

Developed by Melissa Diaz

Gwangju Uprising

Content Area: Social Studies Grades 9-12

Time: Two- 45 minute periods

The following lesson includes background knowledge and resources materials on the Gwangju Uprising also known as the May 18th Movement in South Korea. The Uprising took place roughly from May 18th 1980 to May 27th 1980. During that time citizens of Gwangju led demonstrations and protests for a democratic government in South Korea. The nation had been under a series of authoritarian governments since the end of the Korean War. Chun Doo-Hwan's regime and use of excessive military force to suppress protests led to a resistance movement in Gwangju. Military forces and protestors clashed in an armed conflict that lasted approximately nine to ten days. The number of people affected by the conflict in Gwangju ranges into the thousands. Although military forces do take control of the city on May 27th 1980 the situation in Gwangju reverberated throughout the country. It spurred a stronger pro-democracy movement and played an important role in establishing free elections in South Korea. The goals of this lesson are as follows:

1. Determine what factors led the Gwangju Uprising
2. Examine the motivations of the community in the uprising
3. Analyze the effect of the Uprising on the community through primary sources.
4. Assess the influence of the May 18th Uprising on South Korea's democracy movement.

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Grade Level: 9-12

Lesson Duration: Two 45 minute class periods

Topic: Gwangju Uprising in the Democracy movement in South Korea

Essential Question: What factors led to the Gwangju Uprising?

How did the Gwangju Uprising influence the future of the Democracy Movement in South Korea?

Standard/s):

- 1) 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.
- 2) 6.2.12.A.5.e Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.

Learning objective(s):

SWBAT...

1. Identify the political factors that lead up to the May 18th uprising.
2. Examine text sources to determine the motivations of the Gwangju community in the uprising
3. Analyze primary sources on the impact of the uprising on the Gwangju community
4. Assess the influence of the May18th uprising on South Korea's Democracy movement.

Assessment(s): (Attach assessment tools & rubrics). Homework Sheets, Graphic organizer, Results of Gwangju Chart

Materials:

1) Homework sheet: Background Knowledge of the Gwangju Uprising

Milkes, Elisa. "The Gwangju Uprising." (n.d.): n. pag. *Korea Society Lesson Plans*. Web. 29 Dec. 2014.

<http://www.koreasociety.org/images/pdf/KoreanStudies/Curriculum_Materials/LessonbyTime/4_Modern/The_Gwangju_Uprising.pdf>.

"South Korea Profile." *BBC News Asia*. BBC News, 11 Nov. 2014. Web. 29 Dec. 2014. <<http://www.bbc.com/news/world-asia-pacific-15292674>>.

"Syngman Rhee." *Encyclopedia Britannica*. Ed. Encyclopedica Britannica. Editors of Encyclopedia Britannica, 24 Apr. 2014. Web. 29 Dec. 2014. <<http://www.britannica.com/checked/topic/501064/Syngman-Rhee>>.

2) Text and Image primary source packets

Images found at <http://www.unesco-ci.org/photos/showgallery.php/cat/1079>

Text sources from http://scholarspace.manoa.hawaii.edu/bitstream/handle/10125/32425/EDPVol46%231%262_9-19.pdf?sequence=1

3) Graphic organizer packets

4) Articles linking Gwangju movement to the democracy movement

<http://eng.518.org/ease/menu.es?mid=a50202000000>

<http://eng.518.org/ease/menu.es?mid=a50204000000>

5) May18th uprising Timeline sheets

6) Results of Gwangju Chart

Student prior knowledge needed:

1. Students need basic knowledge of the results of the Korean War.

2. Students need basic knowledge of authoritarian regimes in Korea prior to the election of Kim Young Sam.

Time	Lesson Sequence: Day 1
3 min.	<p>Engage (Warm-up Activity): Teacher will: “In your opinion, what is the most valuable right you have?”</p> <ul style="list-style-type: none"> - Students will: <i>volunteer answers</i> - <i>Have students provide answer: some may include right of Free Speech, Trial by Jury, Vote,</i> <p>Teacher will: “Why are these rights important?”</p> <ul style="list-style-type: none"> - Students will: <i>volunteer answers</i> - <i>Expect answers such as “prevents abuse from anyone in power, allows us to have a say in government. Etc.</i> - <i>Note: this opener can be done as a Think Pair Share as well.</i>
Approximately 28-30 minutes total including switching time	<p>Main Activity (Presentation; Practice; Application, etc.) Stations Activity</p> <ol style="list-style-type: none"> 1. Teacher will: Group students into groups of three to four at one of the 5 stations 2. Teacher will: Pass out Primary source and graphic organizer analysis packets 3. Students will: Students then work collaboratively to answer the questions at each station. Each station will take approximately between 5 and 6 minutes 4. Teacher will: monitor student groups, assist where needed, and alert student when it is time to change stations.
4min	<p>Review and Assessment: SW: Answer the final analysis questions in their groups and then will discuss the answer as a whole class.</p>
8 min Total= 45 min.	<p>Wrap-up: Teacher will: Why did the people of Gwangju rebel? What were their demands? How did the uprising impact the community?</p> <p>Students will: answers will vary. The goal is to have students understand what led this community to fight for democracy and how coming together as a community helped them.</p>

Time	<i>Lesson Sequence: Day 2</i>
Approximately 5 min	<p>Engage (Warm-up Activity): Teacher will: place students into groups. Have students decide on one question from the Gwangju Background homework they didn't understand or struggled with. Students will: address their question to the class. Students will: help answer each other's questions. Teacher will: monitor and provide clarification were needed.</p>
Approximately Total of 15-18	<p>Main Activity (Presentation; Practice; Application, etc.) Article Analysis Teacher will: Ask students: "Why do you think the Gwangju uprising is an important event for Korea?" 3min Students will: answers will vary. Goal: to have students discuss how Gwangju could impact the future of Korea. How Gwangju can serve as a case study for civil rights in the late 20th century. TW: Group Students, pass out Results of Gwangju chart and corresponding articles SW: be responsible for reading the articles they are given in their group. Students will work collaboratively to fill out the Results of Gwangju Chart and answer the final analysis Questions. Teacher will: will replicate the "Results of Gwangju" chart that students have in their packets on the board.</p>
Approximately 10-13	<p>Review and Assessment: Results of Gwangju Chart Students will: Each group will have a representative at a time go up to the board and will fill one aspect of the chart on the board. Remaining students will be adding new information put on the board to their own charts. Teacher will : review results 3 min</p>
Approximately 8 min. Total= 44-45 min.	<p>Wrap-up: Teacher will ask: How did the Gwangju Uprising influence the future of the Democracy Movement in South Korea? St udents will: Volunteer answers from their final analysis questions on their Results of Gwangju handout.</p>

Teacher will: ask: After examining all the evidence in this event why do you think that free speech is the cornerstone for democracy? For the citizens of Gwangju, why was free speech worth fighting for?

Homework: (Optional) For an extension activity or project, the teacher may ask students to go and research other democracy movements that happened in the 1980's and 1990's around the world. Ask students if they see any similarities in these democracy movements and the May 18th Gwangju Uprising.

Appendix A: Handout# 1: Day 1 - South Korea and the Road to Democratization

Background Article

The road towards democratization in South Korea has been long and winding. Since the end of the Korean war South Korea has had a series of military dictatorial regimes comprising mostly of Syngman Rhee (1948-1956) Park Chung Hee (1962-1979) and Chun Doo Hwan (1980-1988). Both Park and Chun were military officers and overthrew previous regimes. Autocratic leaders used post Korean War military tensions and economic stresses to justify their refusal to grant full democracy. The May 18th Movement (Gwangju Uprising) was a public attempt to achieve democracy and move away from autocratic regimes. The Gwangju Uprising did not achieve its immediate goal but it did lay the foundations for future democracy movements. In the late 1980's and early 1990's South Korea has seen democratic elections and the peaceful transition of power between political parties.

Running throughout modern South Korean history there have been threads of popular movements supporting and rallying for full democracy from Syngman Rhee's regime until Kim Young Sam is elected in 1993. During this time period universities students and workers held large protests and marches around the country. Rhee resigns after students and workers protests against corruption in elections and limited rights. Under Park Chung Hee there were several student protests after the government continued to suppress democratic freedoms. In response to rallies the government declares martial law in several locations further angering protesters. Although the government had used force to suppress the democratic movements in Busan, Masan and other areas the events that took place in Gwangju on May 18th, 1980 were incredibly different.

The Gwangju Uprising also known as the May 18th Movement was one of the largest and most violent democracy uprisings. According to sources victims of the uprising can total more than 150 dead. The number of people affected by the uprising ranges from 4,000 to 7,000 possibly affected. Gwangju has had a precarious place in modern South Korean history. Originally it was denounced by Chun Doo Hwan's regime as being rebels possibly looking to overthrow the government. Chun's regimes used the media to depict the protestors in Gwangju as criminals and rebels. It was only after the uprising that leaders and historians began to state that the Gwangju Uprising was an event that paved the way for the future democratic South Korea.

The origins of the Uprising lay in the assassination of Park Chung Hee. On October 26, 1979 President Park Chung Hee was shot by the director of the Korean Central Intelligence agency. On December 12, 1979 Chun Doo Hwan seizes government power in a coup d'état. In 1980 Chun Doo Hwan declared martial law in response to numerous student protests calling for free elections and democratic rights. Tensions began rising in April of 1980 when students in different universities began planning peaceful marches

and rallies claiming freedom of student activities, labor rights, end of martial law and freedom at universities. On May 10th 1980 a group of students met at Korea University to draft a resolution calling for the resignation of Chu Doo Hwan and a number of his officials. May 14th -17th street demonstrations began taking place across universities. Late on the 17th the country comes under total martial law, all political activities are banned, and dissidents to Chu's regime are ousted from the National Assembly

University Students in Gwangju had arranged to meet and rally in several places within the city to ensure that protests would continue even if one group was disbanded. Martial law forces contained protestors for the most part with some violence. The situation changes drastically when Paratroopers arrive to bolster the Martial Law forces. Paratroopers used excessive force on anyone in their path regardless if they were part of the protest movement. People were beaten and thrown into trucks. Both protestor and bystander were attacked equally. The brutal treatment further angered Gwangju's citizens prompting more people to join the protest movement. Paratroopers gave chase to fleeing citizens, broke into homes and stripped people before taking them away.

On May 19th special military reinforcements were sent to Gwangju. Crowds of citizens were met with tear gas and another wave of violence by police and soldiers. Between the dates of the May 19th and May 27th civilians and army officers clashed with devastating results. Civilians formed committees to help people to return to business while the fighting was going on around the outskirts of the city. Hospitals were overwhelmed with the injured and fatally wounded. Negotiations between civilian committees and police could not come to a resolution on the situation in Gwangju. Citizens refused to disarm and the army refused to entertain any alternatives. On May 27th citizen soldiers of Gwangju received news that military forces were approaching the city. Citizens decided to make their stand at Provincial Hall in Gwangju. Military forces broke up into the units to enter the city from various areas. Shooting erupted from all different directions and in about 90 minutes the military had regained control over the city of Gwangju.

Gwangju had been a seat of political disagreement throughout most of the authoritarian regimes. It was also a region that was traditionally underrepresented in politics. The brutality of the army, the passion for democracy and the cooperation of the citizens of Gwangju erupted in a tragic conflict. But while democracy wasn't immediately achieved the legacy of the Gwangju uprising would become the rallying cry in future protest movements. In 1986 the constitution was changed to allow direct elections for the president. In 1987 President Chun is removed from power due to public pressure and students protests. The Gwangju Uprising demonstrated the will of the people to act as political agents with in their society. It showed the country that this kind of movement could be possible and that it could have the potential to create real change. It proved to the government that their control was not absolute. In South Korea's struggle the Gwangju Uprising was the inspiration and to keep the dream of democracy

alive in future decades. With the election of Kim Young Sam and later Kim Dae Jung South Korea's dream of democracy became a reality.

Analysis Questions:

- 1) What was the situation in South Korea after the Korean War?
- 2) How do students play a role in social change in South Korea?
- 3) What are the origins of the May 18th Uprising?
- 4) Why are Paratroopers sent to Gwangju? How does this escalate the situation?
- 5) How does the military act in Gwangju? How does the Gwangju Uprising end?
- 6) How was the Gwangju Uprising seen by the government?
- 7) Why is the Gwangju Uprising significant?

Works Cited:

Kim, Dong Won, Sung Heup Hong, Dong Jun Cha, Jong Cheol Ann, Geun Sik Jung, Dong Ho Lim, Sun Tae Song, and Kwang Sang Kim. *The May 18th Gwangju Democratic Uprising*. Comp. Ho Mun Jung. Gwangju: May18th History Compilation Committee of Gwangju, 2013. Print.

Milkes, Elisa. "The Gwangju Uprising." (n.d.): n. pag. *Korea Society Lesson Plans*. Web. 29 Dec. 2014. <http://www.koreasociety.org/images/pdf/KoreanStudies/Curriculum_Materials/LessonbyTime/4_Modern/The_Gwangju_Uprising.pdf>.

"South Korea Profile." *BBC News Asia*. BBC News, 11 Nov. 2014. Web. 29 Dec. 2014. <<http://www.bbc.com/news/world-asia-pacific-15292674>>.

"Syngman Rhee." *Encyclopedia Britannica*. Ed. Encyclopedica Britannica. Editors of Encyclopedia Britannica, 24 Apr. 2014. Web. 29 Dec. 2014. <<http://www.britannica.com/checked/topic/501064/Syngman-Rhee>>.

Appendix B:
Handout# 2: Day 1 - Gwangju Uprising Stations Graphic Organizer

Name:

Period:

Date:

Station: #1	Answers
1. In Excerpt A what happened to the interviewee's Aunt?	
2. Based on both Excerpt A and B what were some of the difficulties that the citizens of Gwangju had to live with during the Uprising?	
3. Based on both excerpts, how did armed forces and civilians react to the situation around them?	

Name:

Period:

Date:

Gwangju Uprising Stations Graphic Organizer

Station: #2	Answers
1. What does Excerpt C tell us about life in Gwangju at this time?	
2. How does Excerpt C depict the citizens of Gwangju?	
3. Why don't people believe the speaker in Excerpt D? Why do you think the government acted this way?	
4. According to Excerpt D and E what other problems may have contributed to situation in Gwangju?	

Name:

Period:

Date:

Gwangju Uprising Stations Graphic Organizer

Station: #3	Answers
1. Describe the events in the image on the left? Why do you think there are buses lined up?	
2. What emotions or feelings do you get from this image?	
3. How is the image on the right related to the image on the top?	
4. What can both of these images tell us about the situation and people of Gwangju?	

Name:

Period:

Date:

Gwangju Uprising Stations Graphic Organizer

Station: #4	Answers
1. Describe the events in the image on the left? Describe the Image on the right?	
2. What emotions or feelings do you get from these image?	
3. How do these images reflect or contradict the material we have already covered on the Gwangju Uprising?	
4. What can both of these images tell us about the situation and people of Gwangju?	

Name:

Period:

Date:

Gwangju Uprising Stations Graphic Organizer

Station: #5	Answers
1. Describe the events in the top image? Describe the Image on the bottom?	
2. What emotions or feelings do you get from these images?	
3. What are some main differences between the two images?	
4. What can both of these images tell us about the situation and people of Gwangju?	

Final Analysis Questions:

1) Based on your homework and the material covered in class today, why do you think the Gwangju Uprising is so devastating?

2) How did the Uprising affect the citizens of Gwangju? How did citizens react after the Uprising?

3) The citizens of Gwangju lived through incredible situations, how does the community support each other? What basic rights are they fighting for? Why are do they continue to fight for those rights?

Appendix C
Handout #3: Day 1- Stations Primary Sources

Station #1

Excerpt A:

“One interviewee shared this story: I was five years old at the time that 5.18 occurred. I recollect vividly because my aunt was clubbed by the military and there was commotion in the family. My aunt was not a demonstrator. While she was running personal errands she got dragged out from a cab in which she was riding, was beaten, and was then hauled off to a truck. When the truck slowed down at a speed bump she and several others jumped off from the truck and escaped. Seeing his sister so badly injured, my father was angry and was about to go out. He probably wanted to join the demonstrators or do something. My grandma begged him not to go out. My aunt suffered from this injury. My grandma tried all kinds of treatment for my aunt: Chinese medicine, acupuncture, western medicine, physical therapy etc. But she still suffers from the injury’ (Jin-seo).”

Source: Choi, Sheena *Protesting Identity: Memories of the Gwangju Uprising (1) and Effects on Identity Formation of Youths (2)* http://scholarspace.manoa.hawaii.edu/bitstream/handle/10125/32425/EDPVol46%231%262_9-19.pdf?sequence=1 Accessed 12/29/2014

Excerpt B:

“Another interviewee recounted a desperate effort of adults to protect the children: Several of our neighbors hid in a house. We heard loud shooting outside. Actually we could see flying bullets from the windows. We put up layers of blankets to prevent bullets from penetrating the wall. Adults put us children in the middle to shield us in case bullet penetrated the wall’ (Joeng-in).”

Source: Choi, Sheena *Protesting Identity: Memories of the Gwangju Uprising (1) and Effects on Identity Formation of Youths (2)* http://scholarspace.manoa.hawaii.edu/bitstream/handle/10125/32425/EDPVol46%231%262_9-19.pdf?sequence=1 Accessed 12/29/2014

Station # 2

Excerpt C:

“I was in eighth grade at the time of 5.18. I saw some of the things that happened. I rode a bus around to see what was going on, just out of curiosity. At one point, when I rode the bus, two students ran into the bus. It appeared that they were being chased by soldiers. Passengers hid them. Soon two soldiers ran into the bus and demanded to know if two students got in the bus. Everyone, including the bus driver and bus conductor, replied that no one got in. The soldiers said they knew the students got on so hand them over. Everyone insisted that no one got in. The bus conductor snippily said “We told you no one got in.” A soldier hit her head with gun butt knocking her down to ground immediately. Still everyone insisted that no one got on. Caught between the dilemmas of their own safety if they turned themselves in and putting passengers in danger if they didn’t, the students turned themselves in. The sight of it... The students were beaten to a pulp. We were terrified’ (Soe-sang).”

Source: Choi, Sheena *Protesting Identity: Memories of the Gwangju Uprising (1) and Effects on Identity Formation of Youths (2)* http://scholarspace.manoa.hawaii.edu/bitstream/handle/10125/32425/EDPVol46%231%262_9-19.pdf?sequence=1 Accessed 12/29/2014

Excerpt D:

“As I entered college in Seoul (Korea University) I talked to my friends who came from different regions [i. e., Seoul or Yongnam (Kyung’sang Nam-do and Buk-do)]. No one believed what I said about the Gwangju Uprising. Instead they considered me a communist for talking about it. I felt isolated as a person and as a person from Honam. Honam people were misunderstood by the rest of the country. Now I can understand their perspectives. The government fed citizens misinformation, portraying the uprising as an insurrection by a few unruly communists” (Jin-gu).

Source: Choi, Sheena *Protesting Identity: Memories of the Gwangju Uprising (1) and Effects on Identity Formation of Youths (2)* http://scholarspace.manoa.hawaii.edu/bitstream/handle/10125/32425/EDPVol46%231%262_9-19.pdf?sequence=1 Accessed 12/29/2014

Excerpt E

One interviewee succinctly expressed his frustration regarding regional prejudices: There was always regional discrimination but 5.18 stamped in our brain that we are different, at least in the eyes of the rest of the country

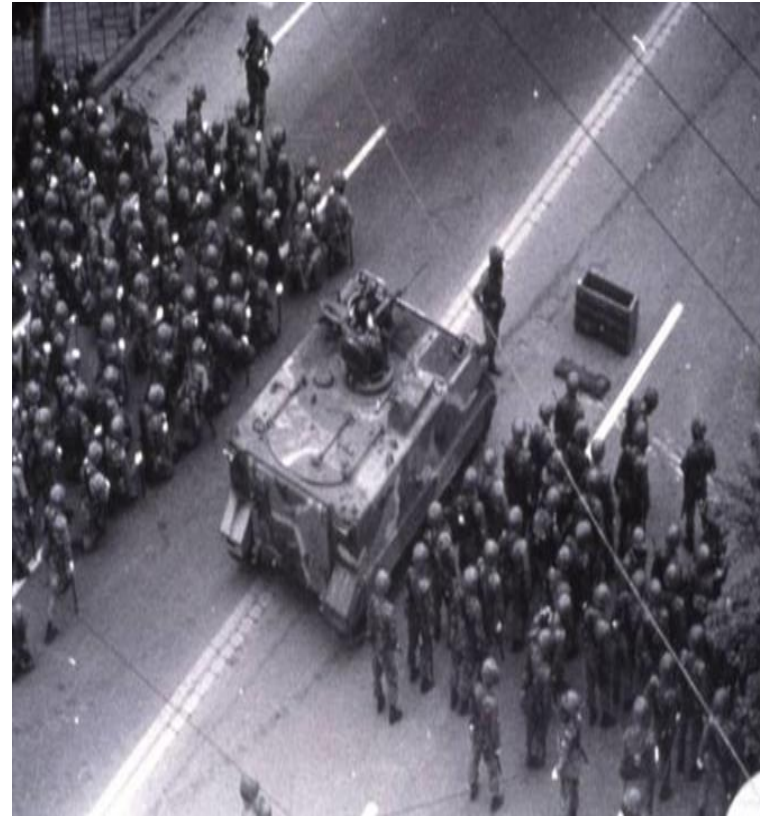
(Jin-gu). **Source:** Choi, Sheena *Protesting Identity: Memories of the Gwangju Uprising (1) and Effects on Identity Formation of Youths (2)* http://scholarspace.manoa.hawaii.edu/bitstream/handle/10125/32425/EDPVol46%231%262_9-19.pdf?sequence=1 Accessed 12/29/2014

Station #3



Source: UNESCO: Republic of Korea – Human Rights Documentary Heritage 1980 Archives for the May 18th Democratic Uprising against Military Regime, in Gwangju, Republic of Korea <http://www.unesco-ci.org/photos/showgallery.php/cat/1079> accessed on 12/29/2014

May 18th History Compilation Committee of Gwangju The May 18th Gwangju Democratic Uprising 2013 pg 27

Station #4

Source: UNESCO: Republic of Korea - Human Rights Documentary Heritage 1980 Archives for the May 18th Democratic Uprising against Military Regime, in Gwangju, Republic of Korea <http://www.unesco-ci.org/photos/showgallery.php/cat/1079> accessed on 12/29/2014 May 18th History Compilation Committee of Gwangju The May 18th Gwangju Democratic Uprising 2013 pg 27

Station #5



Source: UNESCO: Republic of Korea - Human Rights Documentary Heritage 1980 Archives for the May 18th Democratic Uprising against Military Regime, in Gwangju, Republic of Korea

<http://www.unesco-ci.org/photos/showgallery.php/cat/1079> accessed on 12/29/2014



Appendix D

Handout 4: Day 2- Results of Gwangju Articles

Results of Gwangju Articles:

The May 18 Democratic Uprising

History (Article 1) [...] In order to correctly establish the historical meaning of The Gwangju Democratic Uprising, we should evaluate its character.

Opinions can be roughly summed up as follows:

1. The Gwangju Democratic Uprising offered important inspiration to the traditional spirit of Democratic Uprisings in Korea. The Gwangju people, in the last analysis, rose against a military government which had originally appeared on the scene through a military coup defeat on May 16, 1961. That coup denied the spirit of the April 19th Democratic Revolution of 1960 and established an oppressive system of government.
2. The Gwangju Democratic Uprising shows that people are able to be a dynamic power in national histories. During the 1980s, thanks to The Gwangju Democratic Uprising, people from all quarters of life, laborers, farmers, students, the poor, the religious, artists, intellectuals and dissidents, came to be profoundly conscious of their power in The Democratic Movement. The Spirit of Uprising gave rise to the development of a national Democratic Movement.
3. The Gwangju Democratic Uprising demonstrated that armed resistance against an unjust government is a human right, and that the justice of such resistance could be officially sanctioned. The Gwangju Democratic Uprising which had been denounced by the authorities as a rebellion of armed rioters has been renamed by the Government, 'The Gwangju Democratic Movement'. The people's rights, which not even The Peasant Uprising in 1894, The Donghak Revolution, nor the conflict of arms with Japan had not yet officially established, was properly recognized through The Gwangju Democratic Uprising.
4. The Gwangju Democratic Uprising led to a rejection of the Chun Doo-hwan regime's claims of legitimacy and morality. In the end, The Uprising played a decisive part in overthrowing the regime which had continued the oppressive policies of President Park Chung-Hee's Yushin (Renovation) System. Chun's regime tried to make use of every loophole possible, and it grossly abused its authority, but finally, it collapsed under the waves of resistance which broke out a new every May in Gwangju in the years following The Uprising. From this point of view, The Gwangju Democratic Uprising played a decisive role in motivating the national democratic

movement. Furthermore, it established a new political precedent for the people by overthrowing Chun's Fifth Republic through the people's general agreement.

The Gwangju Democratic Uprising should not be considered a painful, frustrated chapter of an age, but should be placed in the modern history of this country as the starting point of Democratization. It should go down in Korea's national history and national consciousness as an inspiring stand for human freedom and dignity.

Source: *The May 18 Memorial Foundation*

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502-859 Republic of Korea Gwangju Seogu Naebangro 152

<http://enq.518.org/ease/menu.es?mid=a50202000000> Accessed on 12/30/2014

The Meaning of The May 18th Gwangju Democratic Uprising (Article 2)

The torch of The Gwangju Democratic Uprising which once burned vigorously, turning the sky crimson, was put out by the army's Chungjung Operation early on the morning of the 27th. However, its spirit has burns on in the hearts of all the people who survived, now emitting an even brighter light. It was not a disgrace but an honorable event, full of glory. The eternal spirit of the Gwangju Citizens did not spring from either a mere love of their own home town or a simple rebellious spirit, but from a deep desire for democracy that even the oppression of the authorities and their distorted propaganda could not erase. The truths of the Gwangju Democratic Uprising Which the Gwangju citizens experienced in person were as follows:

First of all, almost all the citizens voluntarily fought in the face of the cruel violence of the paratroopers. Considering the situation, it was impossible to participate in The Uprising unless one was ready to risk all things including one's life. Nevertheless, the Gwangju Citizens resisted injustice as one body in the name of all Korean citizens, so it was not just a heroic uprising by one or two individuals, but a unified people resisting oppression. In the end their efforts brought them a glorious victory. Even when they were denounced by the government as lowly elements and rioters, the Gwangju Citizens went their own way, believing that their uprising against the inhumane violence of the military was the only way to defend their right to live and to stand up for justice.

Secondly, during the whole period of The Uprising, Gwangju City coped with the crisis through humanitarian cooperation. The Gwangju Citizens who were making a living shared their possessions with each other, and being dependent on each other, they encouraged each other in their isolated situation. They shared food with those who were in need of it, donated blood to the wounded, and willingly helped anyone who was in need of assistance. While the leaders of The Uprising took pains to remedy the difficult situation, the citizens helped each other get by.

Thirdly, in the course of six days, from the time the army retreated till the time they occupied the city again, the Citizen's Army held command of the city. During that period the Gwangju people gave full attention to their moral consciousness. In spite of the

complete absence of an official public system for peace and order, the Gwangju citizens maintained peace and order perfectly. Although many of the citizens now possessed firearms, no incident took place in which their power was abused. Even financial agencies or jeweler's shops, where crimes are apt to happen even in peaceful times, were free from any criminal act. We find no parallel to this case in world history. The Gwangju citizens held on to their mature consciousness of democracy and community. The Gwangju Democratic Uprising in May of 1980 can only be seen as a people's uprising for the realization of democracy. The only places attacked by the citizens were those symbolizing the government's power or the mass media's lies. Ultimately, however, the battle between the Citizen's Army and the army under martial law was decided by physical strength, rather than justice or morality. With no outside aid at all, it is obvious that the Citizen's Army, equipped only with out-of date personal weapons, would be defeated by an army armed with the latest weapons technology.

Though the Citizen's Army suffered a setback in the end, contrary to all expectation, the army who won the battle lost the larger struggle for freedom. They could not erase the pride deep in the Gwangju citizens' hearts: a pride that continues to burn brightly. First of all, through The Gwangju Democratic Uprising Koreans came to see the role that the United States had played in this country in a new light. After the Korean War most Korean people, except for a few socialist groups, had seen the relationship between Korea and the United States in a positive light. When it emerged that the US had directly or indirectly supported the New Military Power during the Gwangju Affair, such a view rapidly disappeared, resulting in a kind of anti-Americanism. Next, The Gwangju Democratic Uprising brought Korea closer to democratization. The 5th Republic, which had seized power by denying the Gwangju democratization movement in the spring of 1980, maintained its oppressive and authoritative system in order to justify its usurpation of power. The May 18 Uprising succeeded in heightening the citizens' desire for democracy. From 1980 onwards, every May the people's desire to destroy the dictatorship was remembered in Gwangju and in all the large cities in this country. As a result, the despotic system of Chun Doo-Hwan was overthrown and Korea began its shift towards democracy, though still at a slow pace.

Finally, The Gwangju Democratic Uprising gave the people an opportunity to assert their identities as subjects with civil and political rights. The Gwangju Democratic Uprising was an unprecedented civil armed uprising which has changed the flow of modern Korean history. In less than twenty years the brutality and the exorbitant corruption of the fifth and sixth Republics have been revealed to the world, and at last they were convicted of their crimes in the name of history, justice and law.

It was difficult to bare all the historical facts of The Gwangju Democratic Uprising. Army information and evidence were secretly destroyed during the seven year reign of the 5th Republic. But the true state of The Gwangju Democratic Uprising has been proven through the Gwangju special hearing of the National Assembly, in spite of the fact that it was called into being by the ruling party of the sixth Republic.

However, the disclosure of the truth was not satisfactory enough to quench the people's thirst for justice. In the course of the

hearings the government skillfully glossed over the issues which would directly or indirectly link people with the New Army Power or identify those responsible for the military's brutality. At the beginning of the civilian government, public prosecutors emphasized that punishment should be left to history rather than the state. But, as the national cry for the punishment of those responsible became stronger, public prosecutors launched a full-scale investigation. They described the people involved in the coup d'état for the first time in the history of a constitutional government. In this way they were brought to trial for obliterating fundamental human rights, the right to live, and the right to resist which are clearly stated in the constitution. They were judged by law and justice, not by history, attracting the attention of the whole world.

In spite of this the real facts of the case were still not disclosed. The people who possess the remaining vestiges and thoughts of that moment in history are still acting and resisting secretly in various fields of our society. However, no matter how hard they try to distort and conceal the real facts of The Gwangju Democratic Uprising; inevitably the truth will be disclosed in detail through the power of justice.

Every May 18th, The Gwangju Democratic Uprising comes to life again as an uprising of victory conquering yesterday's defeat. In as much as the present government claims to stand for a civilian role in accordance with The Gwangju Democratic Uprising and the June uprising of 1987, now is the time to begin preparing for a new step. The whole nation, not only the citizens of Gwangju, should embrace the spirit of The May 18th Gwangju Democratic Uprising and prepare for the future, rather than remaining living in the past.

We need to plan and prepare a future for our community full of dynamic possibility. Through the realization of a community which helps and trusts each other and chooses to live and let live, the spirit of the Gwangju Democratic Uprising will continue to shine brightly.

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Appendix E
Handout #5: Day 2 - Results of Gwangju Chart and final questions

Name:

Period:

Date:

Directions: Using Handout #4 determine the political and social impacts of the Gwangju Uprising and fill in the corresponding chart below. The Opinions correspond the points in Handout #4.

Perspectives	Political	Social
Opinion 1		
Opinion 2		
Opinion 3		
Opinion 4		

Analysis Questions:

1) Based on both articles how has the Republic of Korea seen the Gwangju Uprising historically? Is there any change? (Cite evidence from the articles)

2) What is unique about how the people act in the Gwangju Uprising?

3) What lessons about democracy and citizenship can be learned from the Gwangju Uprising?

4) How did the Gwangju Uprising affect Korea's movement towards Democracy?

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