

Tip Lesson Plan for Korea

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Grades 9 and 10, World History

High School Level

Pangrace-Korea.doc

Using Oral History to Study the Effects of 20th Century Japanese Colonialism on Korea

- **Major Theme:** To understand what life was like for the average Korean citizen under the domination of the Japanese militaristic government of the 1930's and early 1940's. How the Japanese tried to eradicate Korean culture and impose Japanese cultural norms on their supposedly subservient Korean population.
- **Learning Objectives:** to see how tough it was for the people of Korea under Japanese occupation until the end of World War II and read about how some Korean people fought back against the cultural domination of Japan. This compendium of oral histories of Korean citizens who lived under this occupation will help them understand what life was like under the Japanese.
- **Materials Needed:**
 - A copy of the book *Under the Black Umbrella: Voices from Colonial Korea, 1910 – 1945* by Hildi Kang, Cornell University Press, 2001.
 - We will use only one section from this book – the chapter entitled “Becoming Japanese” pages 111 – 122. These pages can be photocopied and distributed to the students by the teacher.
- **Assignment:** The teacher will have already taught the students about the Japanese Empire, Japanese militaristic imperialism in the 1930's and their taking over of countries and colonies in East Asia as a precursor to World War II. Korea had been the one of the longest under Japanese occupation. The Korean nation has a unique heritage of being impacted pre World War I and II by the many American missionaries who traveled to East Asia, found success and converts in that country and opened up many educational and religious institutions within Korea. With that history during the late Nineteenth century and early Twentieth century, Korean historical ties with the West can be stressed. Students will read the pertinent chapter, and choose one person's experience to write a paragraph on how that person was able to retain their Korean cultural integrity in spite of Japanese pressure to conform to Japanese standards and expectations. The student will also cite the page in the chapter section and write about which Japanese cultural expectation the Korean person was either fulfilling or not fulfilling. This should take one 47-minute class, with the finished product of the written paragraph being turned in by the end of the class period.
- **Ohio Academic Content StandardsK-12 Social Studies : Grades 9 – 10 History “Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States, and the world.”(P.252)**

- **Benchmark D – Grade Nine:** “Connect Developments related to World War I with the onset of World War II” 20th Century Conflict (page 255)
 - 9. Assess the global impact of post-World War I economic, social and political turmoil including:
 - d. Rise of militarist and totalitarian states in Europe and Asia.