

**LESSON PLAN FOR
WORLD HISTORY ASSOCIATION PRIZE**

JAPANESE COLONIALISM IN KOREA 1910-1945

PRESENTED BY

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I. INTRODUCTION

The lesson is intended for World History II as well as Advanced Placement World History Classes. Thus it could also be used at the college level as well. The purpose of the lesson is to analyze primary source documents to examine the effects of Japanese imperialism/occupation in Korea and to use this documentary evidence to formulate an essay. It focuses on issues of modernization, nationalism and imperialism in the core curriculum. It fits into World History II when I discuss imperialism and the perspective of Japanese imperialism, thus putting an Asian focus and more global perspective of imperialism. I use it after I have discussed European imperialism in Asia. Thus the purpose of the overall lesson is to incorporate an Asian topic into a generally western coverage of Imperialism. My lesson shows that imperialism is not merely western powers taking over in Asia but Japan is the only non-Western power making imperialistic moves in Asia. The topic fits into the world history standards in the following areas:

Era 7 An Age of Revolutions, 1750-1914

Standard 5: Patterns of Global Change in the era of western military and economic domination 1800-1914.

Standard 5 C: The student understands the causes of European, American and Japanese imperialism and expansion.

Standard 5 D: The student understands transformations in South, Southeast, and East Asia in the era of the "new imperialism".

Era 8: A Half Century of Crisis and Achievement, 1900-1945

Standard 1 : Reform, revolution and social change in the world economy of the early twentieth century.

The links to current research include the new trend to present a global perspective and incorporate Asia into the core curriculum. This topic was presented by Jerry Bentley at the World History Association Conference in Colorado Springs which I attended and at the A.P. World History national training seminar at Northwestern University in Boston which I attended. Although I did not find any articles in the World History Association Journal, I did find his article "Asia In World History" by Jerry Bentley in Education About Asia Spring 1999, "Integrating Asia into World History" Perspectives from Three Pre-Collegiate Teachers, by Don and Jean Johnson also in the same issue, and "Asia in the Core Curriculum" in Education about Asia February 1996. I also attended a Virginia Council for History Education conference a few years ago in which Carol Gluck spoke. Teachers using this lesson can read the above articles plus the essays from Carol's book Asia in Western and World History: A guide for Teaching edited by Ainslie T.Eimbree and Carol Gluck which included the following essays: "Modern Korea 1860-1990" by Michael Robinson; "Themes in Korean History" by Michael Robinson and "East Asia in the National Standards" by Carol Gluck and also The World Of Asia edited by Akira Iriya, Harvard University (who also spoke at Virginia Council) "The World of Korea" by William Miller.

The Key links from this research includes offering the incorporation of an Asian topic and a different perspective on Japan. At the same time that Japan is being subjected to unequal treaties imposed by Western powers, Japan succeeded in imposing unequal treaties on China and Korea. However, oppressive Japanese imperialism, it claimed to act on behalf of the oppressed while keeping Taiwan and Korea tightly subordinate. This lesson reflects the recent

move to discuss trans-history (global) and cover patterns of human experiences. This topic has not been covered in detail in the textbooks. Through the documents the students can become historians themselves as they uncover the Korean people's struggle to escape the yoke of Japan so that they can grow into a modern nation. It gives students an up close and personal view of the "game of imperialism" in Asia. Through the documents the students come to an understanding of the only non-Western global power who developed effective control policies over Korea, stripping them of their national identity.

II. PROCEDURES FOR IMPLEMENTATION

Students are expected to read the short explanation in their textbooks plus I give them a hand out based on "Japanese Colonialism in Korea" from Korea: Lessons In World History (p. 71-72). I also give the students small excerpts from Michael Robinson's articles on Modern Korea to read. The teacher should read all of the above articles for information before starting the lesson.

After the initial reading introduction, the students are divided into 13 groups which allows for 2-3 students per group (for 30 students in class). Each group is given a copy of one of the documents. They are expected to analyze the documents and then answer the questions for the documents. When all of the groups are complete, the groups present the main points of their document to the whole group. Transparencies are made of each of the documents, which are displayed on the overhead as the students present. A transparency is also made of the data retrieval sheet. The student teachers fill out the main points of their document as they "teach" their document. All groups present their documents until each student has a completed data retrieval sheet of all the documents. This may take 2 days. There is then a discussion of the feelings of the people about the occupation and the types of methods the Japanese used to subjugate the Koreans.

After all documents have been presented, then the students use this information to write their essays. See the lesson plan for instructions. This is used as a homework assignment. On the due date, one accommodation is for the students to do a peer review. This is the way I can tell if the students have "gotten it." Otherwise the teacher can grade the essays using the rubric found in the lesson plan.

III. CONCLUSION

I think that the lesson went very well and the several Korean students that I have in class appreciated the coverage of their own history. Since the material has been covered in class I felt that the students felt confident to review their own peer's papers. For the lower students I would not do the essay in such detail, but just a paragraph. I would give the advanced students more background readings.

Other curriculum links that I use are to have the students create a timeline of events that led to the Japanese annexation of Korea, the events during the occupation and the end of the occupation. I would also have them write letter preferably as a Korean person under occupation to explain the effects of the occupation on the Korean people. I feel that I have helped accomplish Jerry Bentley's charge that it is "the task for historians to find ways to discuss the

experiences of Asian lands and investigate their role in the larger world.” By adding Japanese imperialism to the discussion, the students get a more global perspective of the topic.

APPENDIX:
LESSON PLAN
ANNOTATED BIBLIOGRAPHY

JAPANESE COLONIALISM IN KOREA 1910-1945
A DOCUMENT BASED ESSAY EXERCISE
BY DR. LINDA KAREN MILLER

GRADE LEVEL: 10-12

SUBJECT: World History II/A.P. World History

TIME REQUIRED: One 90 Minute period

OBJECTIVES:

As a result of this lesson students will:

1. Examine the effects of Japanese colonialism in Korea.
2. Use evidence to make plausible arguments, use documents to analyze point of view, context, bias, and understand and interpret information.
3. Formulate and support an essay from documentary evidence.

APPLICABLE NCSS STANDARDS:

This activity addressed the themes of culture; time, continuity and change; individuals, groups and institutions; and power, authority and governance.

MATERIALS REQUIRED:

Documents on Japanese colonial period in Korea.

RATIONALE:

The purpose of this activity is to introduce students to the effects of the Japanese colonialism in Korea through the analysis of primary source documents. Little is mentioned in textbooks to cover this topic other than the dates of annexation and the date of liberation. This is also good material for the students to compare with Western imperialism. It is appropriate for high school and a good activity for the new Advanced Placement World History course.

PROCEDURE:

1. Give background lecture on Japanese Colonialism in Korea using Handout 1 from Korea Lessons for High School Social Studies Teachers from the Korea Society, edited by Young Jin Kim Cho, p. 71-72.
2. Hand out primary source documents and have students answer questions.
3. Then using this evidence, draw conclusions and write an essay.

EVALUATION:

Students will be assessed on the depth of understanding of their essay using their essay using the criteria in the rubric.

DOCUMENT BASED ESSAY

This task is based on the accompanying documents (1-13). Some of these documents have been edited for the purpose of this task. This task is designed to test your ability to work with historical documents. As you analyze the documents, take into account both the source of each document and the author's point of view.

DIRECTIONS: Read the documents in Part A and answer the questions after each document. Then read the directions for Part B and write your essay.

HISTORICAL CONTEXT: The Japanese occupation of Korea from 1910-1945 went through several phases, sometimes relatively benign, others often very oppressive. Many political, social, and economic changes occurred in Korea during this period.

TASK: Using information from the documents and your knowledge of global history, write an essay in which you:

Compare and contrast the effects of Japanese colonial rule in Korea.

Describe political, economic, and social change that occurred during this period.

PART A SHORT ANSWER

DIRECTIONS: Analyze the documents and answer the questions that follow each document in the space provided.

DOCUMENT 1

Source: Korea: Tradition and Transformation by Andrew Nahm

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

1. What is the point of view of the Japanese from this document?

DOCUMENT 2

(Source: Korea: Tradition and Transformation. Andrew Nahm)

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 Korean, 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 Government 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...

2. How has the view point of the Japanese changed from the previous document?

DOCUMENT 3

(Source: Korea; Tradition and Transformation. Andrew Nahm)

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 without new visions and creativity has been lost?

If we are to make known to the world our past grievances, to deliver ourselves from our past 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....

3. What has happened to the Koreans under Japanese rule? What do they want?

DOCUMENT 4

THE WOMEN'S MOVEMENT AND POLITICS

(Source: Women of Korea: A History from Ancient Times to 1945 Editor Yung-Chung-Kim p. 259-261).

The Christian gospels served in awakening nationalism which developed into a resistance movement against Japanese colonialization. After the Ulsa Treaty (1905) Ewha students stopped studying at 3 PM every day to pray for national independence. Some of them organized an underground society called Patriotic Women's League. ...They made a plan to send a woman representative to the Peace Conference to be held in Paris in January 1919 to disclose the inhuman oppression of the Japanese colonial rule and to appeal to the whole world for Korea's independence. But because of the imprisonment of Pak In Dok and Sin Chul-lyo their move ended in failure.

It was not a coincidence that the Ewha students took an active part in the March First Movement in 1919. They served as a forward guard standing at the very front of the procession. Many were wounded or killed. On March 19, Hwang Ae-dok and many others were arrested and imprisoned for three years.

Among the student participants the most notable, perhaps was Yu Kwan-sun (1904-1920) who was a secondary school student at Ewha Haktang at the time...When the Government-General issued orders to close all schools because of the student unrest, Yu returned to her hometown where she, her brother, and several friends decided to hold a rally similar to the one held in Pagoda Park. They secretly made contact with the people in the surrounding area and arranged to have the gathering on the first of March by the lunar calendar. On that day Yu addressed the crowd assembled in the marketplace. They waved the national flag and shouted for national independence. The incident at once brought in the often earned her the title of Korean Joan of Arc.)

4. What strategies did the Koreans use to combat the Japanese oppression?

DOCUMENT 5

STATEMENT BY NATIONAL COUNCIL OF KOREA APRIL 22, 1919

(Source: Korea's Fight for Freedom) p. 305.

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 we 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...

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 and firmly safeguard the tripod relationship of the Far East and further duly warn the people of Japan.

5. What further strategies have the Koreans organized?

DOCUMENT 6
EDUCATION POLICY

(Source: Korea: Tradition and Transformation by Andrew Nahn) p. 250)

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.

6. What changes did the Japanese make in the Korean education system?

7.

DOCUMENT 7
KOREAN STUDENT BULLETIN DECEMBER 1928

(Source: Korea: Tradition and Transformation by Andrew Nahn p. 253)

...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...Their graduation from a school in itself brings them nothing... (Chances for Koreans who graduated from unapproved private high schools to higher educational institutions were very poor throughout the colonial period. Most graduates of private colleges became teachers in private schools.)

7. How did the Japanese colonial period increase discontent in social, economic and educational issues?

DOCUMENT 8
POEM BY CH'OE NAM-SON

(Source: Korea: Tradition and Transformation by Andrew Nahm p. 218)

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 the all the wealth of the world,
They cannot prevail.
Righteousness is the sword
With which we watch over the path.

8. Describe the mood of the poem.

DOCUMENT 9
EDUCATION ORDINANCE MARCH 4, 1938

(Source: Korea: Tradition and Transformation by Andrew Nahm p. 255)

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 the 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...

9. Summarize the cultural and social changes brought about by these ordinances.

DOCUMENT 10
PLEDGE OF THE IMPERIAL SUBJECTS OCTOBER 1937

(Source: Korea: Tradition and Transformation p. 255)

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.

The memorization of these pledges was required of all Koreans.

10. Analyze the impact of reciting this pledge upon the Korean people.

DOCUMENT 11
Seizures, Suspensions and Closures during the Japanese Occupation

(Source Chosun Ibo booklet p. 18-19)

Soon after the start of World War II the Chosun Ibo refused to comply with "voluntary closures" as suggested by the Japanese, who had sought to wipe out Korean Language newspapers. Finally on August 10, 1940 the Chosun Ibo met with the fate of forced closure and published its last edition No. 6923. Four short lines from a regular Chosun Ibo column called Palmyunbong described the grave atmosphere of that fateful day. They allude to the despair of undergoing long hardship without fulfilling one's destiny and bid farewell to readers.

"Enduring stormy weather, the Chosun Ibo has voiced my opinion each day for 20 springs and 20 autumn. My mission is over today. I am going, going. Mayall you former and future readers enjoy the best of health and luck."

11. What aspect of life has been violated here?

DOCUMENT 12

(Source Korea's Fight for Freedom p. 199)

Some Koreans in China sent a petition to the American Minister in Peking which dealt with some moral aspects of the Japanese rule of Korea. They said:

"The Japanese have encouraged immorality by removing Korean marriage restrictions and allowing marriages without formality and without regard for age. There have been marriages at as early an age as twelve. Since the annexation there have been 80,000 divorce cases in Korea. The Japanese encourage, as a source of revenue, the sale of Korean prostitutes in Chinese cities. Many of these prostitutes are only fourteen and fifteen years old. It is part of the Japanese policy of race extermination by which they hope to destroy all Koreans...

The Japanese Government has established a bureau for the sale of opium and under the pretext that opium was to be used for medicinal purposes has caused Koreans and Formosans to engage in poppy cultivation. The opium is secretly shipped into China. Because of the Japanese encouragement of this traffic, many Koreans have become users of the drug."

12. What social aspects are covered in this document?

DOCUMENT 13

NATIONAL LABOR MOBILIZATION ORDINANCE 1939

(Source: Korea: Traditions and Transformation by Andrew Nahm p. 250)

The National Labor Mobilization Ordinance depleted the labor force from rural areas and light industries in order to meet the increasing demands for labor by newly established heavy war industries. Those who hid were hunted out and forcibly shipped from villages and town to various industrial sites. ...IN addition many Korean workers were mobilized to meet the labor shortage in Japan. From 1939-1945, close to one million Korean youths were shipped to mines and factories in Japan. As a result, the Korean population in Japan jumped from 690,502 in 1939 to 2, 400,000 at the end of the colonial period. Moreover, tens of thousands of young Korean women were sent to war fronts to provide sexual services to Japanese troops.

When Korea's twenty-five million people were liberated from Japan, Korea was an exhausted land, its natural resources and manpower had been ruthlessly exploited and its energies had been sapped for Japan's vain dream of dominating all of Asia.

13. What caused the decline of Korean population?

BIBLIOGRAPHY OF SOURCES

Eckert, Carter. Korea: Old and New. Cambridge: Harvard University Press. 1990. Kim, Yung Chung. Women of Korea A History from Ancient Times to 1945. McKenzie, F.A. Korea's Fight

for Freedom. Seoul: Yonsei University Press. 1969/ Nahm, Andrew, Korea: Traditions and Transformation. Seoul: Hollym International Corporation, 1996.

PART B ESSAY

DIRECTIONS:

1. Write a well organized essay that includes an introduction, several paragraphs and a conclusion.
2. Use evidence from the documents to support your response.
3. Do not simply repeat the contents of the documents.
4. Include specific related outside information.

HISTORICAL CONTEXT:

Korea was occupied by Korea from 1910-1945. Many political, social and economic changes occurred in Korea during this period.

TASK:

Using information from the documents and your knowledge of Global History write an essay in which you:

- Discuss political, economic and social changes that occurred during this period.
- Compare and contrast the impact of these changes on the Korean people.

SCORING RUBRIC

5

Thoroughly addressed the task by accurately interpreting most of the documents plus incorporating outside information related to the documents.

Discusses all aspects of the task.

Richly supports the discussion with accurate and appropriate use of facts, examples and details.

Analyzes the conflicting perspectives presented in the documents--weaves documents into the body of the essay.

Includes a strong introduction and conclusion.

4

Addresses most of the task by utilizing most of the documents and incorporating limited outside information that may be somewhat uneven in treatment.

Discusses most aspects of the task.

Supports thesis with accurate and appropriate use of facts, examples and details. Reflects the conflicting perspectives and complexity of the conflicts--discussion of the documents may be descriptive and analytical.

Includes a good introduction and conclusion.

3

Addresses some of the task by utilizing some of the documents and incorporating little or no outside information that may be somewhat uneven in treatment.

Attempts to complete some of the task.

Supports the discussion with some facts, examples and details--minor errors in factual information may occur.

May acknowledge conflicting perspectives. Discussion of the documents may be more descriptive than analytical. Paraphrasing of the documents may be present.

Restates the theme in the introduction and concludes with a simple restatement of the task.

2

Attempts to address the task with limited use of the documents. No outside information is apparent.

Little attempt to complete the task.

Little discussion or use of factual data.

Reiterates the contents of the documents--only one perspective may be acknowledged or may ignore the complexity of the conflicts under discussion.

Has vague or missing introduction and/or conclusion.

1

Demonstrates a very limited understanding of the perceived conflicts.

Little or no completion of the task.

Contains significant factual errors.

Little to no discussion or use of factual data--significant inaccuracies may exist.

Fails to use or only vaguely refers to the documents.

Has no introduction or conclusion.

DATA RETRIEVAL SHEET FOR JAPANESE OCCUPATION DOUCMENTS

DOCUMENT: TYPE OF DOCUMENT/DATE MAIN POINTS/PERSPECTIVE

1
PROTOCOL

2
ANNEXATION

3
INDEPENDENCE

4
WOMEN

5
NATIONAL COUNCIL

6
EDUCATION

7
KOREAN STUDENT

8
POEM

9
EDUCATION ORDINANCE

10
PLEDGE

11
SEIZURES

12
PETITON

13
LABOR

ANNOTATED BIBLIOGRAPHY

Bentley, Jerry. "Asia in World History", Education about Asia. Vol. 4 No.1 Spring 1999, p.5-9.

Excellent background material for teachers and gives ideas for incorporating Asia into other topics. There is brief mention of imperialism.

Choi, Yong Jin, editor. Korea Lessons for High School Social Studies Courses. New York: The Korea Society, 1999.

Lesson plans from previous Korea Society Fellowship winners to Korea such as myself. Has excellent background material for teachers but good handouts for students.

De Bary, Theodore. "Asia in the Core Curriculum", Education About Asia February 1996, Vol. 1 No.1 p. 19-25.

Good background material for teachers.

Eckert, Carter. Korea: Old and New. Cambridge: Harvard University Press, 1990.

Documents for the lesson came from here. Also good background reading for teachers.

Embree, Ainslie, and Gluck, Carol, editors. Asia in Western and World History. Armonk, New York: M.E. Sharpe, 1997.

The essays by Michael Robinson are excellent background material for teachers and some excerpts for more advanced students (although this is a more difficult read than William Miller's essays. Carol Gluck has done an excellent job of listing the history standards and how they apply to the topics.

Johnson, Jean and Don. "Integrating Asia into World History: Perspectives from Three Pre-Collegiate Teachers", Education About Asia Vol., 4 No.1 Spring 1999, p. 10-15.

Good reading for teachers. It has interviews of three teachers and how they use Asia in the curriculum. There is brief mention of imperialism.

Iriye, Akira, editor. The World Of Asia, Wheeling, Illinois: Harlan Davidson, 1995.

The essays on "World of Korea" by William Miller are excellent background material for teachers and some excerpts could be used for the more advanced students.

Kim, Yung Chung. Women of Korea A History from Ancient Times to 1945.

Good background reading for teachers. Contains some of the documents.

McKenzie, F.A. Korea's Fight for Freedom. Seoul: Yonsei University Press, 1969.

Good background reading for teachers. Contains some of the documents.

Nahm, Andrew. Korea: Traditions and Transformation. Seoul: Holly, International Corporation, 1996.

Contains some of the documents.