

Differing Viewpoints on the Japanese Occupation of Korea

Lesson Topic: To understand the positives and negative impacts of Japanese occupation in Korea

Audience/Grade: AP World History, 10th grade (*with adaptation available for Global History Regents level*)

Time Frame: Anywhere from 0-3 class periods (depending on options selected)

Materials: Document packet, skill-building worksheet, sample essay and rubric, annotated essay and graded rubric, Global History Regents level essay assignment packet

New York State Standards:

Standard 2 – World History, Key Ideas 1, 2, 3, and 4

Standard 5 - Civics, Citizenship and Government, Key Ideas 1 and 4

Common Core Curriculum Standards:

Reading 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Writing 1, 2, 4, 5, 9

Objectives:

- Students will be able to demonstrate reading comprehension.
- Students will be able to determine the main idea of primary source and secondary source documents.
- Students will be able to use critical thinking skills to argue a viewpoint.
- Students will be able to understand multiple perspectives.
- Students will be able to demonstrate world historical context.
- Students will be able to analyze and interpret statistics
- Students will be able to evaluate a written piece.
- Students will gain understanding of the AP World DBQ rubric.
- Students will be able to learn content about the Japanese occupation of Korea from 1910-1945.
- Students will be able to hone the skills of questioning sources and analyzing point of view and bias.
- Students will be able to think like historians and identify and explain a missing voice that would help provide more insight into the dilemma posed.

Procedure: (OPTION 1 – Day one-two)

1. Students would have been given the evening at home or 10 minutes in class on the previous day to read through the documents and start to organize their thoughts by crafting comments in the packet in regards to point of view/bias and grouping.
2. Students would be provided with a forty minute class period to write the DBQ essay.

Procedure: (OPTION 2 – Day One or at Home)

1. Students would have been given the evening at home or 10 minutes in class on the previous day to read through the documents and start to organize their thoughts by crafting comments in the packet in regards to point of view/bias and grouping.
2. Students would be asked to complete the skill building sheet where they craft a thesis statement, explain bias in 4 documents, and identify and explain a missing voice.

Procedure: (OPTION 3)

1. Students would have been given the evening at home or 10 minutes in class on the previous day to read through the documents and start to organize their thoughts by crafting comments in the packet in regards to point of view/bias and grouping.
2. Students could write the essay in class, or at home, or not at all. The teacher may just want the students to have familiarity with the documents before they review the sample essay.
3. The model essay will be shared with students and they could be asked to evaluate it using the rubric on their own, or with a partner.
4. The annotated essay would then be shared for students to compare their assessment with the teacher's version.
5. Discussion of findings will be shared with the whole class and the teacher will highlight the various components.

ADAPTATION FOR GLOBAL HISTORY REGENTS LEVEL:

Students would be provided the documents along with scaffolding questions to complete. Students would answer the questions and then write a Regents style essay.

NAME: _____

AP WORLD HISTORY

JAPANESE OCCUPATION OF KOREA DBQ ESSAY

Directions: The following question is based on the accompanying Documents 1-8. 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 authors' 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.

Task:

Using the following documents, analyze the impact of Japanese rule in Korea.

Historical Background:

The Japanese rule over Korea began with the Japan–Korea Treaty of 1876, whereby a coalition of Meiji government, military, and business officials sought to integrate Korea both politically and economically into the Empire of Japan, first as a protectorate through the Japan–Korea Treaty of 1905, and then officially annexed in the Japan–Korea Treaty of 1910. Japanese rule ended in 1945. In 1965 these treaties were ultimately declared "already null and void" by the Treaty on Basic Relations between Japan and the Republic of Korea.

DOCUMENT 1

Sourced from the World Heritage Encyclopedia™ (http://self.gutenberg.org/articles/korea_under_japanese_rule)

Destabilization of the Korean nation may be said to have its start in the period of "Sedo Jeongchi" whereby, at the death of King Jeongjo (r. 1776–1800), the 10 year old King Sunjo (r. 1800–34) ascended the Korean throne with the true power of the administration residing with his regent father... As a result, the disarray and blatant corruption in the Korean government particularly in the three main areas of revenues – land tax, military service and the state granary system – heaped additional hardship on the peasantry. Of special note was the corruption of the local functionaries ("Hyangni") who could purchase an appointment as administrators and so cloak their predations on the farmers with an aura of officialdom. Yangban families, formerly well-respected for their status as a noble class, were increasingly seen as little more than commoners unwilling to meet their responsibilities to their communities. Faced with increasing corruption in the government...and abuse by the military, many poor village folk sought to pool their resources such as land, tools and production in order to survive.

DOCUMENT 2

Source: Yi Sangdo (m) b. 1910, truck driver, Kyonggi Province. Taken from Under the Black Umbrella, Hildi Kang, page 10

"Father hated the Japanese coming, but to me, they weren't all that bad. Whenever we had a rainy season, our village flooded. Look what happened: Those Japanese came and built reservoirs, dams and bridges. One of the taxes had to be paid in rocks. Each family had to go out two or three times a year and find a certain amount of small rocks. They used these to build roads.

I must say their organization impressed me. They planned things. They came with blueprints. They built things that worked....They also brought little tings – sharp razor blades, matches that caught fire quickly, the record player – I know those came from Europe, so eventually we would have gotten them. But the Japanese brought them first. I think probably it was good, in the long run.

DOCUMENT 3

Kang Sang'Uk [Kang Sang Wook], m b. 1935, physicist, North P'yongan Province

Source: Under the Black Umbrella, Hildi Kang, p 115

We lived in many different towns and attended many different schools, but it was always the same. Every morning of every school day, sun, rain, or snow, we began with an assembly on the school grounds for attendance and announcements. Every single day the principal gave a homily and we all bowed east toward Tokyo and the Emperor and shouted "Tenno Heika Ban Zai" – "Long Live the Emperor."

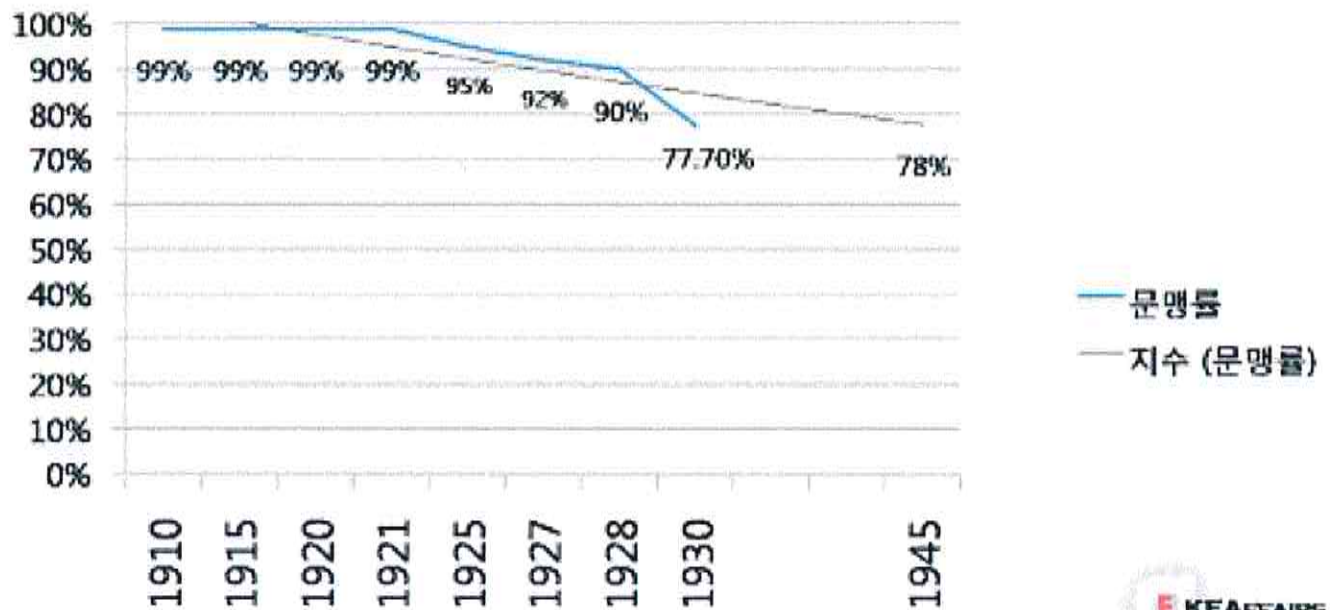
DOCUMENT 4

SOURCE: 1998, Lost names: Scenes from a Korean Boyhood. Richard Kim, Korean-American writer, former citizen of a Japanese-occupied Korea.

"My (grand)father's generation had it in their power and will to set the country straight and do something about the declining fortune of the nation before it was too late....They could have brought about many necessary reforms in the country before everything was out of hand and the country was degenerating. They could have stayed awake and not let the country become a pawn of its powerful neighbors...The royal family was too far removed from the common people and it was quite corrupt and its officials degenerate and rotten."

Korean Illiteracy

일제 강점기 조선의 문맹률



Source: Korea Educational Affairs

DOCUMENT 6

SEOUL — Every Wednesday, a group of South Koreans gather across the street from the Japanese Embassy in Seoul to voice their displeasure over how Japanese troops treated the so-called South Korean “comfort women” during World War II. They want the Japanese government to issue an official state apology and provide reparations to those forced into military prostitution. The protests are rather peaceful, as adults, children, nuns and even some of the women forced into sexual slavery, demand Japan to make amends.

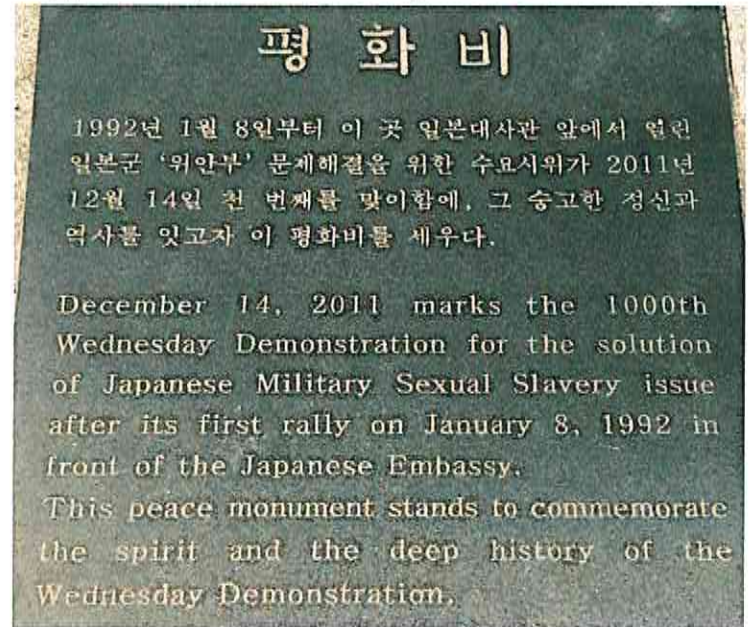
Protest organizers started their weekly protest Jan. 8, 1992, and have held more than 1,000 demonstrations since then. In 2011 — to mark the 1,000 gathering — organizers erected the Pyeonghwa-bi, Peace Monument, a statue of a teenaged Korean girl sitting on a chair facing the Japanese Embassy. The barefoot girl, with her hands resting in her lap, represents all Korean comfort women. The small bird on her left shoulder is said to represent freedom and peace.

The issue over comfort women periodically has strained relations between South Korea and Japan. Japan has held the longstanding position that a 1965 treaty between the two countries settled any compensation to South Korea over Japanese colonial rule.

By Armando R. Limon, Stars and Stripes

Published: June 2, 2014

<http://www.stripes.com/news/pacific/korea/weekly-comfort-women-protest-at-japan-embassy-in-seoul-in-its-22nd-year-1.286683>



DOCUMENT 7

The international name for the body of water which is bordered by Japan, North Korea, Russia, and South Korea is disputed. In 1992, objections to the name Sea of Japan were first raised by North Korea and South Korea at the Sixth United Nations Conference on the Standardization of Geographical Names. The Japanese government supports the use of the name "Sea of Japan", while South Korea supports the name "East Sea".

Table 1. Sea Names in Old Maps by Periods

References to	1500	1600	1700	1800	1900	Total
Korea *	-	39	341	60	-	440
Japan	-	17	36	69	1	123
China	16	28	10	-	-	54
Others	13	41	80	12	-	146
Total	29	125	467	141	1	763

* References to Korea include the East sea, the Sea of Korea (Corea), the Sea of Joseon (Korea), the Oriental Sea, the Gulf of Korea, Mer de Coree, Mar Corai, Kopeflckoe Mope (Sea of Korea), and the Eastern Sea.

Sources: Collection of old maps and atlases preserved at the British National Library and the Cambridge University Library, London, UK; East Asian Map Collection ("Sea of Korea" Map Collection), East Asian Library, University of Southern California, Los Angeles, USA; Geography and Map Division of the Library of Congress, Washington, DC, USA; Russian State Library, Russian State Archives of Ancient Documents, and Russian State Archives of the Navy, Moscow, Russia; French National Library (BNF), Paris, France; Hye Jung Cultural Research Institute, Kyung Hee University, Seoul, Korea; Hiroo Aoyama's survey in 1995.

Table 2

Status of Sea of Japan Descriptions in Maps Produced in Foreign Countries

(Source: Based on Hshiyama and Nagaoka, 1994)

	16th Century		17th Century		18th Century		19th Century		20th Century		Total
	1501-1550	1551-1600	1601-1650	1651-1700	1701-1750	1751-1800	1801-1850	1851-1900	1901-1950	1951-	
Sea of China	1	3	1	4	2						11
Oriental Ocean, Oriental Sea			3	4							7
Sea of Korea			1		3	5	1				10
Sea of Japan			2	3	1	2	11	7	16	26	68
North Sea of Japan			1	1	5						7
West Sea of Japan					2						2
Sea of Korea / Sea of Japan			1			3	1				5
Oriental Sea or Sea of Japan				1							1
Sea of Korea / Oriental Ocean				1	2						3
Sea of China / Oriental Ocean				5							5
Other Name						1					1
East Sea										4*	4
No Reference	3	18	17	16	18	4	1				77
Total	4	21	26	35	33	15	14	7	16	30	201

* Maps produced in ROK

Document 8

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...

Name: _____

DBQ SKILL BUILDING ASSIGNMENT

Directions: Using the attached documents, we are going to work on some of the crucial skills for the successful writing of DBQ essays. Spend time reading and analyzing the documents. Then, you are to craft a thesis statement, analyze bias in 4 of the documents (you choose which 4), and identify and explain the need for an additional document.

Thesis Statement:

Point of View/Bias:

Document # _____:

Document # _____:

Document # _____:

Document # _____: _____

Missing Voice/Additional Document:

DBQ SKILL BUILDING RUBRIC

<u>Skill</u>	<u>Point Value</u>
Thesis Statements	
Has acceptable thesis	4 points
<i>or</i>	<i>or</i>
Has a clear, analytical, and comprehensive thesis	6 points
Point of View/Bias	
Analyzes point of view in four documents	
1 document done correctly	4 points
2 documents done correctly	7 points
3 documents done correctly	10 points
4 documents done correctly	14 points
Missing Voice	
Identifies and explains the need for one type of appropriate additional document or source.	5 points
TOTAL:	_____

SAMPLE AP WORLD HISTORY DBQ ESSAY
ANALYZING THE JAPANESE OCCUPATION OF KOREA

During the Meiji Era in Japan, the country had modernized and staved off being imperialized by the western powers. Japan then set their sights on the annexation of others to increase their supply of resources and power. From 1910 until the end of World War II, Japan occupied the land of Korea. While the Japanese rule of Korea did lead to a more stable political structure along with improvements in education and infrastructure, ultimately it was at the political expense of the Koreans and caused the oppression of their culture. It has also led to lingering disputes and animosity by the Koreans toward the Japanese in present time.

Japanese rule in Korea did yield some positive results as political stability and infrastructure were improved. Throughout the 19th century, Korea's rulers were notably inefficient and resistance to change. Furthermore, there was rampant corruption as people would buy their way into positions of power and exploit the peasantry (doc. 1). It is believed by some that because the royal family at the time was so corrupt that it made it easier for the Japanese to take over (doc 4.) The author of this document also implies that the people at the time were complacent and did not work to make changes to prevent from being taken over. When the Japanese took over it did lead to more stability as well as allow for improvements in infrastructure that would benefit the masses. A Korean man recalls how under the rule of the Japanese, Koreans would have to gather rocks but those rocks would be used to build roads. Modern technologies were also brought into society by means of the Japanese influence. (doc 2.) The author highlights the benefits of Japanese rule despite the fact that his father was hateful toward the new rulers. Since the author was young at the time of the Japanese takeover, it is understandable why he might not be as resentful as his father. The youth don't have long memories of the past and are more easily adaptable to change. Yet another benefit brought to the Koreans during the time of Japanese occupation was that of improved education and literacy rates. According to a

report generated by the Korean Educational Affairs office, literacy rates improved in the years that the Japanese were ruling the country. (doc 5.)

Despite improvements brought by the colonizers, the Koreans lost their political independence and suffered oppression of their culture under Japanese occupation. While education was improved, Korean children in those schools had to pledge allegiance to the Japanese Emperor each morning. (doc. 3) Their political leaders were now located in Tokyo. While the author states that this policy of pledging loyalty to a foreign leader happened in all the schools that he attended and "he lived in many different towns" one can question whether or not this policy was followed throughout the whole of Korea or might it just have been in larger urban centers where Japanese authorities were more likely to be located. Perhaps there was still a sense of local autonomy in the more rural areas. Regardless, yet another negative consequence of Japanese rule was that in those schools, Koreans were forced to learn the Japanese language rather than their own. Koreans also were expected to change their names and adopt Japanese names as well as participate in Shinto rituals. (doc. 8) Yet another horrible occurrence as a result of Japanese rule has to do with the fact that many Korean women were forced into military prostitution by the Japanese. These women are referred to as "comfort women". (doc 6.) In all, the Japanese colonizers exerted their power and force over the Korean populace by restricting traditional culture and abusing the people.

As a result of the years of occupation, there are still lingering disputes as to the way that Japan treated the Koreans and there is still animosity among some in Korea toward the Japanese in present times. Each week, in front of the Japanese embassy in the capital city of Seoul, a group of South Koreans protest about the Japanese treatment of the Korean women during the time of World War II. There is a monument that was built in 2011 to remember the victims. (doc 6.) The protestors want the Japanese to apologize for their actions and provide reparations to the victims. It is understandable that the Koreans would be bitter about the harsh treatment of women under the Japanese rule and would want

an apology as they see themselves as victims. However, there is bias involved in that Koreans themselves were sometimes the ones who secured the women for the Japanese and actually also committed similar abuses toward the Korean women during the time the Americans were stationed in Korea. What would help to provide a more thorough picture of the event would be a copy of the 1965 treaty between the two countries. If it is believed by some that the treaty was to have settled disputes and provided compensation, seeing the text would help assess if the protestors have a legitimate reason to continue to push for an apology and reparations or if the Japanese have already fulfilled that obligation and it is bitterness that still fuels the movements. Finally, still today there is controversy over the naming of the body of water between Korea and Japan. It is referred to as the "Sea of Japan" in many maps, atlases and globes and yet the Koreans believe it should be called the "East Sea." (doc. 7) The research that is being done by both countries to support their claims is inconsistent. According to the charts, there is definitely bias at the findings proclaimed by the Japanese state. The numbers show a drastically higher rate of evidence to support the naming of the Sea of Japan. One needs to question if the Japanese researchers used a very selective sample that would skew results in their favor. As shown by the naming controversy and the continual protests and demands on the part of the Koreans for apologies from the Japanese, there is a tension between these two countries that perseveres still to present day.

While much time has passed since the Japanese occupation over Korea, there is still much disagreement over the influence that the colonization had on the country. While undoubtedly, some positive changes did result from foreign influence, there was also a downside. Korean culture and the freedom of the Korean people were indeed repressed by Japanese rule. The impact and debate of the Japanese influence on Korea and their response post colonization are still a source of controversy today.

DBQ Generic Rubric
AP World History

BASIC CORE Competence	Points	EXPANDED CORE Excellence	Points
1. Has acceptable thesis.	1	Expands beyond the 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. Example <ul style="list-style-type: none"> • Has a clear, analytical, and comprehensive thesis. • Shows careful and insightful analysis of the document. • Uses documents persuasively as evidence. • Analyzes point of view in most or all documents. • Analyzes the documents in additional ways – groups, comparisons, syntheses. • Brings in relevant “outside” historical content. • Explains why additional types of document(s) or sources are needed. 	
2. Understands the basic meaning of the documents (May misinterpret one document).	1		
3. Supports thesis with appropriate evidence from all or all but one document. (Supports thesis with appropriate evidence from all but two documents.)	2 (1)		
4. Analyzes points of view in at least two documents.	1		
5. Analyzes documents by grouping them in two or three ways, depending on the question.	1		
6. Identifies and explains the need for one type of appropriate additional document or source.	1		
Subtotal	7	Subtotal	9
Total			

Comments

ANNOTATED

SAMPLE AP WORLD HISTORY DBQ ESSAY ANALYZING THE JAPANESE OCCUPATION OF KOREA

During the Meiji Era in Japan, the country had modernized and staved off being imperialized by the western powers. Japan then set their sights on the annexation of others to increase their supply of resources and power. From 1910 until the end of World War II, Japan occupied the land of Korea. While the Japanese rule of Korea did lead to a more stable political structure along with improvements in education and infrastructure, ultimately it was at the political expense of the Koreans and caused the oppression of their culture. It has also led to lingering disputes and animosity by the Koreans toward the Japanese in present time.

Thesis

Japanese rule in Korea did yield some positive results as political stability and infrastructure were improved. Throughout the 19th century, Korea's rulers were notably inefficient and resistance to change. Furthermore, there was rampant corruption as people would buy their way into positions of power and exploit the peasantry (doc. 1). It is believed by some that because the royal family at the time was so corrupt that it made it easier for the Japanese to take over (doc 4.) The author of this document also implies that the people at the time were complacent and did not work to make changes to prevent from being taken over. When the Japanese took over it did lead to more stability as well as allow for improvements in infrastructure that would benefit the masses. A Korean man recalls how under the rule of the Japanese, Koreans would have to gather rocks but those rocks would be used to build roads. Modern technologies were also brought into society by means of the Japanese influence. (doc 2.) The author highlights the benefits of Japanese rule despite the fact that his father was hateful toward the new rulers. Since the author was young at the time of the Japanese takeover, it is understandable why he might not be as resentful as his father. The youth don't have long memories of the past and are more easily adaptable to change. Yet another benefit brought to the Koreans during the time of Japanese occupation was that of improved education and literacy rates. According to a

Bias

group 1
docs
1, 2, 4, 5

report generated by the Korean Educational Affairs office, literacy rates improved in the years that the Japanese were ruling the country. (doc 5.)

Despite improvements brought by the colonizers, the Koreans lost their political independence and suffered oppression of their culture under Japanese occupation. While education was improved, Korean children in those schools had to pledge allegiance to the Japanese Emperor each morning. (doc. 3) Their political leaders were now located in Tokyo. While the author states that this policy of pledging loyalty to a foreign leader happened in all the schools that he attended and "he lived in many different towns" one can question whether or not this policy was followed throughout the whole of Korea or might it just have been in larger urban centers where Japanese authorities were more likely to be located. Perhaps there was still a sense of local autonomy in the more rural areas. Regardless, yet another negative consequence of Japanese rule was that in those schools, Koreans were forced to learn the Japanese language rather than their own. Koreans also were expected to change their names and adopt Japanese names as well as participate in Shinto rituals. (doc. 8) Yet another horrible occurrence as a result of Japanese rule has to do with the fact that many Korean women were forced into military prostitution by the Japanese. These women are referred to as "comfort women". (doc 6.) In all, the Japanese colonizers exerted their power and force over the Korean populace by restricting traditional culture and abusing the people.

As a result of the years of occupation, there are still lingering disputes as to the way that Japan treated the Koreans and there is still animosity among some in Korea toward the Japanese in present times. Each week, in front of the Japanese embassy in the capital city of Seoul, a group of South Koreans protest about the Japanese treatment of the Korean women during the time of World War II. There is a monument that was built in 2011 to remember the victims. (doc 6.) The protestors want the Japanese to apologize for their actions and provide reparations to the victims. It is understandable that the Koreans would be bitter about the harsh treatment of women under the Japanese rule and would want

Bias

Bias

Group 2
docs
3, 8, 6

Group 3
docs 6, 7

an apology as they see themselves as victims. However, there is bias involved in that Koreans themselves were sometimes the ones who secured the women for the Japanese and actually also committed similar abuses toward the Korean women during the time the Americans were stationed in Korea. What would help to provide a more thorough picture of the event would be a copy of the 1965 treaty between the two countries. If it is believed by some that the treaty was to have settled disputes and provided compensation, seeing the text would help assess if the protestors have a legitimate reason to continue to push for an apology and reparations or if the Japanese have already fulfilled that obligation and it is bitterness that still fuels the movements. Finally, still today there is controversy over the naming of the body of water between Korea and Japan. It is referred to as the "Sea of Japan" in many maps, atlases and globes and yet the Koreans believe it should be called the "East Sea." (doc. 7) The research that is being done by both countries to support their claims is inconsistent. According to the charts, there is definitely bias at the findings proclaimed by the Japanese state. The numbers show a drastically higher rate of evidence to support the naming of the Sea of Japan. One needs to question if the Japanese researchers used a very selective sample that would skew results in their favor. As shown by the naming controversy and the continual protests and demands on the part of the Koreans for apologies from the Japanese, there is a tension between these two countries that perseveres still to present day.

Missing
Voice

Bias

While much time has passed since the Japanese occupation over Korea, there is still much disagreement over the influence that the colonization had on the country. While undoubtedly, some positive changes did result from foreign influence, there was also a downside. Korean culture and the freedom of the Korean people were indeed repressed by Japanese rule. The impact and debate of the Japanese influence on Korea and their response post colonization are still a source of controversy today.

SAMPLE ESSAY GRADE

DBQ Generic Rubric AP World History

BASIC CORE Competence	Points	EXPANDED CORE Excellence	Points
1. Has acceptable thesis.	(1)	<p>Expands beyond the 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>Example</p> <ul style="list-style-type: none"> Has a clear, analytical, and comprehensive thesis. Shows careful and insightful analysis of the document. Uses documents persuasively as evidence. Analyzes point of view in most or all documents. Analyzes the documents in additional ways – groups, comparisons, syntheses. Brings in relevant “outside” historical content. Explains why additional types of document(s) or sources are needed. 	
2. Understands the basic meaning of the documents (May misinterpret one document).	(1)		
3. Supports thesis with appropriate evidence from all or all but one document.	(2)		
(Supports thesis with appropriate evidence from all but two documents.)	(1)		
4. Analyzes points of view in at least two documents.	(1)		
5. Analyzes documents by grouping them in two or three ways, depending on the question.	(1)		
6. Identifies and explains the need for one type of appropriate additional document or source.	(1)		
Subtotal	7	Subtotal	(9)
Total			

Comments

(9)

NAME: _____

**GLOBAL HISTORY AND GEOGRAPHY
DOCUMENT-BASED QUESTION**

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document. Keep in mind that the language used in a document may reflect the historical context of the time in which it was written.

Historical Context:

The Japanese officially took over Korea as a result of the Japan–Korea Treaty of 1910. Japanese rule ended in 1945.

Task:

Using the information from the documents and your knowledge of global history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to:

- Analyze the positive and negative impacts of the Japanese rule in Korea.
- Discuss how the Japanese rule in Korea is viewed today.

DOCUMENT 1

Sourced from the World Heritage Encyclopedia™ (http://self.gutenberg.org/articles/korea_under_japanese_rule)

Destabilization of the Korean nation may be said to have its start in the period of "Sedo Jeongchi" whereby, at the death of King Jeongjo (r. 1776–1800), the 10 year old King Sunjo (r. 1800–34) ascended the Korean throne with the true power of the administration residing with his regent father... As a result, the disarray and blatant corruption in the Korean government particularly in the three main areas of revenues – land tax, military service and the state granary system – heaped additional hardship on the peasantry. Of special note was the corruption of the local functionaries ("Hyangni") who could purchase an appointment as administrators and so cloak their predations on the farmers with an aura of officialdom. Yangban families, formerly well-respected for their status as a noble class, were increasingly seen as little more than commoners unwilling to meet their responsibilities to their communities. Faced with increasing corruption in the government...and abuse by the military, many poor village folk sought to pool their resources such as land, tools and production in order to survive.

QUESTION:

Based on this document, how would you characterize the Korean political system prior to the Japanese takeover? _____

DOCUMENT 2

Source: Yi Sangdo (m) b. 1910, truck driver, Kyonggi Province. Taken from *Under the Black Umbrella*, Hildi Kang, page 10

"Father hated the Japanese coming, but to me, they weren't all that bad. Whenever we had a rainy season, our village flooded. Look what happened: Those Japanese came and built reservoirs, dams and bridges. One of the taxes had to be paid in rocks. Each family had to go out two or three times a year and find a certain amount of small rocks. They used these to build roads.

I must say their organization impressed me. They planned things. They came with blueprints. They built things that worked....They also brought little things – sharp razor blades, matches that caught fire quickly, the record player – I know those came from Europe, so eventually we would have gotten them. But the Japanese brought them first. I think probably it was good, in the long run.

QUESTION:

According to the document, what positives did the Japanese bring to Korea?

DOCUMENT 3

Kang Sang'Uk [Kang Sang Wook], m b. 1935, physicist, North P'yongan Province

Source: *Under the Black Umbrella*, Hildi Kang, p 115

We lived in many different towns and attended many different schools, but it was always the same. Every morning of every school day, sun, rain, or snow, we began with an assembly on the school grounds for attendance and announcements. Every single day the principal gave a homily and we all bowed east toward Tokyo and the Emperor and shouted "Tenno Heika Ban Zai" – "Long Live the Emperor."

QUESTION:

Who did the Korean students have to pay their respects to each morning and why?

DOCUMENT 4

SOURCE: 1998, Lost names: Scenes from a Korean Boyhood. Richard Kim, Korean-American writer, former citizen of a Japanese-occupied Korea.

"My (grand)father's generation had it in their power and will to set the country straight and do something about the declining fortune of the nation before it was too late....They could have brought about many necessary reforms in the country before everything was out of hand and the country was degenerating. They could have stayed awake and not let the country become a pawn of its powerful neighbors...The royal family was too far removed from the common people and it was quite corrupt and its officials degenerate and rotten."

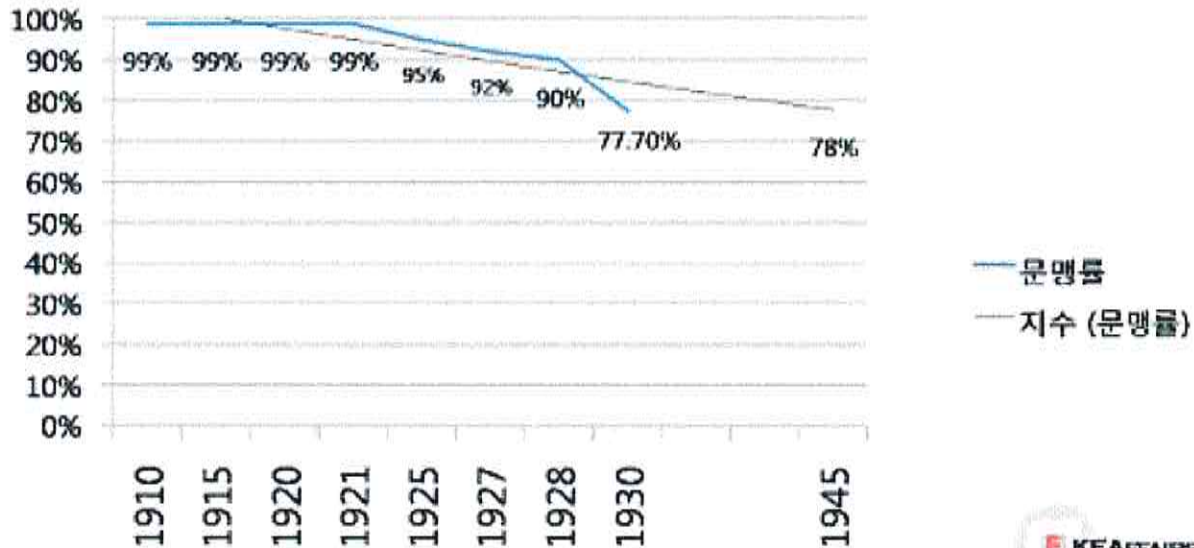
QUESTION:

According to the document, the speaker claims that the older generation had the power to do what?

DOCUMENT 5

Korean Illiteracy

일제 강점기 조선의 문맹률



Source: Korea Educational Affairs

QUESTION: According to the graph above, what conclusion can be drawn about education in Korea under the rule of the Japanese?

DOCUMENT 6

SEOUL — Every Wednesday, a group of South Koreans gather across the street from the Japanese Embassy in Seoul to voice their displeasure over how Japanese troops treated the so-called South Korean “comfort women” during World War II. They want the Japanese government to issue an official state apology and provide reparations to those forced into military prostitution. The protests are rather peaceful, as adults, children, nuns and even some of the women forced into sexual slavery, demand Japan to make amends.

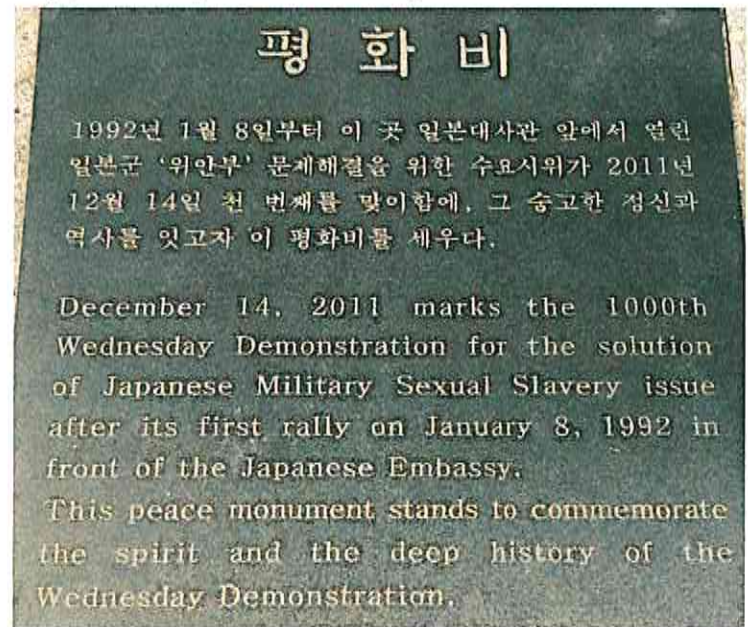
Protest organizers started their weekly protest Jan. 8, 1992, and have held more than 1,000 demonstrations since then. In 2011 — to mark the 1,000 gathering — organizers erected the Pyeonghwa-bi, Peace Monument, a statue of a teenaged Korean girl sitting on a chair facing the Japanese Embassy. The barefoot girl, with her hands resting in her lap, represents all Korean comfort women. The small bird on her left shoulder is said to represent freedom and peace.

The issue over comfort women periodically has strained relations between South Korea and Japan. Japan has held the longstanding position that a 1965 treaty between the two countries settled any compensation to South Korea over Japanese colonial rule.

By Armando R. Limon, Stars and Stripes

Published: June 2, 2014

<http://www.stripes.com/news/pacific/korea/weekly-comfort-women-protest-at-japan-embassy-in-seoul-in-its-22nd-year-1.286683>



QUESTIONS:

According to the documents, what do the Koreans accuse the Japanese of doing during World War II?

What are the people hoping to achieve by demonstrating each week?

DOCUMENT 7

The international name for the body of water which is bordered by Japan, North Korea, Russia, and South Korea is disputed. In 1992, objections to the name Sea of Japan were first raised by North Korea and South Korea at the Sixth United Nations Conference on the Standardization of Geographical Names. The Japanese government supports the use of the name "Sea of Japan", while South Korea supports the name "East Sea".

Table 1. Sea Names in Old Maps by Periods

References to	1500	1600	1700	1800	1900	Total
Korea *	-	39	341	60	-	440
Japan	-	17	36	69	1	123
China	16	28	10	-	-	54
Others	13	41	80	12	-	146
Total	29	125	467	141	1	763

* References to Korea include the East sea, the Sea of Korea (Corea), the Sea of Joseon (Korea), the Oriental Sea, the Gulf of Korea, Mer de Coree, Mar Corai, Kopefcxcoe Mope (Sea of Korea), and the Eastern Sea.

Sources: Collection of old maps and atlases preserved at the British National Library and the Cambridge University Library, London, UK; East Asian Map Collection ("Sea of Korea" Map Collection), East Asian Library, University of Southern California, Los Angeles, USA; Geography and Map Division of the Library of Congress, Washington, DC, USA; Russian State Library, Russian State Archives of Ancient Documents, and Russian State Archives of the Navy, Moscow, Russia; French National Library (BNF), Paris, France; Hye Jung Cultural Research Institute, Kyung Hee University, Seoul, Korea; Hiroo Aoyama's survey in 1995.

Table 2

Status of Sea of Japan Descriptions in Maps Produced in Foreign Countries

(Source: Based on Hoshiyama and Nagasaki, 1994)

	16th Century		17th Century		18th Century		19th Century		20th Century		Total
	1501-1650	1651-1800	1601-1650	1651-1700	1701-1750	1751-1800	1801-1850	1851-1900	1901-1950	1951-	
Sea of China	1	3	1	4	2						11
Oriental Ocean, Oriental Sea			3	4							7
Sea of Korea			1		3	5	1				10
Sea of Japan			2	3	1	2	11	7	16	26	68
North Sea of Japan			1	1	5						7
West Sea of Japan					2						2
Sea of Korea / Sea of Japan			1			3	1				5
Oriental Sea or Sea of Japan				1							1
Sea of Korea / Oriental Ocean				1	2						3
Sea of China / Oriental Ocean				5							5
Other Name						1					1
East Sea										4*	4
No Reference	3	18	17	16	18	4	1				77
Total	4	21	25	35	33	15	14	7	16	30	201

* Maps produced in HOK.

QUESTION:

How do these two charts differ? _____

Document 8

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...

QUESTION:

According to this ordinance what are two social changes that the Koreans are required to do as a result of the Japanese rule?
