

CASE STUDIES: WOMEN IN COLONIAL AMERICA AND COLONIAL KOREA

GRADES: 8TH GRADE

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TOPIC/THEME: History

TIME REQUIRED: One Class Period- 50 minutes

BACKGROUND: This lesson could be used after the students have studied major events of British rule in Colonial America from 1763-1774. The lesson will offer a global perspective as students learn about some events during Japanese rule in Colonial Korea compared with some events during British rule in Colonial America.

CURRICULUM CONNECTION: The lesson connects to the 8th grade unit of study that focuses on the American Colonial Period. The lesson plan can enhance the teaching of the unit by offering both global and gender perspectives. The lesson can help students make connections to the 10th grade world history which will be the primary focus when the students later become 10th grade world history students in high school.

CONNECTION TO STUDENTS' LIVES: This lesson is important because it helps students to realize that women were actively involved, in non-traditional ways, during specific political movements in both Colonial America and Colonial Korea. Students will be able to make connections of how women participated in political movements during the past and the present.

OBJECTIVES: As a result of this lesson, students will be able to do the following.

1. Discuss the role of Deborah Sampson during the U.S. colonial period
2. Discuss the role of Yu Gwansun during the Korean colonial period.
3. Compare and Contrast the roles and activities of both Sampson and Gwansun.
4. Propose a plan for either Sampson or Gwansun to be more successful in achieving their goals.

NATIONAL AND STATE STANDARDS:

OBJECTIVES AND STANDARDS:

1. Discuss the role of Deborah Sampson during the U.S. colonial period
2. Discuss the role of Yu Gwansun during the Korean colonial period.

NCSS Standard: Theme V: INDIVIDUALS, GROUPS, AND INSTITUTIONS

Learners will be able to ask and find answers to questions about the various forms and roles of individuals, groups, and institutions.

KY Standard: SS-08-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in U.S. history prior to Reconstruction.

OBJECTIVES AND STANDARDS:

3. Compare and Contrast the roles and activities of both Sampson and Gwansun.

NCSS Standard: Theme X: CIVIC IDEALS AND PRACTICES

Learners will be able to analyze and evaluate the effectiveness of various forms of civic action influencing public policy decisions that address the realization of civic ideals.

KY Standard: SS-08-5.2.2 Students will explain and give examples of how the ideals of equality and personal liberty (rise of individual rights, economic freedom, religious diversity) that developed during the colonial period, were motivations for the American Revolution and proved instrumental in the development of a new nation.

MATERIALS REQUIRED:

<http://www.nwhm.org/education-resources/biography/biographies/deborah-sampson/>

http://www.newworldencyclopedia.org/entry/Yu_Gwansun

The teacher could google search on the internet for more sources relating to Deborah Sampson and Yu Gwansun

The teacher could search for literary resources about Sampson and Gwansun in the school, public library and/or nearby university library

INTRODUCTION and EXPLORATION:

1. Ask students to brainstorm and name/list any specific women that were involved in the American Colonial Period.
2. Ask students to brainstorm and list other nations that experienced colonial rule.
3. Ask student to brainstorm and name any specific women that were involved in other nations' colonial rule.
4. Ask students to brainstorm and women who are political leaders around the world today.

PROCEDURE:

- Began class by writing on the chalkboard class responses relating to the four following items ... **10 Minutes**
 1. Ask students to brainstorm and name/list any specific women that were involved in the American Colonial Period.
 2. Ask students to brainstorm and list other nations that experienced colonial rule.
 3. Ask student to brainstorm and name any specific women that were involved in other nations' colonial rule.
 4. Ask students to brainstorm and women who are political leaders around the world today.
- Review, with students, major events leading to the American Revolutionary war. (This can be done via power point outline or other ways. **10 Minutes**
- Divide class into two "Jigsaw" groups. **15 minutes**

Group 1 will be asked to read

<http://www.nwhm.org/education-resources/biography/biographies/deborah-sampson/> handout and/or other materials relating to Deborah Sampson. Then, they will be asked to work together to *write at least five facts about Deborah Sampson's role during the American Colonial Period*.

The students will need to be prepared to pair up with one student from Group 2 (Yu Gwansum group) to report his/her facts about Deborah Sampson.

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Group 2 will be asked to read

http://www.newworldencyclopedia.org/entry/Yu_Gwansun handout and/or other materials relating to Yu Gwansum. Then, they will be asked to work together to ***write at least five facts about Yu Gwansum's role during the Korean Colonial Period***. The students will need to be prepared to pair up with one student from Group 1 (Deborah Sampson group) to report his/her facts about Yu Gwansum.

- **Pair up a student from each of the two groups above. 15 minutes**
 1. Ask each person to share with each other their five facts derived from their Jigsaw groups.
 2. The pairs will then make a comparison chart of the roles of Sampson and Gwansum during the colonial period.

ASSESSMENT:

Prior Knowledge Assessment will be during the first 20 minutes of the lesson (**brainstorming and review**).

Formative Assessment will be the

- a) **Jigsaw facts from Group 1 and Group 2**
- b) **The comparison chart from the students work in pairs**

Summative Assessment

A summative assessment item for the individual student could ask the student to... **Propose a plan for either Sampson or Gwansun to be more successful in achieving their goals.**

RESOURCES:

<http://www.nwhm.org/education-resources/biography/biographies/deborah-sampson/>

http://www.newworldencyclopedia.org/entry/Yu_Gwansun

<http://www.nwhm.org/education-resources/biography/biographies/deborah-sampson/>

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Deborah Sampson (1760-1827)

Deborah Sampson rebelled against the British and society by dressing as a man and fighting in the Revolutionary War for eighteen months under the guise of “Robert Shurtlif” of “Shirtlieff.”

Deborah Sampson was born on December 17, 1760, and, except for her military service, lived her entire life around the inland towns of Massachusetts’ south shore. She was one of seven children born to Jonathan and Deborah Bradford Sampson, who were direct Mayflower descendants. The maternal side of her family was distinguished, with Anne Bradford being the first person in the new world to have her poetry published. Deborah Sampson’s father, on the other hand, disappeared on an alleged trip to England. It was thought that he had been lost at sea, but the family later discovered that he had abandoned them and moved to Maine.



Sampson's mother could not provide for all of the children, so she sent some of them away to live with friends and family. At about the age of ten, Deborah was sent to be an indentured servant, a common practice at that time. Her conditions were not severe, and she attended school in the winter. In the summer she did a lot of manual labor, including hard farm work. Though she didn't know it at the time, this work helped to build up her muscles in preparation for her service during the Revolutionary War.

When her servitude ended in 1779, Sampson became a schoolteacher in Middleborough, an inland Massachusetts town. Exactly how long she taught is not clear, but Sampson felt she had a duty to her country and decided to join in the fight for Independence. She made herself some men's clothing, cut off her hair, and wrapped her chest in order to disguise herself as a man. Some writers say that Sampson first signed up to join the militia as "Timothy Thayer" of Carver, which is near Middleborough, but that she did not report to duty the next day. Whether she was having second thoughts or she felt that her identity was compromised cannot be determined, but Sampson tried again near the war's end. On May 20, 1782, she signed up for duty as Robert Shurtliff. She received 60 pounds from Muster Master Noah Taft for signing up in Wochester and promptly left for duty. Shurtliff's signature still exists in Massachusetts's records.

Seven months prior to her enlistment, the British surrendered at Yorktown, Virginia, and the October 1781 battle was the last large-scale one. Guerilla warfare continued, however, and Sampson's unit, the Fourth Massachusetts Regiment, fought several small battles in upstate New York, especially near West Point and Tarrytown. Sampson proved quite skillful, yet despite her ability in these hand-to-hand skirmishes, she was wounded. In one skirmish, she received a head injury from a saber and was hit with a musket ball in the upper thigh. She received medical attention for the head wound, but did not inform the doctor of her thigh wound for fear that her identity would be discovered. After leaving the hospital, Sampson bravely removed the musket ball herself and went on fighting.

At one point, Sampson's unit encountered another American unit headed by Colonel Ebenezer Sproat. Sampson had spent time spinning and weaving in a tavern that Colonel Sproat's father owned. She was nervous that he would recognize her, but her disguise was so good that he did not. None of the other soldiers suspected that she was a woman. Many of them would tease Sampson and call her "Molly" because she had no facial hair, but they thought she was a young boy, which explained the lack of facial hair.

Sampson was one of the special soldiers selected to go to Philadelphia to defend Congress from soldiers who were upset that they had not been paid at the war's end. During this time, she grew sick and became unconscious due to a head fever. The nurse thought that Sampson was dead and went to retrieve the doctor. While searching for a heartbeat the doctor felt the wraps around Sampson's chest and unwrapped them to inspect what he thought was an injury. To his surprise he found that his patient was actually a woman. Dr. Barnabus Binney decided to take her home to give her better care without revealing her identity.

Dr. Binney kept her secret, and Sampson returned with her regiment to New York. There, General Henry Knox (who would become the nation's first Secretary of War) honorably discharged "Robert Shurtliff" at West Point on October 25, 1783.

Meanwhile, in Middleborough, Massachusetts, her hometown, Sampson was the talk of the town. Rumors had been spread and there was heavy suspicion that she dressed in men's clothing and enlisted in the army. In fact, in her absence, she was excommunicated from the First Baptist Church of Middleborough for this very reason. Sampson had already left Massachusetts with her regiment and the town's suspicions were never proven.

Sampson went to the home of her aunt, Alice Waters, in Stoughton, Massachusetts. Still dressing in men's clothes, she was able to convince most folks in town that she was her brother, Ephraim, who was also a soldier during Revolutionary War.

She did not begin dressing like a woman again until she met Benjamin Gannet, a local farmer. They were married April 17, 1785. The couple had three children, Earl Bradford, Mary and Patience. They even adopted a local orphan, Susanna Baker Shepard.

Deborah Gannet was recognized by Massachusetts less than a decade after the war was over. On January 19, 1792, she was awarded 34 pounds, which included the interest accumulated since her 1783 discharge. A document praising her service was sent with the pension. The document stated *"that the said Deborah Sampson exhibited an extraordinary instance of feminine heroism by discharging the duties of a faithful, gallant soldier, and at the same time preserving the virtue and chastity of her sex unsuspected and unblemished and was discharged from the service with a fair and honorable character."* It was signed by John Hancock.

The authenticity of her service was further attested to by Paul Revere in 1804, when he wrote a letter to Congress on her behalf. As a result, Sampson received a US pension. More strikingly, her husband sought pension rights when he became a widower after her death at age sixty-six. He died the year prior to an 1838 Congressional Act, in which their children received retroactive payment based on their mother's military service.

The decade after the Revolution, however, was one of serious economic turbulence, and in order to help ease her family's financial burdens, Deborah Sampson Gannet became one of the first female lecturers. She visited places such as Providence, Rhode Island, New York, and many Massachusetts cities as "The American Heroine." She began her lecture tour dressed as a woman and later changed into her uniform and demonstrated a soldier's routine.

In 1813 her son married and built a beautiful mansion in Sharon, Massachusetts, where Sampson spent her final years. The mansion still stands at 300 East Street. Sampson died there on April 29, 1827.

Additional Sources:

Web Sites:

- [Library of Congress](#)
- [Canton Historical Society](#)
- [PBS](#)
- [Encyclopedia Britannica](#)

Books:

- Berkin, Carol. *Revolutionary Mothers: Women in the Struggle for America's Independence*. (New York: Alfred A. Knopf, 2005).
- Diamant, Lincoln, Ed. *Revolutionary Women: In the War For American Independence*. (Westport: Praeger, 1998).
- Resmond, Shirley Raye. *Patriots in Petticoats: Heroines of the American Revolution*. (New York: Random House Children's Books, 2004).
- Roberts, Cokie. *Founding Mothers: The Women Who Raised Our Nation*. (New York: HarperCollins Publishers Inc., 2004).
- Weatherford, Doris L. *American Women's History: An A-Z*. (Prentice Hall, 1994).

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Yu Gwansun

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Yu Gwansun

Yu Gwansun (December 16, 1902 – September 28, 1920) was a female Korean Christian patriot.

Yu joined the [March 1st Movement](#) for Korea's independence from Japan while still a high school student. Along with others from the movement, she participated in peaceful rallies in [Seoul](#) on March 1 and 5, 1919, and then helped to organize a rally in her hometown a few weeks later. Arrested by the Japanese military police for her actions, she received a three-year [prison](#) sentence. Tortured by the prison guards because of her continued activism, she died of her injuries in September 1920 at age 17. Knowing the power of her example, the Japanese buried her inconspicuously.

Yu's efforts for independence and justice would presage the later nonviolent work of [Mohandas K. Gandhi](#) and the Rev. Dr. [Martin Luther King, Jr.](#) Even though Yu only worked in the independence movement for 21 months, her name remains a source of strength and pride to

Koreans even today, and has taken a place among the most beloved Korean patriots in Korean history.



Yu Gwansun's childhood home in Yongduri, burned down in 1919, reconstructed in 1991

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Early years

The second daughter among five children in the family of Yu Jungkwon and Lee Soje, Yu Gwansun spent her childhood in Jiryeongri, Edongmyeon, Mokcheongun in Chungnam province in [Korea](#). Nearby was the Maebong Presbyterian Church that she attended. Recognizing the young girl as a talented student, [American missionary](#) Alice J. Hammond Sharp encouraged her to attend the Hakdang Mission School for Girls in Seoul, about 90 kilometers away from Cheonan. Yu entered the Ewha School in 1915, beginning in the middle school program. In 1918, she graduated from middle school, and began high school studies.

March 1st Independence Movement



Woodblock used by independence movement to produce Korean flags, in collection of Yu Gwansun Memorial Hall

In 1919, Yu Gwansun and other Ewha Hakdang high school students including Guk Hyeonsuk, Kim Hija, Kim Boksun and Seo Myeonghak participated in the initial activities of the March 1st Movement's independence rallies held in Pagoda Park and other areas in Seoul. A few days later, on March 5, she also participated in another rally for independence held at Namdaemun Station. On March 10, the Japanese occupation government ordered all middle and high schools temporarily closed. On March 13, Yu left Seoul and traveled back home to spread independence fever in Korea's southwest region.

Aunae Marketplace Rally

Arriving home, Yu told her family about the independence rally that had been held in [Seoul](#) and in various places throughout the country, and encouraged them to work for independence in Cheonan, too. Along with her father, Yu Jungkwon and his younger brother, Yu Jungmu, she helped organize a rally to be held in the Aunae Marketplace in Byeongcheonmyeon on April 1, 1919. On March 31, the night before the rally, she lit a beacon fire on top of Mount Maebong, to gather people from all around the region to join in the rally.

About three thousand people participated in the Aunae Marketplace Rally. Cho Inwon read a declaration of independence, and Yu Gwansun led the crowd in cheering for independence (독립만세). Japanese military police opened fire on the crowd, killing 19 and wounding many, 30 of them seriously. Among those killed were Yu's father and mother.

Yu complained to the authorities that it was unreasonable for the military police not to allow the people to demonstrate, which led to her arrest and detainment by the Cheonan Japanese military police unit. In retaliation for her rebellious actions, the Japanese burned her family's home to the ground. Her uncle, Yu Jungmu, went to the police headquarters to complain, carrying the body of his dead brother in protest. He served three years in prison for his actions.

Imprisonment, Torture and Death

Tried and convicted in district court in Gongju, Yu began serving her sentence in Gongju Prison. Later, on August 1, after an appellate court in Seoul reduced her sentence to three years, she was reassigned to Seodaemun Prison in Seoul. While in [prison](#), she led a demonstration of prisoners on the first anniversary of the [March 1st Movement](#). Because of her continued activism even while in prison, the prison authorities tortured her, and she died on September 28, 1920, at the age of 17, of injuries sustained during the torture. Two days later, she received an unceremonious burial in a public cemetery in Itaewon, Seoul. Her body disappeared when the cemetery was destroyed during the occupation.

Legacy

Seventy years after her death, a spot was chosen on the slopes of Mount Maebong, where she had burned the beacon light the night before the Aunae rally, to erect the Chohonmyo Memorial Tomb. With the tomb's dedication on October 12, 1989, Yu's spirit finally had a peaceful resting place. Memorial services are held at Chohonmyo each year on September 28, the anniversary of her death. In 2003, a memorial hall and [museum](#) was added to the memorial complex.



Stone marker commemorating the sister city relationship established May 1962 between Ehwa Girls High School in Seoul and Yu Gwansun's birthplace of Jiryeong-ri (now Yongduri)

On March 1, 1962, the Korean government awarded Yu the Order of Merit for National Foundation. On May 30, 1962, the Ewha Girls Middle and High School Alumni Association made the village of her birth, Yongduri, an official sister city of the school in Seoul. In 1996, Ewha Girls High School awarded her an honorary high school diploma. Yu's parents, Yu Jungkwon and Lee Soje, killed in the Aunae marketplace demonstration, received a presidential medal in 1963 and the Meritorious Patriot's Award in 1991. In 1977, the government deeded the

property and home adjoining Yu Gwansun's childhood home to the surviving members of her family as compensation for their house being destroyed, and in 1991, her birthplace was also reconstructed on the site where it had been burned down in 1919.

References

- Posted placards and exhibit notes, Yu Gwansoon Memorial Hall, Tapwonri, Byeongcheon-myeon, Cheonan-si, Chungnam Province, Korea (on July 17, 2007)
- Posted placards, Patriot Yu Gwansoon's Birthplace, #305, Yongduri, Tapwonri, Byeongcheon-myeon, Cheonan-si, Chungnam Province, Korea (on July 17, 2007)
- Posted placards, Tombs of Yu Jungkwon, Lee Soje and Yu Jungmu, Yongduri, Tapwonri, Byeongcheon-myeon, Cheonan-si, Chungnam Province, Korea (on July 17, 2007)

See also

- [March 1st Movement](#)
- Korean independence movement

External Links

All links retrieved August 16, 2007.

- [Korean History: Part 5: Korean History 1910 - Present](#) – College of Humanities, The Ohio State University
- [Japanese Atrocities during the March First Movement \(1919.3.1\): Torture Murder of a Teenage Girl, Yu Kwan-soon \(유관순 柳寬順\)](#)
- [Yu Gwansun Memorial Homepage](#) - in Korean

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