



Big Era Three
Farming and the Emergence of Complex Societies
10,000 – 1000 BCE



Closeup Teaching Unit 3.2.5
Korea
From Calm to Conflict

Lessons in this teaching unit relate to more than one Big Era.
This unit is cross-listed in Big Eras Three, Five, Six, Eight, and Nine.

Table of Contents

Why this unit?	2
Unit objectives	2
Time and materials	2
Author	3
The historical context	3
Dramatic Moment: The March 1 Movement	6
Lesson 1: Early Korea	8
Lesson 2: Korean Art and Architecture	11
Lesson 3: Early Printing	17
Lesson 4: The <i>Yanqban</i>	22
Lesson 5: The Independence Movement	27
Lesson 6: The Korean War	37
Lesson 7: The Two Koreas: Fifty Years and Beyond	54
This unit and the Three Essential Questions	56
This unit and the Seven Key Themes	56
This unit and the Standards in Historical Thinking	57
Resources	57
Correlations to National and State Standards	59

World History for Us All
A project of San Diego State University
In collaboration with the
National Center for History in the Schools (UCLA)
<http://worldhistoryforusall.sdsu.edu/>

Why this unit?

Korea is located in the northeastern part of the Asian continent, neighboring China, Russia, and Japan. The name Korea means “Land of Morning Calm.” Yet, throughout its existence, Korea has been involved in numerous conflicts, both internal and external. Today, despite attempts at reunification, the Korean peninsula is divided into a communist North and a democratic South.

One of the Koreans’ many achievements is the role they played in the development of early printing. The *Dharani Sutra*, printed in Korea in 750, was the first one in the world to be produced using woodblocks. The Koreans also created a distinctive type of pottery known as celadon, developed from Song Chinese pottery. Seven of Korea’s buildings or areas, including two Buddhist temples, have been designated by UNESCO as World Cultural Heritage sites, and six Korean artifacts, including the *Tripitaka*, are now on UNESCO’s Memory of the World register.

This unit can be used in conjunction with world history, Asian studies, or United States history courses. A Korean perspective can be explored when studying the [neolithic era](#), Chinese influence on greater East Asia, Japanese imperialism, [Cold War](#), and recent issues involving North Korea.

Unit objectives

Upon completing this unit, students will be able to:

1. Describe early farming settlement in Korea in the context of the neolithic era.
2. Explain influences of Confucianism on the cultural life in Korea.
3. Describe Buddhist teaching and practices in Korea and their influence on social and cultural life.
4. Explain the Korean contribution to the early history of printing.
5. Analyze the causes and consequences of Japanese colonialism in Korea.
6. Analyze the significance of the Korean War in twentieth-century history.
7. Explain the division of the Korean peninsula into two states as a source of tension in the world today.

Time and materials

Each lesson can stand on its own and can be completed in one class-period or less. Computers are needed to connect to Internet sites.

Author

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The historical context

Humans have inhabited the Korean peninsula since the [paleolithic era](#). Although [archaeologists](#) have found and excavated some paleolithic sites, those from the neolithic era are more numerous. One of these is Amsa-dong, which lies along the Han-gang River near Seoul. It dates to 6,000-7,000 years ago. The region's inhabitants lived by fishing, hunting, and gathering wild fruits. They also made a type of pottery known as "comb pottery," with a herringbone pattern. It was made out of clay by using the coiling method.

According to a Korean [creation myth](#), recorded by a Buddhist priest in 1289, Hwang-Ung descended from heaven to the region of Mount Paekdu, located along the Yalu river. He transformed Ung-Yo, a she-bear, into a woman. Since she could not find a mate, he married her. They had a son, Dan-Gun, who became a leader of many [clans](#) and founded a nation called Chosun in 2333 BCE.

The Chosun clans began to develop into kingdoms and, by the first century BCE, there were three: Koguryo, close to China; Paekche, in the southwest; and Silla (pronounced "she-la") in the southeast. Koguryo, the first one to become powerful, was also the first to adopt, in 372 CE, Buddhism and Buddhist scriptures in Chinese translations. Academies were established to educate the nobility. But it was a time of constant struggles, and the Three Kingdoms ended when Silla, with the help of Tang China, defeated Paekche.

The Silla unified the peninsula, and in the eighth century CE it flourished in science and art. Agriculture improved and land was distributed equitably to the peasants. When the Silla fell apart in the early tenth century, the Koryo dynasty (918-1392) was established. King Hyeonjin (r. 1099-1031) ordered the carving of woodblocks to print the *Tripitaka*, the Buddhist canon of scriptures, in order to earn Buddha's favor during a war with northern nomads. Between 1236 and 1251, a set of 80,000 woodblocks was carved to print the *Tripitaka*. The woodblocks and thousands of books were lost when the palace was burned during the Mongol invasion in the thirteenth century. Movable bronze type came into use, and many books were eventually replaced.

Confucianism arrived in Korea before Buddhism, but it did not flower until the Choson dynasty, which overthrew the Koryo. The court established a Chinese-style examination system, and scholars from Confucian academies were recruited for government offices.

King Sejong (r. 1418-1450) had scholars devise a Korean alphabet, known as *Hangeul*. It consisted of 28 easy-to-learn letters. Sejong's reign marked another golden age of science and art. A work on agriculture, the *Nongsa chiksol* (Straight Talk on Farming), as well as numerous medical books, were published. The monarchy briefly declined after Sejong's abdication, but King Sejo (r. 1455-1468) strengthened the monarchy, as well as the army.

In 1592, the Japanese invaded Korea when the Choson rulers refused to aid them in attacking China. The war was fought on land as well as on the sea, where Korean metal-armored *kobukson* (turtle ships) seriously weakened the Japanese, who were eventually forced to withdraw.

In the late seventeenth and eighteenth centuries, western ideas began to filter into Korea through China. One of them was Christianity, which spread quickly and came into conflict with Confucianism. Christianity prospered among the poor, especially after persecutions in 1801, 1839, and 1866.

During the late nineteenth century, Great Britain and France began to request commercial relations with the Choson. In 1866, the United States tried to establish those relations by force. In response, the Koreans attacked and burned the American ship *General Sherman* in the Taedong river. Finally, in 1882, the Choson were forced to sign a treaty of friendship with the United States.

Japan pressed for open ports and by 1876 managed to obtain trade privileges. But soon Japan wanted to control Korea, and in 1895 Japanese Minister Miura Goro assassinated Myongsong Hwanghu, the Korean queen. In 1905, through treaties with the British, Russians, and Americans, the Japanese were able to colonize Korea. Then Japan ousted the Choson king and on August 22, 1910 annexed Korea.

The Japanese began to control every facet of Korean life, including newspapers and education, and made every attempt to destroy the Koreans' national identity. The Koreans resented Japanese oppression, and they organized resistance movements. On March 1, 1919, there was a cry for independence, and demonstrators set out from Pagoda Park in Seoul. Japanese troops killed more than one thousand Koreans, and many more were arrested.

In April 1919, Korean nationalists created a provisional government. One of its leading members was Syngman Rhee, who later became the first president of South Korea. In 1945, at the end of World War II, Japanese occupation came to an end, only to be replaced by occupation by the U.S. and the Soviet Union. These two countries, along with Great Britain and China, became Korea's trustees.

Korea was divided between the American and Soviet forces along the 38th parallel. Three years later, on August 15, 1948, the Republic of Korea was established. On June 25, 1950, North Korea invaded South Korea, and there ensued a three-year war that inflicted enormous casualties

and great devastation upon both sides. The war ended in a stalemate, with both sides agreeing to an armistice in 1953.

To this day Korea remains divided along the 38th parallel. The North has an impoverished, communist-led government, while the South has an economically-thriving democratic government, though one with its own political problems. Troops are aligned along the demilitarized zone (DMZ) between the two states to stop any conflict and help bring about the “morning calm” of the past.



Dramatic Moment

The March 1 Movement

In late 1918, some Koreans came to know of President Woodrow Wilson's "Fourteen Points," and the gospel of self-determination inspired them to take steps to regain the independence of Korea, believing that militarism was now a thing of the past, that the age of reason and peace had arrived, and that Korea had the right to reclaim her independence. ...

At least four separate groups of Koreans discussed the ways to achieve independence in late 1918. ... [T]hey felt that it was their obligation to act. ... At this juncture, the ex-emperor Kojong died. The official announcement, which recorded the date of death as February 22, gave no cause of his death, thus creating rumors. ... The funeral was scheduled to be held on March 3, and tens of thousands of mourners were expected to be in Seoul, as sadness engulfed the people. The leaders of the movement decided to take a solemn action on March 1. ... [Then] the declaration of independence [was written] ... Various sources indicate that the leaders did not plan for a mass uprising. It was to be a dignified, non-violent action taken by a small group of national representatives, expressing the desires of the Koreans to be free from Japanese rule in accordance with the principle of self-determination. ...

Thousands of people, including students, who congregated at Pagoda Park to hear the declaration of independence read, waited until 2:00 p.m. When no leaders arrived, a school teacher from Haeju who had a copy of the printed declaration went up on a pavilion and read it. When he had finished, he shouted "Long Live Korea! Long Live Korean Independence!" The crowd joined him. After that they marched into the Chongno Street ... Tens of thousands of citizens of Seoul and mourners from local areas participated in the demonstration for Korea's liberation and independence.

Similar events took place throughout the country. The cry "Long Live Korean Independence!" was heard everywhere. Some half million ... Koreans from all walks of life, young and old and men and women participated in the demonstrations throughout the months of March, April, and May. ...

The Japanese response to the independence movement was immediate and brutal. They arrested and imprisoned the signer of the Declaration of Independence, as well as thousands of others who took part in the movement. ... Actions taken by the Japanese produced heavy casualties; some 1,200 Koreans were killed and 16,000 were wounded. ... Over 19,500 Koreans were arrested and of these 2,656 were given prison terms. ...

DECLARATION OF INDEPENDENCE, MARCH 1, 1919

We hereby proclaim the independence of Korea and the liberty of the Korean people. We announce this to the nations of the world in order to manifest the principle of the equality of

man, and we pass it onto our posterity in order to preserve forever our people's just rights to self-preservation. ...

For the first time in the history of several thousands of years, our people for the past ten years have suffered, under alien domination, tyranny and oppression, which are the legacies of antiquity. How much of our right to life has been plundered? How much of our spiritual progress has been barred? How much of our honor and dignity have been violated? And, how much of our opportunity to contribute to the cultural progress of the world with our new visions and creativity has been lost?

If we are to make known to the world our past grievances, to deliver ourselves from our present sufferings, to remove future threats, and advance our national dignity and nobility, to cultivate the character of individual citizens, to prevent our children from an inheritance of shame, to assure a full and happy life for our posterity, our first urgent task is to secure the independence of the people. ...

The conscience of mankind is with us; truth marches with us. Young and old, rise and come forward from your resting places; let us accomplish our tasks for a resurrection in the harmony with nature. The spirits of our ancestors protect us from within, and the trend of the entire world assists us from without. Undertaking this task is success; let us march forward into the light before us. ...

Source: Andrew C. Nahm, *Korea, Tradition and Transformation: A History of the Korean People* (Elizabeth, N.J.: Hollym International Corp., 1988), 262-4, 538.

Lesson 1

Early Korea

Content link to Landscape Teaching Unit 3.2 Farmers around the world, 10,000 - 1500 BCE

Preparation

Make arrangements for access to Internet sites and photocopy Student Handout 1.

Objectives

- Understand how and why humans established and settled a community and experimented with agriculture and animal domestication.
- Understand the concept of kinship as the basis of social organization among pastoral peoples.

Introduction

It is not known exactly when the ancestors of the Koreans began to live in this area. Archaeologists have uncovered paleolithic tools and animal figurines that indicate that human beings already inhabited the Korean peninsula some 30,000 years ago. It is probable, however, that the direct ancestors of the Koreans were a neolithic Tungusic people, cousins of the Mongols, who migrated into the peninsula around 4000 BCE.

The humans who moved into the area during the neolithic were divided into two groups. One group, from the regions of Mount Paekdu, first spread through Manchuria and into the northern regions of the Korean peninsula. Later, it moved southward along the west coast and occupied the central and southern regions. The other group crossed the Tumen river from eastern Manchuria and moved southward along the east into the peninsula.

The people were divided into clans, controlled by a patriarch, and they owned property in common. They believed in animism, according to which natural objects are controlled by spirits. They had shamans, people who were believed to have the power to communicate with supernatural forces.

Toward the end of the neolithic age, early Koreans began to practice agriculture, growing millet and, later, soy and rice. They made tools out of stone and then metal, and produced a type of pottery known as “combware” because, while still wet, it was scratched with a comb. It is believed to be related to Siberian pottery, and that it was brought to the western shores of Korea by the Mongols.

Activities

1. Photo analysis from Amsa-dong neolithic settlement site. Divide the class into three groups. Instruct each group to go to one of the following websites to find an image:

A. Shelter



Mongchon Museum of History

http://www.museum.seoul.kr/eng/eng_mch/1173011_660.html

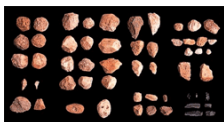
B. Pottery



Metropolitan Museum of Art

<http://www.metmuseum.org/explore/korea/koreaonline/cneolithicPottery%20.htm>

C. Archeological dig



About Korea

http://www.opm.go.kr/warp/webapp/content/view?meta_id=english&id=35

2. Distribute copies of Student Handout 1 and have students answer the questions.

Lesson 1

Student Handout 1— Questions for Photo Analysis

For each photo answer the following questions:

1. What is the subject matter?

2. Describe the object or scene.

3. Explain in one sentence what you think is the significance of the image.

4. Based on the image and accompanying text, what conclusions might you draw about the society?

5. Describe different methods of investigation to uncover material evidence from the neolithic era.

Lesson 2

Korean Art and Architecture

Content link to
Big Era Five
Patterns of Interregional Unity, 300-1500 CE

Preparation

Make arrangements for access to Internet sites and photocopy Student Handouts 2.1-2.4.

Introduction

During the Silla and the Koryo dynasties, Korea was already trading extensively with China, Japan, and even Muslim merchants. Chinese culture had much influence on Korea, especially its art, architecture, and religion. Books and porcelain from China helped develop woodblock printing and celadon pottery, the glory of Koryo art.

Buddhism became the dominant religious and intellectual influence during the late Koryo dynasty. Therefore, it is not surprising that architecture and sculpture from this period were mainly of Buddhist inspiration. Some examples of architecture are found in the renowned Muryangsu Hall of the Pusok Temple and the Main Hall of the Suddok Temple. The stone cave-temple at Sokkuram has a magnificent Buddha in the center; the temple's grotto symbolizes a harmonized world. Some stone [pagodas](#) were built to bury high-ranking monks. Using ivory, bone, and wood, carvers produced plaques of the Buddhist sutras (scriptures).

Celadon pottery was imported from Song China early in the period, but the Koreans improved upon it and left it undecorated, with a pale green glaze. Later, inlays were added. Celadon symbolized the tastes of the ruling aristocracy. During the Mongol invasions, the celadon industry declined.

Korean painting developed unique styles. During the Song dynasty, many Korean painters studied in China and imitated the art of Chinese landscape. The Koryo government, however, developed its own school of painting, and during this period painting flourished. Kongmin, one of the kings (r. 1351-74), was a very good painter.

Activities

1. Virtual art tour of the Metropolitan Museum of Art. Have students go to the following website:
<http://www.metmuseum.org/explore/korea/images.html>

Have students click on any four of the images. Then distribute copies of Student Handout 2.1 and have students answer the questions.

2. Architecture jigsaw. Divide students into four groups. For “A Brief History of Korean Architecture,” instruct them to go to:

<http://nongae.gsnu.ac.kr/~mirkoh/ob1.html>

Assign one of the following sections to each group:

- | | |
|----------|----------------------------------|
| Group 1: | Ancient Architecture (neolithic) |
| Group 2: | United Silla Architecture |
| Group 3: | Koryo Architecture |
| Group 4: | Choson Architecture |

Then distribute copies of Student Handout 2.2 and have students answer the questions.

3. National treasure architectural analysis. The World Heritage Center of the United Nations Educational, Scientific, and Cultural Organization (UNESCO) grants national treasure status to cultural monuments that are masterpieces of creative genius, have exerted great architectural influence, are associated with ideas of universal significance, or are an outstanding example of traditional life. The aim is to protect and conserve the world’s cultural and natural treasures.

Divide the class into four groups. Tell them they will examine a picture of one of the following Korean cultural treasures and do research.

Jongmyo Shrine

<http://www.worldheritagesite.org/sites/chongmyo.html>

Hwaseong Fortress

<http://www.worldheritagesite.org/sites/hwasong.html>

Gyeongbok Palace

<http://www.orientalarchitecture.com/seoul/gyeongbokgungindex.htm>

Seokguram Grotto and Bulguksa Temple

<http://www.worldheritagesite.org/sites/sokkurampulguksa.html>

Distribute copies of Student Handout 2.3 and have students answer the questions.

4. For enrichment, students may view Korean painting at:

http://www.asia-art.net/korean_paint.html

They may then summarize trends in Korean art.

5. Cross-cultural trade analysis. Examine the statues around the Silla burial mound at Kwaenung at the following website:

<http://www.myartprints.co.uk/a/korean-school/general-view-of-the-statu.html>

Have student compare these to burial sites in Greece or Egypt. They should examine the larger male statue and describe its characteristics. Ask how they account for this.

6. Have students react to the following statement written by Lama Sumpa Khenpo, a Tibetan monk, in the eighteenth century:

Since art consists of body, speech, and mind in truth, it must be understood as the harmonious coalescence of all learning.

Do you think this is an accurate description of the art you have seen in this activity?



Tumuli Park in Kyongju, South Korea, displays twenty earthen tombs of monarchs and aristocrats of the Silla dynasty. These tumuli date to the first half of the first millennium CE.

Photo by R. Dunn

Lesson 2

Student Handout 2.1—Virtual Art Tour of the Metropolitan Museum of Art

Go to the Metropolitan Museum of Art website at:

<http://www.metmuseum.org/explore/korea/images.html>

Click on any four of the following images:

Vase, flask-shaped bottle, jar, box, portable shrine, incense container, Water-Moon Avalokiteshvara, Pure Breeze Valley, standing Buddha of Medicine, seated Maitreya, and earrings.

Answer the following questions:

1. What do you think this object is?
2. Describe color and characteristics.
3. What is its function?
4. How would you describe the expression? Pose? Other characteristics?
5. What period does it represent?

Lesson 2

Student Handout 2.2—Architecture Jigsaw

For “A Brief History of Korean Architecture” go to the following website:

<http://nongae.gsnu.ac.kr/~mirkoh/ob1.html>

Go to the section assigned to your group and complete the following data:

1. Period

2. Characteristics

3. Influence of Confucianism

4. Influence of Buddhism

5. Examples (location)

Summary: Discuss the major cultural trends in Korea and the influence of Confucianism and Buddhism on architecture in Korea.

Lesson 2

Student Handout 2.3—National Treasure Architectural Analysis

Examine a picture of a cultural treasure and make the following inferences about it:

1. Politics

2. Society

3. Culture

Reflect on:

1. Characteristics of conformity with nature

2. Elevated open doors/windows

3. Unique roof structure

Discuss why the structures were built the way they were. Should they be a national treasure?
What else would you nominate?

Lesson 3

Early Printing

Content link to
Landscape Teaching Unit 5.3
Consolidation of the trans-hemispheric network, 1000-125- CE

Preparation

Make arrangements for access to Internet sites and photocopy Student Handouts 3.1 and 3.2.

Introduction

The history of printing began in China, where woodblocks were first used in the seventh century to print Buddhist sutras. Subsequently, printing spread to other countries, like Korea and Japan. The world's oldest woodblock print, a scroll known as the *Dharani Sutra* dating to 750 CE, was discovered in Korea at the Seokgatap Pagoda in the Bulguksa Temple in 1966. Japan's oldest woodblock print, the *Hyakuman Dharani*, was printed in 770, and China's *Diamond Sutra*, now in the British Museum, in 868.

The spread of printing paralleled the spread of Buddhism. In Korea, the first set of woodblocks for the printing of the *Tripitaka*, the complete Buddhist canon of scriptures, was carved between 1011 and 1087. The *Tripitaka* was meant to harness the force of Buddhism to protect the nation during a war with the Khitans from the north. All of the woodblocks, as well as numerous books, were lost in a palace fire during the Mongol invasion.

In 1236, a new office for publication was established to produce a second *Tripitaka*. The woodblocks were completed in 1251 as a plea to Buddha to help repel the Mongol invaders. These blocks remain in excellent condition today and are the most complete collection of the Buddhist canon to be found in East Asia. The new woodblocks, preserved in the Haeinsa monastery, are important artifacts of Korean heritage. In 1995, they were placed on UNESCO's World Cultural Heritage list.

In 1987, the Cheongju Early Printing museum was built in Cheongju on the site where the Heungdeok Temple once stood. It was here that in 1377 the world's oldest surviving book was printed with movable metal type. Currently a part of the Bibliothèque Nationale collection in Paris, the book, known as *jikji*, was the work of a priest, Baekwun-hwasang. He wanted to enlighten followers of Zen Buddhism to attain proper perspective and transmit traditions to future generations. It draws extensively on Buddhist scriptures and biographies. The key phrase from that book, *jikji simche*, states that if one looks directly into one's mind, one realizes that every enlightened mind is, in fact, the mind of Buddha.

The Choson dynasty inherited the Koryo dynasty's printing tradition and continued its development. Using brass and iron types, many books were printed, sometimes to help spread

Confucianism, which became the dominant ideology of the Choson dynasty. As types improved, the number of pages that could be printed in a day constantly increased.

In 1443, during the reign of King Sejong, the alphabet known as Hangeul (or Hangul) was invented to replace the Chinese logographic writing system which, until then, had been used to write Korean. One of the king's objectives was to provide uneducated commoners with an effective means to express their grievances. The new script was phonetic, and it was made up of 28 easy-to-learn letters.

Activities

1. Webquest activity: printing. Have students, individually or as a jigsaw, go to the website for the Print Museum in Korea, at:

<http://www.jikjiworld.net/content/english/jikji/main.jsp>

Distribute copies of Student Handout 3.1 and have students answer the questions.

2. Webquest activity: Hangeul. Have students investigate the development of the Korean alphabet called Hangeul by going to the following website:

http://www.korea.net/korea/kor_loca.asp?code=G0702

Distribute copies of Student Handout 3.2 and have students answer the questions.

Lesson 3

Student Handout 3.1—Webquest Activity: Printing

Go to the Korean Print Museum website, at:

<http://www.jikjiworld.net/content/english/jikji/main.jsp>

1. Click on “*Jikji* is ...” and answer the question: What is *jikji*?
2. Click on “The value of *jikji*” and answer the question: What is the value of *jikji*?
3. Click on “Metal Printing.” Then click on “Virtual experience.” Click on each of the seven numbers at the bottom of the screen for an interactive view of printing. On the seventh number, print out the page.
4. Click on “Significance of Movable Metal Type.” Summarize the main points.
5. Click on “Production of Movable Metal Types.” Summarize the main points.
6. Click on “Movable Metal Type in Goryeo Dynasty.” Summarize the main points.
7. Click on “Korean Movable Metal Type.” Summarize the main points.
8. Click on “Cheongju and Heungdeok Temple.” What is the significance of the excavation?



The *Tripitaka Koreana*, the collection of Buddhist scripture on woodblocks, is housed in the Haeinsa monastery in South Korea.

Photos by R. Dunn

Lesson 3

Student Handout 3.2—Webquest Activity: Hangeul

Answer the questions below after going to the following website:

http://www.korea.net/korea/kor_loca.asp?code=G0702

1. How was Hangeul created?

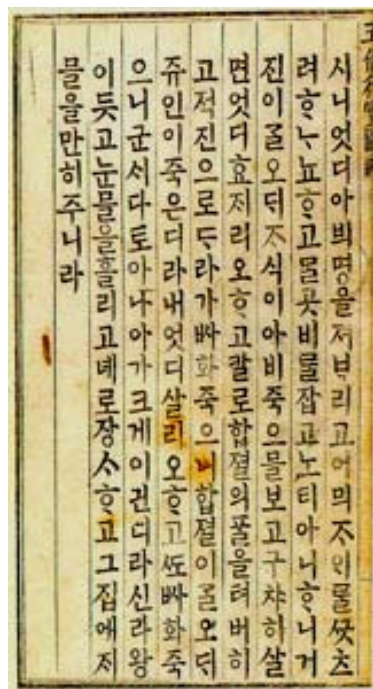
2. What was the role of King Sejong?

3. Explain the influence of the Chinese language.

4. How many letters were there originally? How many are there now?

5. What was the significance of the development of the alphabet?

6. Write “good morning” in Korean.



Example of Hangeul Script

KOREA.net, Gateway to Korea

http://www.korea.net/korea/kor_loca.asp?code=A020302

Lesson 4

The Yangban

Content link to
Landscape Teaching Unit 6.3
Rulers with guns: The rise of powerful states, 1400-1700

Preparation

Photocopy Student Handouts 4.1-4.3.

Introduction

In Korea, during the Silla period, possession of a particular “bone rank” qualified a person for a position in the bureaucratic hierarchy. This system disappeared during the Koryo dynasty, when the Chinese system of civil service examination, based on merit and talent, was instituted. Numerous Confucian schools were established in order to produce well-educated candidates. Those who passed the literary exam on Confucian classics, history, and literary arts became civil officials.

In the Koryo social system, people were classified into four classes:

- the *yangban* (nobility)
- the *chung'in* (middle class)
- the *sangmin* or *snagin* (commoners)
- the *oh'onmin* (low-born)

The social status of individuals was hereditary. There was little upward social mobility, and intermarriage between the *yangban* and commoners, for example, was forbidden. The *yangban* nobility included high-ranking civil and military officials and their families. All members of the *yangban* class with government appointments received land grants according to their ranks.

During the Choson dynasty, in Confucian Korea, the *yangban* became one of the most enduring social institutions, shaping society, politics, and culture. This class influenced the value system and lifestyle of Koreans down to the present day. They can be equated with the modern educated middle class.

Unlike the monarchs of other countries, Korea's did not have absolute power. During the Koryo and the Choson dynasties, the emperor had to work with the officials. The *yangban* can be compared to the gentry in China and to the *samurai* in Tokugawa Japan. While the *samurai* were expected to live in castle towns, however, the Choson *yangban* did not have to live in urban administrative centers. They differed from the Chinese gentry in that they were not required to pass government examinations to maintain their privileged class.

Korean *yangban* society was patriarchal. Although women were supposed to be equal, they were also considered separate. The public world belonged to the man (*yang*) while the private belonged to the woman (*yin*). Women were not allowed to participate in social activities and were denied the opportunity to go to school or learn the classics. Remarriage of widows was forbidden.

Agriculture was the economic foundation of the nation and the basis of the *yangban* class. When land became scarce around the capital in the seventeenth century, a growing number of *yangban* officials left for the countryside to become landlords. The *yangban* began forming Confucian cultural enclaves in village communities. Their emphasis on kinship and family ties contributed to social stability and continuity of local communities in the late Choson dynasty.

The influence of the *yangban* on modern Korea can be seen on the national flag adopted by South Korea in 1950. In addition to four *kwa*e (trigrams), it pictures a *yin* and *yang* symbol. This dualism, that was valued by the *yangban*, is the symbol of Korean identity today.

Activities

1. Have students break into three groups. Distribute copies of Student Handouts 4.1-4.3 and assign a cameo study of a *yangban* to each group.

2. After students have read their cameo, have them discuss the following as a class:

Who were the *yangban* and what was their legacy in modern Korea?

What are the similarities between the three *yangban* families?

3. As an extra activity, have students create their own *yangban* cameo.

4. Have more advanced students compare the *yangban* in Korea with the *samurai* in Japan and the gentry in China.



The academy for Confucian studies at Tosan Sowon in South Korea. It dates to the sixteenth century.

Photo by R. Dunn

Lesson 4

Student Handout 4.1—Cameo 1

The villages named Sisanni, Wauri, Musongni, and Pangongni in Chong'up country today formed the Kohyon cultural enclave of the Choson dynasty. Kohyon had a long history in the local *yangban* registry. The *yangban* performed wine rites for fellowship as early as 1475 and implemented a community compact with non-*yangban* residents.

The first settler-ancestor of this village was Chong Kug'in (1401-1481), the son of an official. He was appointed to a minor post at the age of 51. He set up a family school to teach Confucian classics and organized the *yangban* families in the area into the local registry, urging them to abide by the Confucian ethics. His instruction was kept alive for five centuries.

When Sin Cham, another member of the *yangban*, came as a magistrate, he promoted education in the country by building three government schools in the eastern, western, and northern sections of the country, but not in the southern section. The magistrate knew that the southern section had a private school of good reputation called the Hall of Local Studies, built by village *yangban*. This hall, sometimes called the Southern School, became a symbol of village identity and the local center of Confucian culture in the eighteenth century. Village leaders were educated there, and it was famous in the last decade of the dynasty as a gathering place of the righteous army that fought against the Japanese takeover of Korea.

Source: Excerpted from Fujiya Kawashima, *What is Yangban? A Legacy for Modern Korea* (Seoul: Yonsei University Institute for Modern Korean Studies, 2002).

Lesson 4

Student Handout 4.2—Cameo 2

Today Mogaul consists of four villages in the outskirt of Namwon city in North Cholla province. This isolated agrarian community that seems frozen in time has about 70 households, most of which cultivate ancestral lands. It is where the Ho family has lived since the middle of the sixteenth century.

The first ancestor of the Ho that moved from Seoul to Namwon was Kyu, who passed an examination for a literary licentiate degree in 1530. His ancestors were prominent scholar-officials for many generations. He declined to serve in the government and chose to retire in Namwon, where his maternal grandparents lived. The descendants remained committed to Confucian learning and maintained the scholar-official tradition by writing poetry, obituaries, memorials, prefaces to genealogies, and letters. On the basis of their writings, we must conclude that Kyu's descendants remained true to his instruction. Their tenacity to the tradition of ancestral virtues motivated their service to their community. Their sense of self-discipline, self-rule, and self-sufficiency came from their communal solidarity and pride in practicing Confucian ethics in daily social relations. They are still proud of the reputation of Mogaul as the place that produced scholars and successful examination takers.

One descendant, Chu, who lived from 1878 to 1952, remained loyal to the new government after World War II and pious to his ancestors. He sent a letter to President Syngman Rhee in 1948 advising him on the unification of the two Koreas. In 1952, in the midst of the Korean War, he did not forget his great-grandfather's death-day and performed a rite for the ancestor. As he entered the hall to arrange the offerings that he himself prepared, he was killed by shrapnel from an aerial bomb.

Source: Excerpted from Fujiya Kawashima, *What is Yangban? A Legacy for Modern Korea* (Seoul: Yonsei University Institute for Modern Korean Studies, 2002).

Lesson 4

Student Handout 4.3—Cameo 3

Naeap (Ch'onjon) village is located about 7.5 miles east of Andong city in North Kyongsang province, along the lower reaches of Panpyon river. The most prominent family in Naeap is the Uisong Kim. The first ancestor to settle in Naeap was Kim Man'gun, who passed the literary licentiate examination in 1477. By the time of his grandson, Chin (1500-80), the Kim had become one of Naeap's most prominent families.

Chin passed the licentiate examination in 1525 and entered the National Academy. He decided not to study for the civil service examination when he realized the volatile nature of capital politics. He built a study hall to educate his five sons; three of them passed the highest civil service examinations, and the other two passed the licentiate examination. His children and grandchildren were sought after as marriage partners by the Angdong *yangban* families.

In 1675 Kim Chin's leading descendants, 54 men, agreed to build an image hall in his memory. It was completed in 1680, but in 1709 the shrine was moved to a better location and rebuilt as the Sabin Academy. Volunteers from the village, as well as Buddhist monks and the government, all contributed to its development. The completion of this project shows how politically powerful and socially respectable Kim Chin's descendants were in the early eighteenth century. When Japan colonized Korea, leaders in Naeap did not remain passive. Many of them joined guerrilla forces after 1905 and built modern schools to save the country. A few continued their fight for independence in Manchuria after 1910 when Japan annexed Korea.

Source: Excerpted from Fujiya Kawashima, *What is Yangban? A Legacy for Modern Korea* (Seoul: Yonsei University Institute for Modern Korean Studies, 2002).

Lesson 5

The Independence Movement

Content link to
Landscape Teaching Unit 8.1
The Causes and Consequences of World War I

Preparation

Photocopy Student Handouts 5.1-5.8.

Introduction

During the late nineteenth century, the Choson dynasty pursued a policy of isolation. It was thought that European capitalist ideas and Western religion were a disruption of Korean culture. But the tide of economic change in the world could not be stopped. In 1866, the American ship *General Sherman* sailed up the river near Pyongyang and demanded commercial opportunities with Korea. The Koreans attacked and burned the ship. In 1876, however, Korea was forced to sign an unequal treaty with Japan. This was followed, six years later, by a treaty of commerce and friendship with the United States. Soon there were similar treaties with other [states](#), such as Germany, Austria, and Russia.

With the reopening of Korea came power struggles with China, Japan, and Russia. In an attempt to control Korea, the Japanese ousted the Choson king and annexed the country in 1910. When, shortly after that, King Soonjong officially abdicated, the Choson era came to an end.

From 1910 to 1945 the Japanese occupied Korea and ruled with an iron hand. The Koreans resented this treatment and, on March 1, 1919, they peacefully demonstrated through the streets, setting out from Pagoda Park. Japanese troops turned on them, killing over one thousand demonstrators and arresting many more. The following month, Korean nationalists created a provisional Korean government. One of the leading members, Syngman Rhee, would become South Korea's first president in 1948.

After being defeated in World War II, the Japanese withdrew from Korea. The land was eventually divided along the 38th parallel by the United States and the Soviet Union. Today it is made up of a communist North and a democratic South.

Activities

1. Have students write a short story in which they play the role of a student going to school in occupied Korea. They should explain the difficulties they have in adjusting to Japanese occupation (e.g., being forced to study the Japanese language). They should also look at the family situation, how parents' work is affected, and the effect of occupation on their freedom. After they have completed their stories, have students exchange their papers for a peer response. Revise the papers according to the peer suggestions.

2. Divide the class into groups and give each group a different document (Student Handouts 5.1-5.8). Have groups read their documents aloud and assess the effects of the Japanese occupation on the Korean people.
3. Have students write a well-organized essay, using evidence from the documents to support their response. They may also include specific outside information. In the essay they should discuss political, economic, and social changes that occurred during this period, and the impact of these changes on the Korean people.

Lesson 5***Student Handout 5.1—Protocol Signed between Korea and Japan, February 23, 1904***

Article 1. For the purpose of maintaining a permanent and solid friendship between Korea and Japan and firmly establishing peace in the Far East, the Imperial Government of Korea shall place full confidence in the Imperial Government of Japan, and adopt the advice of the latter in regard to improvements in administration.

Article 2. The Imperial Government of Japan shall in spirit of firm friendship ensure the safety and repose of the Imperial House of Korea.

Article 3. The Imperial Government of Japan definitively guarantees the independence and territorial integrity of the Korean Empire.

Article 4. In case the welfare of the Imperial House of Korea or the territorial integrity of Korea is endangered by aggression of a third power or internal disturbances, the Imperial Government of Japan shall immediately take such necessary measures as circumstances require ...

Source: Andrew C. Nahm, *Korea, Tradition and Transformation: A History of the Korean People* (Elizabeth, N.J.: Hollym International Corp., 1988), 533.

Lesson 5***Student Handout 5.2—Treaty of Annexation, August 22, 1910*****The Proclamation**

Notwithstanding the earnest and laborious work of reforms in the administration of Korea in which the Governments of Japan and Korea have been engaged for more than four years since the conclusion of the Agreement of 1905, the existing system of government in that country has not proved entirely equal to the duty of preserving public order and tranquility; and in addition, the spirit of suspicion and misgiving dominate the whole peninsula.

In order to maintain peace and stability in Korea, to promote the prosperity and welfare of Koreans, and at the same time to ensure the safety and repose of foreign residents, it has been made abundantly clear that fundamental changes in the actual regime of government are absolutely essential. The Governments of Japan and Korea, being convinced of the urgent necessity of introducing reforms responsive to the requirements of the situation and of furnishing sufficient guarantee for the future, have, with the approval of His Majesty the Emperor of Japan and His Majesty the Emperor of Korea, concluded, through their respective plenipotentiaries, a treaty providing for complete annexation of Korea to the Empire of Japan. ...

Source: Andrew C. Nahm, *Korea, Tradition and Transformation: A History of the Korean People* (Elizabeth, N.J.: Hollym International Corp., 1988), 536.

Lesson 5***Student Handout 5.3—Statement by the National Council of Korea, April 22, 1919***

We, the people of Korea, represented by thirty-three men, including Son Pyeng Heui, have already made the Declaration of Independence of Korea, found on the principle of righteousness and humanity. ... [W]e ... have organized the Korean National Council, and hereby proclaim it to the world.

We, the people of Korea, have a history of over forty-two centuries, as a self-governing and separate state and of special, creative civilization, and are a peace-loving race. We claim a right to be sharers in the world's enlightenment, and contributors in the evolution of mankind. ...

The world knows that Japan has violated the sworn treaties of the past and is robbing us of the right of existence. ... This council demands with all earnestness that the government of Japan abandon as early as possible the inhuman policy of aggression ...

Can it be that the conscience of mankind will calmly witness the cruel atrocities visited upon us by the barbarous, military power of Japan for our actions in behalf of the rights of life founded upon civilization? ... What enemy will withstand when our race marches forward with righteousness and humanity? With our utmost devotion and best labor we demand before the world our national independence and racial autonomy.

Source: Fred A. McKenzie, *Korea's Fight for Freedom* (Seoul: Yonsei University Press, 1969), 305.

Lesson 5***Student Handout 5.4—Education Policy***

The colonial government issued an education ordinance in August 1911 which stated that the purpose of education in Korea was to produce “loyal and obedient” and useful subjects of the Japanese emperor. It adopted a system of four-year primary education, a four-year secondary school program for boys and a three-year secondary curriculum for girls. However, only a handful of schools were established during this time while a large number of private schools were closed. The ordinance made the study of the Japanese language compulsory at all approved schools and banned instruction in Korean history and geography. All textbooks which had been previously used in Korean schools were confiscated and only those approved by the government were allowed.

Source: Andrew C. Nahm, *Korea, Tradition and Transformation: A History of the Korean People* (Elizabeth, N.J.: Hollym International Corp., 1988), 250.

Lesson 5***Student Handout 5.5—Pledge of the Imperial Subjects, October 1937***

The pledge had to be memorized by all Koreans and recited at all public gatherings. There were two versions: Type A, for elementary students, and Type B, for everyone else.

Type A:

1. We are the subjects of the great empire of Japan.
2. We shall serve the emperor with united hearts.
3. We shall endure hardships and train ourselves to become good and strong subjects.

Type B:

1. We, the Imperial subjects, shall serve the nation loyally and faithfully.
2. We, the Imperial subjects, shall, through trust and love, cooperate to strengthen our unity.
3. We, the Imperial subjects, will endure hardships and train ourselves to promote the Imperial way.

Source: Andrew C. Nahm, *Korea, Tradition and Transformation: A History of the Korean People* (Elizabeth, N.J.: Hollym International Corp., 1988), 255-6.

Lesson 5***Student Handout 5.6—Korean Student Bulletin, December 1928***

This bulletin shows the unhappiness of Korean students. Most Koreans who graduated from unapproved schools were poor and taught at private schools.

Every position of possible income here is occupied by the Japanese. Even the running of a street car is done mostly by the Japanese. ... In turn, masses of able Koreans are out of work. Even many of the well-educated Koreans just returning from abroad are lingering around, simply because there is no place to work. ... All this economic and political pressure has led the people to a state of unrest and anarchy. ... Education means nothing here. The young people are going to school because they have nothing else to do in the village or the city. ... The graduation from a school in itself brings them nothing. ...

Source: Andrew C. Nahm, *Korea, Tradition and Transformation: A History of the Korean People* (Elizabeth, N.J.: Hollym International Corp., 1988), 253.

Lesson 5***Student Handout 5.7—Education Ordinance, March 4, 1938***

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 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. ...

Source: Andrew C. Nahm, *Korea, Tradition and Transformation: A History of the Korean People* (Elizabeth, N.J.: Hollym International Corp., 1988), 255.

Lesson 5***Student Handout 5.8—Poem by Korean Poet Ch’oe Nam-son (1890-1957)***

We have nothing,
Neither sword nor pistol,
But we do not fear.
Even with an iron rod
They cannot prevail.
We shoulder righteousness
And walk the path without fear.

We have nothing to call our own,
Neither dagger nor [gun] powder,
But we do not fear.
Even with the power of the crown
They cannot prevail.
Righteousness is the spade
With which we maintain the path.

We have nothing to hold in our hands,
Neither stone nor club,
But we do not fear.
Even with all the wealth of the world,
They cannot prevail.
Righteousness is the sword
With which we watch over the path.

Source: Andrew C. Nahm, *Korea, Tradition and Transformation: A History of the Korean People* (Elizabeth, N.J.: Hollym International Corp., 1988), 218-9.

Lesson 6

The Korean War

Content link to
Landscape Teaching Unit 9.2
The two big powers and their Cold War, 1945-1990

Preparation

Photocopy Student Handouts 6.1-6.11. Find books on the Korean War. The ABC-Clio *Encyclopedia of the Korean War* (Santa Barbara, CA: ABC-CLIO, 2000), also available as an e-book, is very useful. Make arrangements for access to Internet sites, such as the Truman Library website, at: <http://www.trumanlibrary.org>

Introduction

The “Land of Morning Calm” was shaken on June 25, 1950, as the Korean War, which lasted three years, erupted. The principal combatants were North and South Korea. The South’s main allies included the U.S., Canada, Australia, and the United Kingdom, although many other nations sent troops under the banner of the United Nations. Allies of North Korea included the People’s Republic of China, which supplied military forces, and the Soviet Union, which supplied combat advisors and aircraft pilots, as well as weapons.

But signs of trouble had appeared long before the outbreak of war. The Korean peninsula, under Japanese occupation since 1910, saw the territory split at the 38th parallel soon after the Japanese surrender to the U.S. and the Soviet Union. This resulted in the development of two rival regimes. One, influenced by the communist U.S.S.R. and called the People’s Democratic Republic, took the reigns in the North. It was led by Kim Il Sung. Syngman Rhee, backed by the U.S., became president in the South.

On June 25, 1950, 90,000 North Koreans crossed the border and invaded South Korea. U.S. President Harry Truman, who in 1947 had announced a new policy to contain communism, quickly secured a resolution from the U.N.’s Security Council to stop North Korea’s aggression. Acting as commander-in-chief and without asking Congress to declare war, Truman dispatched U.S. troops to Korea on June 27. General Douglas MacArthur led the forces as Supreme U.N. Commander.

The war did not go well at first for U.S. and U.N. forces because they were outnumbered and lacked proper equipment. Then General MacArthur, going against his advisors, pulled off an amphibious attack at Inchon on September 25. It resulted in a spectacular victory and, within a few weeks, all of South Korea had been recaptured. Bolstered by this victory, President Truman told MacArthur to cross the 38th parallel and move toward the Yalu river, which was the border between China and North Korea.

Mao Zedong, citing national security concerns, had issued warnings that China would intervene if any non-South Korean forces crossed the 38th parallel. Truman regarded the warnings as an attempt to blackmail the U.N. On October 8, 1950, the day after American troops crossed the 38th parallel, Mao issued the order for the Chinese army to be moved to the Yalu river, ready to cross. But the planned attack was postponed until Soviet assistance arrived on October 19.

MacArthur realized he had miscalculated the Chinese threat. Three hundred thousand Chinese troops pushed his army back to the 38th parallel. The Battle of Chosin Reservoir (November 26-December 13) forced U.N. troops to withdraw from the northern part of Korea. On January 4, 1951, communist Chinese and North Korean forces captured Seoul, from where they were expelled two months later.



United Nations forces retreating south across the 38th Parallel following the arrival of Chinese troops to assist North Korea

"Korea," Wikipedia, Wikipediahttp://en.wikipedia.org/wiki/Image:Crossing_the_38th_parallel.jpg

MacArthur, feeling he was not receiving Truman's support, started criticizing the President to the press. For this and other reasons, on April 11 Truman dismissed MacArthur, who was replaced by General Matthew Ridgeway. This general was able to regroup the U.N. forces and mount a counter-offensive, slowly driving back the opposition.

The rest of the war involved little territorial change and lengthy peace negotiations. Talks began at Panmunjom in July 1951 but were deadlocked for two years. Meanwhile, fighting continued. Finally, on June 27, 1953, the armistice was signed. By that time the front line was back in the proximity of the 38th parallel. The Korean boundary was set north of the 38th parallel, with a two-and-a-half-mile wide DMZ separating the two Koreas.

The Korean War was the first major “limited war” in American history. The positive results were that Korean communism suffered a blow and democracy was strengthened. This allowed South Korea to become a major economic power in East Asia and one of the economic success stories of the twentieth century. It also showed that U.N. intervention could restore peace and, in this case, the conflict helped prevent another world war.

However, the war negatively affected Truman and his political party. It also showed that the U.S. military had been ill-prepared for war. Accordingly, after the war, the defense budget soared and the Army doubled in size. The war also saw the beginning of racial integration efforts in the U.S. military. In 1948, President Truman signed an executive order calling on the armed forces to provide equal treatment and opportunity for black servicemen. The U.S. still maintains a heavy military presence in Korea as part of the effort to uphold the armistice between North and South.

Activities

Point of view analysis. Before they do the assignment, provide the students with the following definitions:

Point of view: The way a person or group sees things. Point of view is composed of two elements:

- a. Frame of reference: the background of the person or group, including personal experiences, education, family, beliefs, values, interests, etc.
- b. Historical context: the influence of beliefs and events of the time period on that person or group.

Divide the class into six groups. Each group represents one of the following:

- the U.N
- the U.S.
- China
- the Soviet Union
- South Korea
- North Korea

Distribute copies of Student Handouts 6.1-6.11 to each group. Use the documents (Student Handouts 6.1-6.10) and related websites to answer the following questions in Student Handout 6.11.

1. Point of view: What was your group’s point of view about the war? Summarize in one or two sentences.

2. Frame of reference: List any elements of the personal background of your group that would influence or bias the point of view and explain each element.
3. Historical context: Describe the attitudes and beliefs of that time period, or events that would bias or influence your group's point of view.

Conclusion: After the groups have filled out their sheets, ask the class the following questions:

1. In a historical event, why is it important to know what causes a person's or group's point of view? Give an example.
2. In today's world, why is it important to know what causes a person's or group's point of view? Give an example.



Korean War Veterans Memorial
Washington, D.C.
National Park Service

Lesson 6***Student Handout 6.1—Document A*****June 26, 1950****UNCOK Report on North Korean Attack.**

Beginning early morning 25 June North Korean Communist Army began armed aggression throughout 38th parallel area. For self protection our brave and patriotic army and navy opened heroic defense operations. This savage and unlawful act of rebel force is commission of unpardonable sin. We representing 30 million Koreans hope UNGA realized our defensive fight against aggression is inevitable reaction of our people and government. We also appeal for your immediate and effective steps to secure peace and security, not only for Korea but also for peace loving people of the world.

Source: Spencer C. Tucker, *Encyclopedia of the Korean War: A Political, Social, and Military History*, vol. 3 (Santa Barbara, CA: ABC-CLIO, 2000), 870. Reprinted by permission.

Lesson 6***Student Handout 6.2—Document B*****June 26, 1950****Top Secret Report on Military Situation by Shtykov to Comrade Zakharov (Excerpts)**

I report about the preparation and course of the military operations of the Korean People's Army.

The concentration of the People's Army in the region near the 38th parallel began on June 12 and was concluded on June 23, as was prescribed in the plan of the General Staff. The redeployment of troops took place in an orderly fashion, without incident.

The intelligence service of the enemy probably detected the troop redeployment but we managed to keep the plan and the time of the beginning of troop operations secret.

The planning of the operation at the divisional level and the reconnaissance of the area was carried out with the participation of Soviet advisers.

All preparatory measures for the operation were completed by June 24th. ...

The political order of the Minister of Defense was read to the troops, which explained that the South Korean army had provoked a military attack by violating the 38th parallel and that the government of the DPRK [North Korea] had given an order to the Korean People's Army to go over to the counterattack.

The order to counterattack was met with great enthusiasm by the soldiers and officers of the Korean People's army. ...

Source: Spencer C. Tucker, *Encyclopedia of the Korean War: A Political, Social, and Military History*, vol. 3 (Santa Barbara, CA: ABC-CLIO, 2000), 870. Reprinted by permission.

Lesson 6***Student Handout 6.3—Document C*****July 5, 1950****Telegram from Fillippov (Stalin) to Chinese Foreign Minister Zhou Enlai**

The document relates to Stalin's recommendations that China concentrate armed divisions on the Korean border.

1. We agree with the opinion of the Chinese comrades regarding the mediation of India on the question of the entry of people's China into the membership of the U.N.
2. We consider it correct to concentrate immediately 9 Chinese divisions on the Chinese Korean border for volunteer actions in North Korea in case the enemy crosses the 38th parallel. We will try to provide air cover for these units.
3. Your report about flights of Soviet planes over Manchurian territory is not confirmed. An order was not given to allow such flights.

Source: Spencer C. Tucker, *Encyclopedia of the Korean War: A Political, Social, and Military History*, vol. 3 (Santa Barbara, CA: ABC-CLIO, 2000), 874. Reprinted by permission.

Lesson 6***Student Handout 6.4—Document D*****July 13, 1950****Telegram from Fyn-Si (Stalin) to Shtykov**

This is Stalin's advice that the Koreans immediately refute the U.N. claims that the North Koreans were committing atrocities against prisoners of war, in violation of the Geneva Convention.

Advice the Koreans immediately to reply to Trygve Lie [the U.N. Secretary General] that the Korean army is strictly adhering to the Geneva convention with regard to prisoners and that they should let the Koreans make a statement to the press exposing the slander of the American press regarding poor treatment of prisoners by the Koreans. It would be good for someone among the prisoners to make a statement on the radio that the treatment of prisoners by the Koreans is very good.

Source: Spencer C. Tucker, *Encyclopedia of the Korean War: A Political, Social, and Military History*, vol. 3 (Santa Barbara, CA: ABC-CLIO, 2000), 874. Reprinted by permission.

Lesson 6***Student Handout 6.5—Document E*****July 29, 1950****Walker Stand-or-Die Order**

Order by General Walton Walker to hold the line.

General MacArthur was over here two days ago; he is thoroughly conversant with the situation. He knows where we are and what we have to fight with. He knows our needs and where the enemy is hitting the hardest. General MacArthur is doing everything possible to send reinforcements. ... We are fighting a battle against time. There will be no more retreating, withdrawal, or readjustment of the lines or any other term you choose. There is no line behind us to which we can retreat. Every unit must counterattack to keep the enemy in a state of confusion and off balance. There will be no Dunkirk, there will be no Bataan, a retreat to Pusan would be one of the greatest butcheries in history. We must fight until the end. Capture by these people is worse than death itself. We will fight as a team. If some of us must die, we will die fighting together. Any man who gives ground may be personally responsible for the death of thousands of his comrades.

I want you to put this out to all the men in the Division. I want everybody to understand that we are going to hold this line. We are going to win.

Source: Spencer C. Tucker, *Encyclopedia of the Korean War: A Political, Social, and Military History*, vol. 3 (Santa Barbara, CA: ABC-CLIO, 2000), 884. Reprinted by permission.

Lesson 6***Student Handout 6.6—Document F*****September 29, 1950****Telegram from Kim Il Sung and Pak Hon-Yong to Stalin**

This document is Kim Il Sung's explanation to Stalin of the Inchon invasion and his request for Soviet assistance.

Deeply respected Iosif Vissarionovich Stalin.

On behalf of the Worker's Party of Korea, we express to You, the liberator of the Korean people, and the leader of the working peoples of the entire world, our profound gratitude for compassion and assistance which You constantly provide to our people struggling for the freedom and independence of its Motherland.

In this letter we would like to brief you on the current situation at the fronts of the liberation war of our people against the American aggressors.

Prior to the assault landing at Inch'on (Chemulp'o) one could not judge the situation at the fronts as unfavorable to us. The adversary, suffering one defeat after another, was cornered into a tiny piece of land at the southern-most tip of South Korea and we had a great chance of winning a victory in the last decisive battles.

Such a situation considerably damaged the military authority of the United States. Therefore, in those conditions, in order to restore its prestige and to implement by any means its long-held plans of conquering Korea and transforming it into its military strategic-bridgehead, on 16.9.50 the U.S. performed an assault landing operation ... The enemy took over Inch'on and is engaged in street combats in the city of Seoul itself. The military situation became perilous. ...

Dear Comrade STALIN, we are determined to overcome all the difficulties facing us so that Korea will not be a colony and a military springboard of the U.S. imperialists. We will fight for the independence, democracy, and happiness of our people to the last drop of blood ...

Therefore ... we cannot help asking You to provide us with special assistance. In other words, at the moment when the enemy troops cross over the 38th parallel, we will badly need direct military assistance from the Soviet Union.

If for any reason this is impossible, please assist us by forming international volunteer units in China and other countries of people's democracy for rendering military assistance to our struggle.

We request Your directive regarding the aforementioned proposal.

Respectfully, ...

Kim Il Sung, Pak Hon-Yong

Source: Spencer C. Tucker, *Encyclopedia of the Korean War: A Political, Social, and Military History*, vol. 3 (Santa Barbara, CA: ABC-CLIO, 2000), 906-7. Reprinted by permission.

Lesson 6***Student Handout 6.7—Document G*****October 1, 1950****MacArthur's Surrender Ultimatum to North Korea**

This document is MacArthur's request for the North Koreans to lay down their arms to avoid further bloodshed.

The early and total defeat and complete destruction of your armed forces and war-making potential is now inevitable. In order that the decisions of the United Nations may be carried out with a minimum of further loss of life and destruction of property, I, as the United Nations Commander-in-Chief, call upon you and the forces under your command, in whatever part of Korea situated, forthwith to lay down your arms and cease hostilities under such military supervision as I may direct and I call upon you at once to liberate all United Nations prisoners of war and civilian internees under your control and to make adequate provision for their protection, care, maintenance, and immediate transportation to such places as I indicate. North Korean forces, including prisoners of war in the hands of the United Nations Command, will continue to be given the care dictated by civilized custom and practice and permitted to return to their homes as soon as practicable. I shall anticipate your early decision upon this opportunity to avoid the further useless shedding of blood and destruction of property.

Source: Spencer C. Tucker, *Encyclopedia of the Korean War: A Political, Social, and Military History*, vol. 3 (Santa Barbara, CA: ABC-CLIO, 2000), 907-8. Reprinted by permission.

Lesson 6***Student Handout 6.8—Document H*****April 11, 1951****President Truman's Address to the Nation (Excerpts)**

My fellow Americans:

I want to talk plainly to you tonight about what we are doing in Korea and about our policy in the Far East.

In the simplest terms, what we are doing in Korea is this: We are trying to prevent a third world war. ...

It is right for us to be in Korea. It was right last June. It is right today. I want to remind you why this is true.

The Communists in the Kremlin are engaged in a monstrous conspiracy to stamp out freedom all over the world. If they were to succeed, the United States would be numbered among their principal victims. It must be clear to everyone that the United States cannot—and will not—sit idly by and await foreign conquest. The only question is: When is the best time to meet the threat and how?

The best time to meet the threat is in the beginning. It is easier to put out a fire in the beginning when it is small than after it has become a roaring blaze.

And the best way to meet the threat of aggression is for the peace-loving nations to act together. If they don't act together, they are likely to be picked off, one by one. ...

If history has taught us anything, it is that aggression anywhere in the world is a threat to peace everywhere in the world. When that aggression is supported by the cruel and selfish rulers of a powerful nation who are bent on conquest, it becomes a clear and present danger to the security and independence of every free nation. ...

Source: Spencer C. Tucker, *Encyclopedia of the Korean War: A Political, Social, and Military History*, vol. 3 (Santa Barbara: CA ABC-CLIO, 2000), 962. Reprinted by permission.

Lesson 6***Student Handout 6.9—Document I*****July 26 1953****Dulles-Rhee Correspondence**

President Rhee conveys the message that he has been reassured about his nation's security by the latest correspondence.

My Dear Mr. Secretary:

Your letter of July 25 is both reassuring and a little bit disturbing. I am sorry to have given President Eisenhower and you any reason to doubt to any degree the integrity of pledges which I have made to you. As my letter of July 25 indicates, I have had some uneasiness lest the conditions upon which my pledges were founded were somehow being undermined. Had it been possible to secure an early and clear reassurance that General Harrison was not empowered to enter into any agreements with Communists which would negate or circumvent our mutual understandings, there would have been no necessity for my message of July 24. I trust you will convey to President Eisenhower the sense of my letter of July 25, so that he, as well as you, may know that I am a man of my word, and that my only effort has been to regain ground which unrepudiated official reports indicated had been lost. ...

... I am heartily in accord with your expressed confidence that we shall be able to arrive at a mutually agreeable program for achieving our common objective of liberation and reunification of Korea.

I am humbly grateful for splendid spirit of accord and mutual cooperation which have marked our recent negotiations. I cannot express adequately how deeply all Koreans feel the complete accuracy of assurance that "never in all its history has US offered to any other country as much as it has offered to you." I think no one knows better than you that we have tried our best to fulfill our own obligations of our close alliance to very utmost of our abilities. ...

With warm assurances of my friendship, I am sincerely, yours,

Syngman Rhee

Source: Spencer C. Tucker, *Encyclopedia of the Korean War: A Political, Social, and Military History*, vol. 3 (Santa Barbara, CA: BC-Clio, 2000), 1024. Reprinted by permission.

Lesson 6***Student Handout 6.10—Document J*****July 19, 1950****Summary from President Truman to General Douglas MacArthur, Outlining the Major Features of the Message Being Sent to Congress by President Truman That Day.**

From: the President

To: General of the Army MacArthur

I am forwarding for your personal and advance information, a summary of the message I am sending to Congress later today. I want you to know that all of us are determined to see that you have everything you need to bring the action to a successful conclusion. ...

Message to Congress consists of three major parts. First part of the message is a recital of the events in Korea and the Far East, including the course of military operations up to the present time, our action with respect to Formosa, Indo-China, and the Philippines, the refusal of the Soviet Union to support the action of the United Nations, and your designation as Commander of the forces of the members of the United Nations in Korea. Second part of message is a discussion of the increase in our military strength and in the strength of the other free nations which the world situation requires both to provide additional support in Korea and to strengthen our position world-wide. Authorizes the use of as many National Guard and reserve units as may be required and recommends a supplemental appropriation of ten billion dollars for U.S. armed forces. Second part of message also states that further appropriation requests for supplemental funds for Mutual Defense Assistance Program will be submitted to Congress later. Third part of message consists of economic measures we will have to take in support of the military measures outlined. ... States that price control and rationing are not recommended at this time but may be needed later if we fail to conduct ourselves wisely by refraining from hoarding and the like. Message concludes by expressing appreciation to Congress for the strong bi-partisan support which our decisions have received. ...

Harry S. Truman

Source: George M. Elsey, *Harry S. Truman Papers*, Harry S. Truman Library and Museum website, http://www.trumanlibrary.org/whistlestop/study_collections/korea/large/week2/kw_107_1.htm

Lesson 6

Student Handout 6.11—Point of View Analysis

Document: _____

1. Point of view:

2. Frame of reference:

3. Historical context:

Korean War Images



**American medic dresses war wounds
of an enemy prisoner, 1953**

National Archives



**Chinese prisoners captured at
Pork Chop Hill, 1953**

National Archives



**Officer directs fire against
an enemy position**

National Archives



**Soldiers assisting a comrade wounded
on Pork Chop Hill, 1953**

National Archives

All photos courtesy of Bill McWilliams

Lesson 7

The Two Koreas: Fifty Years and Beyond

Content link to
Landscape Teaching Unit 9.3
A multitude of sovereign states, 1945-present

Preparation

Find books and news magazines on modern Korea and arrange for access to the Internet to help answer the questions. Photocopy Student Handout 7.

Introduction

More than fifty years after the Korean War and the division of the peninsula, there is still antagonism between the two Koreas. The promise of “great national unity” leading to unification, which was announced in 1972, has yet to become reality. In addition, the two Koreas still face numerous internal problems.

Although South Korea is more advanced economically and politically, its president was impeached in 2004, and in 1997-98 the country suffered an economic crisis. In just a few weeks, South Korea’s currency lost 40 percent of its value. Currently, however, the economy is thriving, the **standard of living** is rising, and the nation produces a substantial portion of the world’s ships, automobiles, and electronics.

As for North Korea, its economic troubles can be traced back to the collapse of the Soviet Union and of world communism, as well as China’s transition to a “socialist market” economy. In the 1960s it adopted a “military-first” politics, and the army became the key for building a powerful nation. In addition, it has an active nuclear weapons program, although, through several nations’ diplomatic efforts, North Korea’s nuclear capabilities have been kept in check.

Activity

Historical Issues Analysis:

Distribute Student Handout 7. Have students analyze the issue of the “Two Koreas” by researching the questions in the Student Handout. This can be done as a group, and students can present the material in a variety of formats, such as PowerPoint, charts, or graphic organizers.



**Skyline of Modern Seoul,
capital of South Korea**

Photo by R. Dunn

Lesson 7***Student Handout 7— Historical Issues Analysis***

Analyze the issue of the “Two Koreas” by researching and answering the following questions:

1. Define the issue or problem (division of the two Koreas).
2. How long has the problem existed?
3. What are the historical antecedents that have contributed to the problem?
4. List possible solutions. Give the pros and cons for each one.
5. Write a position statement that includes a plan for resolving the issue. Include evidence to support your views.
6. Identify several steps that would need to be taken to implement your plan. Next to each step, tell who you think should be responsible for it.
7. Under what historical circumstances was a similar problem-solving approach used? Was it successful? Why or why not?

This unit and the Three Essential Questions

	The two Koreas and Japan have had a long-running dispute over the proper name of the sea that separates the Korean Peninsula from the Japanese archipelago. The sea has been conventionally known as the Sea of Japan, but South Korea wants it to be renamed the East Sea. North Korea prefers the East Sea of Korea. Research this dispute on the Internet. Why do the countries involved believe that the name of the sea is an important issue? How might this issue relate to nationalism? Which country do you think has the best case? How have public interest organizations, such as the National Geographic Society, responded to the dispute?
	The Korean Peninsula and the island of Ireland are both politically divided. Research the history of division in the two cases and why it continues today. Would it be more “natural” for these two regions to be united under a single government? Why or why not? What are some of the similarities and differences in the two cases? For example, the language and culture of the people in both cases are very similar, but one case has a strong religious element in the division and the other does not.
	Today, about 26 percent of the population of South Korea is Christian, compared to 0.7 percent in Japan. Koreans have historically adhered to the Buddhist and Confucian traditions. How did Christianity grow in Korea, and how might you account for the success of Christian churches there?

This unit and the Seven Key Themes

This unit emphasizes:

Key Theme 1: Patterns of Population

Key Theme 3: Uses and Abuses of Power

Key Theme 4: Haves and Have-Nots

Key Theme 5: Expressing Identity

Key Theme 7: Spiritual Life and Moral Codes

This unit and the Standards in Historical Thinking

Historical Thinking Standard 1: Chronological thinking

The student is able to (F) reconstruct patterns of historical succession and duration in which historical developments have unfolded, and apply them to explain historical continuity and change.

Historical Thinking Standard 2: Historical comprehension

The student is able to (C) identify the central question(s) the historical narrative addresses and the purpose, perspective, or point of view from which it has been constructed.

Historical Thinking Standard 3: Historical Analysis and Interpretation

The student is able to (C) analyze cause and effect relationships, bearing in mind multiple causation including (a) the importance of the individual in history; (b) the influence of ideas, human interests, and beliefs; and (c) the role of chance, the accidental, and the irrational.

Historical Thinking Standard 4: Historical Research Capabilities

The student is able to (C) interrogate historical data by uncovering the social, political, and economic context in which it was created; testing the data source for its credibility, authority, authenticity, internal consistency, and completeness; and detecting and evaluating bias, distortion, and propaganda by omission, suppression, or invention of facts.

Historical thinking Standard 5: Historical Issues-Analysis and Decision Making

The student is able to (F) evaluate the implementation of a decision by analyzing the interests it served; estimating the position, power, and priority of each player involved; assessing the ethical dimensions of the decision; and evaluating its costs and benefits from a variety of perspectives.

Resources

Resources for teachers

Chung, Chan-young and Yong-taik Sohn, ed. *Korea: The Land of Morning Calm*. Seoul: Korean Educational Development Institute, 1997. Discusses Korean education system.

Eckert, Carter. *Korea, Old and New: A History*. Cambridge, MA.: Harvard UP, 1990. Contains documents. Good background reading for teachers.

Grayson, James Huntley. *Korea: A Religious History*. New York: RoutledgeCurzon, 2002. This book surveys the history of religion in Korea from 600 BCE to the present. The author traces the important developments which occurred simultaneously within each religious tradition. In addition, the book includes an index listing myths of some of the ancient states.

Kawashima, Fujiya. *What is Yangban? A Legacy for Modern Korea*. Seoul: Yonsei University, Institute for Modern Korean Studies, 2002. In-depth study of the *yangban* with case studies.

McKenzie, Fred A. *Korea's Fight for Freedom*. Seoul: Yonsei UP, 1969. Contains documents. Good background reading, especially for the independence movement.

McWilliams, Bill. "Korean War" presentation, June 19, 2004. Community College of Southern Nevada. His most recent book is *On Hallowed Ground*, about Pork Chop Hill.

_____. *On Hallowed Ground: The Last Battle for Pork Chop Hill*. Annapolis, MD: Naval Institute Press, 2004.

Nahm, Andrew C. *Korea, Tradition and Transformations: A History of the Korean People*. Seoul: Hollym International Corp., 1996. Contains documents. Good background reading for general history.

National Museum of Korea. Seoul: Sol, 1998. Overview of artifacts in the museum with background history.

Oberdorfer, Don. *The Two Koreas: A Contemporary History*. Reading, MA: Addison-Wesley, 1997. Contains a contemporary history of the two Koreas and their problems.

Olsen, Edward A. *Korea, the Divided Nation*. Westport, CN: Praeger Security International, 2005. "Beginning with the earliest history of the Korean people, Olsen undertakes a succinct but remarkably thorough overview of Korea's unique history and culture prior to the 20th century" (*Choice*).

Tucker, Spencer. *Encyclopedia of the Korean War: A Political, Social, and Military History*. Vol. III. Santa Barbara, CA: ABC-CLIO, 2000. Contains many of the documents used.

Resources for students

Kim, Chun-gil. *The History of Korea*. Westport, CN: Greenwood Press, 2005. This book “provides middle and high school students and interested adult readers with comprehensive coverage of Korea’s history, going back to its roots in Neolithic civilization. Kim discusses everything from tradition and the challenges of building a nation in the East Asian world system to Korea’s global setting today” (*Multicultural Review*).

Nahm, Andrew C. *A Panorama of 5000 Years: Korean History*. Seoul: Hollym International Corp., 1983. Written for young people by a Korean scholar.

“When Korea Became.” *Calliope: Exploring World History* 17 (March 2007). This issue of the young people’s history magazine is devoted to Korea’s Silla dynasty (57 BCE – 935 CE).

Correlations to National and State Standards

National Standards for World History

Era 1: The Beginnings of Human Society. 2A: The student understands how and why humans established settled communities and experimented with agriculture. Era 2: Early Civilizations and the Emergence of Pastoral Peoples, 4000-1000 BCE. 2B: The student understands how centers of agrarian society arose in the third and second millennia BCE. Era 4: Expanding Zones of Exchange and Encounter, 300-1000 CE. 1B: The student understands the expansion of Christianity and Buddhism beyond the lands of their origin. 3B: The student understands developments in Japan, Korea, and Southeast Asia in an era of Chinese ascendancy. Era 5: Intensified Hemispheric Interactions, 1000 – 1500 CE. 5C: The student understands major political developments in Asia in the aftermath of the collapse of Mongol rule and the plague pandemic. Era 6: The Emergence of the First Global Age, 1450-1770. 5C: The student understands major cultural trends in Asia between the 16th and 18th centuries. Era 7: The Age of Revolutions, 1750-1914. 5C: The student understands the causes of European, American and Japanese imperial expansion. Era 8: A Half-Century of Crisis and Achievement, 1900-1945. 3B: The student understands economic, social, and political transformations in Africa, Asia, and Latin America in the 1920s and 1930s. Era 9: The 20th Century Since 1945: Promises and Paradoxes. 2D: The student understands major sources of tension and conflict in the contemporary world and efforts that have been made to address them. 3A: The student understands major global trends since World War II.

California: History-Social Science Content Standard

Grade Seven, 7.3.1: Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan; 7.3.5: Trace the historic influence of such discoveries as tea, the manufacture of paper, wood-block printing, the compass, and gunpowder. Grade Ten, 10.9.3: Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America’s postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and

political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.

Minnesota Social Studies Standards

III.B.1: Students will locate various civilizations of the era in India, China, Korea, and Japan, and describe their structures and interactions; III.I.2: Students will explain key events and revolutionary movements of the Cold War period and analyze their significance, including the Berlin Wall, the Berlin airlift, Korean War, Cuban Missile Crisis, Sputnik, the Vietnam War, and the roles of the U.S. and Soviet Union in ending the Cold War; III.I.3: Students will assess the impact of nuclear weapons on world politics.

Oklahoma Social Studies Standards

Standard 17.1: The student will describe regional military and political conflicts, such as Korea and Vietnam.

Virginia History and Social Science Standards of Learning

WHII.12. The student will demonstrate knowledge of major events and outcomes of the Cold War by: a) explaining key events of the Cold War, including the competition between the American and Soviet economic and political systems and the causes of the collapse of communism in the Soviet Union and Eastern Europe; b) assessing the impact of nuclear weaponry on patterns of conflict and cooperation since 1945.