Modern World History Lesson Plan

Introduction to the Korean War Using Primary Sources

Lesson Background:

This lesson is designed as an introduction to the Korean War, specifically for a high needs classroom that requires scaffolding of primary source documents. This lesson will provide an introduction to the conflict in the Korean Peninsula and a structured review of reading primary source documents.

Ohio Content Standards addressed:

2. The use of primary and secondary sources of information includes an examination of the credibility of each source.

4. Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.

Materials needed:

1 copy of the reading break down sheet for the March 1st Proclamation per student (attached)
Pencils and writing materials

Lesson Procedure:

-The teacher will read pass out the materials. And introduce the subject by reading the first two paragraphs of the worksheet.

-The class will go through the first portion of the document together. Volunteers will be requested to read the passage and then the class will discuss its meaning. At this point the teacher will remind the class of their primary source techniques including using context clues and breaking down sentences into smaller chunks.

- When the independent work time section is worked the class will be prompted to complete the end on their own. The work will be turned in and depending on time the last two sections and the questions will be gone over as a class (either at the end of the period or at the beginning of the next day.)

Modifications for ability levels:

-Students can work in pairs if necessary during independent work time (this can be the whole class or specific students whose reading level indicates the need for assistance)

-Higher level students can complete the questions independently instead of as a whole class
Recommendations for teacher instruction:

- Have copies of the American Declaration of Independence and the French Rights of Man available for students to look over and to discuss similarities and differences (depending on the time in class and the speed of completion this can be done at the end of the period or during the next day.

- It is helpful to highlight the following vocabulary words as you are going through the reading (if they are reading independently it would be helpful to provide a vocab sheet with these words but if you are prompting the use of context then provide verbally as needed)
  - Proclaim-to say or make known
  - Descendants- people born after us/ our children and grandchildren
  - Perpetuity- forever and ever
  - Inherent- not able to be denied/ just there
  - Yearning- want
  - Obstruct- get in the way
  - Suppress- stop/ not let it go forward
  - Tyranny- dictatorship (total control)
  - Eradicate- get rid of
  - Extricate- remove
  - Resuscitate- revive/ bring back
  - Bequeath- something you give someone/ usually after death
  - Perfidy- lies/ untrustworthiness
  - Dynastic achievements- things we have done in our history
  - Reprimand-punish scold
  - Reproach- scold
  - Chastise- scold
  - Animosities- things that made us fight
  - Rectifying- make something right
  - Obsolete- outdated
  - Annexation- taking over territory
  - National consensus- everyone agreeing
  - Chasm- divide
  - Rancor- bitterness/ resentment
  - Avert- avoid
  - Amity- friendship
  - Enmity- opposed, hostile, strongly dislike
  - Exacerbate- make worse
  - Apprehension- nervousness
  - Hastening- hurrying
  - Inalienable rights- rights that can’t be taken/ born with people
  - Bountiful- a lot
  - Partake- use
  - Resurrection- bring something back
Teacher Recommendations for going through the primary source document
-take volunteers for reading/ if not volunteers read the section yourself (I often offer extra credit for readers)
-each section may need to be broken down further depending on the class. Start out line by line and combine when it makes sense for context or your students are more comfortable with the material
-use prompting to encourage students to make connections on their own, only provide definitions if necessary
In March of 1919 the Koreans had been under Japanese Imperial Control for nine years, since 1910. Thirty three leaders of the resistance movement met and developed a proclamation of independence. This led to wide scale demonstrations to end the colonial rule by the Korean people. This attempt at independence was not successful, the Japanese continued to rule over Korea until 1945, but did lead to reforms and the formation of a provisional government in Shanghai.

The March 1st proclamation shares many of the same ideals as other declarations of Independence. In this worksheet we will break down the beginning of this primary source document to determine its meaning. After each section of the text is an area to write down the meaning, we will do the first several together. Then you will do two sections on your own. Finally, we will answer a few questions on the document.

We herewith proclaim the independence of Korea and the liberty of the Korean people.

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In as much as this proclamation originates from our five-thousand-year history, in as much as it springs from the loyalty of twenty million people, in as much as it affirms our yearning for the advancement of everlasting liberty, in as much as it expresses our desire to take part in the global reform rooted in human conscience, it is the solemn will of heaven, the great tide of our age, and a just act necessary for the co-existence of all humankind.
Therefore, no power in this world can obstruct or suppress it! Victims of the outdated notions of aggression and brute force, we have now suffered for a decade, for the first time in our long history, under foreign tyranny; our right to existence deprived, our spiritual growth stunted, our national pride and honor damaged, and our opportunity to make our own creative contribution to the progress of world civilization lost.

Surely, if we are to eradicate our longstanding sense of injustice, if we are to extricate ourselves from today’s pain, if we are to forestall tomorrow’s threat, if we are to resuscitate our trampled national pride, if we as individuals are to reach our full potential, if we are to deliver our children from the legacy of shame, if we are to bequeath to our future generations blessing and prosperity, our first and foremost duty is to secure the independence of our people.

If each and every twenty million of us carry a sword in our hearts and if we are supported by today’s shared human conscience ready to stand by us equipped with arms of justice and morality, what can stop us from pressing forward to defeat the strongest? If we regroup and build up our strength, what aim can we not accomplish?

Though Japan has repeatedly violated its promises since the Treaty of 1876, we do not here condemn its perfidy. Though its scholars and government officials dismiss our great dynastic achievements in order to prop up its claim that our history began as a foreign colony with a primitive civilization, though it merely seeks a conqueror’s gratification willfully ignoring the ancient foundation and the outstanding characteristics of our people, we do not here take it to task. We are pressed to reprimand ourselves, and thus have little time to reproach others. Busy with today’s work, we have little time to chastise yesterday’s actions.
Today, our only duty is to rebuild ourselves, not to demolish others. It is to explore our new destiny according to the solemn dictates of our conscience, not to squabble with others over fleeting grudges and old animosities. It is to restore our natural, rational foundation by rectifying the unnatural, irrational ambition of the Japanese politicians in the grip of obsolete ideas. The annexation made without national consensus has inevitably led to intimidation used as a temporary measure, inequality caused by discrimination, and statistics falsified to justify it. Just look at the result today! The chasm of rancor has grown so wide that bridging the two peoples with differing interests seems all but impossible.

To boldly right old wrongs, opening a new relationship based on true mutual understanding, is certainly the best way for both countries to avert disaster and foster amity. To forcibly bind twenty million people filled with bitterness and enmity will not secure lasting peace. Moreover, it will exacerbate the apprehension and distrust of four hundred million Chinese people who hold the key to East Asian stability, which will undoubtedly lead to the unrest and eventual downfall of the entire region. Therefore, establishing Korean independence today will permit Koreans to return to their rightful lives, will enable the Japanese to break away from their wrongful path and concentrate on their responsibility as a major player in East Asia, and will free the Chinese from their nightmare of uncertainty and anxiety about Japan. Korean independence will indeed be an indispensable step toward the stability of East Asia, which will in turn contribute to the attainment of world peace. With the well-being of all humanity at stake, the establishment of Korean independence is a grave issue that transcends mere animosity between two nations.
Behold! A new world is approaching before our very eyes! The age of might has receded, and the age of morality has arrived. The spirit of humanism cultivated throughout the past century now begins to throw its light on a new chapter in world history. Just as a new spring has come, hastening the rebirth of every living thing, our pulse, once frozen in the bitter cold and snow, now quickens in the warm breeze and sunshine. The good fortune of heaven and earth has returned to us, and we ride the changing tide of the world. Do not hesitate or flinch! By protecting our inalienable individual right to freedom, we will enjoy our lives to the full. By realizing our bountiful creativity, our national civilization will flower in the warmth of spring that pervades the world.

On your own-

We hereby rise up! Conscience is on our side, and truth marches with us. Men and women, young and old, leave your darkened corners and partake in the joyful resurrection along with all creation! The spirit of our many ancestors protects us from within, and the tide of the new world from without. To begin is to succeed! Let us march straight into the light!

We hereby pledge the following:

1. Today’s undertaking reflects the demands of our people for justice, morality, survival, and prosperity. Therefore, we will act solely in the spirit of liberty, never in the spirit of enmity.
2. To the last person and to the last moment, we will forthrightly express the will of the Korean people.
3. We will respect order in all our actions and ensure that our demeanor and claims are always honorable and upright.
Questions:

1. What did the Korean people want?
   a. To be controlled by Japan
   b. To be independent and to rule themselves
   c. To make China take a bigger part in government
   d. To split into two separate countries

2. Which of these was **not** something the Korean people pledged at the end of the proclamation?
   a. To always be honest and honorable
   b. To represent the will of the Koreans
   c. To destroy Japan in revenge
   d. To work only for independence and not in anger

3. Is this document a cause or an effect of the Japanese imperialism of Korea?
   a. Cause
   b. Effect

4. What was a consequence of this document?
   a. Some reforms were made
   b. Japan invaded Korea
   c. Japan left Korea
   d. World War 2

5. How do we know if this primary source document is reputable? What should we find out if we don’t know?

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6. How is this similar to the American Declaration of Independence or the French Rights of Man that we went over earlier in the year? (Does it have a similar purpose? Words? Etc....)

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7. Who is the audience for this proclamation (who did they write it to?) Hint: Check line 2

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8. Tell me one reason that the Koreans said they wanted independence?

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9. We have talked about many countries who wanted independence, and we have talked about the problems with the imperial system and how colonies were treated. Thinking about those ideas, and any time you might have felt controlled by someone else, why do you think it was important for these countries to get their independence? If you lived in a country that was colonized would you fight for independence? Why or why not?

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