

## THE TAFT-KATSURA AGREEMENT

**GRADES:** 9 – 12

**AUTHOR:** Sarah Altier

**SUBJECT:** World History, Asian Studies, U.S./Korean diplomacy

**TIME REQUIRED:** Three class periods, including homework

### **OBJECTIVES:**

1. After studying turn of the 20<sup>th</sup> century imperialism, the rise of Theodore Roosevelt, the Sino-Japanese War, and the Russo-Japanese War, students will examine how these events affected Korea, eventually leading to Japan's occupation of the Korean peninsula.
2. Students will understand the effect of the Taft-Katsura Agreement on 20<sup>th</sup> century Korea.
3. Students will analyze the Taft-Katsura Agreement and related primary sources using document analysis worksheets.
4. Students will use their historical imagination to brainstorm how events might have turned out differently had the Taft-Katsura Agreement not been made. Additionally, students will connect the agreement to subsequent events such as increased Japanese imperialism and the start of World War II.
5. Students will explain the role Alice Roosevelt's 1905 visit to Korea played in U.S./Asian diplomacy.
6. Students will role play a press conference.

### **STANDARDS:**

Common Core Standards

RI 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

RI 2 Delineate and evaluate the reasoning in seminal U.S. texts (the Taft-Katsura Agreement)

RH1 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

RH3 Evaluate various explanations for actions or events

RH9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea, or event

SL 1. Initiate and participate effectively in a range of group collaborative discussions with diverse partners on topics, texts, and issues

SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning

## **MATERIALS REQUIRED:**

- Handout 1 – Background Information Sheet
- Handout 2 – Written Document Analysis Worksheet
- Handout 3 – Taft-Katsura Agreement
- Handout 4 - Political Cartoon Analysis Worksheet
- Handout 5 - Political Cartoon (Tokyo Puck)
- Handout 6 – APPARTS guidelines for primary sources
- Assessment Rubrics

## **BACKGROUND:**

In 1905 Theodore Roosevelt's Secretary of War, William Howard Taft, was sent on a mission to Asia which included stops in Hawai'i, Japan, Korea, the Philippines, and China. Amongst the 83 people in his entourage was the president's 21 year old daughter, Alice. Early in the journey the group arrived in Japan where Taft and the Japanese Prime Minister, Count Taro Katsura, reached an agreement which facilitated Roosevelt's mediation of the Treaty of Portsmouth which ended the Russo-Japanese War. This of course led to Roosevelt being awarded the Nobel Peace Prize in 1906. The Taft-Katsura agreement, however, allowed Japan to control Korea in exchange for Japan's pledge to tolerate America's acquisition of the Philippines. The result was over 40 years of Japanese colonization and restrictive policies in Korea. (See Handout 1 for more detailed background.)

## **PROCEDURE:**

1. **Day 1.** Provide Handout 1 for Homework the night before the lesson and ask them to annotate it with particular issues they note and questions they have.
2. Give students Handout 2 and 4. Review what they know about primary resources.
3. Give students Handout 3 (Taft Katsura Agreement) and 5 (Tokyo Puck cartoon) and have students work in pairs to analyze these documents.
4. After analyzing the document and cartoon, have student pairs brainstorm the following questions:
  - a) What effect would an agreement of this sort have on the Korean people?
  - b) The Taft-Katsura agreement was a "secret" until 1924 when this memorandum was discovered in an archive. Only then did the American public know of its existence. How do you think the American people would have reacted if they had known of the agreement at the time it was written in 1905?
  - c) Knowing what you do about 20<sup>th</sup> century Japanese imperialism, to what extent do you believe the Taft-Katsura agreement was a contributory factor in the start of World War II?
5. Whole group discussion/sharing of ideas.
6. **Day 2.** Hand out "The Programme of Reception for Miss Alice Roosevelt" (Korea's schedule of events for the First Daughter's visit) and primary newspaper accounts of the visit (Handout 6) and analyze these sources using Handout 2 or an SOAPS analysis (Handout 7).
7. Discussion: Presidential daughters play a very unofficial role in government. How much involvement should the First Lady, First Daughters, etc., have in diplomacy?
8. With time left on Day two, assign roles for the next day's press conference and let students begin preparing. Note that in assigning roles of "newspaper reporter," the

teacher must make clear whether the reporter is from a Korean, Japanese, or U.S. paper. Each student will assume the role of a newspaper reporter. Newspaper reporters will prepare questions to ask Miss Roosevelt or Secretary of War Taft about their visit to Korea and neighboring countries. Those taking the roles of Roosevelt or Taft will thoroughly scrutinize the documents in order to be prepared to answer questions (those taking the difficult roles of Roosevelt or Taft should be offered extra points).

9. **Day 3.** Conduct press conference. The teacher will moderate a press conference where student “reporters” will ask those roles playing as Alice Roosevelt or William Howard Taft questions about their trip to Korea and neighboring countries. Reporters should identify themselves as American, Korean or Japanese and take a point of view about the trip and demonstrate that point of view (e.g., pro-Japanese, pro-imperialist, anti-Roosevelt, etc.) through their questions. Those portraying Alice Roosevelt and William Howard Taft should demonstrate knowledge of their viewpoints through their answers to the questions. Have students conclude with a general discussion on how events might have turned out differently had there been no Taft-Katsura Agreement.
10. Follow up homework: Have students consider Roosevelt’s receipt of the Nobel Peace Prize and whether it was justified. They should write an essay addressing this question, taking into consideration what they know about the trip to Korea, the Taft-Katsura agreement and the outcome of the Portsmouth Conference, making sure to use the information given in Handout One as well as the handouts in class.

**ENRICHMENT:**

Pretend that a member of the Korean royal family made a visit to the United States during this time. How do you think the U.S. reception of Korea royalty might be the same as that experienced by Alice Roosevelt? How might it be different? Plan an itinerary for a Korean princess visiting America in the early 1900s. Which monuments, activities, etc. would be included in this visit?

**ASSESSMENT:**

Student work will be assessed using the attached rubrics.

## RESOURCES:

Bradley, James. *The Imperial Cruise: A secret history of empire and war*. New York: Little, Brown and Company, 2009.

Cordery, S.A. *Alice: Alice Roosevelt Longworth, from Washington princess to White House power broker*. New York: The Penguin Group, 2007.

Cornell University, "Alice Roosevelt On Her Tour Throughout Asia." Accessed August 19, 2012. <http://rmc.library.cornell.edu/Straight/aroosevelt.html>.

Cornell University Library, "Alice Roosevelt at Seoul (photograph)." Accessed August 19, 2012. <http://library24.library.cornell.edu:8280/luna/servlet/detail/CORNELL-Asia~2~2~4840~100097>.

Dokdo-Takeshima, "Japanese Involvement in Korea 1870-1905 and Dokdo Island." Accessed August 18, 2012. <http://www.dokdo-takeshima.com/japanese-involvement-in-korea-1870-1905>.

"Korean Precedent Broken." New York Times, September 21, 1905. <http://query.nytimes.com/mem/archive-free/pdf?res=FA0917F73F5512738DDDA80A94D1405B858CF1D3> (Accessed August 19, 2012).

Institute for Corean-American Studies, Inc., "The Taft-Katsura Agreed Memorandum." Last modified June 8, 2011. Accessed August 18, 2012. <http://www.icasinc.org/history/katsura.html>.

National Archives and Records Administration, "Written Document Analysis Worksheet." Accessed August 18, 2012. <http://www.archives.gov/education/lessons/worksheets/document.html>.

National Archives and Records Administration, "Political Cartoon Analysis Worksheet." Accessed August 18, 2012. <http://www.archives.gov/education/lessons/worksheets/document.html>.

"Rides in Royal Palanquin." The New York Times, September 19, 1905. <http://query.nytimes.com/mem/archive-free/pdf?res=F30E14F73C5912738DDDA90A94D1405B858CF1D3> (accessed August 19, 2012).

Roosevelt, Theodore, *An Autobiography*, (New York: Macmillan, 1913), 545.

## **HANDOUT 1: BACKGROUND OF THE TAFT-KATSURA AGREEMENT**

On July 8 1905, a large U.S. Congressional delegation under the leadership of Secretary of War, William Howard Taft, sailed from San Francisco on board the Manchuria for a goodwill tour of the Far East. The trip was to cover Japan, the Philippines, China and Korea. Other than Taft, the most newsworthy member of the party was Alice Roosevelt, the eldest daughter of President Theodore Roosevelt. Alice, at age 20, was an outspoken, unconventional young woman. She smoked, drank, drove her own motor car, played the horses and otherwise attracted the attention of the press, earning the soubriquet, "Princess Alice". Among the members of Congress in the party was Nicholas Longworth, Representative from Ohio, to whom Alice was engaged upon their return to the U.S. and whom she married in February 1906. Mrs. Clara Newlands and Amy McMillan nominally acted as Alice's chaperones.

The tour took place against the backdrop of diplomatic efforts to end the Russo-Japanese War. President Roosevelt had been actively engaged since the spring of 1905 in proposing a peace treaty, which was subsequently signed on September 5th at Portsmouth, New Hampshire. Taft accompanied the party to share his expertise on the Philippines with the legislators, having spent 1901 to 1904 there as President of the Philippine Commission, and then as Civil Governor. Not public however, was another mission assigned by the President - that during the goodwill visit to Japan, Taft engaged in unofficial diplomatic conversations with Count Katsura, the Prime Minister. After a brief stopover in Hawaii, the Taft party arrived in Tokyo on July 25. The secret "Taft-Katsura Memorandum" was formulated on July 29, cabled to the Secretary of State, and confirmed by the President in a return telegram on July 31st. The memorandum stated that cooperation between the U.S. and Japan was necessary "for maintenance of peace in the Far East". The U.S. assented to Japanese suzerainty over Korea, precluding Korea from entering into treaties which could upset a complex power balance involving China, Japan and the Western Powers. In return, Japan indicated it had "no aggressive designs whatsoever on the Philippines". The agreement remained secret until 1925. There were many official parties and banquets for the delegation, including a lunch with the Emperor Meiji and a garden party at the American legation.

The next stop was Manila where Taft was warmly welcomed and the visitors were treated to a variety of entertainments, including native dances, sham battles, horse races and bullfights. Proceeding to Hong Kong, Taft and the main group sailed for the U.S. while Alice and a smaller party sailed to Tientsin, and then traveled by rail to Peking. The Dowager Empress held an audience for them in the Summer Palace and then presented many gifts to the visitors, including a little dog for Alice, which she named Manchu. It was these gifts that inspired Willard Straight to write and illustrate a satirical poem, "Alice in Plunderland", which he presented to an appreciative Alice during her Korean visit.

Finally setting off for Korea, Alice's party sailed, arriving in Chemulpo on September 19. There they were met by Edwin V. Morgan, the American Minister in Korea, and Willard Straight, his Private Secretary and Vice Consul, as well as by Korean officials. A special train brought the party to the Seoul station. Elaborate plans had been made for an escort to the Legation by a uniformed Korean cavalry unit, however complications arose. Instead, men carrying lanterns on

long poles accompanied Alice as she was carried through the streets in the Emperor's sedan chair. Straight had made every effort to ensure that the visit would go smoothly, although the legation was still unsettled. In a letter to a fellow Cornellian, Straight writes, "But now Good Lord, we have the Princess Alice and her suite coming, the Harrimans the next week and I don't know who along the same line a little later, but I should judge from the geometrical progression that only the President, crowned heads from the Great Powers and Biblical characters can now compete." A full schedule of audiences, teas, garden parties and visits to historical sites were outlined in a "Programme of reception for Miss Alice Roosevelt".

The Korean Court was aware that this visit could have diplomatic benefits. "The Roosevelt party came, saw, and conquered. They had audiences with His Majesty of all the Koreas, and were treated with more consideration than had ever been shown visiting royalty before. At the first luncheon the Emperor brought Miss Roosevelt in on his arm and sat at the same table with her. The Crown Prince also officiated at a plate and another Imperial figurehead the one who went to the Coronation, Yi Yong was among those present".

Straight also describes efforts by the Japanese diplomats in Korea to "horn in" on the program for the visitors. "I don't think that the Japanese imagined that we were making any political play though they may have thought so. I am more inclined to think that they were principally afraid of the effect that the visit would have on the Koreans. These people are looking for straws just now and the Roosevelt trip looked like a life preserver to their jaundiced imaginations."

However, the course of the American position regarding Korea had already been determined. The Roosevelt party left Korea on September 30 and stopped for a second visit in Japan, where popular anti-American feeling was expressed over the terms of the Portsmouth Treaty. The party sailed for the U.S. on October 13. The American Legation in Seoul was closed on November 28, and diplomatic business was handled through Tokyo. Edwin V. Morgan and Willard Straight were reassigned to Cuba, and were there to greet Alice and Nicholas Longworth when they arrived on their honeymoon in early 1906.

**Cornell University, "*Alice Roosevelt On Her Tour Throughout Asia.*" Accessed August 19, 2012. <http://rmc.library.cornell.edu/Straight/aroosevelt.html>.**

## HANDOUT 2: WRITTEN DOCUMENT ANALYSIS WORKSHEET

1. TYPE OF DOCUMENT (Check one):

- |                                     |  |   |
|-------------------------------------|--|---|
| <input type="checkbox"/> Newspaper  | <input type="checkbox"/> Map           | <input type="checkbox"/> Advertisement        |
| <input type="checkbox"/> Letter     | <input type="checkbox"/> Telegram      | <input type="checkbox"/> Congressional record |
| <input type="checkbox"/> Patent     | <input type="checkbox"/> Press release | <input type="checkbox"/> Census report        |
| <input type="checkbox"/> Memorandum | <input type="checkbox"/> Report        | <input type="checkbox"/> Other                |

2. UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):

- |   |   |
|---|---|
| <input type="checkbox"/> Interesting letterhead | <input type="checkbox"/> Notations        |
| <input type="checkbox"/> Handwritten            | <input type="checkbox"/> "RECEIVED" stamp |
| <input type="checkbox"/> Typed                  | <input type="checkbox"/> Other            |
| <input type="checkbox"/> Seals                  |   |

3. DATE(S) OF DOCUMENT:

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4. AUTHOR (OR CREATOR) OF THE DOCUMENT:

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POSITION (TITLE):

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5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

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6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:

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B. Why do you think this document was written?

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C. What evidence in the document helps you know why it was written? Quote from the document.

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D. List two things the document tells you about life in the United States at the time it was

written:

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E. Write a question to the author that is left unanswered by the document:

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**Education Staff, National Archives and Records Administration, Washington, DC 20408.**



### **HANDOUT 3: TAFT-KATSURA AGREEMENT**

*Portions of a confidential conversation between Count Katsura and Secretary William Howard Taft had a long and confidential conversation on the morning of 27 July 1905 but dated 29 July 1905*

First, in speaking of some pro-Russians in America who would have the public believe that the victory of Japan would be a certain prelude to her aggression in the direction of the Philippine Islands, secretary Taft observed that Japan's only interest in the Philippines would be . . . to have these islands governed by a strong and friendly nation like the United States. Count Katsura confirmed in the strongest terms the correctness of his views on the point and positively stated that Japan does not harbor any aggressive designs whatever on the Philippines.

Second, Count Katsura observed that the maintenance of general peace in the extreme East forms the fundamental principle of Japan's international policy. Such being the case, the best, and in fact the only, means for accomplishing the above object would be to form good understanding between the three governments of Japan, the United States, and Great Britain.

Third, in regard to the Korean question Count Katsura observed that Korea being the direct cause of our war with Russia, it is a matter of absolute importance to Japan that a complete solution of the peninsula question should be made as the logical consequence of the war. If left to herself after the war, Korea will certainly draw back to her habit of improvidently entering into any agreements or treaties with other powers, thus resuscitating the same international complications as existed before the war. In view of the foregoing circumstances, Japan feels absolutely constrained to take some definite step with a view to precluding the possibility of Korea falling back into her former condition and of placing us again under the necessity of entering upon another foreign war. Secretary Taft fully . . . remarked to the effect that . . . the establishment by Japanese troops of a suzerainty over Korea to the extent of requiring that Korea enter into no foreign treaties without the consent of Japan was the logical result of the present war and would directly contribute to permanent peace in the East. His judgment was that President Roosevelt would concur in his views in this regard . . . .

Third. In regard to the Korean question, Count Katsura observed that Korea being the direct cause of our war with Russia it is a matter of absolute importance to Japan that a complete solution of the peninsula question should be made as the logical consequence of the war. If left to herself after the war Korea will certainly draw back to her habit of improvidently entering into any agreements or treaties with other powers, thus resuscitating the same international complications as existed before the war. In view of the foregoing circumstances Japan feels absolutely constrained to take some definite steps with a view to precluding the possibility of Korea falling back into her former condition and of placing us again under the necessity of entering upon another foreign war. [redacted] fully admitted the justness of the Count's observations and remarked to this effect that, in his personal opinion, the establishment by Japanese troops of a suzerainty over Korea to the extent of requiring that Korea enter into no foreign treaties without the consent of Japan was the logical result of the present war and would directly contribute to permanent peace in the East. His judgment was that President Roosevelt would concur in his views in this regard, although [redacted] had no authority to give assurance of this. Indeed [redacted] added, that he felt much delicacy in advancing the views he did for he had no mandate for the purpose from the President.

[redacted] He would not, however, in view of Count Katsura's courteous desire to discuss the questions, decline to express his opinions [redacted]

[redacted] and he would forward to Mr. Root and the President a memorandum of the conversation. Count Katsura said that he would transmit the same, confidentially, to Baron Komura.

Prime Minister quite anxious for interview. If I have spoken too freely or inaccurately or unskillfully, I know you can and will correct it. Do not want to "put in" any more under the circumstances, difficult to avoid statement and so told truth as I believe it. Count Katsura especially requested that our conversation be confined to you and the President, so have not advised Grisco. Is there any objection? If necessary, under your direction, Foreign Office can give him a room.

Second page of the text of President Roosevelt's secret agreement with Japan in relation to the affairs of the Far East. The last fourteen lines have been excised because they referred to a different question of diplomatic negotiation

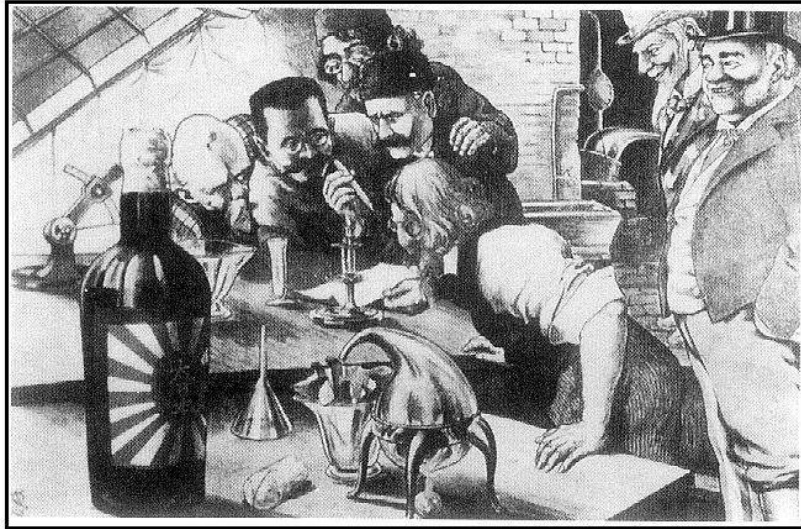
*President Roosevelt responded with a telegraph which read: "Your conversation with Count Katsura absolutely correct in every respect. Wish you would state to Katsura that I confirm every word you have said..." (1905). In his autobiography Roosevelt wrote that he approved of Japan taking over Korea because Korea had "shown herself to be utterly impotent either for self-government or self-defense....." (1913).*

## HANDOUT 4: POLITICAL CARTOON ANALYSIS WORKSHEET

<b>Level 1</b>	
Visuals	Words (not all cartoons include words)
<ol style="list-style-type: none"> <li>1. List the objects or people you see in the cartoon.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify the cartoon caption and/or title.</li> <li>2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.</li> <li>3. Record any important dates or numbers that appear in the cartoon.</li> </ol>
<b>Level 2</b>	
Visuals	Words
<ol style="list-style-type: none"> <li>2. Which of the objects on your list are symbols?</li> <li>3. What do you think each symbol means?</li> </ol>	<ol style="list-style-type: none"> <li>4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so?</li> <li>5. List adjectives that describe the emotions portrayed in the cartoon.</li> </ol>
<b>Level 3</b>	
<ol style="list-style-type: none"> <li>A. Describe the action taking place in the cartoon.</li> <li>B. Explain how the words in the cartoon clarify the symbols.</li> <li>C. Explain the message of the cartoon.</li> <li>D. What special interest groups would agree/disagree with the cartoon's message? Why?</li> </ol>	

*Education Staff, National Archives and Records Administration, Washington, DC 20408.*

**HANDOUT 5: POLITICAL CARTOON (TOKYO PUCK)**



Tokyo Puck illustration: This drawing “Japan’s Enigmatic Passage into The European Class”, Uncle Sam and John Bull look on approvingly as western powers scrutinize the vial. Printed after the Japanese had all but won the Russo-Japanese War, this drawing symbolized the western acceptance of Japan as a fellow colonial power.

**HANDOUT 6 – PRIMARY SOURCES FROM ALICE ROOSEVELT’S VISIT**

**AMERICAN LEGATION,  
SEOUL, KOREA.**

The programme of reception for Miss Alice Roosevelt.

Arrived on September 19th., at 7. P. M., 1905. *Sunday.*  
Audience on September 20th., at 12. M., 1905. *Wednesday*  
Imperial tiffin on September 20th., at 12.30 ~~M.~~, 1905. *Thursday.*  
Palace tiffin on September 21st., at 12. M., 1905. *with Andy one.*  
The U. S. Legation garden party, on September 21st., at 5. *Thursday.*  
P. M., 1905.  
Prince Wi-Yang's garden party at Chang-tuk palace, on September  
22nd., at 12.30. M., 1905. *Friday*  
American missionaries reception, on September 22nd., at 3.30 *Friday*  
P. M., 1905. *- the in Saldern ride, & Korean history class.*  
*May on la Tiffin.*  
Ride electric car, on September 23rd., at 4. P. M., 1905. *Saturday.*  
*Vin Saldern's dinner.*  
Ride on horse back, on September 25th., at 4. P. M., 1905. *Sunday was*  
*25th Sunday in Yang illeum dinner.*  
Ride on electric car to the Queen's tomb, on September 27th.,  
at 4. P. M., 1905. *Monday.*  
Audience for farwell, on September 28th., at 12. M., 1905.  
Leave on September 30th., at 7.30. A. M., 1905. *Social train.*

Henry Schoellkopf - K.J.

No.

AMERICAN LEGATION,  
SEOUL, KOREA.

November 30 , 1905 .

Dear Henry :-

As a matter of fact its the next day but that makes no difference . The ~~ev~~<sup>o</sup>nts of the past few days have been crowding so fast that while I should have liked to write them all it seems impossible and I am obliged therefore to send you enclosures from the local paper , a journal which originally the subsidized Russian organ has now become the champion of Korea liberty . The news printed therein is fairly straight and corresponds with the ~~st~~<sup>o</sup>ries which we have through our own sources of information . The Palace scene on the night of the seventeenth , I could see fairly well myself for although the curtains were drawn in the room where the affairs went on from the Legation compound one can look over into the Palace yard seventyfive feet away and there I saw Japanese gendarmes and police, ~~bet~~ . All during that evening I had been passing to and fro from the Legation to another mans house . The Emperor had sent a secret message to Morgah and I ~~was~~<sup>W</sup>as the go between bearing good advice to the distressed potentate . ~~Let~~<sup>The</sup> second clipping about the petitioners I believe ~~that~~ is also substantially correct . The row ~~the~~<sup>the</sup> speaks of as having been started by three hundred Christians was as a matter of fact due to the desire of five men who had walked down from Pingyang one-hundred and eighty miles away to present a petition . It seems that the gendarmes arrested them as they came to the Palace entrance and bound them . The five men knelt and began to sing Christian hymns and to pray , then one fellow who I understand was an enormous man , threw his arms back and snapped the cords with which he was bound jumped to his feet and slugged the ~~ne~~<sup>e</sup>arest gendarme . They ~~later~~<sup>later</sup> of course outnumbered the Koreans and belaboring them with the flats of their swords beat them down and tied them up again .

The remainder of this letter can be accessed at  
<http://rnc.library.cornell.edu/Straight/letters/schoellkopf.pdf>

Many more documents regarding this visit can be found at  
<http://rnc.library.cornell.edu/Straight/sitemap.html>

New York Times – Korean Precedent Broken: Emperor Gives Luncheon to Miss Roosevelt,  
Proposes Her Health, September 21, 1905

SEOUL, Sept. 20.—The Emperor, for the first time in his reign, lunched with foreigners to-day, first giving an audience to Miss Alice Roosevelt and Rear Admiral Train.

American Minister Morgan escorted Miss Roosevelt to the banquet hall, where they sat together. The Imperial Princes and the other members of the party were distributed at small tables with members of the Ministry and Generals of the army. The Emperor toasted Miss Roosevelt, and Minister Morgan replied for her, wishing long life to the Emperor.

After the luncheon, which consisted of native foods, Miss Roosevelt received the Korean Cabinet Ministers and other high officials.

New York Times - Rides in Royal Palanquin: Miss Roosevelt in Seoul, Korean Band Plays Star  
Spangled Banner, September 19, 1905

SEOUL, Sept. 19.—Through streets crowded with white-robed Koreans and lined by the imperial bodyguard standing at "present arms" Miss Alice Roosevelt, riding in the imperial yellow palanquin, this evening triumphantly progressed from the railroad station to the American Legation. The roadways had been freshly paved and the shops had been draped with Korean and hastily hand-painted American flags.

Miss Roosevelt, Rear Admiral Train, Senator and Mrs. Newlands, the Misses Boardman and McMillin, and Congressmen Longworth and Gillette arrived at Che-mul-Pho this afternoon. American Minister Morgan and his staff and a number of high Koreans greeted the party, which proceeded to Seoul by a special train. The imperial car, which is furnished only to royalty, was placed at Miss Roosevelt's disposal.

The Court Chamberlain met the party at a half-way station on behalf of the Emperor with inquiries as to Miss Roosevelt's health.

On arriving at Seoul the party were hailed by a Korean band, which played "The Star-Spangled Banner." Korean policemen and Japanese gendarmes guarded the roadway, and grotesquely clad retainers bore long lanterns. The passage of the party along the streets was everywhere heralded by the bugles of troops.

Miss Roosevelt and Mrs. Newlands are guests of the American Minister, and the rest of the party are staying at the imperial palace.

<http://www.flickr.com/photos/cornelluniversitylibrary/4096128158/sizes/l/in/photostream/>



Note: Other contemporary news articles can be found at

<http://news.google.com/newspapers?id=6tFIAAAAIBAJ&sjid=QwINAAAIBAJ&pg=6482,2757939&dq=alice+roosevelt+korea&hl=en>

<http://news.google.com/newspapers?id=LthZAAAIBAJ&sjid=cEoNAAAIBAJ&pg=5016,1689226&dq=alice+roosevelt+korea&hl=en>



## HANDOUT 7 – SOAPS PRIMARY SOURCE ASSESSMENT

### SOAPS Analysis: Using Primary Sources

1. What type of document is it (newspaper, map, advertisement, letter, telegram, report, journal, photo, film, etc.)?
2. What are some of the unique physical qualities of the document (letterhead, handwritten, seals, notations, stamps, etc.)?
3. What kind of primary source is it ?
4. Who is the Speaker? (what do we know of the speaker strictly from the document, what do we know from the metadata, what do we know from further research?)
5. What is the Occasion? (Time period, historical significance, other contemporary events)
6. Who is the Audience? (Who was the document designed for in its time?)
7. What is the Purpose of the document? (What did the document do or achieve? Was that its intended purpose?)
8. What is the Subject of the document? (what is the basic story?)
9. What is the Bias you find in the document? (What did the creator leave out, who did the creator leave out?)
10. What new questions do you have that leads to further research? (Dig deeper!)

### RUBRIC FOR ASSESSMENT – Primary Document Analysis

CATEGORY	4	3	2	1
Identifies important information	Student lists all the main points of the resource along with various interesting areas.	The student lists all the main points of the resource but one.	The student lists most of the main points of the resource.	The student cannot identify important information with accuracy.
Identifies details	Student recalls several details for each main point.	Student recalls a couple details for each main point.	Student is able to locate most of the details.	Student cannot locate details with accuracy.
Identifies facts	Student accurately locates at least 5 facts in the resource and gives a clear explanation of why these are facts, rather than opinions.	Student accurately locates 4 facts in the resource and gives a reasonable explanation of why they are facts, rather than opinions.	Student accurately locates 4 facts in the resource. Explanation is weak.	Student has difficulty locating facts in the resource.
Identifies opinions	Student accurately locates at least 5 opinions in the resource and gives a clear explanation of why these are opinions, rather than facts.	Student accurately locates at least 4 opinions in the resource and gives a reasonable explanation of why these are opinions, rather than facts.	Student accurately locates at least 4 opinions in the resource. Explanation is weak.	Student has difficulty locating opinions in the resource.

Summarization	Student uses only 1-3 sentences to describe clearly what the resource is about.	Student uses several sentences to accurately describe what the resource is about.	Student summarizes most of the resource accurately, but has some slight misunderstanding.	Student has great difficulty summarizing the resource.
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**RUBRIC FOR ASSESSMENT – ROLE PLAY**

CATEGORY	4	3	2	1
ROLE	Point-of-view was consistently in character.	Point-of-view was often in character.	Point-of-view was sometimes in character.	Point-of-view was not in character.
HISTORICAL ACCURACY	All information appeared to be accurate.	Almost all information appeared to be accurate.	Most information appeared to be accurate.	Very little information appeared to be accurate.
KNOWLEDGE GAINED	Can clearly explain several ways in which his character "saw" things differently than other characters.	Can clearly explain several ways in which his character "saw" things differently than other characters and can clearly explain why.	Can clearly explain one way in which his character "saw" things differently than other characters.	Cannot explain one way in which his character "saw" things differently than other characters.
PARTICIPATION	Actively participated in press conference, asked and answered questions; clearly researched role.	Participated most of the time and demonstrated research for role.	Participated only when prompted by teacher; did little research.	Did not participate.