

THE OCCUPATION OF KOREA BY JAPANESE IMPERIALIST FORCES

GRADES: 9-10

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SUBJECT: Global Studies

TIME REQUIRED: Three Class Periods (two 90 minute sessions & one 60 minute session)

OBJECTIVES: As a result of this lesson students should

Know:

- The events, treaties and political decisions leading to the occupation of Korea.
- The major cultural genocide tactics of the occupation.
- Methods utilized to attempt to control the Korean population by the Japanese.
- The varying perspectives on issues of security and social justice.
- Impacts of events of occupation on the daily life of both Koreans and Japanese.

Understand:

- The motives for joining or staying out of the Japanese resistance movement.
- The reasons behind the costs of the occupation: human, economic, psychological.
- How a variety of perspectives impacted events and politics.
- The plight of persecuted and disposed people in Korea.
- Political motives for utilizing public fear, hate and ignorance.

Be Able to:

- Respond to the literature sections presented in class through writing, discussion and artistic expression.
- Take on different perspectives and analyze aspects of the occupation.
- Analyze the ways in which the personalities and events of the occupation effected political relations during the 20th century.
- Empathize with the Korean victims of the occupation on a personal level.
- Analyze the preexisting conditions that exist to assist the rise of nationalism.
- Express their emotional responses to the tragedy through an acrostic.

MATERIALS REQUIRED:

- Handout 1: Treaty of Annexation (attached)
- Handout 2: Acrostic Exercise (attached)
- Handout 3: Occupation Press Team Project
- Handout 4: Excerpt from Young Ick Lew's *Brief History of Korea*
- butcher/ tag board

BACKGROUND:

Between 1910 and 1945, Korea was forcefully occupied by the Empire of Japan. The groundwork for this began in 1876 with the Treaty of Ganghwa, then escalated with the assassination of Empress Myeongseong by Japanese agents, and finally coalesced with the Eulsa Treaty (1905) and the Annexation Treaty (1910). Through these steps Korea was placed under Japan as a protectorate and eventually was annexed into the Empire. The treaties were finally

declared null and void in 1965 by both nations due to the duress that Korea was under in accepting them and the Korean Emperor's refusal to sign either document.

During this period the Japanese Imperial Army forcibly kept order. This was done through the execution, rape, torture, mass murder and robbery of the Korean people without any valid legal justification. Major acts of cultural genocide were also carried out with the banning of Korean language, religion, complete media censorship, forced name changes and re-education campaigns. War crimes carried out by the Japanese were also prevalent in this time period. These included human experimentation, sexual slavery, burning of Korean villages, confiscation of civilian property and abductions of children.

This period resulted in a wave of Anti-Japanese sentiment and the rise of strong Korean nationalism in both the North and South. Even after the Japanese defeat in 1945 by the allies of World War II, these feelings continue to remain strong even today.

GUIDING QUESTION: "When is Civil Disobedience justified?"

PROCEDURE:

Class Period 1:

1. Warm-up (15 minutes)

Students will enter the classroom and be seated. They will then each be given a copy Handout 4: Excerpt from Young Ick Lew's *Brief History of Korea*. After reading this to gain foundational knowledge, the students will take out a piece of notebook paper and divide it in half. On the left they will write a summary of the article using 10 bullet points. On the right half they will make their best attempt at an appropriate memorial to the time period based on the information that they have just read.

2. Teacher Lecture (30 minutes)

The teacher will seek as much student input as possible for a direct teaching session to cover the events leading up to the occupation of the Japanese. A particular focus will be given to treaties, politicians and execution of the occupation by the Japanese military.

3. Thinking Hats (35 minutes)

The students will be divided into six groups. The groups will be: Information (White), Feelings (Red), Caution (Black), Benefits (Yellow), Innovation (Green), and Facilitators (Blue). The groups will each meet in a geographic area of the classroom. Once they have met they will research their area with the focus on the era leading up to the Japanese occupation of Korea. This will prompt students to take on the complex perspectives of the Koreans and the Japanese with regard to motives and reactions. After 15 minutes to do this the class will come back together for each group to present their opinions. As the other groups present each student will fill out a 6 column chart in their notebook of the information the other groups are presenting.

4. Illustrated Timeline (10 minutes)

The students will be directed to form groups of 4-5. In these groups students will be researching the 10 most important events (1875-1945) of the era of occupation. These will then be used to create an illustrated timeline on a piece of butcher/tag board. Each of the 10 events should include a brief description and a symbolic representation. The students should

begin this class period and finish in the next. This will be counted as a formative assessment to gauge student understanding.

Class Period 2:

5. Warm-up (10 minutes)

The students will be informed that the warm-up question is "What was the most important cause and effect of the Japanese Occupation of Korea?" On their warm-up sheet the students will be directed to write down what their opinion is and why. The teacher will call on each student in turn for an answer. Also, the students will be informed that they may say "I pass." Each student will be asked for his or her response, quickly in turn.

6. Illustrated Timeline (20 minutes)

Students will then reassemble into their groups from the last class and be asked to complete the illustrated timelines they started. Once these are completed they should be turned in as a formative assessment.

7. Teacher Lecture (30 minutes)

The teacher will seek as much student input as possible for a direct teaching session to cover the tactics of control and resistance during the occupation of Korea. A particular focus will be given to the methods of the Japanese military, the rise of Korean nationalism and the movement for an independent Korea.

8. Literature (15 minutes)

Together as a class the students will 'popcorn' read the selected readings by Bruce Cummings and the Center for Information on Korean Culture (see resources). This will then be extended through perusal of primary documents on the same subject.

9. Discussion (15 minutes)

The students' knowledge through the literature, teacher lectures and primary documents will be used for a discussion on the ethics of civil disobedience both in general and specifically to this case. The teacher will also lead the discussion for students to examine the extent of responsibility that the individual has for social justice.

10. Poetic Reflection (Time Remaining)

Students will then begin their reflection of lessons of the day through a PREJUDICE acrostic (see Handout 2). This will allow them to emotionally reflect on the impact of the occupation through a simple poem. This should be turned in at the beginning of the next class.

Class Period 3:

11. As a summative assessment the students will be asked to create a newspaper for the time period of the occupation. The class will be divided into four equal sized groups. Each group will receive a copy of Handout 3 and the rubric for this assignment. The four groups will be Pro-Occupation Japanese, Pro-Occupation Koreans, Anti-Occupation Japanese and Anti-Occupation Koreans. The directions for this activity are on Handout 3. The instructor will answer any questions and then circulate to serve as a resource. The finished product is due at the end of class as a summative assessment.

EVALUATION:

Formative: Illustrated Timeline, Prejudice Acrostic, in class discussions and writings

Summative: Rubric grade for Occupation Press Project both individual and group

RESOURCES:

The Academy of Korean Studies. *More Accurate Facts and Information*. Gyeonggi-do: Academy of Korean Studies, 2007, pp.134-138.

The Center for Information on Korean Culture. *Korea through the Ages Vol.2*. Seoul: The Academy of Korean Studies, 2005, pp.46-139.

Cummings, Bruce. *Korea's Place in the Sun*. New York: W.W. Norton & Company, Inc, 2005, pp.139-184.

Duiker, William & Spielvogel, Jackson. *World History Fourth Edition*. Belmont: Wadsworth Group, 2004, pp. 621-622 & p.708.

Korean Culture and Information Service. *Facts about Korea*. Seoul: Korean Government Publication, 2008, pp.32-33.

Young, Ick Lew. *Brief History of Korea: A Bird's Eye View*. New York: The Korea Society, 2000, p.23. Available for free download at http://www.koreasociety.org/brief_history_of_korea/view_category.html

HANDOUT 1: 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 dominates 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 plenipotentiaries, a treaty providing for complete annexation of Korea to the Empire of Japan. By virtue of that important act, which shall take effect on its promulgation on August 29, 1910, the Imperial Government of Japan shall undertake the entire government and administration of Korea, and they hereby declare that the matters relating to foreigners and foreign trade in Korea shall be conducted in accordance with the following rules:

The Treaty

His Majesty the Emperor of Japan and His Majesty the Emperor of Korea, having in view the special and close relations between their respective countries, desiring to promote the common wealth of the two nations and to assure the permanent peace in the Far East, and being convinced that these objectives can be best attained by the annexation of Korea to the Empire of Japan, have resolved to conclude a treaty of such annexation and have, for that purpose, appointed as their plenipotentiaries, that is to say, His Majesty the Emperor of Japan Viscount Terauchi Masatake, Resident-General, and His Majesty the Emperor of Korea Yi Wan-Yong, Prime Minister, who upon mutual conference and deliberation have agreed to the following articles:

Article 1. His Majesty the Emperor of Korea makes the complete and permanent cession to His Majesty the Emperor of Japan of all rights of sovereignty over the whole of Korea.

Article 2. His Majesty the Emperor of Japan accepts the cession mentioned in the preceding article and consents to the complete annexation of Korea to the Empire of Japan.

Article 3. His Majesty the Emperor of Japan will accord to their Majesties the Emperor and ex-Emperor and His Imperial Highness the Crown Prince of Korea and their consorts and heirs such titles, dignity, and honor as are appropriate to their respective ranks, and sufficient annual grants will be made for the maintenance of such titles, dignity and honor.

Article 4. His Majesty the Emperor of Japan will also accord appropriate honor and treatment to the members of the Imperial House of Korea and their heirs other than those mentioned in the preceding article, and the funds necessary for the maintenance of such honor and treatment will be granted.

Article 5. His Majesty the Emperor of Japan will confer peerage and monetary grants upon those Koreans who, on account of meritorious services, are regarded as deserving such special recognition. Article 6. In consequence of the aforesaid annexation the Government of Japan assume the entire government and administration of Korea, and undertake to afford full protection for the persons and property of Koreans obeying the laws there in force to promote the welfare of all such Koreans.

Article 7. The Government of Japan will, so far as circumstances permits, employ in the public service of Japan in Korea those Koreans who accept the new regime loyally and in good faith and who are duly qualified for such service.

Article 8. This treaty, having been approved by His Majesty the Emperor of Japan and His Majesty the Emperor of Korea, shall take effect from the date of its promulgation.

In faith thereof:

Resident General Viscount Terauchi Masatake

Prime Minister Yi, Wan-yong

Source: The USC-UCLA Joint East Asian Studies Center
<http://www.international.ucla.edu/eas/documents/kore1910.htm>

HANDOUT 2: ACROSTIC EXERCISE

Name: _____

Period: _____

Acrostic: Use the letters below to begin each line in creating a piece to explain your thoughts and feelings on the Occupation. Be as creative as you would like to be. Those of you who would like to, may choose to share them with the class at the end of the period.

P

R

E

J

U

D

I

C

E

HANDOUT 3: OCCUPATION PRESS TEAM PROJECT

Directions: The class will be divided into four equal sized groups. In your group decide who will take on each of the roles below. Then you will construct a newspaper page based on the era Korea was under the control of the Japanese.

It must include: 3 news articles, 1 editorial, appropriate pictures drawn for your stories and a political cartoon. It should give a broad overview of the era in the country assigned to your group (Korea or Japan/ Pro or Anti Occupation). This includes: major events, people, causes, results and conflicts.

I will provide glue, scissors, and construction paper. The press deadline for this is at the end of the class. This in class project is worth a quiz grade. Good luck!

Country:

Role:

Editor	Reporter	Editorial Writer	Cartoonist
<ul style="list-style-type: none">- Create newspaper layout- Keep group on task- Watch for press deadline- Create titles- Proofread others work- Assemble newspaper- If only 1 reporter is in your group, write 1 news story	<ul style="list-style-type: none">- Research topics- Write at least 1 news story- Proofread your stories- Make sure they are fact not opinion- Assign same work to a 2nd reporter if available/ if not then write 2 stories	<ul style="list-style-type: none">- Choose a subject to write on- Create an opinion piece on it- Proofread it- Help with news stories- Help with Political Cartoon	<ul style="list-style-type: none">- Create appropriate pictures for news stories- Design titles- Design political cartoon- Help with proof reading- Help with layout- Help with News stories

Who is your editor?

Who are your reporter(s)?

Who is your Editorial Writer?

Who is your cartoonist?

Resources: For completing this in class project I would suggest using your notes, study guide, textbook or your Beyond Books readings.

<u>Occupation Press News</u>	<u>Occupation Press News</u>	<u>Occupation Press News</u>
Historically Accurate ____/30 pts	Historically Accurate ____/30 pts	Historically Accurate ____/30 pts
Creativity ____/25 pts	Creativity ____/25 pts	Creativity ____/25 pts
Writing Skills ____/15 pts	Writing Skills ____/15 pts	Writing Skills ____/15 pts
Three News Stories ____/10 pts	Three News Stories ____/10 pts	Three News Stories ____/10 pts
Illustrations/ Decoration ____/10 pts	Illustrations/ Decoration ____/10 pts	Illustrations/ Decoration ____/10 pts
Editorial/ Political Cartoon ____/10 pts	Editorial/ Political Cartoon ____/10 pts	Editorial/ Political Cartoon ____/10 pts
Comments:	Comments:	Comments:

HANDOUT 4: EXCERPT FROM YOUNG ICK LEW'S BRIEF HISTORY OF KOREA

In 1905, in the wake of the Russo-Japanese War, the Japanese government unilaterally declared that Korea would henceforth be a Japanese protectorate. In August 1910, this status was altered, and Korea became a formal colony of the Japanese empire. This was the first time in Korea's long history that the entire country and its people were subjugated under alien rule. What made this situation even more galling was the fact that historically the Korean people had always considered themselves Japan's cultural mentors.

The untimely Japanese occupation stymied Korea's modernization process just as the country was taking steps to implement self-initiated reforms. Some historians who condone Japanese policy towards Korea claim that considerable progress was made in Korea's economic and educational systems during the colonial period. They argue that the Japanese occupation was in the long run beneficial to the modernization of Korea. Although it cannot be denied that there was some degree of economic progress between 1910 to 1945, the main beneficiaries were the Japanese and a handful of Korean collaborators. The majority of the Korean populace was reduced to a state of impoverishment and illiteracy.

Japan ruled Korea through the office of a Governor-General, who was usually a military man from the Japanese army or navy. During the first stage of the occupation (1910-1919), the Koreans were controlled by a draconian gendarmerie-police system, which deprived them of many basic civil freedoms. The stringent social controls finally produced a massive, nation-wide demonstration on 1 March 1919, referred to as the March First Movement. It compelled the Japanese to loosen their constricting grip on the Korean populace. During the second phase of colonial rule (1919-1932), the Government-General permitted the Korean people a degree of freedom of expression and assembly. In the early 1920s, for example, three Korean newspapers were published in the vernacular, and in 1927, a Korean political party composed of both rightist and leftist nationalists, the Sin'ganhoe (New Korea Society), was established. Because of the relatively tolerant political climate, even the socialists were able to get away with forming a clandestine Korean Communist Party in Seoul in 1925. It was also during this period that some modern colleges, including the Japanese-sponsored Keijo [Seoul] Imperial University and a half a dozen private Korean colleges were organized with public or private funding.

The third phase of Japanese rule (1932-1945) saw a return of draconian rule to Korea as the Japanese ruthlessly exploited Korean manpower and resources to support their war efforts in Manchuria (after 1932), mainland China (after 1937), and the Pacific (after 1941). The Korean people were forced to stop using their own language, to adopt Japanese names and to worship at Shinto shrines. In the end, however, such ruthless measures served only to further incense the Korean population and to fuel nationalist fervor.

The Japanese occupation period was marked by Korea's refusal to accept its protectorate status and annexation. The massive March First Movement inspired people from all rungs of society to fight for independence; its leadership was heterogeneous and consisted of members from Ch'öndogyo (formerly, Tonghak), Protestant, and Buddhist organizations. The size and intensity of the movement stunned the Japanese who had assumed that their brutal policies would eventually break the backbone of the Korean national spirit, not strengthen it. Although the movement subsided after 1919, Korean resistance at home continued in many forms: student demonstrations, labor strikes, tenancy disputes, and boycotts against Japanese goods. Despite renewed Japanese efforts to quell political resistance, Korean nationalists and communists continued to agitate against the Japanese in scattered movements throughout the country. In August 1944, for example, a clandestine political coalition, the Korean Independence League, was formed under the leadership of Yö Un-hyöng, a leftist nationalist. It was this league that later formed the Committee for the Preparation of Korean Independence (CPKI), the interim government that was established in Seoul immediately after the Japanese surrender in August 1945.

Korean expatriates in Shanghai, China, organized the Korean Provisional Government (KPG) in the wake of the March First Movement with Dr. Syngman Rhee as president. The KPG was the center of nationalist rightist activity, and it received financial support from Chiang Kai-shek's (Jiang Jieshi's)

Nationalist Government in China as well as from Korean emigrant communities in the United States and Russia. It functioned from the 1930s until Korea's liberation in 1945 under the leadership of Chairman Kim Ku. When Japan attacked Pearl Harbor in 1941, the KPG tried to gain formal Allied recognition of its legitimacy. Its representatives in Washington, D.C., including Syngman Rhee, lobbied the U.S. government. The KPG also enthusiastically supported the U.S. Army Office of Strategic Services in north China. Unfortunately, all this proved futile and the government-in-exile was largely ignored by world powers until the end of World War II.

The communist Yen'an Faction was another expatriate Korean group in China, which had fought the Japanese with Mao Zedong's Red Army in northwestern China. This group shaped the Korean Independence League and the Korean Volunteer Army in 1941 under the leadership of Kim Tu-bong and Mu Chông. Like the KPG, it also held as its ultimate objective the restoration of Korean independence. There was also another group of Koreans in China, identified in history as the Kapsan Faction or the Partisan Faction. This group conducted guerrilla attacks against the Japanese Kwantung Army in southwestern Manchuria after 1932, and the group's activities were part of the Northeast Anti-Japanese Allied Forces organized by the

Chinese Communist Party. One of its leaders was Kim Sŏng-ju, later known as Kim Il-sung. Kim's guerrilla unit, which numbered about three hundred at most, was composed mainly of Korean residents of Jiando (Kando in Korean) in southeastern Manchuria. In the early spring of 1941, it sought refuge from the Kwantung Army attacks in Vladivostok in the Russian Maritime Province. There, Kim and his band were incorporated into the 88th Regiment, a special task force of the Far Eastern Command of the Soviet Army. They received special training at the Okeanskaya Field School in Vladivostok and later at other similar institutions in Khabarovsk while awaiting the end of World War II.

When the war ended with the Japanese surrender on 15 August 1945, the Korean people received the news of their liberation with both jubilation and dismay: they were overjoyed that they were freed from the Japanese yoke but dismayed because their country was to be divided along the 38th parallel into two military occupation zones. The 38th parallel decision was masterminded by U.S. policy-makers in Washington, D.C. throughout the nights of 10-11 August as the best means of preventing the Russians from occupying the entire peninsula of Korea (a likelihood considering the fact that the Soviets had declared war on Japan on 8 August, one day after the first atomic bomb was dropped on Hiroshima).

President Harry S. Truman secured Marshal Joseph Stalin's promise to honor the 38th parallel on 16 August without ever having consulted a Korean. Apparently, neither of these Allied leaders fathomed that their rash decision would result in the permanent division of the country, which had been a unified political entity since 668, nor that it would pave the way for a devastating war within five years. Below the 38th parallel, South Korea was occupied by the United States' armed forces in September, a month after the Soviet military had begun to occupy the North. The U.S. occupation forces organized a military government, the United States Army Military Government in Korea (USAMGIK) in Seoul and ruled South Korea for three years with the support of the Korean Democratic Party, a conservative party comprising of landlords and the bourgeoisie. The USAMGIK refused to recognize the Korean People's Republic, an indigenous Korean government that had been hastily formed on 6 September by leftist nationalists and communists to replace the CPKI, which had been under the leadership of Yŏ Un-hyŏng. Consistent with the virulent distrust of communism, which characterized U.S. foreign policy at the time, the USAMGIK outlawed the Korean Communist Party, which had emerged under the leadership of Pak Hon-yong, a veteran communist agitator of the so-called Domestic Faction. It also refused to recognize the KPG and its leaders were allowed to return to Korea as private citizens, not as government officials. (Kim Ku and his group returned to Korea in November 1945, three months after the liberation.)

In the Cairo Declaration, issued on 1 December 1943 by President Franklin Delano Roosevelt, Prime Minister Winston Churchill and Generalissimo Chiang Kai-shek, the three Allied leaders, in anticipation of Japan's defeat, promised to grant independence to the Korean people "in due course." Marshal Stalin showed his support of this declaration in July 1945 when he signed the Potsdam Declaration. Although the world powers professed to give priority to Korean independence, it was never clear just how Korean autonomy was to be reinstated, as the phrase "in due course" connoted. During

World War II, American leaders had entertained the idea of placing Korea under a joint trusteeship of four powers, the U.S., the USSR, China, and Great Britain, for an unspecified period of time before granting Korea full-fledged independence. It was this idea that ultimately became the basis of the Moscow Agreement between the United States and the Soviet Union. Finalized in December 1945, four and a half months after the end of World War II, the Moscow Agreement clarified the procedure by which the Korean transition to autonomy would be conducted. The initial stage was entrusted to a U.S.-Soviet Joint Commission, which was to meet in Seoul to consult with Korean political leaders. The Joint Commission's mandate was to organize a provisional Korean democratic government.

All Koreans, with the exception of communists under Soviet influence, opposed the trusteeship plan as it was seen as a new type of colonialism. The Korean nationalists demanded immediate independence and engaged in various campaigns to frustrate it. Unperturbed, the U.S.-Soviet Joint Commission met in Seoul in the spring of 1946 and again in May 1947. It failed to agree on a feasible model for a unified Korean government because the U.S. and Soviet delegations could not agree on which Korean political group should be consulted in creating a new Korean government. In retrospect, it seems clear that the intensifying distrust in the Cold War between the U.S. and the Soviet Union made a negotiation of a bilateral agreement in Seoul unlikely. Finally, unable to break the impasse in the Korea situation through the Joint Commission, the United States opted to refer the issue to the United Nations. This was done in September 1947, forsaking its trusteeship plan *in toto*.

The General Assembly of the United Nations adopted a resolution in November 1947 calling for the establishment of a united Korean government through a general election that the UN would supervise. It organized a nine-nation commission, the United Nations Temporary Commission on Korea (UNTCOK), and authorized it to take necessary measures to hold a nation-wide election in Korea. The Soviet Union, which had vetoed the UN resolution, refused to cooperate with the UNTCOK's activities on the peninsula. UNTCOK nevertheless recommended that the proposed election be held in the areas where it was feasible, that is, only in the southern half of Korea. The Interim Committee (Little Assembly) of the UN General Assembly approved this recommendation in February 1948, and the proposed general election was eventually held in South Korea in May 1948. A Korean National Assembly thus formed and adopted the constitution in July and elected Syngman Rhee as the first president of the Republic of Korea (ROK). President Rhee proclaimed the birth of the ROK on 15 August 1948. The UN recognized the ROK on 12 December 1948 as "a lawful government having effective control and jurisdiction over the part of Korea where the [UN] Temporary Commission was able to observe and consult." The United States recognized the ROK on 1 January 1949 and withdrew its troops from the peninsula by late June of that year.