea.

Article 3. The Imperial Government of Japan definitively guarantees the independence and territorial integrity of the Korean Empire....

1. What is the point of view of the Japanese from this document?

### **Document 2: Treaty of Annexation, August 22, 1910: The Proclamation**

(Source: Andrew Nahm, *Korea: Tradition and Transformation*)

Notwithstanding the earnest and laborious work of reforms in the administration of Korea in which the Governments of Japan and Korea have been engaged for more than four years since the conclusion of the Agreement of 1905, the existing system of government in that country has not proved entirely equal to the duty of preserving public order and tranquility; and in addition, the spirit of suspicion and misgiving dominate the whole peninsula.

In order to maintain peace and stability in Korea, to promote the prosperity and welfare of the Korean people, and at the same time to ensure the safety and repose of foreign residents, it has been made abundantly clear that fundamental changes in the actual regime of government are absolutely essential. The Government of Japan and Korea, being convinced of the urgent necessity of introducing reforms responsive to the requirements of the situation and of furnishing sufficient guarantee for the future, have with the approval of His Majesty the Emperor of Japan and His Majesty the Emperor of Korea, concluded, through their respective plenipotentiaries, a treaty providing for complete annexation of Korea to the Empire of Japan...

2. How has the viewpoint of the Japanese changed from the previous document?

### **Document 3: Declaration of Independence, March 1, 1919**

(Source: Andrew Nahm, *Korea: Tradition and Transformation*)

We hereby proclaim the independence of Korea and the liberty of the Korean people. We announce this to the nations of the world in order to manifest the principle of the equality of

man, and we pass it onto our posterity in order to preserve forever our people's just rights to self-preservation. ...

For the first time in the history of several thousands of years, our people for the past ten years have suffered, under alien domination, tyranny and oppression, which are the legacies of antiquity. How much of our right to life has been plundered? How much of our spiritual progress has been barred? How much of our honor and dignity have been violated? And how much of our opportunity to contribute to the cultural progress of the world without new visions and creativity has been lost?

If we are to make known to the world our past grievances, to deliver ourselves from our past sufferings, to remove future threats, and advance our national dignity and nobility, to cultivate the character of individual citizens, to prevent our children from an inheritance of shame, to assure a full and happy life for our posterity, our first urgent task is to secure the independence of the people...

3. What has happened to the Koreans under Japanese rule? What do they want?

#### **Document 4: The Women's Movement and Politics**

(Source: Yung Chung Kim, *Women of Korea: A History from Ancient Times to 1945*, pp. 259–61)

The Christian gospels served in awakening nationalism which developed into a resistance movement against Japanese colonialization. After the Ulsa Treaty (1905) Ewha students stopped studying at 3 p.m. every day to pray for national independence. Some of them organized an underground society called Patriotic Women's League. ...They made a plan to send a woman representative to the Peace Conference to be held in Paris in January 1919 to disclose the inhuman oppression of the Japanese colonial rule and to appeal to the whole world for Korea's independence. But because of the imprisonment of Pak In Dok and Sin Chul-lyo their move ended in failure.

It was not a coincidence that the Ewha students took an active part in the March First Movement in 1919. They served as a forward guard standing at the very front of the procession. Many were wounded or killed. On March 19, Hwang Ae-dok and many others were arrested and imprisoned for three years.

Among the student participants the most notable, perhaps, was Yu Kwan-sun (1904-20) who was a secondary school student at Ewha Haktang at the time...When the governor-general issued orders to close all schools because of the student unrest, Yu returned to her hometown where she, her brother, and several friends decided to hold a rally similar to the one held in Pagoda Park. They secretly made contact with the people in the surrounding area and arranged to have the gathering on the first of March by the lunar calendar. On that day Yu addressed the crowd assembled in the marketplace. They waved the national flag and shouted for national independence. The incident at once brought in the Japanese military police who shot down many people. Yu Kwan-sun's parents were among the first to be killed. Yu was arrested and after a long period of torture and suffering she died in 1920 at the age of sixteen. (Her unflinching resolve, even in the face of death, has often earned her the title of Korean Joan of Arc.)

4. What strategies did the Koreans use to combat the Japanese oppression?

**Document 5: Statement by National Council of Korea, April 22, 1919**

(Source: F.A. McKenzie, *Korea's Fight for Freedom*, p. 305)

We, the people of Korea, represented by thirty-three men, including Son Pyeng Heui, have already made the Declaration of Independence of Korea, founded on the principle of righteousness and humanity....we have organized the Korean National Council and hereby proclaim it to the world.

We, the people of Korea, have a history of over forty-two centuries as a self-governing and separate state, and of special creative civilization and are a peace-loving race...

The world knows that Japan has violated the sworn treaties of the past and is robbing us of the right of existence... This council demands with all earnestness that the government of Japan abandon as early as possible the inhuman policy of aggression and firmly safeguard the tripod relationship of the Far East and further duly warn the people of Japan.

Can it be that the conscience of mankind will calmly witness the cruel atrocities visited upon us by the barbarous military power of Japan for our actions in behalf of the rights of life founded upon civilization?... If Japan does not repent and mend her ways for herself our race will be obliged to take the final action, to the limit of the last man and the last minute which will secure the complete independence of Korea...With our utmost devotion and best labor we demand before the world our national independence and racial autonomy.

5. What further strategies have the Koreans organized?

**Document 6: Education Policy**

(Source: Andrew Nahm, *Korea: Tradition and Transformation*, p. 250)

The colonial government issued an education ordinance in August 1911 which stated that the purpose of education in Korea was to produce "loyal and obedient" and useful subjects of the Japanese emperor. It adopted a system of four-year primary education, a four-year secondary school program for boys, and a three-year secondary curriculum for girls. However, only a handful of schools were established during this time while a large number of private schools were closed. The ordinance made the study of the Japanese language compulsory at all approved schools and banned instruction in Korean history and geography. All textbooks which had been previously used in Korean schools were confiscated and only those approved by the government were allowed.

6. What changes did the Japanese make in the Korean education system?

**Document 7: Korean Student Bulletin, December 1928**

(Source: Andrew Nahm, *Korea: Tradition and Transformation*, p. 253)

...every position of possible income here is occupied by the Japanese. Even the running of a street car is done mostly by the Japanese...In turn, masses of able Koreans are out of work. Even

many of the well-educated Koreans just returning from abroad are lingering around, simply because there is no place to work...All this economic and political pressure has led the people to a state of unrest and anarchy.. Education means nothing here. The young people are going to school because they have nothing else to do in the village or the city...Their graduation from a school in itself brings them nothing... (Chances for Koreans who graduated from unapproved private high schools to higher educational institutions were very poor throughout the colonial period. Most graduates of private colleges became teachers in private schools.)

7. How did the Japanese colonial period increase discontent in social, economic, and educational issues?

**Document 8: Poem by Ch'oe Nam-son**

(Source: Andrew Nahm, *Korea: Tradition and Transformation*, p. 218)

We have nothing  
Neither sword nor pistol,  
But we do not fear.  
Even with an iron rod  
They cannot prevail.  
We shoulder righteousness  
And walk the path without fear.  
  
We have nothing to call our own.  
Neither dagger nor [gun] powder  
But we do not fear.  
Even with the power of the crown

They cannot prevail.  
Righteousness is the spade.  
With which we maintain the path.  
  
We have nothing to hold in our hands,  
Neither stone nor club,  
But we do not fear,  
Even with the all the wealth of the world,  
They cannot prevail.  
Righteousness is the sword  
With which we watch over the path.

8. Describe the mood of the poem.

**Document 9: Education Ordinance, March 4, 1938**

(Source: Andrew Nahm, *Korea: Tradition and Transformation*, p. 255)

In the name of assimilation, Korean language instruction was first simply discouraged while the movement for the use of Japanese was stepped up; in 1938 it was abolished in all public schools. By both covert and overt means the use of the Japanese language was forced upon the Koreans. Failure to speak Japanese denied the Koreans many rights and privileges, including that of securing ration cards and public certification.

After 1935, compulsory attendance at Shinto ceremonies created numerous problems for Korean Christians. An increasing number of ministers and members of Christian churches were imprisoned because of their refusal to participate in the Shinto rituals, and a growing number of Korean private schools and social and cultural organizations were closed.

On March 4, 1938, another new educational ordinance was issued...This ordinance brought about the following changes: the names of Korean primary and secondary schools were made identical to those in Japan; schools for Koreans and Japanese were put under unified regulations; and separate normal schools for Koreans and Japanese were replaced by integrated



normal schools...

9. Summarize the cultural and social changes brought about by these ordinances.

**Document 10: Pledge of the Imperial Subjects, October 1937**

(Source: Andrew Nahm, *Korea: Tradition and Transformation*, p. 255)

The memorization of these pledges was required of all Koreans.

Type A

1. We are the subjects of the great empire of Japan.
2. We shall serve the Emperor with united hearts.
3. We shall endure hardships and train ourselves to become good and strong subjects.

Type B

1. We the Imperial subjects shall serve the nation loyally and faithfully.
2. We the Imperial subjects shall, through trust and love, cooperate to strengthen our unity.
3. We the Imperial subjects will endure hardships and train ourselves to promote the Imperial way.

10. Analyze the impact of reciting this pledge upon the Korean people.

**Document 11: Seizures, Suspensions and Closures during the Japanese Occupation**

(Source: *Chosun Ibo* booklet, pp. 18-19)

Soon after the start of World War II the *Chosun Ibo* refused to comply with "voluntary closures" as suggested by the Japanese, who had sought to wipe out Korean language newspapers. Finally on August 10, 1940, the *Chosun Ibo* met with the fate of forced closure and published its last edition No. 6923. Four short lines from a regular *Chosun Ibo* column called Palmyunbong described the grave atmosphere of that fateful day. They allude to the despair of undergoing long hardship without fulfilling one's destiny and bid farewell to readers.

"Enduring stormy weather, the *Chosun Ibo* has voiced my opinion each day for twenty springs and twenty autumns. My mission is over today. I am going, going. May all you former and future readers enjoy the best of health and luck."

11. What aspect of life has been violated here?

**Document 12**

(Source: F. A. McKenzie, *Korea's Fight for Freedom*, p. 199)

Some Koreans in China sent a petition to the American Minister in Peking that dealt with some moral aspects of the Japanese rule of Korea. They said:

"The Japanese have encouraged immorality by removing Korean marriage restrictions and allowing marriages without formality and without regard for age. There have been marriages at as early an age as twelve.

Since the annexation there have been 80,000 divorce cases in Korea. The Japanese encourage, as a source of revenue, the sale of Korean prostitutes in Chinese cities. Many of these prostitutes are only fourteen and fifteen years old. It is part of the Japanese policy of race extermination by which they hope to destroy all Koreans...

“The Japanese Government has established a bureau for the sale of opium, and under the pretext that opium was to be used for medicinal purposes has caused Koreans and Formosans to engage in poppy cultivation. The opium is secretly shipped into China. Because of the Japanese encouragement of this traffic, many Koreans have become users of the drug.”

12. What social aspects are covered in this document?

**Document 13: National Labor Mobilization Ordinance 1939**

(Source: Andrew Nahm, *Korea: Traditions and Transformation*, p. 250)

The National Labor Mobilization Ordinance depleted the labor force from rural areas and light industries in order to meet the increasing demands for labor by newly established heavy war industries. Those who hid were hunted out and forcibly shipped from villages and town to various industrial sites. ...

In addition many Korean workers were mobilized to meet the labor shortage in Japan. From 1939 to 1945, close to one million Korean youths were shipped to mines and factories in Japan. As a result, the Korean population in Japan jumped from 690,502 in 1939 to 2, 400,000 at the end of the colonial period. Moreover, tens of thousands of young Korean women were sent to war fronts to provide sexual services to Japanese troops.

When Korea's twenty-five million people were liberated from Japan, Korea was an exhausted land. Its natural resources and manpower had been ruthlessly exploited, and its energies had been sapped for Japan's vain dream of dominating all of Asia.

13. What caused the decline of Korean population?

**PART B: ESSAY**

**Directions:**

1. Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion.
2. Use evidence from the documents to support your response.
3. Do not simply repeat the contents of the documents.
4. Include specific related outside information.

**Historical Context:**

Korea was occupied by Korea from 1910 to 1945. Many political, social, and economic changes occurred in Korea during this period.

**Task:** Using information from the documents and your knowledge of Global History, write an essay in which you:

- Discuss political, economic and social changed that occurred during this period.
- Analyze the impact of these changes on the Korean people.

## AP World Generic DBQ Rubric

Basic Core <i>Historical skills and knowledge required to show competence.</i>	Expanded Core <i>Historical skills and knowledge required to show excellence.</i>
<p>1. Has acceptable thesis. 1 Point</p> <p>2. Understands the basic meaning of all documents. 1 Point <i>(may misinterpret one document)</i></p> <p>3. Supports thesis with appropriate evidence from all documents. 2 Points <i>(Supports thesis with appropriate evidence from all but 1 document)</i> (1)</p> <p>4. Analyzes point of view in at least three documents. 1 Point</p> <p>5. Analyzes documents by grouping them in at least 3 ways, depending on the question. 1 Point</p> <p>6. Identifies and explains the need for one type of appropriate additional document or source. 1 Point</p>	<p>Expands beyond basic core of 1-7 Points. The basic core of a score of 7 must be achieved before a student can earn expanded core points. 0-2 Points</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>▪ Has a clear, analytical, and comprehensive thesis.</li> <li>▪ Shows careful and insightful analysis of the documents.</li> <li>▪ Uses documents persuasively as evidence.</li> <li>▪ Analyzes point of view in most or all documents.</li> <li>▪ Analyzes the documents in additional ways – groupings, comparisons, syntheses.</li> <li>▪ Explains why additional types of document(s) or sources are needed.</li> </ul>
Subtotal 7 Points	Subtotal 2 Points

TOTAL 9 Points



# **Japanese Occupation of Korea 1910-1945**

**Under the Black Umbrella**



# The Joseon (Choson) Dynasty

“The Hermit Kingdom” 1392-1910



Observe the images and list five aspects of the Joseon Dynasty:

## Joseon Dynasty



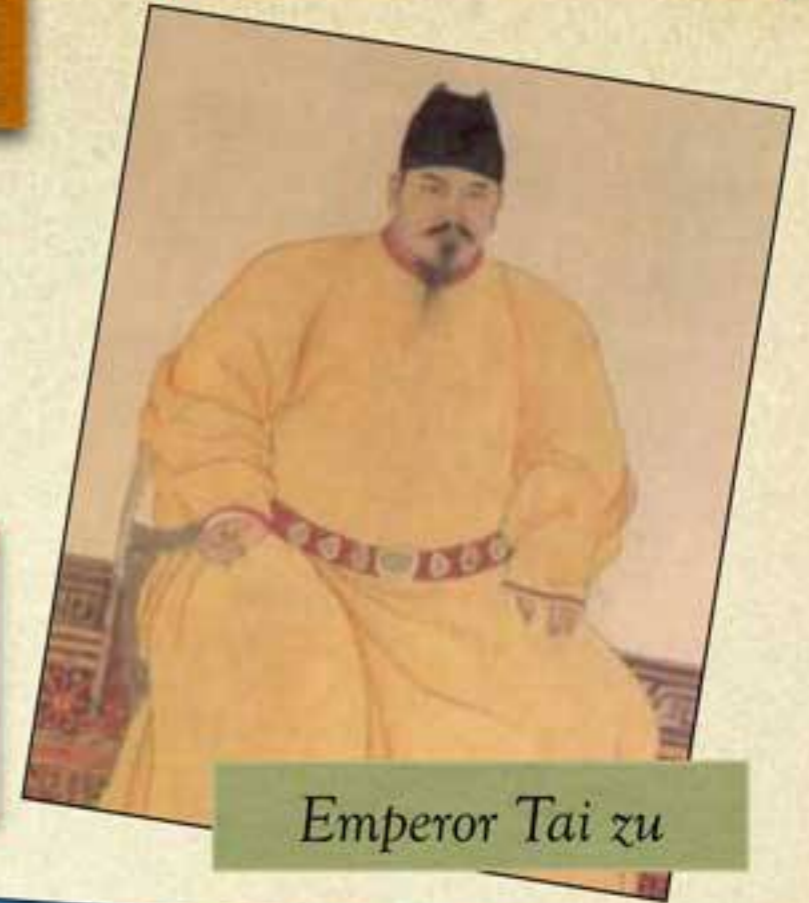
King Taejo

I am the real King!

Compare the Ming  
Dynasty to Joseon

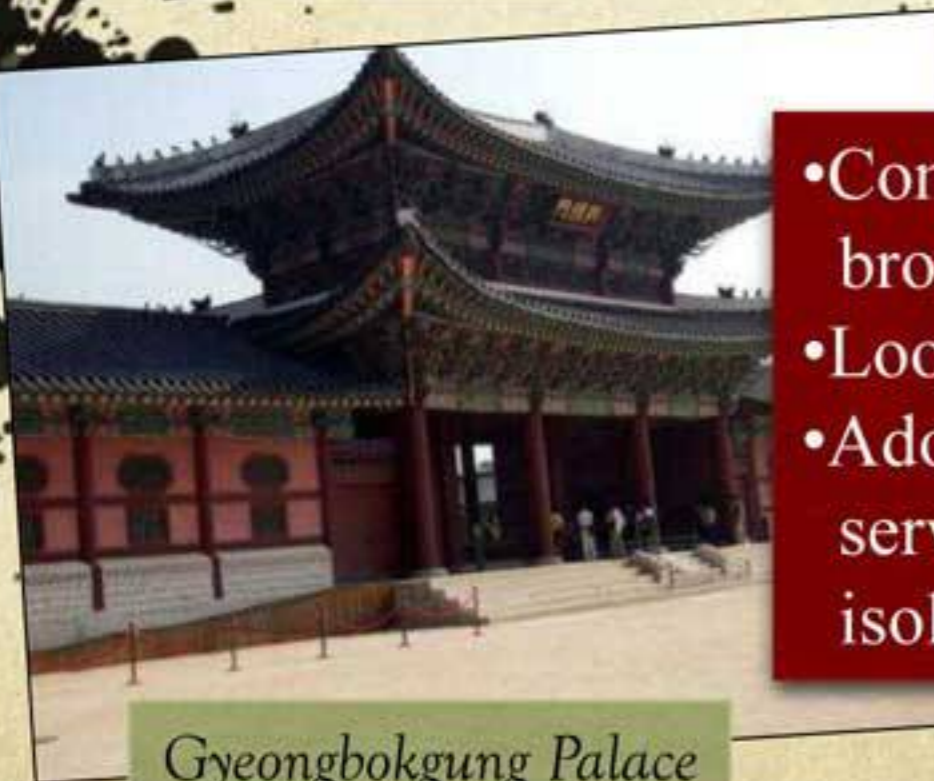
Joseon Kings were highly influenced by Ming China.

## Ming Dynasty

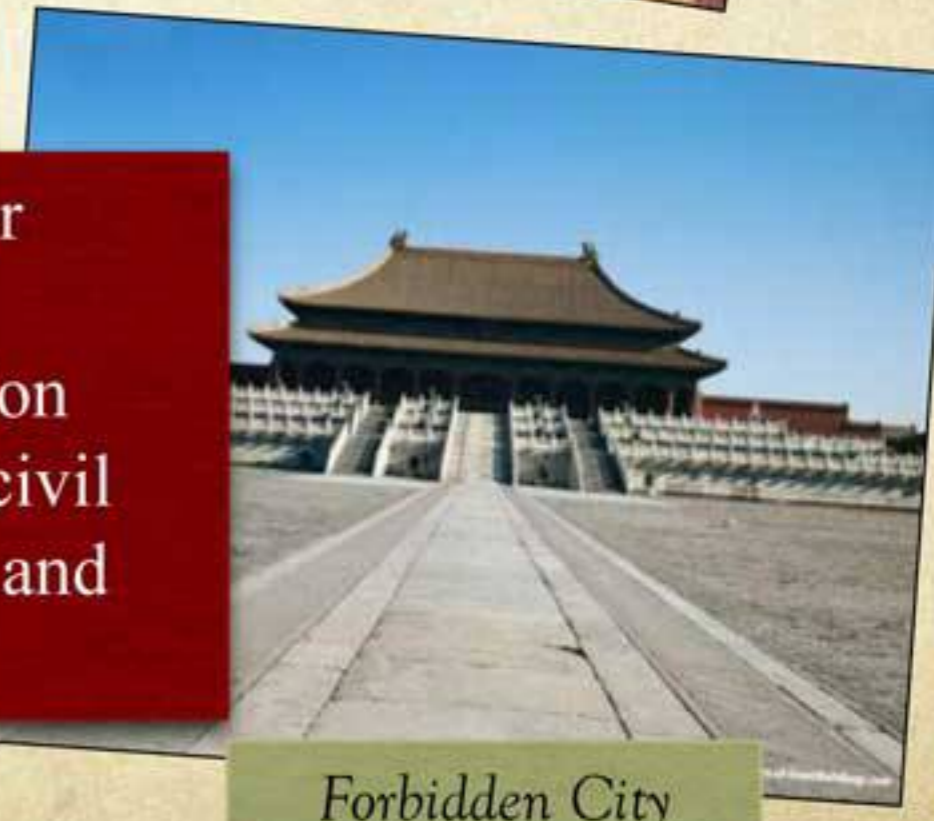


Emperor Tai zu

- Considered China's "younger brother"
- Looked to China for protection
- Adopted Chinese language, civil service exams, government, and isolation policy.

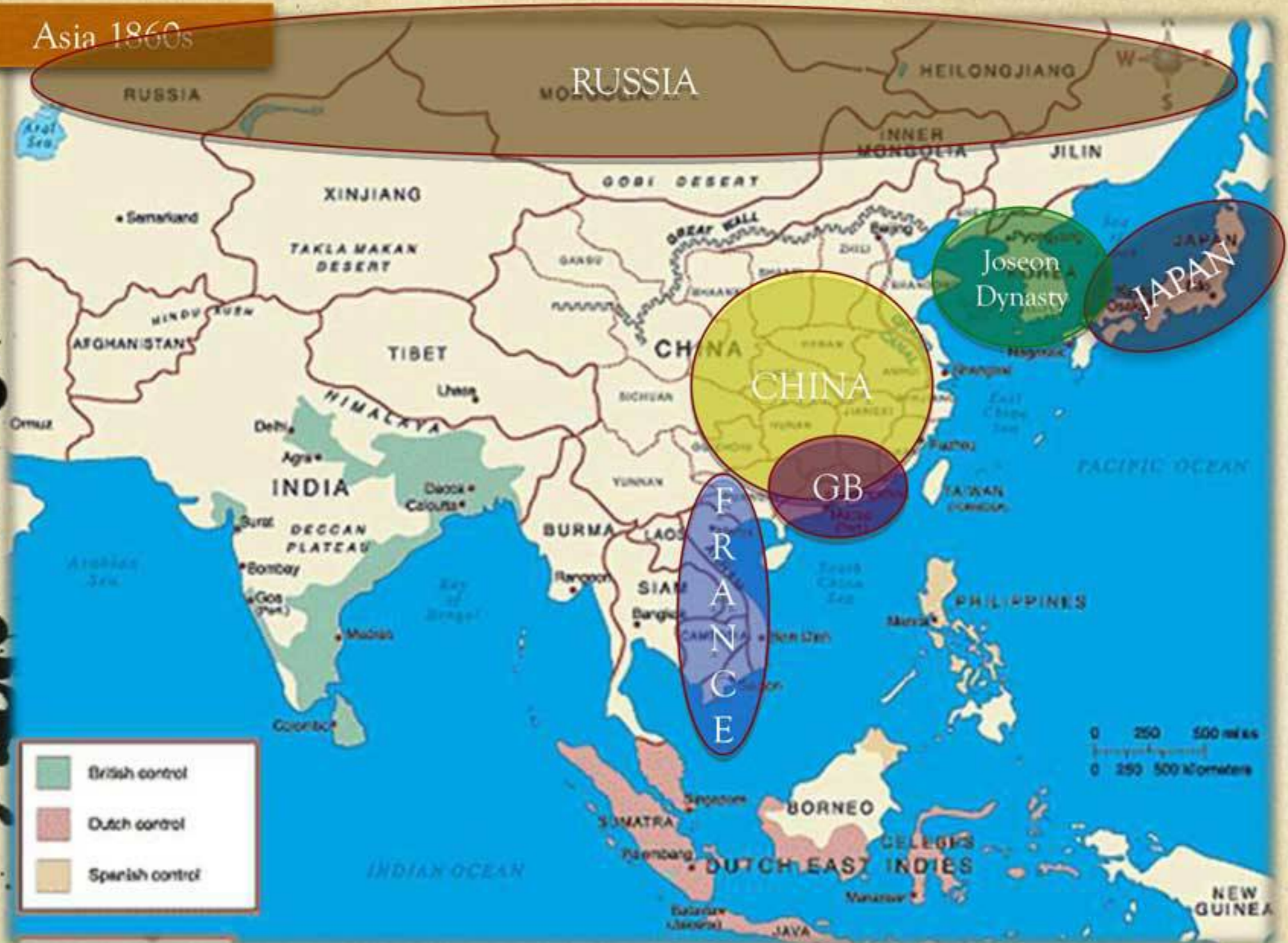


Gyeongbokgung Palace



Forbidden City

# Asia 1860s



Considering the global themes of Unit IV, what should the Joseon Dynasty be concerned about?



# “Knock, Knock... Open Up!”

## French and American Disturbances

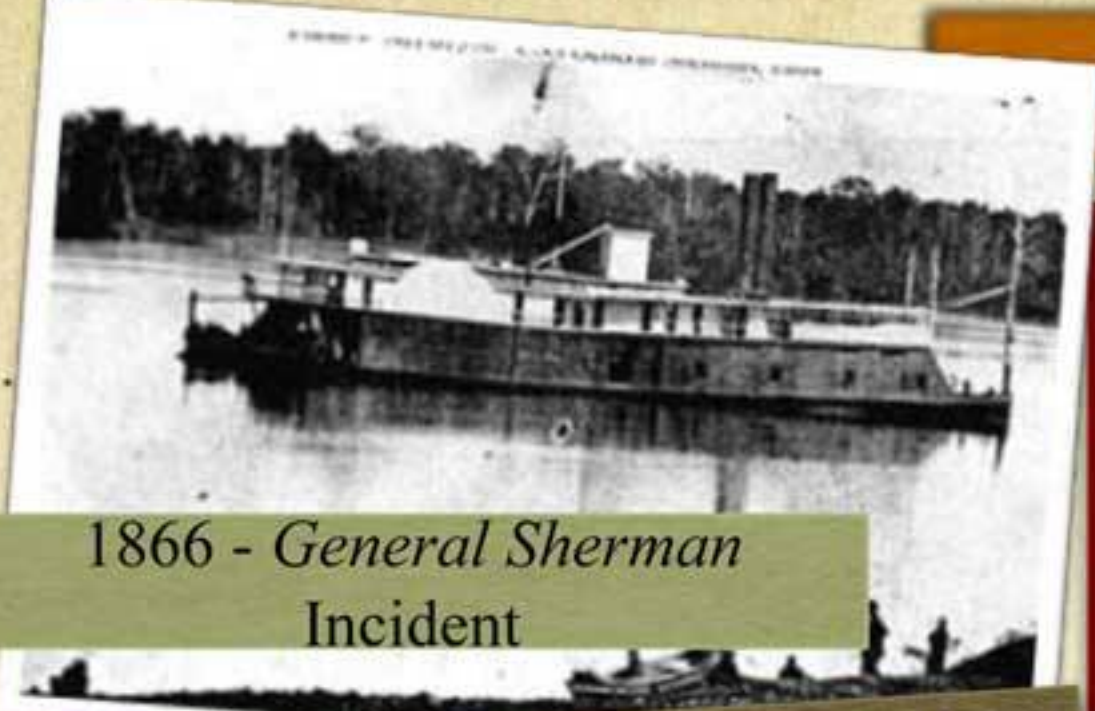


“The expedition deeply shocked the Korean Nation, by showing her claimed invulnerability was but an illusion...The objective I had fixed to myself is thus fully accomplished, and the murder of our missionaries has been avenged.” Admiral Roze

1. 1785 - Joseon officials passed an edict against Christians – Persecutions begin in 1865 - Witnessed western influence in China with Opium War and Taiping Rebellion.
2. 1865: 12 French Priests went missing (9 killed) and over 8,000 Christians killed.
3. 1866: 800 French soldiers attacked the Island of Ganghwa but later retreated.

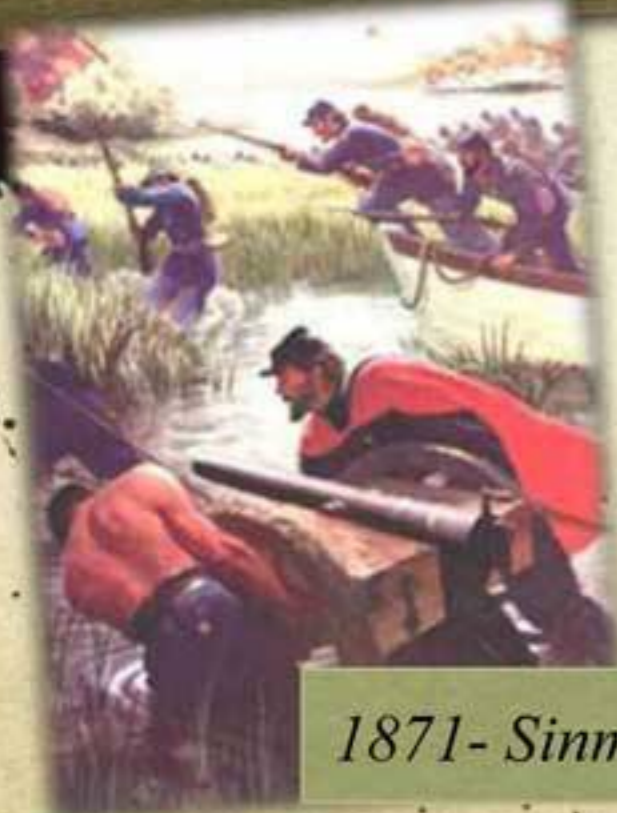
# Gunboat Diplomacy

1. 1866: The USS General Sherman sailed to Korea to begin negotiations for a trade treaty.
2. Korean officials thought British/Americans were in search of treasure in Korean tombs.
3. The Daewongun sent orders that the ship was to leave immediately or crew would be killed.
4. When ship refused to leave, Koreans attacked, set the ship on fire and killed the crew.
5. 1871 - U.S. invaded Ganghwa, resulting in the deaths of about 300 Koreans. U.S. later retreated.



1866 - *General Sherman*  
Incident

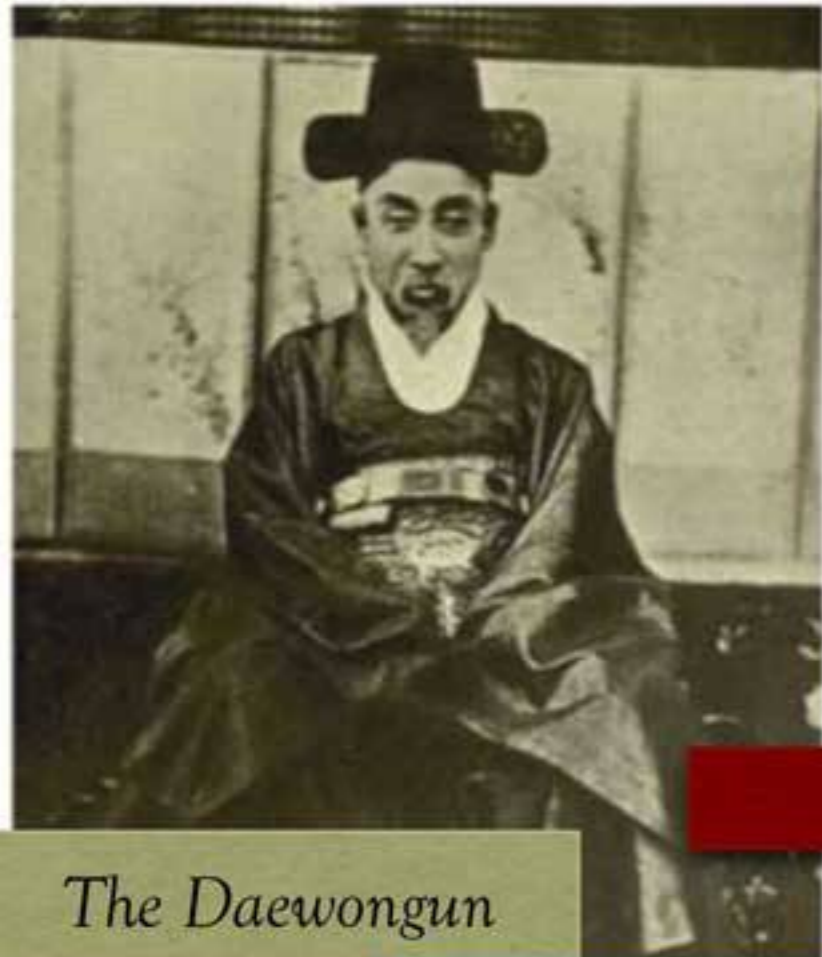
*"You insist on trading with us, which is forbidden...I must inform my King and then decide what to do with you people."*  
- Governor Park Kyoo Soo



1871- *Sinmiyangyo*



## Opening of Korea- 1876



*The Daewongun*

By observing these images, how do you think the policies of each man would differ in Korea?



*King Gojong*

*“Korea is an arrow pointed at the heart of Japan.”  
- Japanese official, 1880*

1. 1873 - The Daewongun hands power to his son, King Gojong, and his wife Queen Min
2. 1876 – Japanese gunboat diplomacy forced Korea to sign the unequal Treaty of Ganghwa which stated:
  - A. Korea was autonomous nation – not a possession of China
  - B. Korea must open up trading ports with Japan and allow Japanese settlements

# Opening of Korea

1. Enlightened rulers wanted “Self-Strengthening”
2. Korea must adopt Western institutions and technology, tolerate Protestantism, and balance alliances between China, Japan, and the US.
3. 1882 – Korean-American Treaty began “open-door” policy that led to treaties with Britain, France, Russia, Italy, Germany, and Austria-Hungary
4. Wanted gradual change – “Eastern ways, Western machines”



## Americans Brought:

- Concepts of equality and democracy
- First modern schools for boys and girls
- Spread of Protestantism

## *Soldiers Riot of 1882*

A violent uprising of conservative soldiers who felt threatened by influx of foreign practices and technology – It was supported by the Daewongun who was later captured by the Chinese.

## *The Kapsin Coup 1884*

Group of Enlightened Party members attempted a coup d'etat. It lasted three days, failed, but led to a Chinese-Japanese agreement toward Korea.

## Reactions to Change

### *The Assassination of Queen Min 1895*

- Due to increasing Japanese influence, Queen Min supported a pro-Russian government
- Japan wanted to restore superior power in Korea-saw Queen as obstacle to oversea expansion.
- Sword-bearing assassins enter Gyeongbok Palace, killed the Queen and burned her body. She was 43 years old.



FILM CLIP

# The Tonghak Rebellion 1894

Massive armed peasant uprising inspired by new religious movement, Cheondoism (Heavenly Way) Goals:

1. Clear name of founder Choe Che-u, executed in 1864
2. Destroy corrupt Min Oligarchy – Restore Daewongun
3. Drive out the Japanese barbarians – Nationalism
4. Restore Confucian order- more Chinese influence
5. Create egalitarian society – destroy yangban class



*Choe Che-u before execution*



- *Korean officials panicked and called to China for military support.*
- *Japan also sent troops to protect their interests*
- *Tonghak army was defeated by Japanese army and their leaders were executed.*

# The Sino-Japanese War 1894-1895



- Japanese troops took over Korean royal palace and fought Chinese troops in a series of land and naval battles.
- Total Japanese victory in 1895 – Treaty of Shimonoseki:

- China acknowledged Korea's full independence
- Japan takes control of Taiwan, Liaotung Peninsula –forced to give back Liaotung by Europeans who wanted to check Japanese power (1898 controlled by Russia)
- Balance of Power in the East shifted from traditional China to modern Japan.



There's a new  
Sherriff in town!

How did you  
get so  
powerful?

*Create a caption or title for this political cartoon*



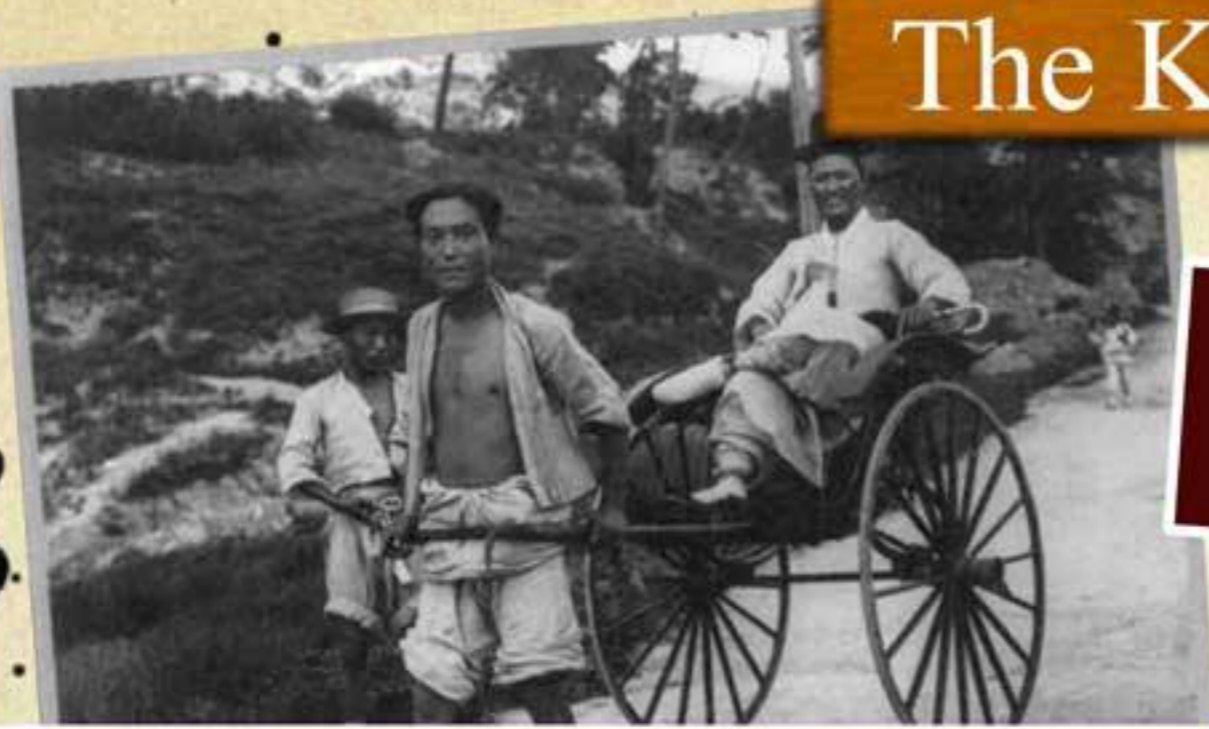


FUN  
FACT!

In order to get married, men in indigenous Taiwanese tribes had to present a head to their tribe.

The Japanese wanted to control Taiwan directly in order to control these tribes who were killing Japanese merchants.

# The Kabo Reforms 1894-1896



Japanese Officials and Korean Enlightenment Leaders shared a commitment to nationalism, egalitarianism, and modern capitalism.

1. Established Korean Independence and abolished privileges of Chinese

2. Transformed government into western style Constitutional Monarchy

3. Modernized industry and transportation - developed banks, monetary system

4. Modern police and military

5. Modernized schools and taught Korean history in Hangeul

6. Modern Judiciary and penal code

7. Social Class structure was abolished, slavery prohibited



# Anti-Japanese Reaction

The assassination of Queen Min, the military action against the Tonghak “Righteous army” and the order to cut off “topknots” led to widespread anti-Japanese campaign.



*“Cut off my head,  
but my hair – never!”*



- 고종 황제(가운데)와 황실 가족 사진(문화재청 제공/노컷뉴스)

1896 – King Gojong and Korean officials were smuggled out of the palace to the Russian legation – ending Japanese dominance and the Kabo Reforms.

# Korean Nationalism



*Independence Gate and Independence Hall – built with public contributions*

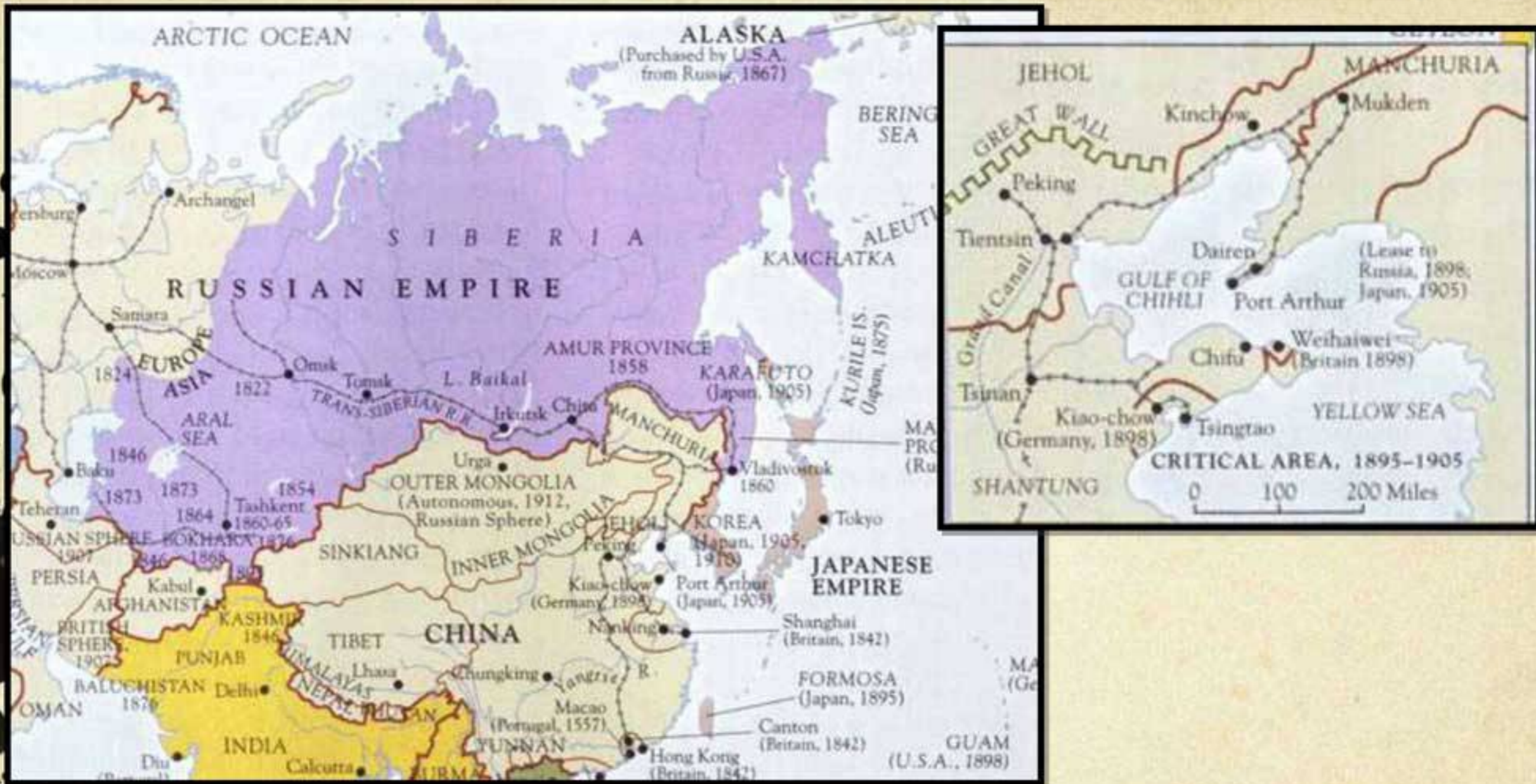


*The “Tongnip Sinmun” or The Independent – first modern vernacular newspaper.*

## The Independence Club 1896-1898

1. Condemned foreign interference in the gov't
2. “Korea for Koreans” – promote self-strengthening (schools, industry, defense)
3. Initiated democratic rights and creation of legislative assembly (Free speech and assembly, equality, popular sovereignty)
4. A threatened King Gojong arrested all members

# The Russo-Japanese War 1904-1905



- Russian expansion into Manchuria threatened Japan and Great Britain
- Russia obtained a 25 year lease on Port Arthur and permission to link Trans-Siberian RR - putting them on the doorstep of Korea.

# The Russo-Japanese War 1904-1905



**How do these cartoons portray Korea and why do you think they were in this position?**

**Japan becomes the first Eastern Nation to defeat a Western Nation in War**



- Russian troops entered Korea despite Japanese objections
- Japanese attacked Russians at Port Arthur
- Japanese shocked the world and won many battles

**What is the impact of Japanese victories over both China and Russia?**

# American Involvement



- U.S. President Theodore Roosevelt helped to broker the Treaty of Portsmouth
- Russia had to acknowledge Japan's superior political, military, and economic interest in Korea and pledge not to hinder Japan's actions in the peninsula.

We will recognize and allow your power in Korea.

Shhhh...it's a secret.

• Taft-Katsura Agreement: Secret agreement between U.S. Secretary of War Taft and Japanese Prime Minister Katsura



...And we will recognize and allow your power in the Philippines.



# Japanese Annexation of Korea - 1910



**Japanese military crushed Korean resistance killing 17,600 guerrillas from 1907-1910**



## “Subjugation” – The Dark Period 1910-1919



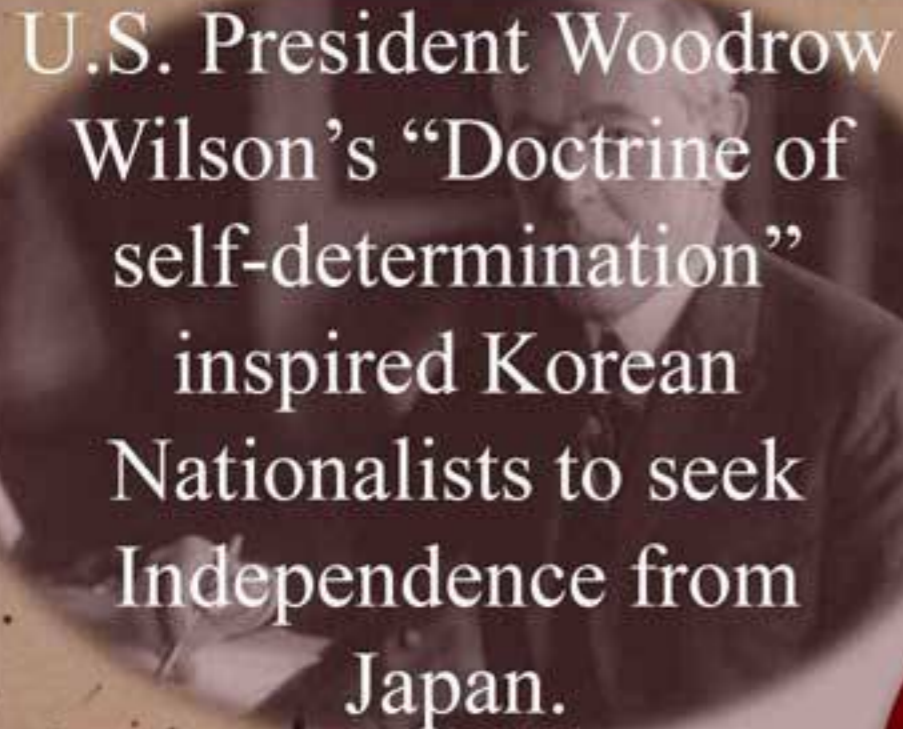
*Terauchi Masatake*  
*First Governor-General of Korea*

- 1. The Japanese took direct control of the Korean government*
- 2. Banned all political organizations and even the right to assemble.*
- 3. Censored Korean newspapers and magazines and burned over 200,000 books.*
- 4. Police arrested intellectuals, religious leaders, and politicians - by 1912, over 50,000 arrests took place.*


**1909 assassination of Japanese Statesman Ito Hirobumi by Korean Nationalist An Chung-gun triggered a major crackdown on political dissidents**



# March First Movement - 1919

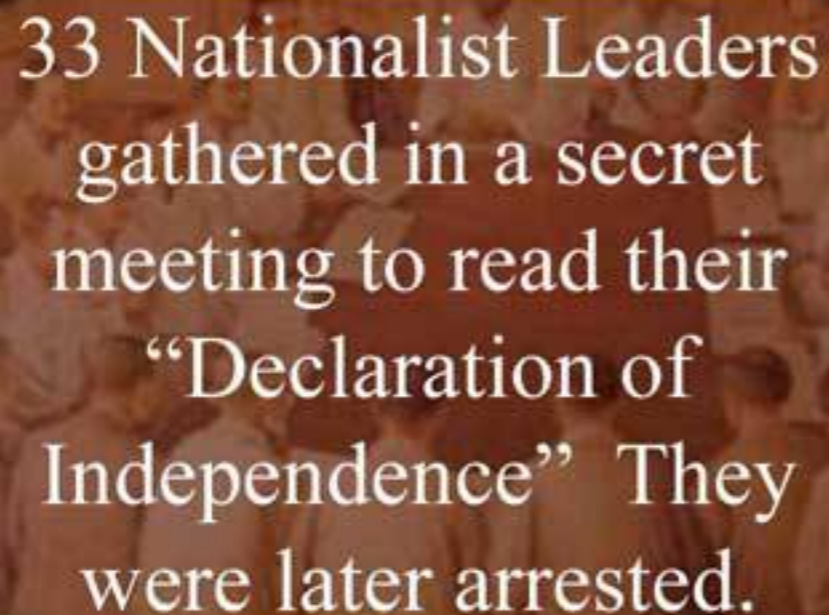


U.S. President Woodrow Wilson's "Doctrine of self-determination" inspired Korean Nationalists to seek Independence from Japan.

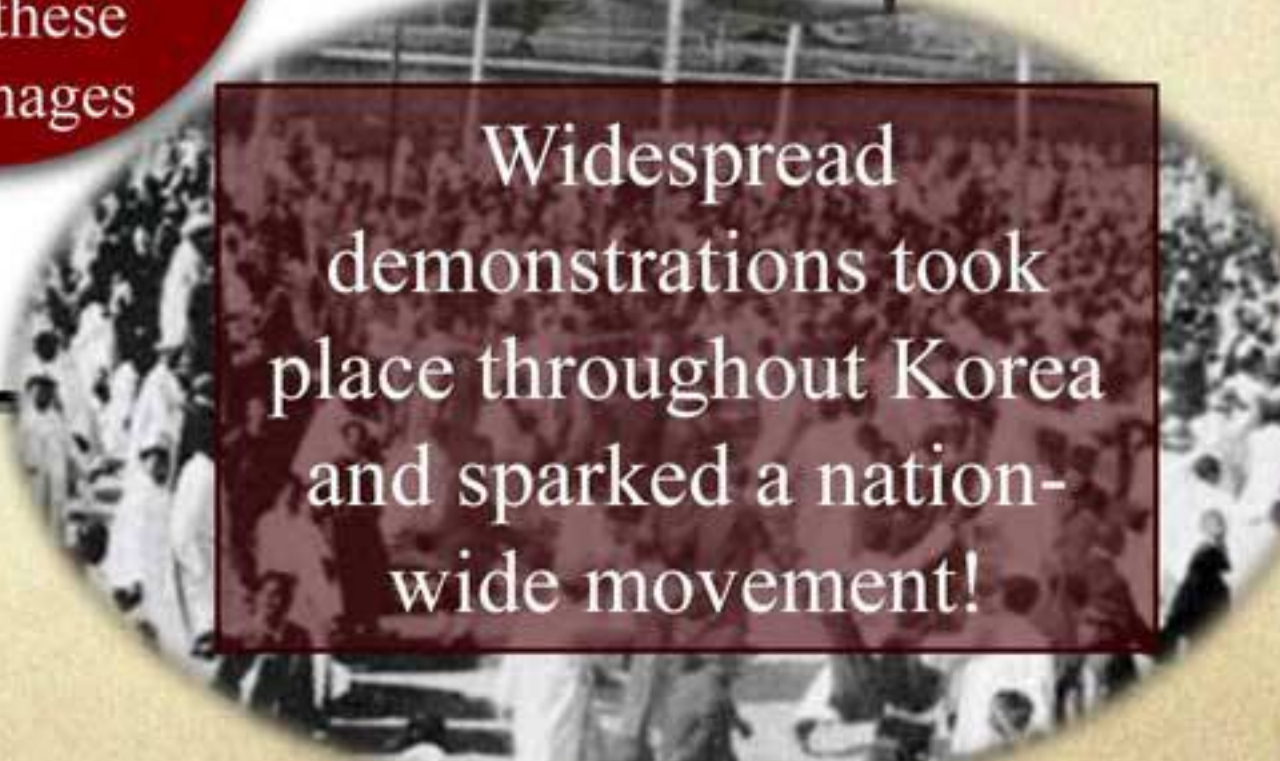


King Gojong's death sparked anti-Japanese sentiment and reminder that Korea was not independent

Tell the story about the March First Movement using these four images



33 Nationalist Leaders gathered in a secret meeting to read their "Declaration of Independence" They were later arrested.



Widespread demonstrations took place throughout Korea and sparked a nationwide movement!

# “Long Live Korean Independence”



What do you think this slogan means?

A portrait of Yu Gwan-sun, a Korean independence activist, wearing a light blue Hanbok. She has her hands clasped in front of her. The background is a dramatic, fiery orange and red sky. A red speech bubble is positioned above her head.

“Japan Shall Fall!”

A yellow starburst shape with a white outline, containing the text 'FUN FACT!' in white capital letters.

FUN  
FACT!

Yu Gwan-sun was an 18 year old student protester who helped to organize the March 1<sup>st</sup> Movement. Her parents were killed but she was arrested, tried, and sentenced to 7 years in prison. She died in 1920 from torture and starvation. She has become a National hero!

Can you compare Yu Gwan-sun to anyone else in history?

# Cultural Accommodation 1920-1931



*Admiral Saito Makoto  
New Governor-  
General*

- 1. After March First Movement, Japan needed to change their brutal image and began a more “cooperative” policy toward Korea*
- 2. Eased political, economic and social restrictions*
- 3. Eased censorship of the press and the arts*
- 4. Led to formation of national consciousness – schools, literature, political organizations*
- 5. Fostered a Korean Cultural Renaissance – novels, art, drama, cinema*

Harmony between Japan and Korea”

Na Un-gyu was the best known actors of early Korean cinema. Despite Japanese censorship, he found ways to showcase Korean Nationalism metaphorically in his silent films. His most famous film was Arirang (1926) which was initially banned.



# Modernization

**"Japan has always been growth-oriented, in colonial areas as well as at home; and it is clear that Japanese rule helped to initiate intensive growth in both Korea and Taiwan" (Lloyd Reynolds, 1983)**

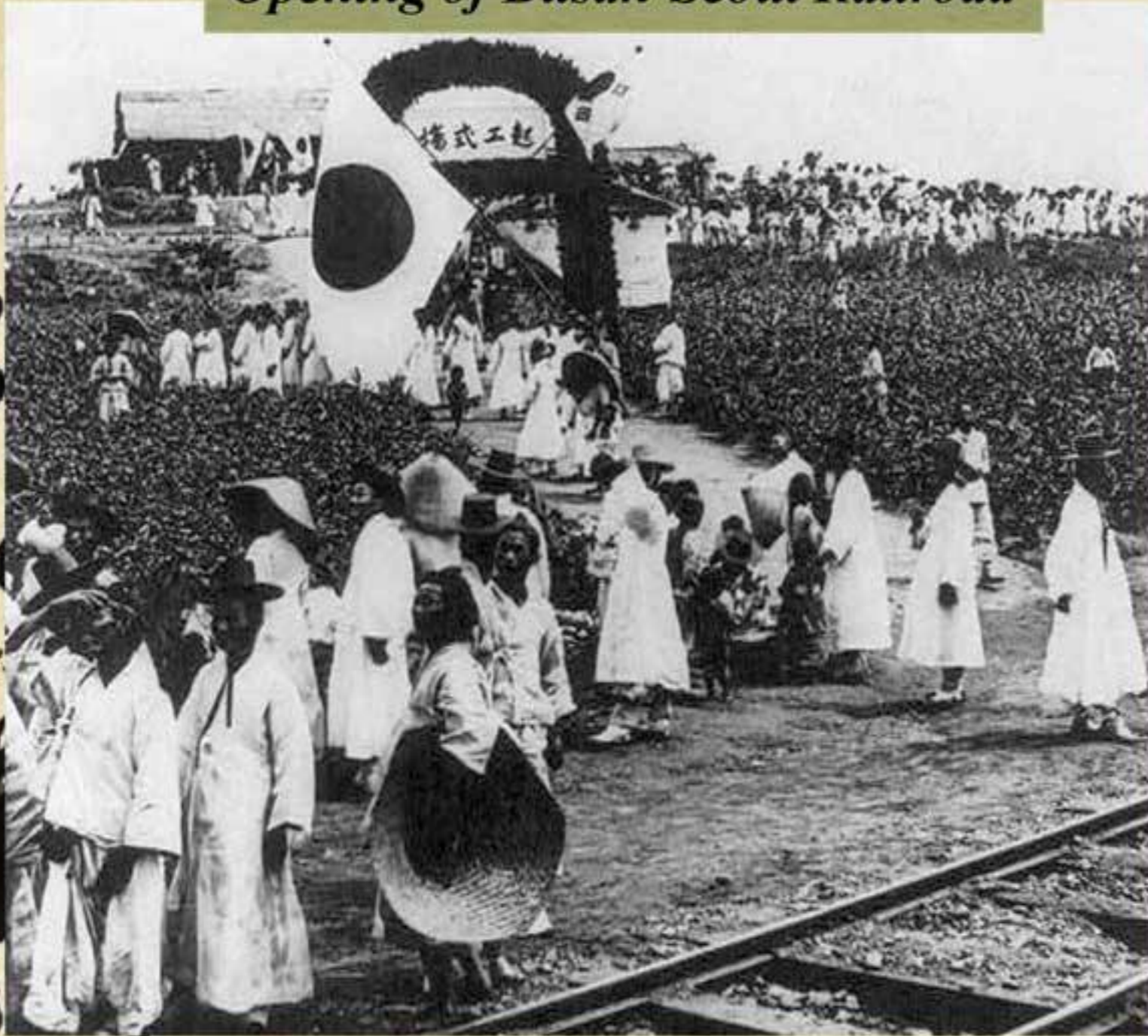
*Seoul, 1897*

Should Japanese improvements in infrastructure, communication and transportation be appreciated by Koreans despite how they were treated?



*Seoul, 1936*

## *Opening of Busan-Seoul Railroad*



“I must say their [Japanese] organization impressed me. They planned things. They came with blueprints. They built things that worked. The Bridge they built in our village lasted through all the rains and flooding. They also brought little things - sharp razor blades, matches that caught fire quickly, the record player – I know that those came from Europe... But the Japanese brought them first. I think probably it was good, in the long run.”

- Yi Sangdo, truck driver 1910

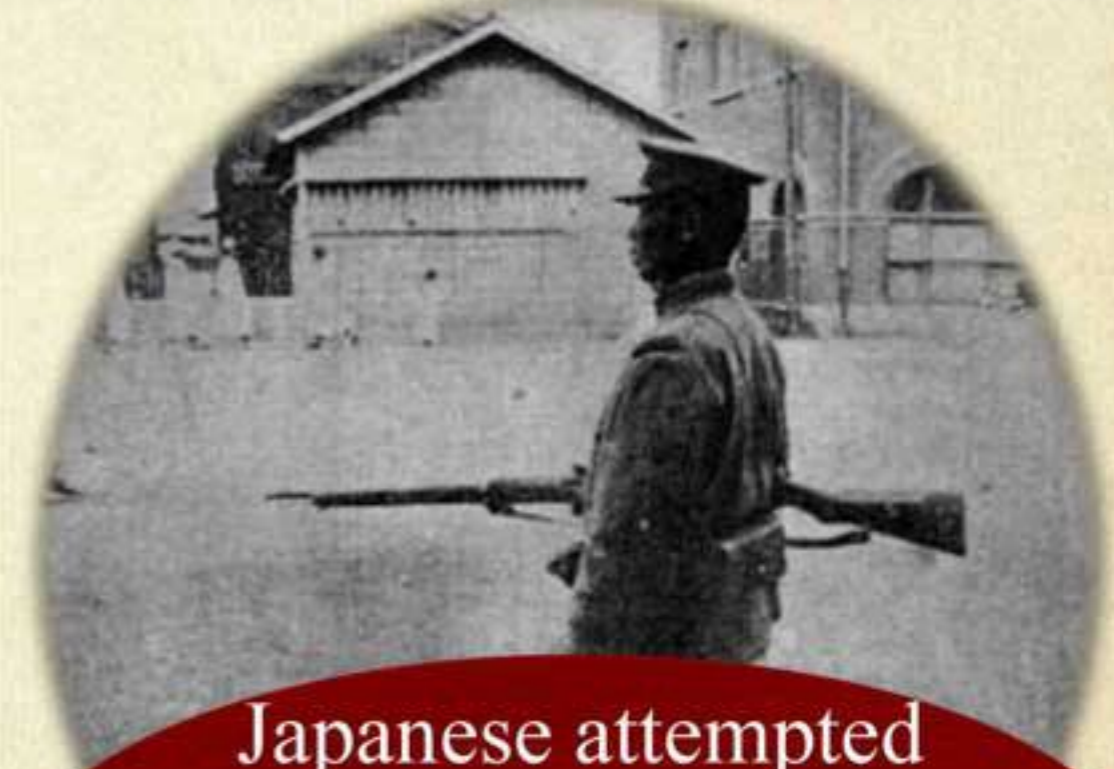
**Modernization is often used as a defense of Japanese policies, but opponents say it was done to benefit their commercial interests and not Korea. Modernization in Korea began in the post-1945 period under the stewardship of America and its allies in a way that benefited Korea itself.**



# “Assimilation” 1931-1945

The Great Depression and increasing Chinese power led to Japan's aggressive takeover of Manchuria in 1931. Japan began to mobilize the Korean population to support its economic, political, and military campaigns

By 1934, “Citizen Schools” focused on Japanese history, ethics and language. The Korean language was eliminated from study and public use and students had to pray at Shinto Shrines. By 1939, Japan “encouraged” all Koreans to change their names to a Japanese styled and approved name. Over 84% of the population did this.



Japanese attempted to eliminate the Korean cultural identity!

良農業商議選員記運轉者事  
味試次難形適當同違正惡点  
念殘落格果受說接面驗合指  
約決旅消流深案投洗打扨折  
備準到發線泊特絡連急談相  
注押意故路信局機関割交引  
用器願知求台具取自窓由營  
期産個価品資銀誌雜辞服紙  
心報告々

# During World War II

During WWII, Japan drafted about 300,000 to 1 million Korean men for its war efforts. They were mostly put in hard labor, usually in mines or factories.



The Japanese forced over 200,000 “Comfort Women” into sexual slavery for the Japanese soldiers.



## Film Clip

Over 7,000 Korean prisoners died due to torture, neglect, disease and starvation.



# Liberation and Division 1945-1948

In August, 1945, the Japanese were defeated by the United States. However, The Korean peninsula was split at the 38<sup>th</sup> parallel – North Korea occupied by Soviet Union and South Korea occupied by U.S.



*Unfortunately, the Korean people were at war again in 1950 during the Cold War induced Korean civil war.*

# Japanese Occupation of Korea

Watch the video and write down two facts you already knew, two new facts you learned, and the most interesting fact?

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