

Harmony and Order: Lessons from the Korean Peninsula

Table of Contents

PREFACE	1
by Peter Herndon	
Introduction by Hesung Chun Koh	

Part I

CHAPTER 1: Class Understanding on Korea	9
by Hesung Chun Koh	
<i>Survey of participants' level of understanding of Korean culture</i>	

CHAPTER 2: Korean Culture in the East Asian Context	17
by Hesung Chun Koh and Christopher Y. Park	
<i>Introduction to Korean culture; Understanding cultural values in East Asian context</i>	

CHAPTER 3: History of Modern Korea	33
by Peter Herndon and Hesung Chun Koh	
<i>Modern Korea Timeline 1:</i>	
<i>Korean history from the time of the Japanese Colonial period to the present.</i>	
<i>Modern Korea Timeline 2:</i>	
<i>Personal experience of a Korean American Female Scholar in Korea and in the U.S.</i>	

CHAPTER 4: North Korea:	44
Perspective of a Korean-American Son, with Roots in North Korea	
by Christopher Yongchul Park	
<i>Discussion of the origins and history of North Korea. Review of recent events in the Korean Peninsula and their implications for maintaining stability in the region.</i>	

CHAPTER 5: Korean Mask Dance Drama: Art of Hanp'uri and Tension-Releasing	49
by Hesung Chun Koh	
<i>Case Study: PONGSAN Mask Dance Drama</i>	
<i>Korean Mask Dance Drama: An Introduction and Workshop Curriculum Materials</i>	
<i>By Christopher Yongchul Park</i>	

Part Two
Teachers' Curriculum

CHAPTER 6: The Power of Culture in a Multicultural Society	85
Modern Day Korean Lessons in Conflict Resolution	
By Chris Brennan	
<i>The Basis of Culture:</i>	
<i>An understanding of culture and how personal identity issues relate to culture.</i>	
CHAPTER 7: The Basis of Culture - Heritage Box Lesson	91
By Robert Osborne	
<i>Self-examination exercise to assist the student in understanding their personal cultural values.</i>	
CHAPTER 8: The Grand Tragedy of Jeju Island	97
By Robert Rhone and Maxwell Comando	
<i>A case study to understand genocide. Presentation of Korean Culture curriculum for classes in World Civilization for New Haven Public Schools. Materials for World History, Area Studies and U.S. History courses.</i>	
CHAPTER 9: Peace Island: Bringing Peace to a Conflicted World	143
By Christopher Brennan	
<i>Exploring ways to bring the concept of reconciliation into the classroom through a study of the work and activities of the Peace Island Movement in Jeju, Korea.</i>	

Appendix

A Few Useful Korean Phrases	150
Biographical Profiles of Contributors	151
About East Rock Institute	155
Bibliography and Suggested Reading	157
About Teach Korea Corps	161

The Grand Tragedy of Jeju Island: A Case Study to Understand Genocide

UNIT AUTHORS: Robert Rhone and Maxwell Comando
Completed with the support of the East Rock Institute

SUBJECT/GRADE LEVEL: World History, 9th grade

LENGTH OF UNIT: One marking period

ESSENTIAL QUESTION(S):

How do genocides happen?

Who should be held accountable for past genocides? Can they still be prosecuted?

Does the amount of diversity in a society increase the likelihood of genocide?

Does intolerance and prejudice lead to genocide?

What were the main causes of the Grand Tragedy of Jeju?

Who is responsible for the Grand Tragedy?

How can society reconcile after the events of genocide?

OVERALL UNIT OBJECTIVES:

1. To provide lessons and activities that will engage students in broadening their worldview;
2. To enrich students' experiences and broaden their viewpoints regarding a people different from their own, e.g. the people of Korea;
3. To encourage students to achieve an appreciation for another culture's values, customs and rituals and to compare them with their own;
4. To explore the notions of cultural competency and multiculturalism within an East Asian framework;
5. To apply the eight stages of genocide to The Jeju Incident as well as other historical events;
6. To express the human consequences of genocide through art and poetry.

21st CENTURY COMPETENCIES:

- Problem Solving and Critical Thinking: Lessons # 1,2,4,5,6
 - Students will consider the reconciliation process as happening now and develop ideas to contribute to it.
- Creativity and Innovation: Lessons # 3,6,8-11
 - Students will use primary source documents to create an original poem about the incident.
 - Students will create an art project to honor the victims of a range of genocides.
- Accessing and Analyzing Information: Lessons # 2,3,5,7,10
 - Students will closely read primary source testimonies to further understand the Grand Tragedy's impact.
- Initiative, Self-Direction and Accountability: Lessons # 8-11
 - Students will self select the genocide they want to do indepth research on.
- Citizenship and Responsibility: Lessons 7, 11
 - Students will share their art project with the public with the responsibility of explaining why genocide happens.

District Social Studies Competencies and Performance Indicators (PI):**Competency 1 - Critical Reading and Inquiry:** *Lessons # 1-4*

- a. Determine the meaning of and analyze the use of words and phrases in disciplinary sources.
- b. Comprehend a variety of sources in different modes.
- c. Contextualize and analyze sources of different types (maps, cartoons, paintings, text, etc.) to interpret historical and current ideas, topics and events.
- d. Identify, select and cite relevant information from a variety of primary and secondary sources.
- e. Craft and respond to compelling and supporting questions.

Competency 2 - Research and Argument: *Lessons # 6-7*

- a. Form an arguable claim or thesis.
- b. Gather sources related to a specific topic or to support a claim.
- c. Evaluate information to determine the most useful evidence to support a claim.
- d. Organize and clearly present an argument using various methods appropriate to your audience, context and purpose.

Competency 3 - Applying Disciplinary Concepts and Tools: *Lessons # 2,5,11*

- a. Apply geographical concepts and tools to analyze historical and current ideas, topics, and events.
- b. Apply historical concepts (continuity and change, cause and effect, comparing and contrasting, contextualization, etc.) and tools to analyze historical and current ideas, topics, and events.

Competency 4 - Communication and Civic Participation: *Lessons #8-11*

- a. Communicate about topics and issues in the social sciences in an organized, clear manner orally, through visuals, and in writing
- b. Present information or an argument using effective tools (visuals, technology, audio, etc.) to achieve your purpose.
- c. Evaluate and choose actions in order to impact an issue of local, national or global importance, applying knowledge of government and society.

LESSON OBJECTIVES:

LEARNING: See Lesson Outline Below

VOCABULARY TERMS: Genocide, Eight Stages of Genocide, Grand Tragedy of Jeju Island, reconciliation, responsible party, memorial, cause and effect, closure.

SKILL BUILDING: See Lesson Outline Below

LESSON ACTIVITIES/DISCUSSION QUESTIONS: See Lesson Outline Below
(Read, Discuss, Write, Review, etc.)

Here is a road map of lesson suggestions that teachers could use to customize the learning experience for your classroom.

<p>Lesson #1.</p>	<p>Building background knowledge: Mystery text with image of shooting incident (QFT) View youtube video cartoon summary of shooting incident https://youtu.be/MjkqPby36pM Current events article Discussion about police action</p> <p>Students will be able to: Develop open and closed ended questions surrounding a mystery text (Kang Yo Bae picture of 1948 incident)</p> <p>Students will be able to: Interpret current events and make predictions that connect with created questions. Student handout #1 Student handout #2</p>
<p>Lesson #2.</p>	<p>Timeline research: Research single events from provided timeline Organize events in order and discuss cause and effect Make predictions about importance and impact</p> <p><i>Students will be able to: Organize different events of the Jeju Incident into a chronological sequence.</i></p> <p><i>Students will be able to: Make predictions/inferences about the importance and impact of specific events on the timeline.</i></p>

Lesson #3.	<p>Found poem: Read and evaluate testimonies Use text to create impactful found poem</p> <p><i>Students will be able to: Analyze and evaluate primary source material from the Jeju Incident</i></p> <p><i>Students will be able to: Create a found poem using primary sources</i></p>
Lesson #4.	<p>8 stages of genocide: Introduce 8 stages Create anchor charts Apply the event of Jeju to the 8 stages Was the Grand Tragedy genocide?</p> <p><i>Students will be able to: Identify and describe the 8 stages of genocide</i></p> <p><i>Students will be able to: Apply the events of Jeju to decide if the incidents should be recognized as a genocide</i></p>
Lesson #5.	<p>Geography: Maps of island Displacing Jeju residents\</p> <p><i>Students will be able to: Describe the geographic make up of Jeju Island</i></p> <p><i>Students will be able to: Discuss the impact of Jeju's geography on the 4.3 Incident</i></p>
Lesson #6.	<p>Memorial project: View the "Ghosts of Jeju" Documentary Evaluate memorial Create memorial art project idea (numbers focused) Develop a plan for an April 3rd memorial day What could YOU do about reconciling this event?</p> <p><i>Students will be able to: Evaluate reconciliation efforts being conducted on the island surrounding the 4.3 incident</i></p> <p><i>Students will be able to: Brainstorm ideas for class/school memorial surround-ing the Jeju incident</i></p> <p><i>Students will be able to: Create a plan for a genocide memorial art project</i></p>


<p>Lesson #7.</p>	<p>Reconciliation: Essay prompts: What has happened? What should happen? Who's responsible? To what extent should the people responsible take action. (SEMINAR/MOCK TRIAL/ESSAY)</p> <p><i>Students will be able to: Synthesize the impact of cause and effect on the 4.3 Jeju incident</i></p> <p><i>Students will be able to: Analyze the forces of cause and effect in order to conclude who is the responsible party for the Jeju Incident</i></p> <p><i>Students will be able to: Propose or evaluate actions for the responsible party to achieve reconciliation</i></p>
<p>Lesson #8.</p>	<p>View "Paper clips" documentary Discussion questions</p> <p><i>Students will be able to: Reflect on the "Paper Clips" documentary</i></p> <p><i>Students will be able to: Evaluate the impact and importance of Genocide memorial movements</i></p>
<p>Lesson #9.</p>	<p>Introduce genocide examples Self select the genocide of interest for research project</p> <p><i>Students will be able to: Identify a specific historical Genocide that (s)he wishes to research</i></p> <p><i>Students will be able to: Conduct independent research on their chosen genocide</i></p>

Lesson #10.	<p>Research Field journal 8 stages Timeline Found poem Art project idea</p> <p><i>Students will be able to: Create a summative research paper surrounding their Genocide of choice, crafted through the lens of the 8 Stages</i></p>
Lesson #11.	<p>Presentations: Tri-fold boards Art project</p> <p><i>Students will be able to: Present their findings in a whole class format</i></p> <p><i>Students will be able to: Closely listen to peer presentations and provide constructive feedback on the process.</i></p>

SUGGESTED ASSESSMENT ACTIVITIES/TASKS

- Field research journal
- Trifold board including detailed research and timeline
- Found poem from testimonies
- Art project expressing human consequence
- Essay about reconciliation
- Classroom discussion
- Classroom participation

S South Pacific governments tried to
 why in 1963...
U ...
R ...
V ...
I ...
V Volcano Island: The escape
E I grew up hearing about 4.3 & on
 not an exception in this regard



S. M. F.

The Struggle of Tokelau Islanders

The Tokelau Islands are a group of three coral atolls in the South Pacific. They were the only islands in the world where the population was declining. In 1945, the population was 1,661. By 1965, it had fallen to 1,114. This was due to a combination of factors: a high death rate from diseases like tuberculosis and malaria, and a low birth rate. Many young people were leaving the islands to work on other islands or in New Zealand. The islands were a paradise before the war, but after the war, they became a place of struggle. Blood, ashes, orphans and unspeakable devastation.



Appendix A Found Poem Instructions

<https://www.facinghistory.org/resource-library/teaching-strategies/found-poems>

Found Poems Rationale

Found poems are created through the careful selection and organization of words and phrases from existing text. Writing found poems provides a structured way for students to review material and synthesize their learning.

Procedure

Step one: Create a List of Words, Phrases, and Quotations.

Ask students to review any text related to the unit of study, including work on the walls of the classroom, journal entries, primary source documents, and the text itself. As students look over these texts, have them record words, phrases, or quotations that are particularly interesting or meaningful. We recommend that they identify between 15-20 different words or phrases so that they have plenty of ideas from which to choose when composing their poem.

Step two: Determine a Theme and Message.

Now students identify a theme and message that represents some or all of the language they have selected. A theme is a broad concept such as obedience or loyalty. A message is a specific idea they would like to express about this theme. For example, "decision-making" is a theme. A message about decision-making expressed by humanitarian Carl Wilkens is, "Every situation is an opportunity and every opportunity demands a decision." Often it is helpful for students to do this step with a partner. Students can trade lists and describe the themes or main ideas they see in their partner's list.

Step three: Select Additional Language.

Found poems only use words that have been collected from other sources. So, once students have selected a theme and a message, they may need to review their materials again to collect additional language.

Step four: Compose your Poem.

Students are now ready to arrange the language they have selected to create their poems. One approach to this task is to have students write all of the words and phrases on slips of paper, so that they can move the slips around until they are satisfied with their poem. Let students know that they cannot add your own words when creating a found poem (not even articles or prepositions), but they can repeat words or phrases as often as they like. Also, when composing found poems, students do not need to use all of the words or phrases they have previously selected.

Step five: Share

Students can read their poems aloud to the class. Alternatively students can read the poems silently. First, have students pass their poems to the left once. Have students read the poem, write a comment (students should sign their name to their comment), and then pass the poem again to

the left for another comment. Depending on how much time you have, you might allow for three or four passes, or you might have time for students to comment on all of the poems created by their classmates.

Step five: Discuss

This activity can end with a final discussion about what the prompts reveal about the material students have just studied. Prompts you might use to structure this discussion include: What strikes you about these poems? What do they have in common? How are they different? What surprised you when reading them?

Variations

- **Group found poem:** The instructions above assume that students are writing their own poems. But, the same process can be used for small or large groups of students who create found poems together. You can have each student select one line for the found poem. Or, you can have the group determine the words and phrases that will be used but allow each student to create his/her own arrangement of this language.
- **Poets' statements:** While composing the found poems helps students review and synthesize what they have learned from a unit, the poem itself does not always reveal the thinking that has gone into creating this work. For that information, you can ask students to write a statement explaining their poem. Questions students can answer in this statement include: What is the message of your poem? What "evidence" can be found in your poem that supports this message? Why is this message important to you?
- **Publish the found poems:** Students can publish their poems, in printed format or on the web, as a way to share them with an outside audience.
- **Organize a poetry reading:** Another way to have students share their poems is in a poetry reading. This could be an evening activity where the students from other classes, parents and teachers are invited to attend. The audience should be invited to ask students questions about their poems.

Appendix B

Number of Victims chart (287) Student handout

MAX

Table 1: Number of Victims each year (14,028 registered victims total)

	1947 Or Before	1948	1948	1948	1948	1948
Total	101	7,443	4,802	1,100	326	256
Ratio	0.7	53.1	34.2	7.8	2.3	1.8

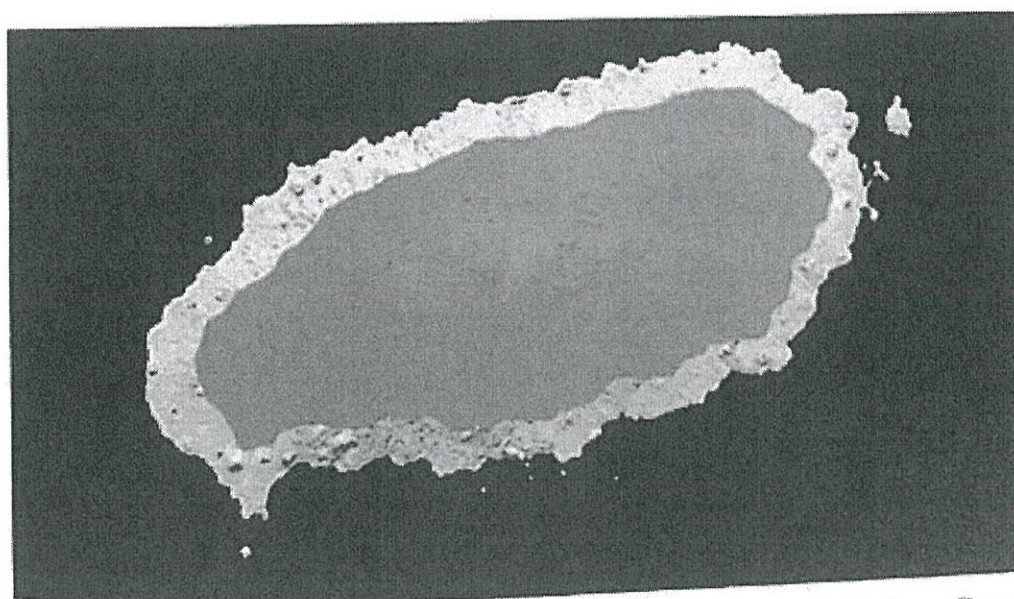
Additional hard copies have been made to supplement Appendix F. These just need to be scanned and uploaded to this document. They come from the The National Committee for Investigation of the Truth about the Jeju April 3 Incident Report.

Appendix C

who try to put the national sovereignty in jeopardy by breaking the island's peace and threatening the safety of residents. We order no entrance to areas further into Mt. Hallasan than 5km from the coastline of Jeju and in other mountainous areas, without permission, from October 20 to the end of military operation to sweep unpatriotic extremists who committed unpardonable atrocities hiding in Mt. Hallasan.

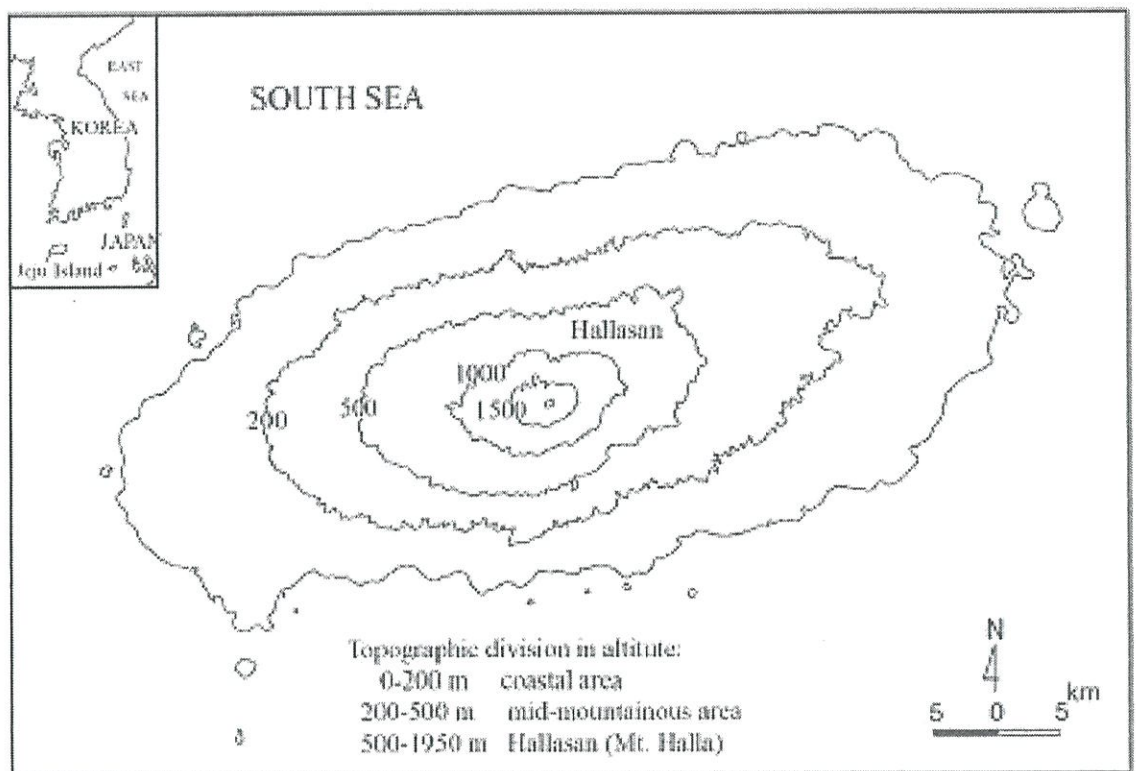
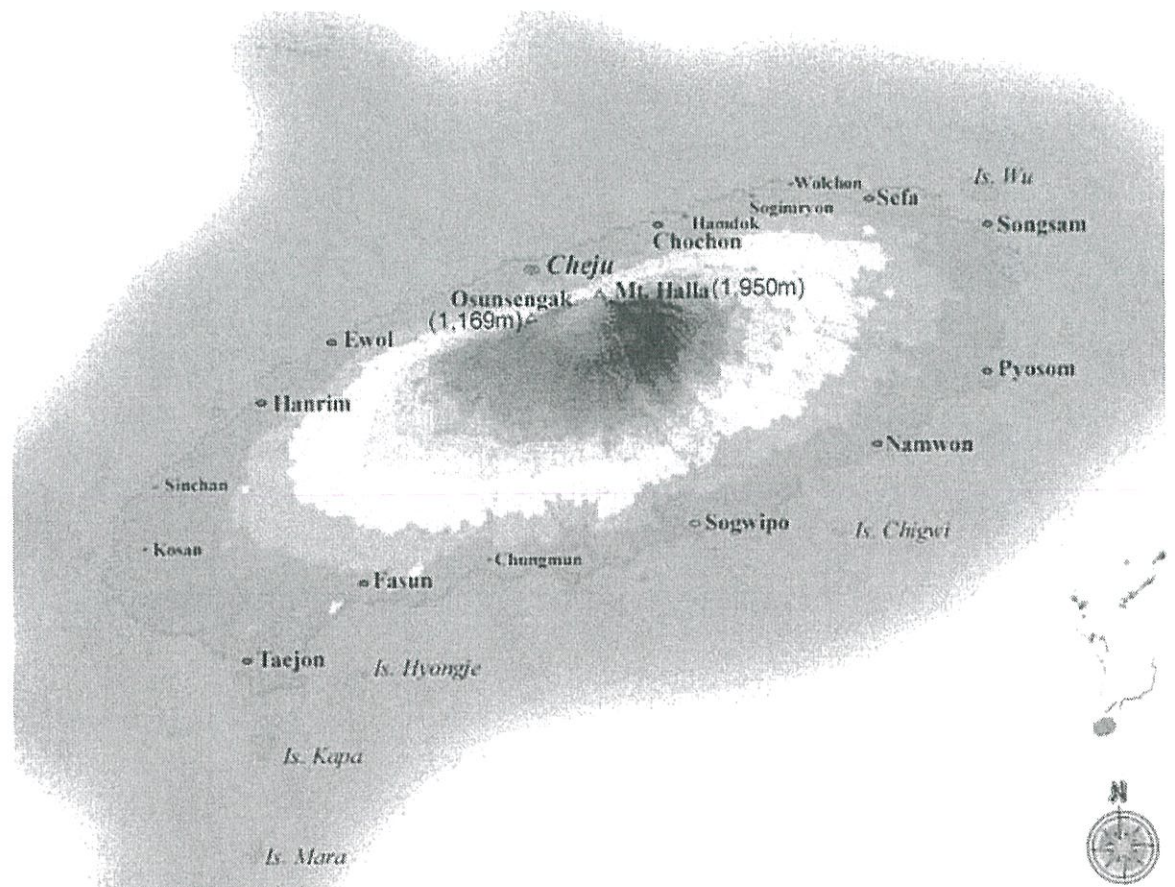
Anyone who violates this order, whatever the reason may be, will be regarded as a rebel and shot to death. If you need to pass mountainous areas for specific reason, you can obtain a special pass issued by the military upon request and be assured of safety.

- *Joseon Ilbo*, October 20, 1948



▲ Hostile areas marked as in the statement issued by Song Yo-chan, Commander of the 9th Regiment

Appendix D



Appendix E

 Human Death Toll Based on Different Data

Number		Time presented	Presenter	Data	Note
Victims	Refugees				
15,000		49.2.15	Father Sweeney	U.S Embassy Document '49.3.14	
20,000		49.3	Associated Newspapers	'Yeonhap Shinmun '49.3.4	
	64,378	49.3	6 Jeju representatives	'Dong-A Ilbo '49.3.12	
15,000		49.3	Armed Forces Korea Headquarters	Armed Forces Korea Headquarters '49.4.1	
17,000		49.4.2	LA Compatriots	Letter to President Truman from Korean compatriots in LA '49.4.2	
15,000		49.4.10	New York Times	'New York Times '49.4.10	
15,000		49.5	U.S Army Advisory group	U.S Embassy Document '49.5.18	
	70,000	49.5.17	Gi Young Jang	'Cabinet Council Meeting Minutes '49.5.17	
40,000		49.6	Young Jin Kim correspondent	'Kyunghyang Shinmun '49.6.28	
30,000		49.6	Jeju authority	'Joseon Jungang Ilbo '49.6.28	population 282,942 (1946) 250,400 (1949)
29,702	97,703	49.9	Seoul Newspaper	'Seoul Shinmun '49.91	Ministry of home affairs vice-minister was with them
30,000	80,000	49.9	Jae Gwon Seo	'Shinchunji '49. September edition	
30,000		50.2.10	Governor Chung Hui Kim	'Prime Minister's office document '50.2.10	
27,719	78,534	50.4	Governor Yong Ha Kim	U.S. Embassy Document '50.5.23	
60,000		52.9.27	Father Ryan	Ryan's Letter '52.9.27	
27,719		53.	Jeju provincial office	'Jejudosacillam'	
65,000		60.5.30	Member of National Assembly, Dam Ryong Koh	'Jeju shinbo '60.5.31	
50,000 ~60,000		60.7	Chang Moo Koh	'Chosun Ilbo' '60.7.17	

Appendix F

 The Domestic and International Political Situation

Date	Jeju-do	South Korea	The US • The Soviet Union • North Korea
12-Mar-47			Truman Doctrine caused the Cold War between the US and the Soviet Union.
3-Apr-48	The armed incident broke out in Jeju.		
8-Apr-48			The US provisionally decided to withdraw the US Armed Forces in Korea by the end of December, 1948.
15-Aug-48	The establishment of the government of the Republic of Korea was proclaimed.		
24-Aug-48	The right to command the South Korean Army was vested in the US Army in accordance with Executive Agreement between Korea and US Concerning Interim Military and Security Matters.		
26-Aug-48	Provisional Military Advisory Group (PMAG) was established.		
9-Sep-48			The government of the Democratic People's Republic of Korea was established.
15-Sep-48	The US Army started to withdraw from South Korea.		
19-Sep-48			The Soviet Union announced withdrawal its army from North Korea by the end of the year, according to the United Nations Resolution.
22-Sep-48		Anti-national Activist Punishment Law was proclaimed.	
8-Oct-48	A rumor came out that a submarine of the Soviet Union appeared on the coast of Jeju-do.	Rhee Syng-man called for a postponement of withdrawal of the US Army from South Korea.	
11-Oct-48	Jeju Defense Headquarters were established.		
17-Oct-48	A decree not to go more than 5km from the coast was issued.		

Appendix F
Page 2

19-Oct-48		Rebellion of Yeosu 14 th Regiment	
2-Nov-48		Rebellion of Daegu 6 th Regiment	
mid-November, 1948	A strong repression operation started. Mountain villages were set on fire and the residents were killed.		
17-Nov-48	Martial Law was declared.		
1-Dec-48		The National Security Law was proclaimed.	
12-Dec-48			The United Nations approved the government of Republic of Korea, calling for an immediate withdrawal of the US Army and the Soviet Army.
17-Dec-48			The US Department of State asked for reconsidering withdrawal of US Armed Forces in Korea that was scheduled for the end of December.
25-Dec-48			The Soviet Union completely withdrew its army from North Korea.
29-Dec-48	The 9th Regiment was replaced with the 2 nd Regiment under the control of Commander Ham Byeong-seon.		
2-Mar-49	Jeju Command Post under the control of Commander Yoo Jae-hong was established.		
23-Mar-49			The withdrawal of the US Armed Forces in Korea was decided to be postponed until the end of June, 1949.
10-May-49	Reelection for the National Assembly was held.		
15-May-49	Jeju Command Post was disbanded.		
6-Jun-49		Attack on the Special Committee for Investigating Anti-national Activities	

Appendix G

21-Jun-49		Fraction Incident at The National Assembly	
26-Jun-49		Kim Gu was assassinated by Ahn Du-hui.	
29-Jun-49	The US Armed Forces in Korea were completely withdrawn, leaving 500 military advisors.		

Appendix H

40 _ A Guide to the History of the Jeju 4-3 Incident

<Table 1-1> Number of 4-3 Victims and Victims' Families

(Unit: No. of people)

		Victims					Families
		Total	Dead	Missing	Disabled	Imprisoned	
Result of Review	Sub-Total	14,311	10,249	3,583	233	246	59,599
	Qualified	14,231	10,245	3,578	163	245	59,225
	Disqualified	78	4	3	70	1	371
	Withdrawn	2		2			3

<Table 1-2> Number of Victims by Gender

(Unit: No. of people)

	Total	Dead	Missing	Disabled	Imprisoned
Total	14,231	10,245	3,578	163	245
Male	11,241	7,704	3,217	97	223
Female	2,990	2,541	361	66	22

<Table 1-3> Number of Victims by Age

(Unit: No. of people)

	Total	Dead	Missing	Disabled	Imprisoned
Total	14,231	10,245	3,578	163	245
Under 10	770	679	73	18	
11-20	2,464	1,684	601	90	91
21-30	5,461	3,277	2,027	46	109
31-40	2,291	1,652	601	9	29
41-50	1,383	1,190	181	-	12
51-60	959	886	69	-	4
61-70	557	541	16	-	
Over 71	344	334	10	-	
Age Unidentified	2	2	-	-	

Appendix I

Cases of unfavorable treatment	Percentage (%)
Examination for public officials	26
Entrance examinations including military academy	23
Job applications to or promotion in state, public or private enterprises	18
Promotion in the military or the police	16
Traveling at home and abroad, and immigration procedure	8
Daily lives under surveillance	30
Background checks	60

This survey clearly shows that it is imperative to recover the honor of those dead victims of the 4-3 incident and to protect human rights and recover the honor of survivors as well.

Chapter 3

Civilian Massacres and Ending the Incident

1. Execution of the Scorched Earth Strategy

The Rhee Administration founded the Jeju Defense Headquarters on October 11 and sent more troops to the island. However, things became out of control because on October 19 the 14th Regiment in Yeo-su, South Jeolla Province refused to follow the order of going to Jeju.

On November 17, martial law was declared on Jeju. Before that, Song Yo-chan, the Commander of the 9th Regiment, issued a statement that anyone who entered the mid-mountain areas more than 5 km from the coastline would be regarded as a rebel and be shot to death. This was when the suppressive operation which would annihilate villages in the mid-mountain areas started to unfold.

With regard to this, an intelligence report from the US Army said that based on the assumption that all the villagers in the mid-mountain areas have provided aid and support for the armed guerillas, the 9th Regiment has adopted a program of mass slaughter on those residents. Kim Jeong-mu, Intelligence Officer in October 1948, testified that inside the Army the operation of setting fire to villages was called scorched earth strategy. President Rhee thought that support from the US, fully aware of the importance of South Korea, could be highly likely only if the whole 4-3 incident came to an end, and he ordered the military to carry out merciless crackdown on Jeju. This implied that the scorched earth strategy was conducted sharing the same logic with the US. It was a reflection, with the Cold War deepening, of the willingness of the US to build a protective wall in Asia against Communism.

Appendix K

Originally, the "scorched earth, ground zero strategy" was derived from war tactics of ancient China, called *Gyeonbyeokcheongya* (meaning to block all provisions to enemy forces by bringing in all grains in the field while fortifying a rampart). In the 20th century in East Asia, the Japanese Army adopted and applied this strategy, especially during the full-scale attack on Korean paramilitary in 1909. Then they also used this strategy to kill Korean resistance troops and independence activists in the Gando Massacre in 1920, and Chinese in Nanjing Massacre in 1937. This strategy was also known as tactics of setting fire to houses, killing residents and looting houses (three atrocious acts) and tactics of burning houses to the ground, killing and starving residents to death (three acts of eliminating everything) in military base areas where enemy forces were stationed. This atrocity was resurrected by officers of the Korean Constabulary who had served the Japanese Imperial Army during the Japanese colonial rule. The 4·3 incident was the epitome of the scorch earth strategy.

It is also used in the same way as the Three All Strategy or Annihilation Strategy in military strategy and other military principles.

- Statement of Commander of the 9th Regiment Song Yo-chan

Statement of Commander of the 9th Regiment Major Song Yo-chan on October 17, 1948

For the purpose of maintaining peace on the island and bringing prosperity and safety for people, we the military ask Jeju citizens to fully cooperate with us, because in accordance with the supreme order of the government we are going to purge dissidents

4.3 Uprising and Armed Clashes

1. Armed Uprising on April 3, 1948

It was 2 in the morning on April 3, 1948. An armed uprising led by the Jeju Branch of the South Korea Labor Party began with signal fires blazing at every *oreum* (parasitic volcano) around the slopes of Mt. Hallasan. At dawn that day, a group of 350 armed men simultaneously attacked 12 of 24 provincial police stations. The police, Seobuk Young Men's Association's quarters, and houses of key figures affiliated with right-wing organizations including the People's Association for Promoting Independence and the Daedong Youth Corps were also targeted for attack. For the day of April 3, the casualties were as follows: four policemen were killed and six injured, two unaccounted for; among civilians including rightists eight were killed, nineteen injured; two of the armed rebels were killed, one captured.

Two types of letters of plea were distributed by the armed rebels while launching the attack on April 3. One was a warning sent to the police, public officials, and members of Daedong Youth Corps targeted by the armed rebels:

Dear police officers! We resist oppression. The Jejudo guerrilla unit defends the people, standing with them. Conscientious police officers! If you do not want resistance, stand on the people's side. Conscientious public officials! Decide what course you will take as soon as possible, carry out your tasks, protect your jobs and fight to the end against vicious colleagues. Conscientious police officers and youngsters from Daedong Corps, who are you fight-

ing for? Koreans would have to defeat foreign enemies who trample on our territory. Koreans should beat down traitors who betray their own country and people and even slaughter the patriotic. Police officers! Point a gun at our enemy. Do not point a gun at your parents and siblings. Conscientious police officers, young people, and proponents of democracy! Stand on the people's side immediately. Respond to and rise up against the anti-American, save-the-nation movement.

Below is the other letter of plea, sent by the armed rebels to the people of Jeju:

Fellow citizens! Dear parents and siblings! Today, on April 3, your sons, daughters and younger brothers and sisters rose up in arms, against a South-only election and government and for the reunification and independence of our homeland, and for the complete liberation of the people! We rose up in arms against the atrocious slaughter done by American cannibals and their cat's-paws that force you into hardship and unhappiness! To relieve your deep-rooted resentment! You should defend us who fight for the victory of our country and rise up along with us, responding to the call of the country and its people.

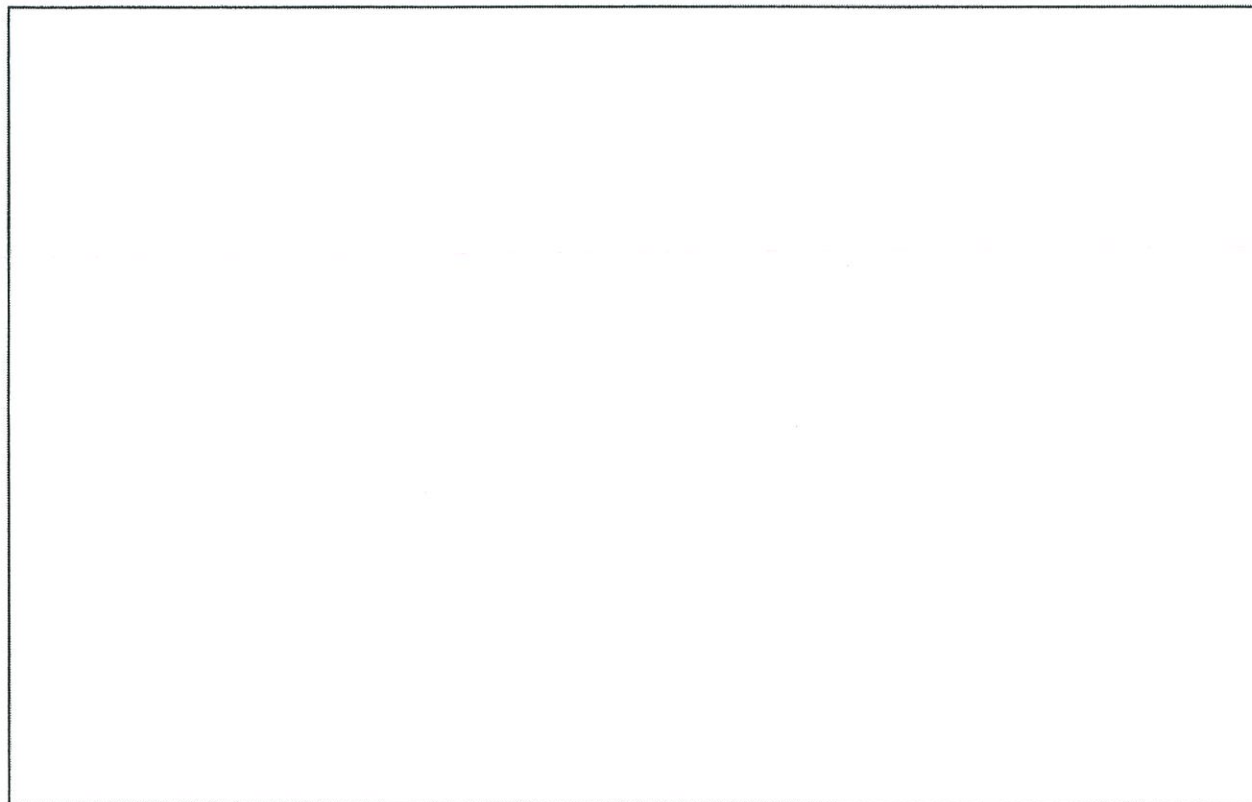
The armed resistance group was under the military unit of the Jeju branch of the South Korean Labor Party, consisting of the most skilled guerilla forces and their subordinate defense forces and special forces. It is estimated that around 350 were mobilized on April 3. Throughout the 4·3 incident, the armed resistance group numbered about 500. The armed rebels possessed only 30 rifles at the onset of the uprising on April 3, but were reinforced with more firearms after they attacked the police

Appendix M

Name _____

Found Poetry Assignment

Part 1:



Part 2:

Create a found poem by assembling the words and phrases you have selected. Organize the words and phrases in a way that creates new meaning. (See examples). Copy your poem onto a piece of paper and add illustrations that relate to the theme.

- The poem does not have to follow a particular rhyme scheme.
- Be sure to use punctuation.
- Found poems must be at least 10 lines long.
- The poem must have a creative title that reflects a theme.
- The mood created by your poem must compliment the chosen theme.

Step Three:

Select and organize the words and phrases in a way that creates new, unified meaning.

FOUND POEM SAMPLE

(from *To Volcano Island: 65 Years after the Jeju Uprising*)

Healing After Tragedy

My mind found it odd that a grown up...was learning how to speak.
 Beomdori was dragged to witness an execution including his father
 His mother lost her sanity, Beomdori his power of speech.

Killers did not simply kill,
 They took their time.
 They looked for "them" but often
 Found uninvolved and innocent villagers.

I was raised to think it was shameful not to know about 4.3
 But even the shedding of tears was a crime.
 Whether they even knew what communism was, we do not know.

A special law has been passed
 Recovering the honor of the victims
 But it is still difficult to grasp exactly what happened.

January 2000

A formal apology made to the people of Jeju
 A museum, monuments, and rituals take place

	Novice 1	Emerging 2	Competent 3	Exemplary 4
Title	The title is vague and does not connect to the theme.	The title is vague and is slightly connected to the theme.	The title connects to the theme but does not increase the meaning of the poem.	The title increases meaning of the poem and connects to the theme.
Choice and arrangement of words and phrases	Most of the words and phrases were not from novel, and/or were chosen and arranged without purpose	A few of the words and phrases are not found in novel/were chosen without purpose/mechanically arranged	Most of the words and phrases are from the novel and most were chosen and arranged with purpose	All of the words and phrases are from the novel were chosen and arranged with purpose
Theme	The poem does not centre on a theme.	The poem begins to center on a theme.	The poem centres on a theme.	The poem clearly focuses on a distinct theme.

Score: _____

Discussion Questions:

What is the message of your poem?

What "evidence" can be found in your poem that supports this message?

Why is this message important to you?

Appendix N

Station 1: Geography of Jeju

1. What is the name of the highest point on Jeju?
2. What is the altitude of the highest point?
3. What do you notice about the area designated as a "Hostile Area" by Song Yo-Chan?
What do you think this means for the citizens of Jeju?
4. What did Army Major Song Yo-Chan's statement demand from citizens of the island?
5. Do you agree that this order would help maintain peace on the island? Why or why not?

Station 2: Testimony of Survivors. For this station, choose the testimony of 2 survivors of the Jeju 4.3 Tragedy.

Name of Survivor _____

Date of Birth: _____

Reason for arrest _____

Treatment after arrest _____

Personal reaction to this story - What, if any, rights of this person were violated? _____

Name of Survivor _____

Date of Birth: _____

Reason for arrest _____

Treatment after arrest _____

Personal reaction to this story - What rights do you feel were violated of this person? _____

Station 3 - Victim Data Analysis

How many victims have officially been reported to the Korean Government? _____

What is the youngest age range? _____ # of victims in this category _____

What is the Oldest Age Range? _____ # of victims in this category _____

Describe the "Scorched Earth Policy" in your own words. What impact did this have on the island?

Look at the document titled "Human Death Toll Based on Different Data".

What is the highest number of victims reported on the sheet? _____

Which presentation of Victims and/or Refugees do you think is the most reliable? Explain your answer explain-ing where the data came from, when it was presented, and the time it was presented (49.2.15 = Feb 15th, 1949)

Station 4 - Treatment of Family Members and Victims after the 4.3 Tragedy

What happened to South Korean people who tried to discuss the events of the 4.3 tragedy?

Why do you think the Government would pass this law?

Does this match up with any of the 8 stages of Genocide? Explain your reasoning

Which form of “unfavorable treatment” of family members and survivors do you think has the most serious impact on an individual’s life? Explain your reasoning.

Appendix O

Name _____

Class Period _____

Part I Directions: Match the following historical events from the Jeju 4.3 Tragedy with the correct stage of genocide. Only Seven of the Eight stages will be used so make sure to use the BEST FIT for each stage.

Classification Symbolization Dehumanization Organization
Polarization Identification Extermination Denial

1. Members of the Korean Army and Right Wing Militias kill at least 15,000 Koreans determined to be rebels. Different estimates range from 30,000 - 60,000 people killed out of a population of 300,000.

Stage Name: _____

2. A Korean Anti-Communism law made it illegal to talk publicly about the events of the Jeju 4.3 Tragedy after 1953. Even shedding a tear in public for a lost family member was considered illegal and could result in Jail time or physical abuse.

Stage Name _____

3. After Jeju rebels attacked a Police station on April 3rd, 1948 (4.3), a Korean General labeled all of Jeju Island as "An Island of Communists (Reds)"

Stage Name: _____

4. Members of the Korean Army believed they were ridding the island of "Communist pest" and "vicious animals" when they were killing Jeju islanders.

Stage Name: _____

5. Members of the American Military worked with Korean Generals to create a plan that forced most villagers to move from their homes surrounding Mt. Halla to designated areas and camps along the coastline of the Island. This was done to separate "rebels" from innocent civilians.

Stage Name: _____

6. The US Military coordinated efforts with the Korean Military to force people to move to the coastline, create plans for the military to kill all villagers who did not leave the mountainous regions and planned a strategy to go from village to village practicing the "scorched earth" policy of destroying everything in their path.

Stage Name: _____

7. Korean Army General issued a statement that anyone found in the villages surrounding Mt. Halla would be seen as a rebel and killed without question. This was done to help make the Army's job easier in determining who was a threat and needed to be eliminated and who was not.

Stage Name: _____

Part II

Your task is to create a claim that answers the question, "Should the world consider the Jeju 4.3 Uprising to be a genocide?" Support your claim using evidence from the definition below, facts on the front of the paper and knowledge you have gained from class. Then form a warrant explaining why the evidence you provided proves your claim is correct. You must also include what you think is appropriate action to take to stop these crimes from happening in the future.

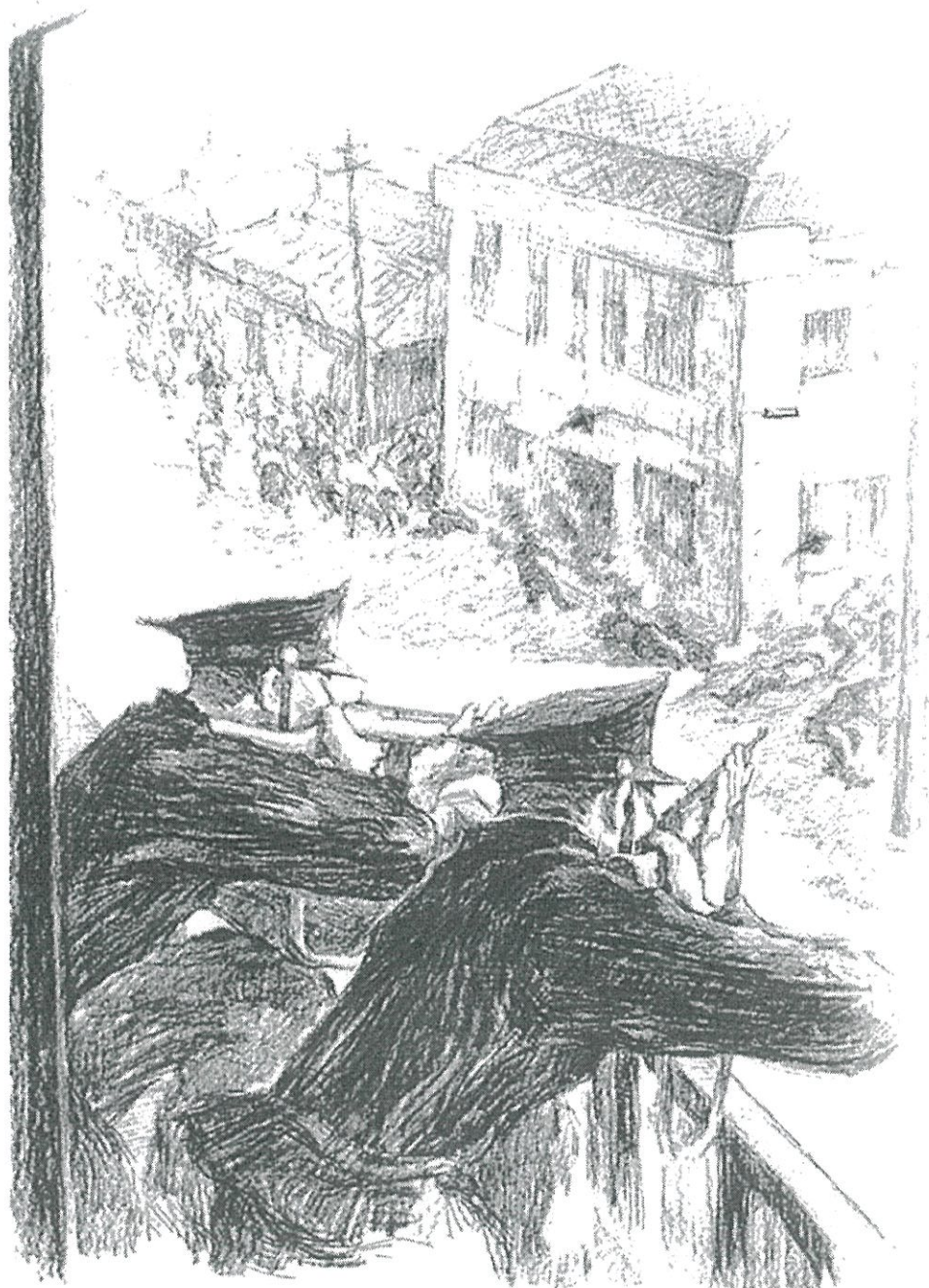
Genocide: Any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:

1. Killing members of the group;
2. Causing serious bodily or mental harm to members of the group;
3. Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
4. imposing measures intended to prevent births within the group;
- (e) Forcibly transferring children of the group to another group

Appendix P
Student hand out #1

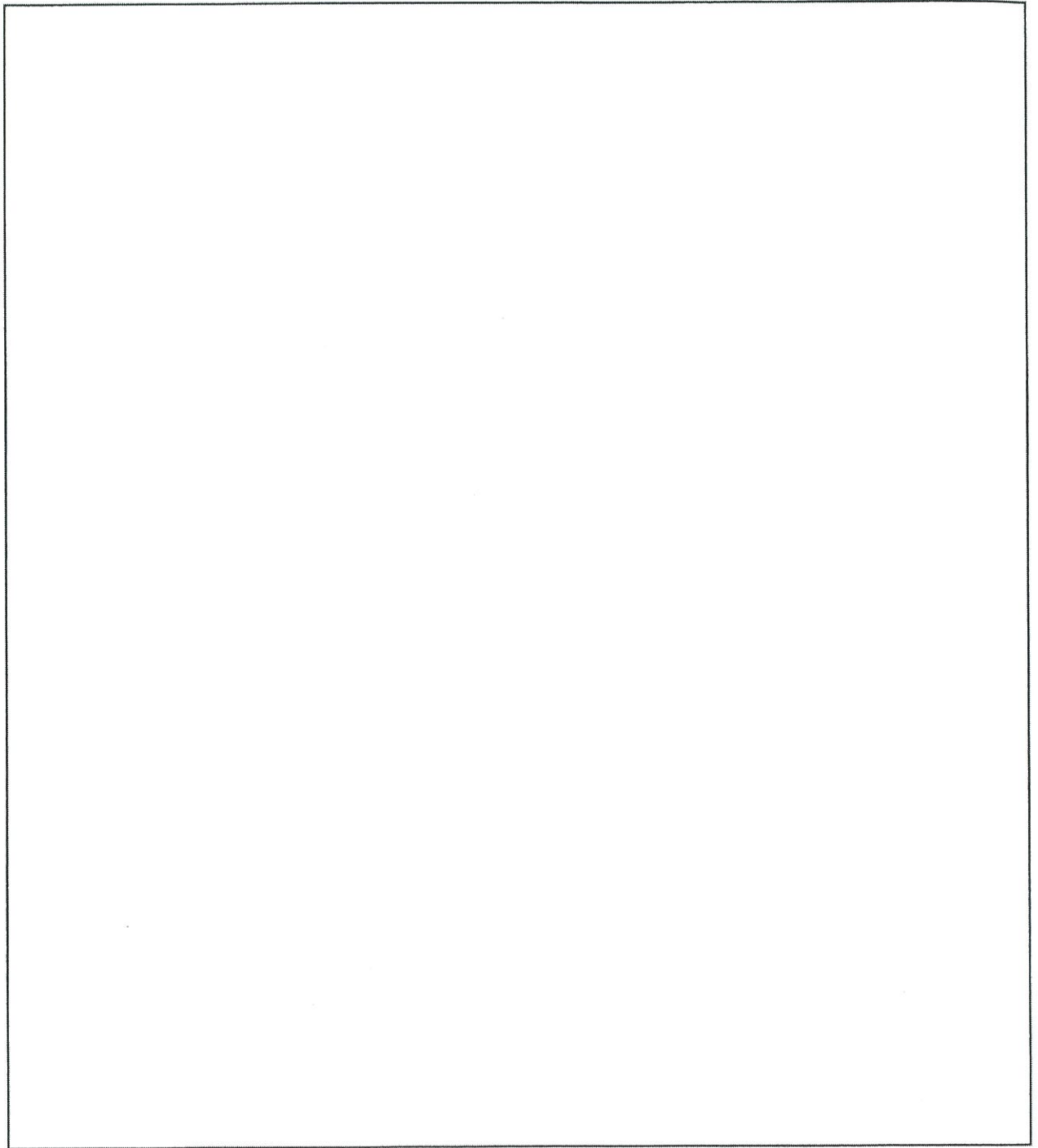
NAME _____

With your groups, look at the image below and write down as many questions as you can within the time given. Try to turn statements about the image into questions.



Appendix P page 2

Write down your questions in the box below:



Now look at all the questions you have written, circle the closed questions (Questions that could have a definite answer, for example "What year was this drawn?") and underline all of the open questions (Questions that do not have a definite answer, for example "What is it like to live in Korea?")

Appendix Q

Student hand out #2

NAME _____

After viewing the cartoon video respond to the following question, be prepared to discuss your learning:

1. What questions from the sketch were answered in the video?

2. What new questions do you have?

3. In your own words describe what you think happened at the shooting incident:

4. Predict what will happen after the events depicted in the sketch and the video:

Appendix R 8 Stages of Genocide on Jeju island		
Stage	Characteristics	Examples from the grand tragedy on Jeju:
1. Classification	People are divided into "us and them".	
2. Symbolization	"When combined with hatred, symbols may be forced upon unwilling members of victim groups..."	
3. Dehumanization	"One group denies the humanity of the other group. Members of it are equated with animals, vermin, insects, or diseases."	
4. Organization	"Genocide is always organized... Special army units or militias are often trained and armed..."	
5. Polarization	"Hate groups broadcast polarizing propaganda..."	
6. Preparation	"Victims are identified and separated out because of their ethnic or religious identity..."	
7. Extermination	"It is 'extermination' to the killers because they do not believe their victims to be fully human".	
8. Denial	"The perpetrators... deny that they committed any crimes..."	

Appendix S

NAME _____

While viewing the film "Ghosts of Jeju" Consider the questions below and respond to them.

Consider the information presented about the 4.3 grand tragedy on Jeju:

In the film list as many facts as you can about the incident in the box below:

The main idea being presented in this film is that war is bad and we should not be militarizing the world, what are some facts presented that support the idea that the United States is militarizing the world:

Do you agree with the main idea presented in the film, that the United States shouldn't militarize the world, or do you have a different idea about the US and its position around the world, explain your response below:

Appendix T

Islanders still mourn April 3 massacre 3/31/2013 written by Song Jung Hee

It was only after a lapse of 50 years that Jeju's worst tragedy was openly unveiled at home and abroad. Before then, publicly discussing or addressing it was taboo or labeled as the suspicious acts of communists or leftists. Not until January 2000 when a Special Act was decreed by the Korean Government calling for an official investigation of the incident did a number exist of how many Jeju residents were massacred during the incident.

Most people know that this hauntingly beautiful island earned UNESCO World Natural Heritage status, but what fewer know is the fact that, after the 1950 Korean War, April 3, 1948, was the second largest massacre in Korea's modern history. Scars of the onslaught are omnipresent on the island. Oreum seen everywhere on Jeju are not only secondary volcanic cones, but are often also the graveyard of many souls.

The April 3 Uprising, according to a statement released by the April 3rd Research Institute, was the "brutal suppression by the Korean government against armed rebellion in Jeju during the period of April 3, 1948, to Sept. 21, 1954." Primary causes of the Jeju uprising, however, are a far more complex interplay of different factors - the Jeju people's deep mistrust and anger toward government maladministration and Japanese police officers who abused their authority; co-stationing of the local and national army with a U.S. military presence; and a controversial looming election after the partition of the peninsula. In addition to that, lingering social unrest after the independence from Japanese rule was another cause of chaos in Jeju.

An article titled "Jeju Island as the center for human rights and peace in the 21st century" in Peace Island, a magazine published by Institute of Peace Studies, depicted Jeju during that time as a society struck by "infectious diseases, years of famine, lack of basic foods, and a high unemployment rate" because of a sudden influx of refugees after liberation. All of these together boded ill for the future of Jeju Island.

Bruce Cumings, a professor at the University of Chicago who shed light on American involvement in the massacre, wrote that Jeju Island was unstable because "direct control of food rationing has also been placed in the hands of politicians responsive to Governor Yu Hae Jin, an extreme rightist." Yu was known to be dictatorial in his dealing with opposing political parties and "unauthorized grain collections have been five times as high as official ones in 1947."

Such political and social unrest continued to mount until it came to a head on March 1, 1947(*), (Korean Independence Movement Day) in what became known as the "shooting incident." Not only were Jeju people commemorating the Korean struggle against Japanese rule, but they also planned rallies on March 1 to denounce the upcoming general elections scheduled for May 10, 1948. The elections were seen by Jeju residents as a unilateral attempt of the U.S. ruling government under the U.N. flag to separate a southern regime and to employ its first president Syngman Rhee.

As the celebration at Gwandeokjeong, Jeju City, progressed, a batch of police officers from the

mainland opened fire on the crowd, killing six and injuring eight people. Outraged, a group calling themselves the Jeju chapter of the South Korea Labor Party attacked police stations, burned polling centers for the upcoming election and attacked political opponents and their families. Imprisonments and a ruthless crackdown of the government on the left soon began, followed by torture which led to three deaths in prisons. An American investigator witnessed 35 prisoners crowded into a single 10 by 12 foot cell.

A series of general strikes of both private and state companies was staged to protest against both police oppression and the general election. Yang Jo Hoon, a leading 4.3 researcher and now a vice-governor of the Jeju provincial government, said, "The U.S. military rule administration concluded that Jeju was a red island on which most Jeju residents had leftist tendencies." He continued, "Under U.S. military rule, Jeju Island, which protested against the government, was a thorn in the side."

At 2 a.m. on April 3, 1948, a full-scale uprising began. Rebels attacked police stations and government offices, killing an estimated 50 police. A cycle of terror and counter-terror soon developed. Police and rightists brutalized the islanders.

John Merrill, who in 1975 completed his master's thesis on Jeju's 4.3 massacre, wrote "nowhere else did such a violent outpouring of popular opposition to a postwar occupation." The massacre was even described in *The New York Times* (Oct. 24, 2001) as "a campaign to cleanse ... any communist insurgents."

Officially 39,285 homes were demolished and more than half of the island's villages destroyed, concentrated mostly around Halla Mountain. Of 400 villages, only 170 remained. According to a report by the National Commission on the Jeju April 3 Incident, 25,000 to 30,000 people were killed or simply vanished, with upwards of 4,000 more fleeing to Japan as the government sought to quell the uprising. As the island's population was at most 300,000 at the time, the official toll was one-tenth of the inhabitants. However, some Jeju people claim that as many as 40,000 islanders were killed in the suppression. This clash led to many deaths of U.S. military personnel, Korean police and right-wing youth alliance members, as well as the guerillas and civilians who were branded as traitors and sympathizers.

In January 2000, more than 50 years after the tragedy, a Special Law was passed, requiring the government to look into the truth of the 4.3 incident. Efforts have been made since then to reassess the scope of the onslaught, compensate casualties and bereaved families, and restore the honor of the 4.3 victims. In October 2003, President Roh Moo-hyun apologized on behalf of the national government to the Jeju people for the April 3 Incident, stating, "Due to wrongful decisions of the government, many innocent people of Jeju suffered many casualties and destruction of their homes." Roh continued, "To those people who died innocently, I pay respect and pray for their souls."

It was the first time an incumbent president had made an official apology for the 1948 massacre.

The residents of Jeju Island, now newly branded as "The Island of World Peace," still mourn as the anniversary of the 4.3 Uprising draws nearer, but recognize that it is time to move on.

Appendix U

STUDENT NAME _____

Gyeong-in Kim (Female : Birthday : May 5, 1932: Wol-pyung village of Jeju city) : She was captured by police in her hometown in Spring of 1949. Because she was supposed to serve meals to guerillas as a cook during her stay during winter time in 1948 in Mt. Halla Mt, on July 7, 1949, she was sentenced 7 years at office room. Kwandukjeong street nearer the military court without a proper trial by a judge by military court and she was confined in the Jeonju Prison and later transferred to the Seodaemun Pris-on. Her facial skin was damaged due to the toxic substances in cement during her time in prison. Though she attained this illness, she didn't receive direct torture by the police. But the negative impact of long prison life made her have psychological trauma of fear to meet somebody until now. After she re-ported this damage to Korean government in 2003 according to Jeju 4.3 Special Law, she was registered by the government as one of the victims. She now receives a life subsidy of 250 USD per month.

Pyeong-guk Kim (Female: Birthday: January 1, 1930: Ara village of Jeju city): She was captured by police in Fall of 1948 at downtown Jeju city, along with family members. The trial was held in an office room in the police station. It read, 'General Court-Martial Article 77 Rebellion'. Her account of the incident is as follows: "I could read letters at the time. The trial began but nobody asked me what my charge were. We were so scared at the thought of being tried. Before long, the judge said something and rapped the gavel. And then we were sent back to the holding cells. The next day, we were summoned and tied together in a row. We boarded a ship and headed for Jeonju. I have to foster one son and daughter. My husband died 30 years ago and I become old and live alone. I have no courage to ask someone to per-form an ancestral rite for me after I die. So, I just hope that someone will set up my tablet in the 4•3 Peace Park after I die because I have lived such a regrettable life. That's all I hope. I don't want anything else.

Dong-su Park: (Male : Birthday: March 10,1933: Sogil village of Jeju city): "I was caught during working days in the field in July of 1949. Because my hair was long and that made me look like an armed guerrilla, police captured me. When policemen arrested me, they said they caught the worst of the armed guerrillas. Policemen asked me, "Why do you go to Mt. Halla?, What are you doing in Mt. Halla? Why did you attack the police station?" I responded that I had never done these things. I was arrested only for working in my father's field. They beat me with wood many times. I was sentenced to 7 years by a judge through the reading of a paper only, without any questions or statements to me in the military court. I have served my time in the Incheon Prison. The only non-regrettable thing is that I didn't attend school becausen of Jeju 4.3 incident. I could learn Hangul (Korean language) at prison." After he reported his damage to the Korean government in 2003 according to Jeju 4.3 Special Law, he was registered to government as one of victims. He received a life subsidy of 250 USD per month.

Won-hyu Boo (Male: Birthday : August 13, 1929 : Hwabuk village of Jeju city). He was 19 at the time and in fifth grade of Jeju Agricultural School. In November of 1948, he was at home and suddenly soldiers broke into his house and arrested him. "I was tortured many times by military men. During investigation, they asked me 'why do you cooperate with guerilla of Mt. Halla?' and

'why did you put flyer on the wall?' I responded negatively to those accusations. They beat me with a stick." He was sentenced to one year in prison without a proper trial. After that he spent 10 months in the Incheon prison. In October of 1949, he was released and returned to Jeju. He regreted he didn't become a veterinary surgeon because he didn't graduate Jeju Agricultural School because of illegal arrest. "I did work as a bureaucrat for the local government for a while but I couldn't stop my job because reason of guilt by association of the Jeju 4.3 Tragedy." After he reported his damage to Korean government in 2003 according to Jeju 4.3 Special Law, he was registered to government as one of victims. He received a life subsidy of 250 USD per month.

Chun-ok Park (Another name Nae-eun Park : Female : Birthday : January 14, 1931: Pyosun village of Seogwipo city). She fled and lived at Mt. Halla in fall of 1948. There she was captured by police on November 10, 1948. At Seogwipo police station, policemen tortured her by beating her back with a stick many times during an illegal investigation. She was sentenced to one year in prison without a proper trial and spent one year in the Jeonju prison. She lost her husband during the Tragedy and spent one year with her two year old son in prison together. Severe beatings and torture made her health poor. When she thinks about the painful memories of beating and tortures by policemen at Seogwipo police station, she can't not but to pour tears silently. After she reported his damage to the Korean government in 2003 according to Jeju 4.3 Special Law, she was registered by the government as one of victims. She received a life subsidy of 250 USD per month.

Keun-bang Yang (male : birthday : December 16, 1933: Aewol village of Jeju city): He lived at Wasan village of Jocheon in Jeju. "Even though my parents already moved to a seaside village, He stayed in the mountain village taking care of the breeding work of cows and horses. One day of Spring of 1949 on the way to going to my parents' field, soldiers say loudly, " Guerilla!" and then shot a rifle at me. Even though they shot me right leg by their rifling, he fled to a mountain area, shedding blood. Finally he sur-rendered to the military office at Hamdeuk because of my wounded leg and severe hunger. They regarded me as guerrilla, as same as my brother, who was arrested at Jeju alcohol plant. His arm was disabled because of torture of his fingers by electricity. As soon as he responded 'no' to their accusations, they beat and tortured me by saying, "Your answers are incorrect," all night. They sent me to Incheon by ship." He was sentenced to 7 years by judge through a reading paper only, without any questions or statements in the military court. "He have served my time in the Incheon Prison. He lived a hard and poor life because of my name being listed as an ex-convict. His children didn't get a job or do military service because of guilt by association of the Tragedy." After he reported his damage to the Korean government in 2003 according to Jeju 4.3 Special Law, he was registered by the government as one of the victims. He received a life subsidy of 250 USD per month.

Il-hwa Yang (Male : Birthday : February 1, 1929 : Geumak village of Hanlim, Jeju city): In fall of 1948, he was questioned by two members of the Youth Corps watching him playing a Korean chess game with neighbours. When they asked him where he lived, he answered he lived in Geumak and right away was arrested on the spot. He was arrested on charge of living in Geumak, a mid-mountainous village. During the 4•3 Incident, the decrees and illegal martial law concluded that residents in the mid-mountainous villages would be considered the armed guerrillas or their sympathizers. He had no choice but to accept the false statements they accused him because of the strong threats of beating and torture by electricity at Jeju Police Station. He was sent to the Incheon Prison with five years sentence by mili-tary judge without proper trial

and hearing and then moved to a P.O.W. camp. After that, he enlisted in the Korean army and was discharged upon completing his military service. After he reported his damage to the Korean government in 2003 according to Jeju 4.3 Special Law, he was registered by the government as one of victims. He received a life subsidy of 250 USD per month.

Hui-chun Oh (Female : August 24, 1933 : Harae village of Namwon municipality of Seogwipo city declaration date : December 10,1948): She was arrested by policeman in the street on the way to home from doing a small errand of her parents to her village in October of 1948. Policemen argued that she had registered into South Korea Labour Party SKLP. She had just applied to be a woman diver because village adults were gathering women divers who wanted to dive on the mainland. As she was arrested by police as a member of SKLP, she heard that police arrested her because police confirmed she was included in the list. "I didn't know whether I was a member of SKLP or not. I just wanted a new job of Haenyeo on the mainland." But she was sentenced to 1 year by judge through reading of a paper only, without any questions or statements in the military court. She has served her time in the Incheon Prison. At that time villagers thought it was a shameful fact that young female have been to jail.

Chang-yong Hyun (Male : October 17, 1932: Kwangpyung of Jeju city, declaration date: December 8, 1948.) On the 26th of September,1948, he was arrested by 3 policemen, who awoke him with taking pistols. He didn't say anything to them during this situation. He was asked by them that ' you are guerilla?', ' do you know a guerilla?', 'did you put a poster on the wall?' or ' do you participate in demonstrations' and so on. "During their investigation, they beat him with a stick and tortured me with water all day long from morning to late night. They threat me with a pistol, saying they would kill me. On 8th of December, he was sentenced to 5 years by judge with 200 people together through reading of a paper only without any questions or statements in the military court. He served his time in Incheon Prison. After that he was on a probationers list in Korea. He had to report his works to the police once a year over 10 years. "When I was captured again in mainland of Korea, I was injured on my leg by a police-man shooting me. Because I couldn't treat my leg at that time, I was disabled. I can't bend my leg. As my daughter had a chance to become public servant of the Korean government after her graduation of law school, she was rejected by government because of the guilt-by-association system through completing background investigation of record of my prison life. I was at loss for words about all things in my life. All is unfair in my life. All becomes life long lamentation in my family."

U-ryong Hyun (Male, Birthday : January 10, 1925: Nohyung village of Jeju city, declaration date : July 2, 1949) In the winter of 1948, as soon as the military burned his home village, he fled to Mt. Halla. In spring of 1949, the government announced its policy that if a citizen surrendered to police voluntarily, they would be made safe. So, he came down to Ora village of Jeju city. He was captured by the military security. He was almost exhausted by beatings and torture at the hands by the military. In January of 1949, he was brought to Taegu prison for the first time. Next he was moved to the Busan prison. After the Korean war broke out, prisoners of Bo-Do-Yeun-Meng (Alliance of Converting Leftists into Rights) Incident were sent to Taegu prison. He heard that prisoners were murdered in the deep sea everyday. As it happens Incheon Landing Operation, the Korean President ordered stop to kill the prisoner. So, prisoners prison were made safe. After that, he went to the Masan prison and then back to the Busan prison. Finally he stayed in Mapo prison.

He was sentenced to 15 years by judge through reading of a paper only without any questions or statement in the military court. He had spent 7 years 6 months at there. He and his brother were sent to prison, and his family was in turmoil as a result. His wife raised his children by herself. His family had thought that he had already died. He also thought he would die in prison, but he returned home alive. He felt that a prison sentence of 7 years and 6 months was unfair to an innocent citizen, like himself. After he reported his damage to the Korean government in 2003 according to Jeju 4.3 Special Law, he was registered by the government as one of the victims. He received a life subsidy of 250 USD per month. Now he is over 90 years old.

Byeong-tae Jo (Male : October 24, 1929: Gangjeong village of Seogwipo city, declaration date : December 26, 1948):“On November 20, 1948, I was responsible for cutting wood to set up a telephone pole with villagers. On the way home after work, I was captured by police (or West North Youth Corp). I stayed one night at Bupwhan police station, and then Seogwipo one for one week, and finally Jeju one for one month. I was beaten with a stick and tortured by electricity endlessly. Even though I don't know what kind of crime I was accused of, but I was investigated by police.” He was sentenced to 1 year by judge through the reading of a paper only without any questions or statements in the military court at KwandeukJeong of Jeju city. He spent 1 year in Incheon prison. After the Korean War broke out, he was captured by police again, and classified as an ex-convict. He stayed at Seogwipo prison camp. Seeing at night some prisoners were sent to other place by truck, he feared he would die soon. One year later after he was freed from prison camp, he became a soldier. After he reported his damage to the Korean government in 2003 according to Jeju 4.3 Special Law, he was registered by the government as one of the victims. He received a life subsidy of 250 USD per

For each of the testimonies above, first write a short summary of what happened to the person. Then write a response to the question below

Gyeong-in Kim

Pyeong-guk Kim

Dong-su Park

Won-hyu Boo

Chun-ok Park

Keun-bang Yang

Il-hwa Yang

Hui-chun Oh

Chang-yong Hyun

U-ryong Hyun

Byeong-tae Jo

What can you say about the Jeju incident now that you know about these testimonies:

CORE RESOURCES (Title, Author, Publisher, Date)

- Artist Kang Yo Bae's depiction of the 1948 'shooting incident,' sketched from the descriptions of witnesses. Image courtesy Yang Jo Hoon http://www.jejuweekly.com/news/thumb-nail/201003/657_945_25_v150.jpg
- Testimonies of Victims from the Jeju incident used for creating found poems. http://islandstudies.net/weis/weis_2015v05/index.html#no3
- World Environment and Island Studies is a peer reviewed international journal published by the World Association for Island Studies and World Environment and Island Institute, Jeju National University. Editor in Chief : Chang Hoon Ko, Ph.D. <http://www.islandstudies.net/weis/>

SUPPLEMENTAL MATERIALS/RESOURCES

- Ghosts of Jeju (Documentary Film)
- Paper Clips
- Timeline summaries from book
- American Involvement Text (from World Environment and Island Studies) PAGE 191
- 8 stages of genocide summaries: <http://www.genocidewatch.org/aboutgenocide/8stagesofgenocide.html>

Links to digital resources:

Human Death Toll Based on Different Data

Domestic and International Political Situation - Comparison of

Domestic and International Political Situation Pg 2 and Pg 3

3 Charts - Number of Victims and Families. Breakdown of Victims by Gender, Breakdown of Victims by Age

Impact of Families - Unfavorable treatment

Scorched Earth Policy Description

Statement of Major Song Yo Chan declaring scorched earth policy

Major Song Yo Chan statement continued and map of declared "Hostile Area" on Island

Uprising and Armed Clashes - Rebel letter to police officers

Rebel letter to the people of Jeju

CHAPTER 9

Peace Island: Bringing Peace to a Conflicted World

By Christopher Brennan

Session 7: Peace Island - Bringing Peace to a Conflicted World

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Introduction:

Peter Herndon and the East Rock Institute and NHPS connection

“Never been out of Connecticut”

Brief overview of my presentation

- The professors Ko(h)
 - o Last summer’s workshop
 - o Washington DC
 - o Course proposal-Momentum
 - o Jeju Trip
 - o Implications for classroom
 - Nature of reconciliation
 - Macro/ micro- global/local
 - Specifics in Psychology, Geography, Philosophy
 - Concepts and ideas for NHPS
 - ~ Modern World History
 - ~ US History
 - ~ Civics

*Acknowledge, honor, and describe the inspirations provided by the work and power of Professor Hseung Koh and Professor Changhoon Ko.

Part A- The Journey

1) Describe the historical investigation conducted by Professor Ko and the World Environment and Island Study (WEIS)

- a. The nature of truth and the historian’s charge to investigate and discover.
- b. Max and Robert’s work and our invite to Washington

2) DC Conference

- a. The purpose
- b. The participants
- c. The outcomes

3) Momentum from DC

- a. Course development and proposal
- b. Purpose and goals of course

4) Jeju Journey

- a. Hospitality
- b. Purposefulness every moment
- c. The Peace Conference
- d. The Island
- e. UNESCO World Heritage sites- clips of Haenyo
- f. Importance of being there for the teacher and historian
- i. Thaad installation: China reaction
- ii. Conviction of President Park Geun-Hye- tales from Jeju Peace Park

Very quick recap of Seoul

- Seoul National University and staying on campus/
- The Palace the day after mass protests
- Aching for more

Part B-Implications for the classroom

1) Nature of reconciliation

a. Concepts

- i. Need for truth
- ii. Suffering in silence
- iii. Cultural obstacles to reconciliation
- iv. Case studies throughout history

Macro

1. Post-apartheid South Africa
2. WW1 Treaty of Versailles
3. Post-colonial movements
4. Post- Cold War
5. US/ Britain post War of 1812
6. Israel/ Palestine
7. MLK, US Government and post-segregation

Micro

1. Malik Jones
2. Peer mediation
3. Restorative circles
4. Restorative justice
5. Need for truth, need for facts, need for precision
6. Universal concepts of forgiveness

2) Specific lessons/ideas

a. Psychology-

- i. Development Unit- forgiveness, growth, change, opportunity
- ii. Humanistic approaches

b. Geography

- i. Replace "Clash of Civilizations" exploration with student investigations into peace movements and successes

c. Philosophy

- i. Micro and Macro ideas and the similarities and differences in perspectives and in execution.

3) Implications for NHPS curriculum

- a. Modern World History
- b. United States History
- c. Civics

Wrap up- Discussion on implications for NHPS curriculum

My name is Chris Brennan. I have been teaching Social Studies at Career High School in New Haven Ct. for 11 years- For the previous two years I have been a curriculum writer for New Haven Public Schools.

Last summer I attended a 3 day workshop sponsored by the East Rock Institute, and was introduced to a broad range of concepts connected to Korean Culture.

That workshop was also the first time I learned about Jeju 4.3.

At first I was fascinated by the mechanisms of a historian as we listened to how Professor Ko and many other people began to uncover and piece together this historical event. Through research, questioning, investigating, publishing, editing, revising, and through imagination, my understanding of what it means to be history teacher grew to something more significant than I had realized. As the workshop progressed, the participants felt more and more drawn to join the good forces behind bringing Jeju 4.3 and its lessons, to as many people as we can. Today, nine months after the East Rock Institute workshop, I find myself on Jeju Island, 6,800 miles from home, presenting an outline of the course I hope to teach for next year in New Haven.

I would like to give a quick background on New Haven, and New Haven public schools so as to put into context our educational goals for the course.

Connecticut public schools are financed mostly by local property taxes. Because Connecticut has statistically the greatest gap between wealthy and poor communities, eventually a court ordered Connecticut to redo its funding formula in order to be more equitable. From this came the idea of Magnet Schools. The magnet theme was designed to attract students to the individual schools, not just from New Haven, but also from the surrounding districts.

Today New Haven has about 15 different High Schools, with all but two offering a Magnet theme. Because of the differing priorities, each school has some flexibility with what can be taught. I teach at Career High School. Our magnet themes are Health/Science and Business. We are considered one of the top schools in the district for academics.

For two years prior to this year, as a member of the curriculum committee I became familiar with the standards that the state and the district require for each discipline.

For social studies the 4 main standards involve:

- 1) Developing questions and planning inquiry
- 2) Applying disciplinary tools
- 3) Evaluating sources
- 4) Communicating conclusions

These are very broad frameworks for developing specific standards and the members of our committee fought hard, with some success, to ensure that the individual teacher has some flexibility in what and how they teach. My curriculum is based on these four frameworks. The course I have outlined is called "The Power of Culture in a Multicultural World"

It is intended to be one semester, about twenty weeks, or 48 lessons. This course is divided into six units designed to allow students to understand a brief overview of Korean history and introduce students to many different aspects of Korean culture.

There are copies of the course for you to look at, and as you can see, there will be a lot more work that needs to be done in order to make it more formalized. I know that this conference and this trip to Jeju will have a profound effect on myself and I will focus this energy on making this course more significant for the students of Career High School, and for New Haven Public Schools. I would be honored and truly grateful for any input or critique that anyone may have of this outline.

I am very proud of the students at Career High School. In general, they are hard-working, ambitious, and very open to new experiences. We have many cultures represented in our school, and it is my hope and ambition that this course will not only spur excitement for Korea and Korean culture, but will also open students' minds.

The last unit of the course I am hoping will be designed around the spirit of Jeju as "The Peace Island". It is my ambition that our students will put into action peace initiatives on a local level. "To create opportunity for challenges".

I do not have the words to describe how thankful I am to be connected to such an amazing movement and to be with so many accomplished and impressive people. I was just asked, "Why Jeju?"

Professors Koh, and Ko were so impressive this summer, and the story of Jeju 4.3 is so compelling, we as teachers feel like we are pioneers. And Jeju peace island has provided an ideal case to help our students understand how brilliant the human spirit is. I cannot wait to begin to introduce these concepts to the student of New Haven.

Are there any questions?

APPENDIX