Introduction:
The vast majority of Americans, including our students, do not know where Dokdo/Takeshima Islands are located, nonetheless that they are hotly debated between Korea and Japan. The location of the islands, as well as the historical claims, are part of the solution to figuring out who owns the islands located in the East Sea/Sea of Japan.

Both Korea and Japan claim ownership of the islands. In this activity, students will be evaluating 14 different historical maps, documents, and pictures to determine which country has a better claim to the islands. Students will need to write up their results and justify which claims hold more value in their minds.

The teacher could use the map above to show the location of the islands. One of the artifacts that the students will be analyzing to figure out ownership of the islands in this activity will show a picture of Dokdo looking from the island of Uleungdo. It is important that a map either be given to the students at the beginning of the activity or this map (or similar map) be visible throughout the activity.

The introduction to this activity should be brief and should only include the names of the islands and the location of the islands. Students should also receive the handout with the islands names and spelling in both Korean and Japanese.
독도/獨島
Dokdo “Solitary Island” in Korean

たけしま/竹島
Takeshima “Bamboo Island” in Japanese
Give the students the following maps on the overhead/projector or print them off for them to look at and answer the three questions posed on the maps. Why would two different maps show the same islands written in two different ways?

Both maps have been zoomed in to show the Dokdo/Takeshima islands. The original maps show the entire countries of South Korea and Japan respectively. Map #1 is Korean. The students will be able to use Handout #1 to determine the language and hence the sovereignty claims for this map. Map #2 is a Japanese map of the island of Takeshima.
This short exercise will give them the practice to determine where the islands are located on the artifacts occurring later in the activity.

Since many of the primary documents that the students will be looking at in this activity will be in the host country's language, it's important to have the spelling of the islands in their native language. Students should keep this sheet with them when performing the stations. Upon completion of the activity, students will receive post-it notes. Color number one should be a sticky note of one color that represents which artifact had the most sway in their decision. Nothing needs to be written on it but a discussion can ensue as to why that particular artifact had the most influence on students. Why did some of the artifacts have no post-it notes attached to them, whereas some of the others have many?

Google Earth can be used to show the location of the islands. Using other geospatial technologies would allow the students to interact with the maps to determine location of the islands and possibly ownership of the islands.

Student may ask the question “Why do these islands matter?” This gets at the heart of sovereignty and natural resource allocation. Claims of minerals and natural resources located in the ocean give both countries claims to the rights to mine or drill for those resources in the ocean depths. This may mean millions of dollars for each country and a reduction in the dependence of foreign fuel sources especially for two countries with not a lot of natural resources to begin with. A description of UNCLOS (United Nations Conference on the Law Of the Sea) should ensue this description. Sovereignty rights in the ocean are a big issue for many countries in the world today.

**Objectives:**
Students will be able to determine sovereignty arguments regarding the Dokdo/Takeshima Islands by means of analyzing historical records, maps, and documents.

**National Content Standards in Geography:**
Standard 1 – How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.

Standard 3 – How to analyze the spatial organization of people, places, and environments on Earth’s surface.

Standard 5 – That people create regions to interpret Earth’s complexity.

Standard 6 – How culture and experience influence people’s perception of places and regions.

Standard 13 – How forces of cooperation and conflict among people influence the division and control of Earth’s surface.

Standard 17 – How to apply geography to interpret the past.
State Geography Content Standards (Minnesota):
Standard 1 – People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.
   Benchmark 9.3.1.1.2 – Apply geographic information from a variety of print and electronic sources to interpret the past and present and plan for the future; provide rationale for using specific technologies for each application.

Standard 2 – Geographic inquire is a process in which people ask geographic questions and gather, organize and analyze information to solve problems and plan for the future.
   Benchmark 9.3.1.2.2 – Use geospatial technologies to develop plans for analyzing and solving local and regional problems that have spatial dimensions.

Standard 3 – Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).
   Benchmark 9.3.2.3.1 – Make inferences and draw conclusions about the physical and human characteristics of places based on a comparison of maps and other geographic representations and geospatial technologies.

Standard 8 – Processes of cooperation and conflict among people influence the division and control of the earth’s surface.
   Benchmark 9.3.3.8.1 – Define the concepts of nationalism and sovereign political states and explain how sovereignty is impacted by international agreements.
   Benchmark 9.3.3.8.3 – Analyze the impact of colonialism on the emergence of independent states and the tensions that arise when the boundaries of political units do not correspond to the nationalities or ethnicities of the people living within them.

Basic Preparation:
The teacher will print off the materials for the lesson provided in the lesson materials section. Each of the 14 artifacts should be set up as an individual station for students to analyze the particular document. Group size will vary depending upon the size of the class. Ideally, groups of 2-3 would be working at each station.

Students will spend a minimum of one minute and a maximum of 2-3 minutes for each station depending upon the time frame for each class period.

Stations should be set up with odd numbers representing Korean claims and even numbers representing Japan claims on the islands. This will mean that students will not have an original bias towards one particular side at the onset of the activity.
Materials Needed:

1. Printed copies of the 14 artifacts found in this lesson plan
   - Captions are provided on most artifacts to assist students in what they are looking at.
2. Post-it notes.

The following are the artifacts that should be used at each station. There will be 14 stations. One artifact should be located on each station.
Paldochongdo (Map of Korea)
Korea, Lee Haeng, et al., 1531, 34.2x27.0 cm, Housed in the Seoul Museum of History

Paldochongdo (Map of Korea) included at the beginning of the Sinjeung Dongguk Yeoji Seungram (Revised and augmented version on the survey of the national geography of Korea). This map contains the names of and brief information on major geographic features including mountains, rivers, islands, seas, and provinces. Both Ulleungdo and Dokdo are clearly seen in the East Sea in the map. However, the location of Dokdo is not accurate. Dokdo lies to the east of Ulleungdo. In fact, the actual location of Dokdo is to the southeast of Ulleungdo. The toponym “East Sea” is also first used in this Korea map.
Old Japanese maps, such as this 1785 woodcut, purportedly show the Takeshima islands, called Dokdo by South Korea, as Japanese.
This 1673 map of Korea shows Dokdo as a part of Korea in the East Sea/Sea of Japan. Can you find where it is located on the map?
This 1873 map of Japan shows Takeshima Island as a part of the Japanese state.
Early Japanese Maps of Ulleungdo (Takeshima – 竹島) and Dokdo (Matsushima – 松島)

The first Japanese maps of Takeshima (Ulleungdo) and Matsushima (Dokdo) showed the islands labelled as 竹島 (Takeshima-Ulleungdo) and 松島 (Matsushima-Dokdo). The positions of the islands were slightly easterly of their real locations and their forms were rarely accurate. The two islands were never far apart and they were always of the same colour as a pair or sister islands.

The earliest known Japanese map of Ulleungdo and Dokdo Islands are dated during the 1770s and drawn by Japanese cartographer Nagakubo Sekisui. The shape of both islands, as with most Japanese maps shows the islands as vague oval forms. Nagakubo Sekisui’s chart was copied in numerous editions with different colourations for decades and even after his death. His map could be said to be the bechmark of Japanese maps of Japan and the East Sea (Sea of Japan).

It’s safe to say by the end of the 18th Century the Japanese had a fair knowledge of the East Sea (Sea of Japan). Also, please take note of the Kanji quote “見高麗如自雲州望錦州” drawn next to Ulleungdo and Dokdo this text was a historical reference explaining Korea was visible from this region. (..........)

Nagakubo Sekisui’s 1779 Chart of Japan and the East Sea (Sea of Japan)
日本政府の閣議における独島編入決定文(1905)

A statement made by the Japanese Cabinet announcing the incorporation of Dokdo (1905)
Joseon was the dynasty that ruled the Korean peninsula from 1392 until 1897. The dynasty was the longest ruling Confucian dynasty on record.

The Murakami Document (1696) was carried by An Yong-bok on his trip to Japan. It recorded that Ulleungdo and Dokdo were marked as part of Joseon's Gangwon Province of Korea.
Manghyang Peak in Sidong Village, Ulleungdo, is where the Japanese Military established a watchtower following Japan's forcible incorporation of the island.
Dokdo is visible from Ulleungdo Island in the East Sea/Sea of Japan. Dokdo is 87.4 kilometers away from Ulleungdo and assessable via ship transport on calm ocean days bringing tourists from the mainland of Korea.
in the Declaration. As regards the island of Dokdo, otherwise known as Takeshima or Liancourt Rocks, this normally uninhabited rock formation was according to our information never treated as part of Korea and, since about 1905, has been under the jurisdiction of the Oki Islands Branch Office of Shimane Prefecture of Japan. The island does not appear ever before to have been claimed by Korea. It is understood that

**Rejection of the Republic of Korea’s claims:** In the Letter from the then United States Assistant Secretary of State for Far Eastern Affairs, Dean Rusk, of August 1951.
This 1808 document shows the Korean claim to sovereignty of the islands. Note that another name for Dokdo is Usando in the statement from the Mangi yoram. The Mangi yoram is a book on the “Essentials of Governance” that dictated the financial affairs of the Korean state. This book wrote down the economic and military principles during the Joseon dynasty which ruled Korea from 1392-1897.
A Japanese newspaper ran a picture of Dokdo, identifying the island as the site of its victory in the war against Russia (1906).
**Teaching the Lesson:**
When teaching the lesson students should be walking to each station and viewing the document/artifact on each station. They should write down one fact supporting the claim for each of the artifacts in the lesson. There are seven artifacts supporting Korea’s claim and seven artifacts supporting Japan’s claim on the islands.

**Opening the Lesson:**
Organize the class into groups as even as possible divided by 14. A class of 28 will have two students per station as they rotate around the classroom and analyze each artifact. Inform the students that they will have only 2-3 minutes per artifact to determine and find the islands claim by one of the two countries.

**Developing the Lesson:**
The teachers should print out each of the artifacts in the lesson for the stations. The teacher may want to add a section or artifacts demonstrating geospatial technologies and finding the islands on such sites as Google Earth. This could add a 15th station to the activity. Make sure to have the students zoom back out upon completion of their station time if this method is invoked.

**Closing the Lesson:**
Upon conclusion of the 14 stations the students will write a one page summary explaining their position on the Dokdo/Takeshima islands dispute. They should have two arguments for their case and one refute against the other countries claims to the islands to receive full points. A rubric will be provided for teacher assistance in scoring the essay.

The essay needs to be an argumentative paper, a key concept in the common core standards for social studies and geography. They should be advocating for one country over the other country.

The following rubric created by Kelly Swanson from RubiStar could be used to score student papers.
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4 - Above Standards</th>
<th>3 - Meets Standards</th>
<th>2 - Approaching Standards</th>
<th>1 - Below Standards</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argument for Dokdo/Takeshima</td>
<td>Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counter-argument.</td>
<td>Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.</td>
<td>Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.</td>
<td>Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences).</td>
<td></td>
</tr>
<tr>
<td>Position Statement</td>
<td>The position statement provides a clear, strong statement of the author's position on the topic.</td>
<td>The position statement provides a clear statement of the author's position on the topic.</td>
<td>A position statement is present, but does not make the author's position clear.</td>
<td>There is no position statement.</td>
<td></td>
</tr>
<tr>
<td>Evidence and Examples</td>
<td>All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.</td>
<td>Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.</td>
<td>At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.</td>
<td>Evidence and examples are NOT relevant AND/OR are not explained.</td>
<td></td>
</tr>
<tr>
<td>Refuting Opposition</td>
<td>Evidence of one refuting argument with counterargument from pro side</td>
<td>Evidence of one refuting argument with no counterargument from pro side</td>
<td>No evidence of refuting argument but has a counterargument included in supporting facts.</td>
<td>No evidence of one refuting argument or a counterargument.</td>
<td></td>
</tr>
</tbody>
</table>