

KOREA - TIP

Grade 9
Modern World Studies

Ohio Standards

Connections:

History:

Analyze the global impact of post-World War I economic, social and political turmoil including colonial rebellion.

Geography:

Analyze the patterns and processes of movement of people, products and ideas.

Purpose:

This lesson is the second part of a unit which asks students to consider American President Woodrow Wilson's principle of self-determination, part of the Fourteen Points proposed at the end of World War I, which urged the world powers to allow people to determine for themselves how they are to be governed, then use prior knowledge and what they have learned in this lesson to select and evaluate a current situation which might exhibit similarities today.

Estimated Duration:

Five forty-five minute classes.

Commentary:

World War I began the decline of Imperialism. Controls were relaxed as the belligerent powers exhausted resources and colonial efforts increased in importance. Following the war the espousal of self-determination contributed to rising hopes as exhibited in popular movements among intellectuals. Instead the imperial powers reacted harshly to re-establish political control: a reaction which laid the groundwork for differing approaches for independence.

Materials and Resources:

Multiple descriptions of the March First Movement from differing perspectives (attachments)

Authorized textbook: *Modern World History: Patterns of Interaction*. Evanston, IL: McDougal Littell, 2006.

Supplemental textbook: Farah, Mounir, and Andrea Berens Karls. *World History: Human Experience*. Westerville, OH: Glencoe, 1994.

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Key Vocabulary

Treaty of Versailles

League of Nations

Fourteen Points

Self-determination

March First Movement

Korean Declaration of Independence

Instructional Procedures:

All students will research how the Great Powers dealt with Korea at the Paris Peace Conference. Small groups of students will then select one of the reading attachments describing the March First Movement from differing perspectives. Students will then compare with each other and with the text book to analyze what is said and omitted in these descriptions.

Attachments

Attachment Set 1:

Buzo, Adrian. *The Making of Modern Korea*. (New York, 2002), pp. 21-27

Attachment Set 2:

The Outline of Korean History (until August 1945). (Pyongyang, 1977), pp. 123-1

Attachment Set 3:

Lee, Ki-baik. *A New History of Korea*, translated by Edward W. Wagner with Edward Schultz. (Cambridge, MA, 1984), pp. 340-344

Attachment Set 4:

Cummings, Bruce. *Korea's Place in the Sun: A Modern History*, updated ed. (New

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2005), pp. 154-156.

Attachment Set 5:

Kim, Choong Soon. *A Korean Nationalist Entrepreneur: A Life History of Kim So 1891-1955*. (Albany, NY, 1998), pp. 49-55.

Attachment Set 6:

Gowen, Herbert H. *An Outline History of Japan*. (New York, 1927), pp. 386-388.

QuickTime™ and a
TIFF (Uncompressed) decompressor
are needed to see this picture.

Girl students demonstrating during the March 1 Movement.

http://www.gkn-la.net/images/photo_images/prelim_slides/3_08a.jpg

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are needed to see this picture.

Organized demonstrations erupt throughout Korea...
http://gkn-la.net/images/photo_images/Demonstration%20.jpg