

CONSEQUENCES OF JAPAN'S OCCUPATION OF KOREA: DOCUMENT BASED QUESTION

GRADES: 10th

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SUBJECT: AP World History

TIME REQUIRED: Two 45 minute Class Periods

BACKGROUND:

From 1910 – 1945, the Korean peninsula fell under the domination of Japan; first as a protectorate and later as a colony. This era of Korean history is typically divided into three time periods:

- Subjugation (1910 – 1919): During this time Korean subjugation was brought about by ruthless beatings and violence. The Japanese military was ever-present on the peninsula; enforcing Japan's colonial claims. As a response to the brutality Koreans organized mass protests, culminating in the March 1st Movement.
- Accommodation (1920 – 1931): In the wake of the March 1st Movement the Japanese eased their persecution of Koreans. Koreans were allowed freedoms of expression and assembly.
- Assimilation (1931 – 1945): As the world began building toward World War II the Japanese began compelling Koreans to participate in the war effort. First with Manchuria and China and then with the overall war in the Pacific, Koreans were used as both laborers and soldiers. It is also during this time period that Koreans were forced to take Japanese names, forgo the Korean language, and begin worshiping in Shinto shrines.

As a result of Japanese rule, great change came to Korea. Japanese engineers built roads and bridges; Japanese schools brought education to children of both sexes. While Korea's contact with the outside world had begun in the century leading up to Japan's domination, Japan accelerated the Hermit Kingdom's interactions and helped modernize Korea. Despite these strides, the brutality of the assimilation period and the Japanese attempt to eradicate the Korean culture helped to fuel a nationalistic movement against Japanese occupation; whispers of which can still be felt in modern Korea.

CURRICULUM CONNECTION:

As part of the Advanced Placement World History curriculum students are asked to write three essays: Compare/Contrast, Change and Continuity, and the Document Based Question (DBQ). The DBQ challenges the student to answer a question through their analysis of primary source documents.

In addition, the Advanced Placement World History curriculum has students spend time examining Imperialism during the 19th and 20th centuries. Students are asked to compare European and Asian imperialism, with an emphasis on how native populations were affected.

CONNECTION TO STUDENTS' LIVES:

Too often the American student is unaware of much of the world's history; specifically Korea's (in fact many US History books refer to the Korean War as "The Forgotten War"). Through this lesson students will become exposed to a sad chapter in Korea's history, while also honing their ability to read and analyze primary sources.

OBJECTIVES:

As a result of this lesson, students will be able to:

- Analyze and organize primary source documents, as well as define author's point of view.
- Improve their essay-writing skills; as per the College Board students are expected to complete a DBQ in 40 minutes.
- Comprehend the significance of the Japanese colonization of Korea.

NATIONAL AND STATE STANDARDS:

- **NCSS Standard:** Disciplinary Standard: HISTORY
 - Guide learners in practicing skills of **historical analysis and interpretation**, such as compare and contrast, differentiate between historical facts and interpretations, **consider multiple perspectives**, analyze cause and effect relationships, compare competing historical narratives, **recognize the tentative nature of historical interpretations**, and hypothesize the influence of the past.
 - Assist learners in **developing historical research capabilities** that enable them to formulate historical questions, obtain historical data, **question historical data**, identify the gaps in available records, place records in context, and **construct sound historical interpretations**.
 - Enable learners to **develop historical understanding through the avenues of social, political, economic, and cultural history** and the history of sciences and technology.

- **College Board AP World Standard: Skill 1: Crafting Historical Arguments from Historical Evidence**
 - Historical thinking involves the **ability to identify, describe and evaluate evidence about the past from diverse sources (including written documents, works of art, archaeological artifacts, oral traditions and other primary sources), with respect to content, authorship, purpose, format and audience.** It involves the capacity to **extract useful information, make supportable inferences and draw appropriate conclusions from historical evidence while also understanding such evidence in its context, recognizing its limitations and assessing the points of view** that it reflects.
- **College Board AP World Standard: Skill 4: Historical Interpretation and Synthesis**
 - Historical thinking involves the **ability to describe, analyze, evaluate and create diverse interpretations of the past—as revealed through primary and secondary historical sources—through analysis of evidence, reasoning, contexts, points of view and frames of reference.**

Common Core Standards:

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, reflection and research

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

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

RH 9 Compare and contrast treatments of the same topic in several primary and secondary sources

MATERIALS REQUIRED:

- APPARTS Handout (attached)
- Japanese rule of Korea DBQ (attached)
- DBQ Rubric (attached)

INTRODUCTION:

The purpose of this lesson is multi-fold. Through the Korean voices used in the document based question, students will gain insight into the changes undergone by Koreans as a result of Japanese occupation. Students will learn that while in some avenues Korea did benefit from Japanese rule (with the construction of engineering projects, schools and industry), the lasting effect of this rule is the systematic attempt by the Japanese to eradicate Korean culture and heritage.

In addition, students will gain valuable experience in the practice of writing a timed document based question.

This lesson is not designed to be used as a student introduction to writing a document based question. If this is their first DBQ, an additional class period needs to be spent teaching the student how to interpret the DBQ rubric and how to structure their essay. Also, students should be well-versed in document analysis prior to assigning this essay.

PROCEDURE:

Day One:

1. Begin the class with a warm up exercise. Write the following question on the board “What elements define culture and how does culture define a people?” and allow students time to reflect and compose an answer in their journal (7-10 minutes). Have students discuss their responses and use their responses to facilitate a discussion about culture.
2. Teacher will present a short summary of Korean colonization by the Japanese; pass out the DBQ and APPARTS handout.
3. Divide the students into small groups (no larger than three) and assign each group one of the twelve documents within the DBQ. Instruct the groups that they are to analyze their primary source by completing the APPARTS handout for their document (12-15 minutes).
4. Have students present their APPARTS to the class (if available, use a document camera to display the handout). Instruct the class that they are to make notes based

on the APPARTS presentation in the margins of their DBQ (15 minutes).

5. Collect the DBQ packets (to be redistributed next class).

Day Two:

1. Redistribute the DBQs to the students. Be sure to go over the essay question with the students to ensure their understanding.
2. Students will be given the remainder of the class (40 minutes) to write their response to the DBQ.
3. At the end of 40 minutes, regardless of whether or not students are finished, stop the students and collect their essays.

ASSESSMENT

Use the attached rubric to grade student essays.

RESOURCES

AP Central, College Board, AP World History Course and Exam Description. Available for free download at:

http://apcentral.collegeboard.com/apc/public/repository/AP_WorldHistoryCED_Effective_Fall_2011.pdf

APPARTS Handout. Available for free download at:

http://chnm.gmu.edu/cyh/archive/files/apparts_b60cd02284.pdf

Eckert, Carter J., Lew, Young Ick, et. al. *Korea Old and New: A History*. Cambridge: Harvard University Press, 1990, pp. 254 – 326.

Kang, Hildi. *Under the Black Umbrella: Voices from Colonial Korea, 1910 – 1945*. Ithaca: Cornell University Press, 2001, pp. 2-5, 11-12, 20, 39, 44-45, 69, 114, 119, 135, 137, 145.

Map: Japanese Empire. Available for free download at:

<http://www.cosmeo.com/viewPicture.cfm?guidImageId=958EA5B5-6BF4-4622-B4C3-CE126BE59E9A&&nodeid=>

Young, Ick Lew. *Brief History of Korea: A Bird's Eye View*. New York: The Korea Society, 2000, p.23. Available for free download at: http://www.koreasociety.org/102_k-12_resources/120_by_publication_title/123_brief_history_of_korea/view_category.html

WORLD HISTORY

SECTION II

Note: this exam uses the chronological designations B.C.E. (before the common era) and C.E. (common era). These labels correspond to B.C. (before Christ) and A.D. (anno Domini), which are used in some world history textbooks.

Part A

(Suggested writing time—40 minutes)

Percent of Section II score—33 1/3

Directions: The following question is based on the accompanying Documents 1 – 12. (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 of the documents.
- Analyzes the documents by grouping them in as many appropriate ways as possible. Does not simply summarize the documents individually.
- Takes into account the sources of the documents and analyzes the author's points of view.
- Identifies and explains the need for at least one additional type of document.

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

1. Between the years 1910 – 1945 Korea was dominated by the country of Japan. During this time great cultural change came to the peninsula as Koreans became more and more influenced by the Japanese; either through *choice* or by *coercion*. Using the following documents, analyze the consequences (both positive and negative) to Japanese occupation of Korea.

Historical Background: Japanese rule of Korea is divided into three eras:

- 1910 – 1919: Subjugation
- 1920 – 1931: Cultural Accommodation
- 1931 – 1945: Assimilation

Document 1

Source: KIM WŎN'GŬK, male, born 1918, Tobacco Authority officer, North Hamgyŏng Province, interview.

To show you how modern Father was, instead of farming in the old way by hand, he ordered machinery from Japan for digging and weeding, and because of Father's connections with the government, every day we had visitors from the county government or the provincial government, all Japanese. When the local government wanted to train young people in agricultural methods, they sent the people to our house to learn from my father.

Document 2

Source: CH'U PONGYE, female, born 1913, housewife, North Kyŏngsang Province, interview.

After the *mansei** movement, they took my father to jail and beat him severely. The police claimed that he had joined the demonstration and yelled *mansei*. They came all the way to our small village to find him and haul him away.

**Mansei* means 10,000. Protestors shouted this word to imply "May Korea live ten thousand years." 1 March 1919

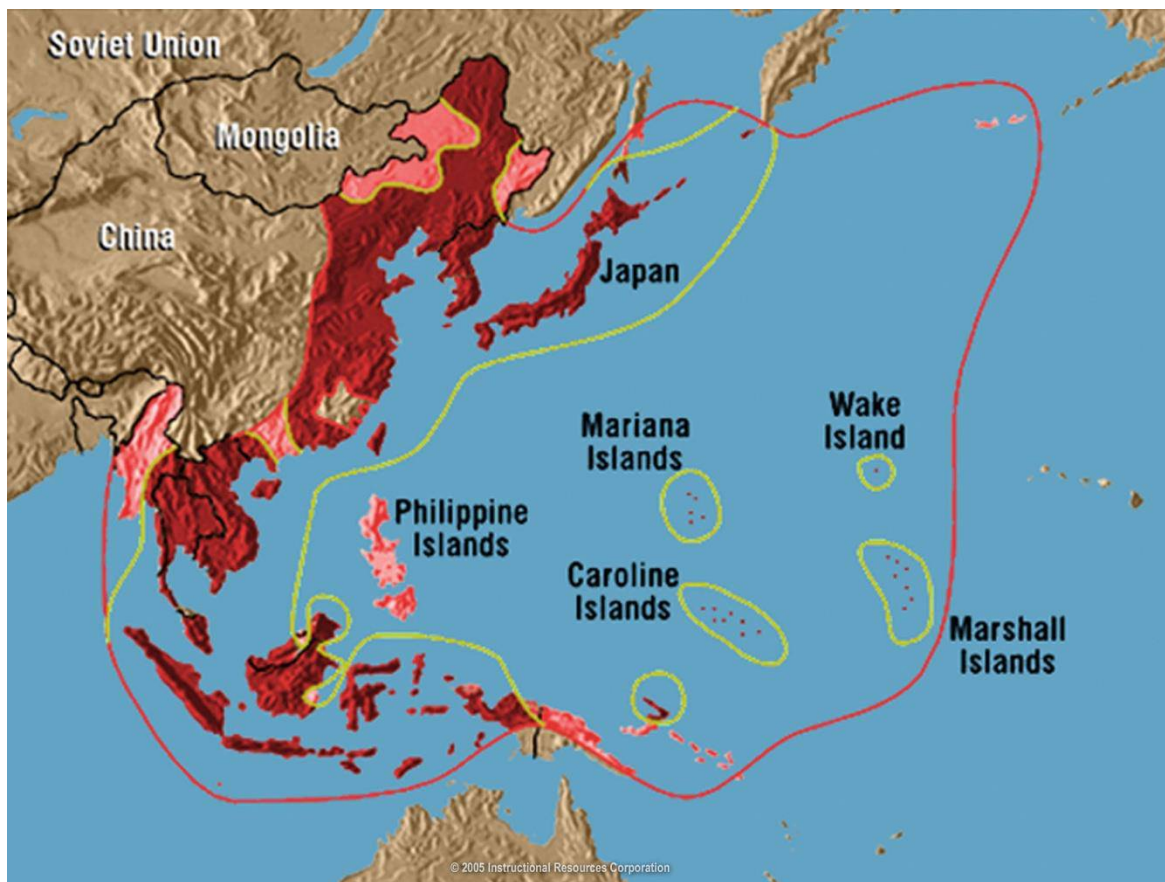
Document 3

Source: KIM HOJUN, male, born 1918, farmer, Hwanghae Province, interview.

My family was progressive. I am one of five sons and we have three sisters, and my parents put all eight of us through school. Our neighbors in the village wagged their fingers at us. "What good is it to learn at the hand of the Japanese?" they asked. Remember, this was just a small farm village. Perhaps it was my own attitude, but I never felt any animosity toward the Japanese. It just didn't occur to me that they were persecuting us.

Document 4

Source: IRC map, Japanese Empire 1942 and 1945



Document 5

Source: YANG SŎNGDŎK, male, born 1919, electrical engineer, South Ch'ungch'ŏng Province, interview.

Every family had big discussions whether to go along or resist. My eldest brother, who took over the rice dealership, didn't change his name at all, because he was dealing mostly with other Koreans. But for those of us who had to go to school or get jobs, we had to come up with the new names. This was just a tactic to make Koreans into Japanese. They didn't do this blindly, you know. They had very sinister plans. The purpose of changing names was obviously to make us sound Japanese, so that the younger generation would know nothing but the new names, and their thinking and their attitudes would become Japanese. This was all part of their long-range plan to eliminate any vestige of Korean consciousness.

Document 6

Source: PAK C. [anonymous], female, born 1927, housewife, interview.

I don't remember that the Japanese teachers made me conscious of being Korean and thus different from themselves. I think I was brainwashed to identify with them. Oh, this mind game is truly terrifying, it is so effective. I know so little about my own country.

Document 7

Source: CH'OE P'ANBANG, male, born 1912, Morse code operator, North Kyŏngsang Province, interview.

I had plenty of contact with the Japanese. My job was as a Morse code operator, and in order to collect the intelligence information, police came regularly to my office. It took me about a year to get my code license. At the training school, they chose fifty Japanese and only thirty Koreans. They always ran short of the fifty and never filled those slots, but the number of Korean applicants was well over a thousand, more like fifteen hundred for those thirty slots. Somehow I got in.

Document 8

Source: CHIN MYŎNGHŪI, female, born 1932, housewife, South Hamgyŏng Province, interview.

The cannery was huge, with row upon row of building after building. Kids came to work from every school, boys and girls, from fifth grade up to middle school. It was hot and my arms ached, but we couldn't stop.

Document 9

Source: "The Pledge of the Imperial Subjects", to be said at all public gatherings, whether religious, educational, or social.

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

Document 10

Source: KIM PONGSUK, female, born 1924, housewife, Kyŏnggi Province, interview.

The men lined up outside the barracks doors where the women were, and took their turn. The girl just lay there inside. Each man had a given amount of time, about seven minutes. If he wasn't out in time, the next man went right in and yanked him out. Each door had a long line of men waiting their turns. But when my husband's turn came, he just couldn't go in and do it. The woman, on the wall near her head, used chalk or a pencil to make a mark for each soldier she serviced. She thought she would be paid that way, but it turned out they were not paid anything at all.

Document 11

Source: YI OKHYŎN, female, born 1911, housewife, Hwanghae Province, interview.

Those who opposed going to the shrine expected prison and torture. Our church people felt terrible about it, but since we lived in a rural area, it didn't seem to be such a big issue. Our pastor opposed Shinto worship, but the leaders went, anyway. They did that because the police said if we didn't bow, they would close the church. We didn't go very often, actually, just on days important to Japan.

Document 12

Source: KIM P. [anonymous], female, born 1931, housewife, interview.

When the war ended, everyone stopped using Japanese and started speaking Korean again. I was young, and I had never spoken Korean in my entire life. Since I didn't know a single word of Korean, I repeated the sixth grade just to learn to speak my own native language.

APPARTS

AUTHOR

Who created the source? What do you know about the author? What is the author's point of view?

PLACE AND TIME

Where and when was the source produced? How might this affect the meaning of the source?

PRIOR KNOWLEDGE

Beyond information about the author and the context of its creation, what do you know that would help you further understand the primary source? For example, do you recognize any symbols and recall what they represent?

AUDIENCE

For whom was the source created and how might this affect the reliability of the source?

REASON

Why was this source produced at the time it was produced?

THE MAIN IDEA

What point is the source trying to convey?

SIGNIFICANCE

Why is the source important? What inferences can you draw from this document? Ask yourself "So what?" in relation to the question asked.

Generic Core-Scoring Guide for AP World History

Document Based Question

Basic Core: Competence	Points	Historical Thinking Skills Assessed
1. Has acceptable thesis	1	<ul style="list-style-type: none"> • Argumentation • Depending on the topic of the question: <ul style="list-style-type: none"> ○ Historical Causation ○ Comparison ○ Patterns of Continuity and Change Over Time
2. Addresses all of the documents and demonstrates understanding of all or all but one	1	<ul style="list-style-type: none"> • Use of Historical Evidence
3. Supports theses with appropriate evidence from all or all but one document [Supports thesis with appropriate evidence from all but two documents]	2 (1)	<ul style="list-style-type: none"> • Argumentation • Depending on the topic of the question: <ul style="list-style-type: none"> ○ Historical Causation ○ Comparison ○ Patterns of Continuity and Change Over Time
4. Analyzes point of view in at least two documents	1	<ul style="list-style-type: none"> • Use of Historical Evidence
5. Analyzes documents by grouping them in two or three ways, depending on the question	1	<ul style="list-style-type: none"> • Argumentation • Use of Historical Evidence • Depending on the topic of the question: <ul style="list-style-type: none"> ○ Historical Causation ○ Comparison ○ Patterns of Continuity and Change Over Time
6. Identifies and explains the need for one type of appropriate additional document or source	1	<ul style="list-style-type: none"> • Argumentation • Use of Historical Evidence
Subtotal	7	Essay as a whole: Synthesis

Expanded Core: Excellence	Points	Historical Thinking Skills Assessed
<p>Expands beyond basic core of 1-7 points. A student must earn 7 points in the basic core area before earning points in the expanded core area.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Has a clear, analytical, and comprehensive thesis. • Shows careful and insightful analysis of the documents. • Uses documents persuasively as evidence. • Analyzes point of view in most or all documents. • Analyzes the documents in additional ways—groupings, comparisons, syntheses. • Brings in relevant “outside” historical content. • Explains why additional types of document(s) or sources are needed. 	0-2	<ul style="list-style-type: none"> • Same skills as noted in basic core • Other historical thinking skills may be demonstrated depending on the question and the documents
Subtotal	2	
TOTAL	9	