

Developed by Scott Demeter

Visions of Korea in Five Perspectives: Turmoil, Growth and Change

Objectives:

In this Project Students will be able to:

- Describe major movements in 20th Century Korean History that provided various perspectives on contemporary outlooks of the Korean state during that time period of those movements, and compare those movements to other movements during various other periods of Korean History during the 20th Century.
- Define key causes, leadership, goals, and impact of March 1st Movement, Syngman Rhee and the First Republic, the 1960 April Student Revolution, and the Gwangju Democratic Uprising.
- Understand the impact of foreign relations on domestic policies in Korea during the 20th Century within the March 1st Movement, Syngman Rhee and the First Republic, the 1960 April Student Revolution, and the Gwangju Democratic Uprising.
- Compare and contrast the social, political, and economic underpinnings of the major movements of the 20th century in South Korea noted movements.

Standards:

A Half-Century of Crisis and Achievement (1900-1945)

- 6.2.12.A.4.a Explain the differences between socialism, communism, and fascism and explain the reasons for their spread in Europe and Asia.

The 20th Century Since 1945 (1945-Today)

- 6.2.12.A.5.a Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances, and periodic military clashes.
- 6.2.12.A.5.c Explain how World War II led to aspirations for self-determination, and compare and contrast the methods used by African and Asian countries to achieve independence.
- 6.2.12.D.5.c Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.

Contemporary Issues

- 6.2.12.A.6.b Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.

- 6.2.12.B.6.a Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
- 6.2.12.C.6.b Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.
- 6.2.12.C.6.c Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
- 6.2.12.C.6.d Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.

6.3 Active Citizenship in the 21st Century

- 6.3.12.C.1 Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders.
- 6.3.12.D.1 Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.
- 6.3.12.D.2 Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions

Project Description:

This project is intended for students in grades ranging from 9th grade to twelfth grade. The expected project preparation time would be approximately three classes for in-class group research and three for the actual project presentation and discussion, based on the 53 minute class model. The class time needed for the project will vary based on the class structure and time limits. The lesson is designed for students to look at Korean History during the 20th century through various social movements that expand beyond the traditional focus of the Korean War, and more on the Korean people themselves through social and political movements that highlight specific challenges and struggles faced during the 20th century. The goal of this project is allow the students to explore each movement or period of leadership as a time capsule of the time period in which it took place and assess its causes, practices, and consequences. Then through the student discussions, the event will be analyzed by taking a comparative look at the other events. As the topics are explored, students will see that not all movements were successful, and some were not to the benefit of the Korean People as a whole. But through a comparative look at these movements and periods of leadership an understanding of ideology towards the goals and perspective on a society both in continuity and change will be established.

Materials:**Research Resources:**

(Materials will be modified based on student age and ability)

General Books:

Kim, Tong. Han'guk Chŏnjaeng Kwa Kŭndaesa = The Korean War and Modern History. 1-p'an. ed. Sŏul-si: Sese, 2006. ISBN 978-89-85015-18-9

The May 18th History Compilation. The May 18th Gwangju Uprising. Committee of Gwangju, 2013.

Hwang, Kyung Moon. 2010 *A History of Korea*. Palgrave Mcmillan.

<http://www.palgrave.com/page/detail/a-history-of-korea-kyung-moon-hwang/?isb=9780230364523>

General Websites:

- "History." History. N.p., n.d. Web. 25 Oct. 2014.
<http://www.korea.net/AboutKorea/Korea-at-a-Glance/History>

March 1st Movement Web Resources:

- "Koreans Protest Japanese Control in the "March 1st Movement," 1919." Global Nonviolent Action Database. N.p., n.d. Web. 25 Oct. 2014.
<http://nvdatabase.swarthmore.edu/content/koreans-protest-japanese-control-march-1st-movement-1919>
- Hong, Yung lee, Yong-Chool Ha, and Clark W. Sorensen eds. 2013. *Colonial Rule and Social Change in Korea, 1910-1945*. University of Washington Press. <http://www.washington.edu/uwpress/search/books/LEECOR.html>
- Additional Collections and recommended Sources can be found at:
http://www.hawaii.edu/korea/biblio/19Cthru1945_marchfirst.html

Syngman Rhee and the First Republic Web Resources:

- "Syngman Rhee." Encyclopedia of World Biography. 2004, "Rhee, Syngman." The Columbia Encyclopedia, 6th Ed.. 2014, and "Rhee, Syngman." World Encyclopedia. 2005. "Syngman Rhee." Encyclopedia.com. High Beam Research, 01 Jan. 2004. Web. 25 Oct. 2014.
http://www.encyclopedia.com/topic/Syngman_Rhee.aspx
- Lee, Jongsoo James. 2006. *The Partition of Korea After World War II*: PalgraveMcmillan.
<http://www.palgrave.com/page/detail/the-partition-of-korea-after-world-war-ii-jongsoo-james-lee/?isb=9781403983015>

1960 April Revolution

- Hwang, Kyung Moon. "Remembering April 19, 1960 Student Revolution"
http://www.koreatimes.co.kr/www/news/nation/2014/04/181_155532.html
- "Moments in U.S. Diplomatic History." Association for Diplomatic Studies and Training. N.p., n.d. Web. 25 Oct. 2014.
<http://adst.org/2013/04/the-fall-of-south-korean-strongman-syngman-rhee-april-26-1960/>

The Gwangju Democratic Uprising

- Katsiaficas, Georgy, and Na Kahn-chaee. 2006. *South Korean Democracy: Legacy of the Gwangju Uprising*: Routledge.
<http://www.routledge.com/books/details/9780415407601/>
- "May 18th Gwangju People's Uprising." Korean Resource Center RSS. N.p., n.d. Web. 25 Oct. 2014.
http://krcla.org/en/MOP/5.18_Gwangju_People's_Uprising
- "1980: The Kwangju Uprising." 1980: The Kwangju Uprising. N.p., n.d. Web. 25 Oct. 2014
<https://libcom.org/history/1980-the-kwangju-uprising>

Additional Materials:

Student Computers with internet access and PowerPoint (If a presentation component is desired).

Poster Board and markers (if a poster is desired for the presentation component)

Key Concepts:

- **Key Terms:** Imperialism, Occupation, Dictatorship, Diplomacy, capitalism, communism, interventionism, censorship, nationalism,

- **Key People and Events:** Dae-Jung Syngman Rhee, First Republic, April Revolution, March 1st Movement, Gwangju Democratic Uprising.

Anticipatory Set:

Depending how this lesson is being incorporated into the classroom, the anticipatory state should be modified to fit each particular course's established objectives and essential questions. Potential ideas for anticipatory sets might include:

Option:

As students enter the class, have them respond to the following question:

What is necessary for a society to be successful? Rank the following items in level of importance:

- Individual Liberty
- Economic Strength
- National Independence
- Order and Security
- A Free Education System
- Cultural Values and Traditions

Have the students share their responses. After the discussion, introduce the lesson noting that through the 20th century South Korea struggled with these issues through the five major events including the March 1st Movement, Syngman Rhee and the First Republic, the 1960 April 1 Revolution, and the Gwangju Democratic Uprising.

Procedures:

Upon entering the class, the student's will complete the Anticipatory Set, which will be followed by a class discussion. Based on the student's ability and prior knowledge within the subject matter, the instructor may choose to provide greater development on the topics covered in this lesson. The instructor may consider using the sources noted above as a preliminary reading prior to the start of the lesson.

After the introduction the project will be assigned by the instructor.

The class will be divided into four groups:

- March First Movement
- Syngman Rhee and the First Republic

- The 1960 April Revolution
- The Gwangju Democratic Uprising

Research and Preparation Component:

Each group will research their assigned topics and using this information, each group will answer their group specific questions. Then, using their responses each group will prepare an 8 minute maximum statement highlighting their views based on their assigned topics which they will deliver to the class in a press conference fashion. The teacher may choose to have the students present their information using PowerPoint or a poster.

Questions for each assigned topic:

March First Movement

- What is the historic context of the Movement?
- Who made up the movement?
- What were the major objectives of the March First Movement? What did the movement hope to achieve?
- How was the movement impacted by outside nations (i.e. Japan, the United States) or leaders (i.e. Woodrow Wilson, Gandhi)?
- What challenges did the movement face?
- In your group's assessment was the movement successful?
- Based on your group's research what would be your group's vision for the Korean Nation? Of the 6 topics ranked at the beginning of class which would they value most highly and why?

Syngman Rhee and the First Republic

- Who was Rhee and how did Rhee come to power?
- What were the major goals of the First Republic?
- What was the impact of the Korean War on the First Republic?
- Describe the First Republic's relations to the United States.
- Describe the major successes of the First Republic.
- Assess the extent of achieved success based on the First Republic's goals.
- Based on your group's research what would be your group's vision for the Korean Nation? Of the 6 topics ranked at the beginning of class which would they value most highly and why?

The 1960 April Revolution

- What events lead to the April Revolution?
- Who made up the revolution?
- What were the major objectives of the April First Revolution? What did the Revolution hope to achieve?
- What challenges did the movement face?
- Assess the extent the movement achieved success
- Based on your group's research what would be your group's vision for the Korean Nation? Of the 6 topics ranked at the beginning of class which would they value most highly and why?

The Gwangju Democratic Uprising

- What events lead to the Gwangju Democratic Uprising?
- Who made up the Gwangju Democratic Uprising?
- What were the major objectives of the Gwangju Democratic Uprising? What did the Uprising hope to achieve?
- How was the uprising impacted by the United States?
- What challenges did the uprising face?
- Assess the extent the movement achieved success.
- Based on your group's research what would be your group's vision for the Korean Nation? Of the 6 topics ranked at the beginning of class which would they value most highly and why?

Student questions for the press conference element:

In addition, students will use the sources to also research each of the other group's topics. Using this research, students will prepare a developed question for each of the three other groups from their assigned group topic's perspective (the March First group should formulate questions based on that movement's views and objects, as will the First Republic Group, etc.) A copy of these questions will be collected and assessed within the grading rubric.

Presentation Component

In chronological order each group will present their findings in a formal presentation. After the completion of their presentation the other groups will then have the opportunity to ask questions of the group in a press conference fashion. The groups should develop and ask their questions from the perspective of their assigned topic as described above.

The first round of questions should use the students' prepared questions. Additional questions may be added to allow students to develop a deeper dialogue on the subject matter.

After this is completed, the other groups will present and respond to questions in the same fashion until all groups complete their presentation and question and answer sessions. The presentation component may need to be extended over several class period.

Assessment (See Appendix A for the rubric):

This activity should be rubric based and scored on the following criteria:

- Groups will be graded on the accuracy of their defined statements which will include:
- Completeness of their responses to the assigned questions
- Incorporation of the groups prescribed research questions within their formal statement
- Clarity and organization of their written statement and spoken statement.
- Specific use of both the primary and secondary sources for clear support
- The statement is within the 8 minute time maximum.

In addition, students will be graded on:

- Their ability to clearly respond to questions from the audience using accurate analysis and factual support
- The quality of the questions they offer to the presenting groups.

Closure:

Students should be invited to break from their assigned topic and openly reflect on their personal views of the content. Topic's for reflection:

- What were the reoccurring themes that seemed to be present in each group?
- What were the major differences?
- What groups were most similar? Different?
- How do you feel Korea's challenges through the 20th century has developed their society into the contemporary period?
- Does this change the way you ranked the 6 items during the class introduction?

Appendix A: Rubric

Presentation Matrix

Focus Area	Score	Comments
The group topics are clearly addressed in the presentation with clear accuracy based on the prescribed questions. (0-4)		
Each response to the prescribe research questions is clearly supported with clear and factual support, illustrating clear and successful research (0-4)		
The group presentation clearly illustrates analysis that extends beyond a simple summary of events. (0-4)		
The presentation of information and analysis illustrated clear organization of the material, highlighting eye contact, diction, rehearsal, and was within the allotted time limit. (0-4)		

The presentation group was able to successfully respond to the questions from the other group in a clear, timely, and logical manner. The group maintained the perspective and viewpoints of their assigned topic with a strong level of historical accuracy. (0-4)		
Total out of 25 points		

