

**Area of Study:** Korea

**Title:** Imperialism in the Korean Peninsula Dating Game

**Materials:**

**Materials for Han Conquest**

- Murphy, Rhoads. *East Asia: A New History*. Fifth Edition. New York: Longman, 2010.

**Materials for Mongol Conquest**

- Murphy, Rhoads. *East Asia: A New History*. Fifth Edition. New York: Longman, 2010.

**Materials for Japan**

[http://afe.easia.columbia.edu/webcourse/key\\_points/kp\\_11.htm](http://afe.easia.columbia.edu/webcourse/key_points/kp_11.htm) - A main idea outline of Korea as a Japanese colony from 1900-1945 sponsored by Columbia University

<http://www.lifeinkorea.com/Information/history2.cfm> - A timeline of 20<sup>th</sup> Century Korean history

[http://www.koreasociety.org/102\\_k-12\\_resources/103\\_by\\_subject\\_area/116\\_history/view\\_category.html](http://www.koreasociety.org/102_k-12_resources/103_by_subject_area/116_history/view_category.html)  
– Japanese Imperialism Lesson- Handouts 1 & 2 – An overview of Japanese Imperialism

<http://www.international.ucla.edu/eas/documents/kore1910.htm> - The text of the treaty of annexation of Korea by Japan, 1910 – PRIMARY SOURCE

[http://afe.easia.columbia.edu/ps/korea/colonial\\_experiences.pdf](http://afe.easia.columbia.edu/ps/korea/colonial_experiences.pdf) - Oral histories of Korea by the Japanese, sponsored by Columbia University – PRIMARY SOURCE

**Materials for Kim Il Sung**

<http://www.globalsecurity.org/military/world/dprk/kim-il-sung.htm> - A Biography of Kim Il Sung

<http://www.history.com/photos/korean-war/photo2> - Photo gallery from the Korean War

<http://www.biography.com/articles/Kim-Il-sung-9364759> - Biography & Rule of Kim Il Sung

<http://www.aasianst.org/EAA/connor.htm> - Kim Il Sung Profile: First person biography, political philosophy and rule.

[http://afe.easia.columbia.edu/ps/korea/korean\\_communist\\_party.pdf](http://afe.easia.columbia.edu/ps/korea/korean_communist_party.pdf) - Text of the Manifest of the Korean Communist Party in Shanghai – PRIMARY SOURCE

**Materials for USA**

<http://countrystudies.us/south-korea/9.htm> - A description of the American occupation of South Korea following World War II.

<http://31stinfantry.org/Documents/Chapter%208.pdf> – An account of American occupation of South Korea from the perspective of the US Army’s 31<sup>st</sup> Infantry Division.

**Time:** Two Class Periods

**Objectives:**

- Understand the different periods of Imperialism
- Demonstrate the different motives for Imperialism

**Standards:**

- Analyze the perspectives of the colonizers and the colonized concerning:

- a. Indigenous language;
- b. Natural resources;
- c. Labor;
- d. Political systems;
- e. Religion.

- Explain the global impact of imperialism including:

- a. Modernization of Japan;
- b. Political and social reform in China;

- Examine regional and ethnic conflict in the post-Cold War era including:

- b. Ethnic strife in Europe, Africa and Asia.

### **Overview:**

This lesson will work like the Dating Game. Korea will be the bachelorette. The USA, Kim Il Sung, Japan, the Mongols & the Han Dynasty will be the bachelors. The bachelorette will ask the bachelors will ask the following questions:

1. How do you propose we get together? (how did nation take over?)
2. How will you treat me when we are together? (how did nation administer Korea?)
3. What benefits will you provide to me? (what positive benefits were provided?)
4. What would my mother say about you after she meets you? (what negative effects were there?)
5. Why are you a better suitor for me than the other bachelors? (self-explanatory)

The bachelors will receive materials that explain how they conquered Korea, how they administered it and the positive and negative impacts of their control. Students will choose roles and conduct a round. The student assigned to Korea will ask each of the other students each of the questions and then decide how they think should rule over them. They can either choose 1 of the suitors or choose to remain single and rule themselves.

**Related TIPS:** None that deal specifically with the different time periods of Imperialism in Korea

### **Day One:**

- Teacher will divide the class into five heterogeneous groups and select one student to play Korea.
- Each group will be assigned one of the suitors (Han, Mongol, Japan, Kim Il Sung, USA). Given the resources, each group will have to find information on the following:
  - o How did you conquer Korea
  - o How did you rule Korea
  - o What benefits did Korea receive based on your administration
  - o What negative consequence did Korea experience

### **Day Two:**

- Actually play the game:
  - o The “bachelorette” will ask each of the suitors the above listed questions. Each suitor will have 1 minute to answer it.

- When all questions have been asked and answered the teacher will then ask the vote for who they think Korea should choose. Korea should then make up “her” mind by selecting which “bachelor” she chooses and explain why.