

The Korean Independence Movement in the U.S. and Its Significance for the Korean American Community in the early 20th century

● Author: Eunjee Kang (SLZUSD)

- **Lesson Essential Questions:** What were the push and pull factors of Korean immigrants in the early 20th century? How did the early Korean Americans respond to the challenges they faced? How did Korean independence activists in the U.S. affect the establishment of the early Korean-American identity?
- **Grade:** 9th-12th
- **Lesson Duration:** 4 Days
- **Suggested Pre-Requisite Knowledge**
 - Colonialism/imperialism in the early 20th century
 - Japan's aggression in the North East Asia
 - The growing presence of the U.S. in the world in the late 19th century
 - Anti-immigration Acts in the U.S. between the 1860s-1920s
- **Standard**
 - **Key Ethnic Studies Terms and Concepts:** resistance, colonialism, agency, identity
 - **Standards Alignment:**
 - **History Social Science Framework**
 - **10th Grade**
 - **Course Questions:** Why did imperial powers seek to expand their empires? How did colonies respond? What were the legacies of these conquests?
 - **Unit Question:** How was imperialism connected with race and religion?
 - **11th Grade**
 - **Course Questions:** How did the United States' population become more diverse over the twentieth century? What does it mean to be an American in modern times?
 - **Unit Questions:** Who came to the United States at the end of the nineteenth and beginning of the twentieth century? Why did they come? What was their experience like when they arrived?
 - **History Social Science Content Standards**
 - **10th Grade :** 10.4.2, 10.4.3, 10.4.4
 - **11th Grade:** 11.2.3, 11.2.3, 11.4.5
 - **CA Reading Standards Literacy in History/Social Studies (6–12)**
 - RH: 1, 2, 5, 8
 - WHST: 1.b, 1.e, 4, 8
 - **Historical thinking skills:** Significance
- **Lesson Modifications/Accommodations for Students with Different Abilities**
 - English Language Learners
 - Students with

- **Lesson objectives:**

- Students will be able to understand
 - pull and push factors of the first significant Korean American immigration wave focused on California in the early 20th century.
 - the role of Korean Independence activists to establish and support Korean communities in the U.S
 - Korean Independence movement in the U.S. and its significance to Korea and Korean American community
 - The significance of Korean Independence movement in the U.S.

- **Lesson Assessment:** Students will write a culminating essay to answer the essential question; How did Korean independence activists in the U.S. help the establishment of the early Korean American identity?"

- **Lesson Materials:**

- Student Handouts per person
 - [*Student Handout I: Korean Immigration Push and Pull factors in the early 20th Century*](#)
 - [*Student Handout II: Hemet's Korean Incident*](#)
 - [Student Handout III-A: Korean Independence Movement in the U.S.](#)
 - [Student Handout III-B: Korean Independence Movement in the U.S.](#)
 - [Student Handout III-C: Korean Independence Movement in the U.S.](#)
- Sources per group
 - [*Source 1: Korean Population in the U.S. and Significant Domestic and International events between 1900 and 1920*](#)
 - [*Source 2: Asian Americans Then and Now \(Asian Society\)*](#)
 - [*Source 3: Korean's Immigration to the U.S: History and Contemporary Trends \(2011, Pyong Gap Min\)*](#)
 - [*Source 4: "Mrs. K.": Oral History of a Korean Picture Bride \(1979, Alice Y. Chai\).*](#)
 - [*Source 5: California Law Prohibits Asian Immigrants from Owning Land \[Modified\].*](#)
 - [*Source 6: Hemet's Korean Incident*](#) (cut each source)
 - [*Source 7: The First Korean Congress in the U.S.: An Appeal to America*](#)
 - [*Source 8: Republic of Korea Certificate of Indebtedness, No. 252, for \\$100, signed by Kuisic Kimm and Syngman Rhee*](#)
 - [*Source 9: Korean Americans' Financial Support for the Korean Independence Movement*](#)
- Poster per group: [*Example of World Cafe poster/source*](#)
- Markers (6 different colors-1 color per group)

- **Lesson Purpose and Overview/thesis**

:This lesson introduces students to the experiences of early Korean Americans. Koreans began to immigrate to the United States after the Treaty of 1882 but the significant wave began almost 20 years later as farm workers. After they arrived in the U.S., they faced challenges like other Asian immigrants, such as anti-Asian laws, racism, language barriers, and harsh working conditions. In addition to domestic challenges, they also suffered from the tragedy that happened to their homeland: the colonization of Korea by Japan. As people who lost their country's autonomy and international status as an independent state, they were not able to enjoy the privileges from an official government representative in the U.S.

Many Korean Americans realized they had the opportunity to help their homeland become independent while living in the U.S.. While navigating all the challenges as immigrants from a colonized land, early Korean Americans actively participated in the Korean independence movement by providing political and financial aid. Eventually, they became the largest donors to the movement out of all of the Koreans communities in the world. During this difficult time, Korean independence activists became the leaders of the Korean American community and they became the official representatives of Korean Americans to the U.S. government instead of the Imperial Japanese government, which stemmed from the Hemet's Korean Incident in 1913.

During this lesson, students will take a close look into the birth of the Korean American community in the early 20th century. This lesson can be used as a stand-alone lesson or integrated into different units in ethnic studies, 10th grade modern world history, 11th grade modern U.S. history, or any other modern world/U.S. history classes. I also added the suggested prerequisite knowledge at the beginning of this lesson plan, though it is not mandatory. It is suggested in case you would like to integrate this lesson as a case study into those prerequisite topics. I also suggest using this lesson to compare and contrast immigrants' experiences in the early 20th century. It could also be used to further investigate the increasingly complex relationship between the U.S. and Japan after the Hemet's Korean Incident until World War II.

The Lesson Steps include only some of the graphic organizers that I provided. However, I recommend teachers use all the graphic organizers for students who are not trained to facilitate full verbal discussions, students who have different abilities (such as English Language Learners), and students who will benefit from additional visual/written organization.

● Lesson Steps

○ Day 1: Push and Pull Factors of Korean Immigrants to the U.S

- **Essential Question:** What were the push and pull factors of Korean immigrants in the early 20th century?
- Students will discuss why people leave for a new area, how people decide where they live next.
- Students will rewrite the essential question with their own words and ask them what they think today's learning target is.
- Students will define what 'push' and 'pull' factors when it comes to immigration. Why do people leave their country? What country do they choose to move? What are some push and pull factors of immigration?
- Teacher will distribute [Source 1: Korean Population in the U.S. and Significant Domestic and International events between 1900 and 1920](#)
- Students will analyze Source 1
 - The Census table: Discuss what they noticed from the table focusing on changes of Korean population between Hawaii and Mainland U.S.
 - Chronology: Discuss what events might have had affected Korean immigration to the U.S.
- Teacher will distribute [Student Handout I: Korean Immigration Push and Pull factors in the early 20th Century](#), [Source 2: Asian Americans Then and Now \(Asian Society\)](#), [Source 3: Korean's Immigration to the U.S: History and Contemporary Trends \(2011, Pyong Gap Min\)](#), and [Source 4: "Mrs. K.": Oral History of a Korean Picture Bride \(1979, Alice Y. Chai\)](#).
- Students will identify the push and pull factors of Korean immigration to the U.S. in the early 20th century and write them down in the *Student Handout I*.

- Students will choose the two most impactful pull and push factors and summarize why Koreans left Korea and moved to the U.S. in the early 20th century with one paragraph at the bottom of their graphic organizer.
- **Day 2: Hemet's Korean Incident Part I**
 - **Essential Question:** How did the early Korean Americans respond to the challenges they faced?
 - Students will discuss challenges that immigrants face based on their prior knowledge.
 - Students will rewrite the essential question with their own words and ask them what they think today's learning target is.
 - Distribute **Source 1** from yesterday.
 - Students will revisit the historical context in the early 20th centuries in the U.S. and Korea and Korea's international status.
 - Japan colonized Korea.
 - Anti-immigrant and Asian sentiment in the U.S.
 - The rise of the U.S. as one of the superpowers in the world
 - Distribute **Source 2-4** from yesterday.
 - Students identify some challenges that Korean immigrants faced from **Source 1-4**. They will write each challenge on each sticky note.
 - Distribute [Source 5: California Law Prohibits Asian Immigrants from Owning Land \[Modified\]](#).
 - Students will discuss how the Alien Land Law would affect Korean immigrants considering Korea's international status, Asian Americans' domestic status, and global events at the time of the event. Add more challenges on sticky notes.
 - By using the sticky notes, students will write a paragraph about the domestic and international challenges that Korean immigrants experienced in the early 20th century.
- **Day 3: Hemet's Korean Incident Part II**
 - **Essential Question:** How did the early Korean Americans respond to the challenges they faced?
 - Distribute [Source 6: Hemet's Korean Incident](#) (cut each source)
 - Students will sort the four sources into primary and secondary sources and then the sources chronologically.
 - Students will discuss the details of the events including; *when and where the events took place, what the Korean fruit pickers experienced, how Japan responded to the event and their reasoning, who David Lee was and how his role changed after the event, how the early Korean-Americans saw Japan's occupation of Korea according to David Lee, what the Secretary Bryan's decision on the expelled Korean fruit pickers, which side Bryan's decision favored between Japan and the Koreans.*
 - Students will share remaining questions on the event focusing on possible consequences of the event, *such as how Bryan's decision would affect the relationship between the U.S. and Japan or Korean Americans' status in the U.S..*
 - Students will write a paragraph about the significance of the Hemet's Korean Incident.
- **Day 4-5. Korean Independence Movement in the U.S.**
 - **Essential Question:** How did Korean independence activists in the U.S. help the establishment of the early Korean-American identity?
 - Students will rewrite the essential question with their own words and ask them what they think today's learning target is.
 - Students will discuss what "being independent" means and how important being independent is as a country.
 - Teacher will divide students into 6 groups; 7-1, 7-2, 8-1, 8-2, 9-1, 9-2
 - Teacher will give one source per group. (note to teachers: please see the [Example of World Cafe poster/source](#), *each group will receive different colors for their markers*)

- Group 7-1 (green) and 7-2 (blue) will analyze [Source 7: The First Korean Congress in the U.S.: An Appeal to America](#)
 - Group 8-1 (black) and 8-2 (red) will analyze [Source 8: Republic of Korea Certificate of Indebtedness, No. 252, for \\$100, signed by Kuisic Kimm and Syngman Rhee](#)
 - Group 9-1 (pink) and 9-2 (purple) will analyze [Source 9: Korean Americans' Financial Support for the Korean Independence Movement](#)
- Each group will analyze their source and take notes on the poster. (note to teachers: depending on students' ability and training to analyze sources, you may provide the questions from the student handout)
 - After analyzing their source, students will write remaining questions at the bottom of the poster. Students will decide who is going to be the 'host' for the next group (no one should be appointed to be a host more than once). Each group will move to the next source (example: 7-1 will move to 8-1 and 9-2 will move to 7-2). The 'host' will remain at the original group table.
 - The 'guest' students will have time to analyze the new source at the new table. While other students are analyzing the new source, the 'host' will prepare for a summary for his/her/their guests. After analysis, the host will summarize what the previous group discussed and will ask his/her/their guests to share what they learned. The guests and host will try to answer the unsolved questions by using their markers and add remaining questions. Students will decide who is going to be the 'host' for the next group and the previous host will join the original group. Each group will move to the next source. The 'host' will remain at the table. Repeat one more time.
 - All students will go back to their group. For the students who hosted, other group members will 'teach' the former hosts.
 - Students will discuss how each source can answer today's question; How did Korean independence activists in the U.S. help the establishment of the early Korean American identity?"
 - Students will write a culminating essay to answer the essential question; How did Korean independence activists in the U.S. help the establishment of the early Korean American identity?"

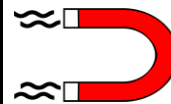
Student Handout I: Korean Immigration Push and Pull factors in the early 20th Century

Directions: After analyzing the Source 1-4, identify at least three push and pull factors of Korean immigration in the early 20th century.



PUSH Factors

What factors were pushing the Korean people away from Korea in the early 20th century?



PULL Factors

What factors were pulling or attracting the Korean people to come to the United States in the early 20th century?

Choose two most important pull AND push factors and summarize why Koreans left Korea and moved to the United States in the early 20th century :

Student Handout II: Hemet's Korean Incident

Directions: After reading Source 6 (Hemet's Korean Incident), please answer the questions below. After completing this page, go back to the previous page of this worksheet and add more.

1. When and where did the event take place?

2. What happened to the Korean fruit pickers?

3. How did Japan respond to this event? What was their reasoning of their response?

4. Who was David Lee? What was the purpose of David Lee's letter to Secretary Brayan?

5. Based on reverend David Lee, how did the early Korean Americans see Japan's occupation of Korea?

6. What was the Secretary Bryan's decision on the expelled Korean farm workers?

7. Which side did Bryan's decision favor between Japan and the Koreans?

8. How would Bryan’s decision affect the relationship between the U.S. and Japan?

9. How would the decision on this incident affect Korean Americans’ status in the U.S.?

10. What was the role of the Korean National Association before Bryan’s decision? How would this decision affirm the role of the Korea National Association in the U.S.?

Example of World Cafe Poster

Title of the source	
<div>Source (glue it to the poster)</div>	
Remaining questions	Answers

Student Handout III-A: Korean Independence Movement in the U.S.

Source 7: The Korean Congress in the U.S.: An Appeal to America

Directions: Read Source 7 and answer the following questions.

1. Who organized the event? When and where did it happen?

2. Why do you think this event took place in Philadelphia, not in California where it had the most number of Koreans?

3. What was the purpose of the Korean Congress in 1919 in Philadelphia?

4. Who was the audience? Why do you think they targeted the audience?

5. What is the significance of this event? How would this event affect Korean Americans?

Student Handout III-B: Korean Independence Movement in the U.S.

Source 8: Republic of Korea Certificate of Indebtedness, No. 252, for \$100, signed by Kuisic Kimm and Syngman Rhee

Directions: Read Source 8 and answer the following questions.

1. What are the first 5 things you notice about the source?

2. What type of source is it? When was it created? Who created it?

3. What is the purpose of the source?

4. Who were the two signers? What do the titles of them tell you about the Korean Independence Movement?

5. Who do you think would possess this source?

6. Why do you think it is in English, not Korean?

Student Handout III-C: Korean Independence Movement in the U.S.

Source 9: Korean Americans' Financial Support for the Korean Independence Movement

Directions: Read Source 9 and answer the following questions.

1. What does this pie chart tell you? What did you notice about the chart?

2. Why do you think the funds from the continental US consist of half the raised amount?

3. What does the amount from the continental U.S. tell you about Korean Americans? What does Mr. Kim's action represent?

Essential Question: How did Korean independence activists in the U.S. help the establishment of the early Korean American identity?

Source 1: Korean Population in the U.S. and Significant Domestic and International events between 1900 and 1920

Approximate Korean Population in Hawaii v. Mainland U.S. in Early 1900's			
	Hawaii Census Data	Mainland U.S.*	Mainland U.S. Census Data
1905	7,200	50	Not Available
1910	4,500	1,000-2,000	462
1920	5,000	2,000-3,000	1,224
1950	Not available	2,000-3,000	Not Available

*Source Note: U.S. Census data for the mainland from 1910-1950 seems to grossly undercount the Korean population as the census numbers do not reconcile with data from community sources and immigration records. The undercounting may have been due to the transient nature of many Korean immigrants' lives. Because official data are not reliable, many sources provide guesstimates that vary by 500 to 1,000 in any given year. The numbers provided here are the generally accepted range of population estimates provided in several sources: Shinhan Monbo December 13, 1917; Wayne Patterson, *The First Generation Korean Immigrants in Hawaii, 1903-1973*; Won-yong Kim, Jaemi Hanin Oshipnyun Sal and Richard S. Kim, *The Quest for Statehood: Korean Immigrant Nationalism and U.S. Sovereignty 1905-1945*.

Credit: <https://medium.com/@rynahm/at-2-p-m-372ea47e6072>

Significant Domestic and International events regarding Korean Immigrants between 1882-1925

- **1882:** United States–Korea Treaty of 1882
- **1898:** American colonization of the Philippines
- **1904:** Russo-Japanese War
- **1905:** The first Japanese and Korean Exclusion League in San Francisco, CA
- **1907:** Gentlemen's Agreement between the U.S. and Japan
- **1910:** Japan colonized Korea
- **1911:** Fall of Qing
- **1913:** The California Alien Land Law of 1913 prohibited "aliens ineligible for citizenship" from owning agricultural land
- **1914:** The World War I began
- **1918:** The World War I ended
- **1919:** March 1 movement in Korea and the U.S. against Imperial Japan
- **1920:** The League of Nations was found
- **1924:** Immigration Act of 1924 (A.K.A. Anti Asian Immigration Act)

Source 2: Asian Americans Then and Now (Asian Society)

(...)

In 1882, Congress passed the Chinese Exclusion Act—the only United States law to prevent immigration and naturalization on the basis of race—which restricted Chinese immigration for the next sixty years. The "Chinese Must Go" movement was so strong that Chinese immigration to the United States declined from 39,500 in 1882 to only 10 in 1887.

By 1885, following Chinese Exclusion Act, large numbers of young Japanese laborers, together with smaller numbers of Koreans and Indians, began arriving on the West Coast where they replaced the Chinese as cheap labor in building railroads, farming, and fishing. Growing anti-Japanese legislation and violence soon followed. In 1907, Japanese immigration was restricted by a "Gentleman's Agreement" between the United States and Japan.

Small numbers of Korean immigrants came to Hawaii and then the mainland United States following the 1904-1905 Russo-Japanese War and Japan's occupation of Korea. Serving as strike-breakers, railroad builders, and agricultural workers, Korean immigrants faced not only racist exclusion in the United States but Japanese colonization at home. Some Korean patriots also settled in the United States as political exiles and organized for Korean independence.

(...)

- Credit: <https://asiasociety.org/education/asian-americans-then-and-now>

Source 3: Korean's Immigration to the U.S: History and Contemporary Trends

(2011, Pyong Gap Min)

(...) After the diplomatic relations between the United States and Korea were established in 1884, a small number of Koreans, mostly students and politicians, came to the United States at the end of the nineteenth century. But it was approximately 7,200 Koreans who came to Hawaii between January 1903 and July 1905 to work on sugar plantations in Hawaii that composed the first wave of Korean labor migrants.

(...)

Beginning in 1884, American Presbyterian and Methodist missionaries were active in converting Koreans to Christianity. About 40% of pioneer Korean immigrants were converts to Christianity, and they chose to come to Hawaii for religious freedom as well as for a better economic life (Choy 1979).

(...)

After its victory in the RussoJapanese War in 1905, Japan made Korea its protectorate, gaining a free hand in influencing the Korean government. In February 1906, the Japanese government advised that all Koreans abroad be placed under the jurisdiction of Japanese consulates. Koreans in Hawaii and the U.S. mainland organized protest rallies, passing a resolution condemning Japan's aggressive policy in Korea (Choy 1979: 143). In this way, Korean immigrants in the United States started the anti-Japanese movement even before the annexation of Korea by Japan.

(...)

- *Credit:*
<https://www.qc.cuny.edu/Academics/Centers/RCKC/Documents/Koreans%20Immigration%20to%20the%20US.pdf>

Source 4: "Mrs. K.": Oral History of a Korean Picture Bride

(1979, Alice Y. Chai)



(...)

I was born in 1904. My parents were very poor. One year, a heavy rain came, a flood; the crops all washed down. Oh, it was a very hard time, you know. My place was a very small country village, only about 100 houses. People can't talk, can't walk around. Under the Japanese, no freedom. Not even free talking. A very hard time. My auntie told me that my cousin was living where picture brides come, Hawaii. Always I heard Hawaii stories, that time. I think when I grow up I like going to Hawaii. Hawaii's a free place, everybody living well. Hawaii had freedom, so

if you like to talk, you can talk; you like work, you can work. I wanted to come, so I sent my picture.

(...)

Then, I told my husband I want to work, too, but there was no job in Honolulu, so we moved to Schofield. An army soldiers' laundry was there. I found a job to help my parents in Korea. I like to live well. I was working sixteen hours every day. No Sundays off, even no Christmas, no New Year's Day. I missed church, but I cannot go. It was too far and they didn't give me a day off. That time they make us work like animals.

(...)

- Credit: <https://academicworks.cuny.edu/cgi/viewcontent.cgi?article=1476&context=wsq>

Source 5: California Law Prohibits Asian Immigrants from Owning Land [Modified]

(Image | Los Angeles Examiner)



On May 3, 1913, California enacted the Alien Land Law, barring Asian immigrants from owning land [specifically Japanese].

California tightened the law further in 1920 and 1923, barring the leasing of land and land ownership by American-born children of Asian immigrant parents or by corporations controlled by Asian immigrants. These laws were supported by the California press, as well as the Hollywood Association (the

picture above is from a home in Hollywood), Japanese and Korean (later Asiatic) Exclusion League and the Anti-Jap Laundry League (both founded by labor unions). Combined, these groups claimed tens of thousands of members.

Though especially active in California, animosity for Asian immigrants operated on the national level too. In May 1912, President Woodrow Wilson wrote to a California backer: “In the matter of Chinese and Japanese coolie immigration I stand for the national policy of exclusion (or restricted immigration)...We cannot make a homogeneous population out of people who do not blend with the Caucasian race...Oriental coolieism will give us another race problem to solve, and surely we have had our lesson.”

(...)

- Credit: <https://calendar.eji.org/racial-injustice/may/3>

Source 6: Hemet's Korean Incident

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NO JAPANESE IN THE TOWN

Hemet, California Citizens Refuse to Allow Oriental Apricot Pickers to Land—Drive Them on Train and Throw Baggage After Them

No Japanese in the Town

Riverside, Cal., June 26- Anti-Japanese sentiment at Hemet, a small town near here, was manifested today when a party of citizens met an apricot picking crew of Japanese from this city and ordered them to leave at once. The baggage of the Japanese was thrown aboard the train after them. There is not a Japanese in Hemet. (...)

Consuls Act At Once.

Los Angeles, Cal., June 26. The Japanese organizations of southern California took immediate cognizance today of the incident at Hemet when 15 Asiatics were driven from the town. H. Wakabayashi, secretary of the Japanese association of Southern California, telegraphed the facts in the case to Y. Numano, acting consul general at San Francisco. As Korea is a Japanese dependency, officials of the Japanese association said Koreans were as much entitled to protection from the mikado's government as Japanese themselves.

- Credit: [The Ogden Standard, front page, June 26, 1913](#)

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"...we the Koreans in America are not Japanese subjects,... will never submit to her as long as the sun remains in the heavens. The intervention of the Japanese consulate general in Korean matters is illegal so I have the honor of requesting you to discontinue the discussion of this case with the Japanese government representatives. We'll settle it without Japanese interference."

- Excerpt from the telegram sent to secretary of the state in 1913, William Jennings Bryan from the president of the Korea National Association*, reverend David Lee

**Korea National Association (대한인국민회) was a political organization established in 1909, to fight Japan's colonial policies and occupation in Korea. It represented the interests of Koreans in the United States, Russian Far East, and Manchuria during the Korean Independence Movement.*

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Secretary Is Informed Fruit Pickers Expelled From California Town Were Not Subjects of Japan

(...)
Secretary Bryan, who had ordered the inquiry on his own initiative, particularly on account of the pending negotiations "between the United States and Japan over the 7 Californian alien land legislation, received a telegram from David Lee the president of the Korean National association informing him that the Koreans Involved were not Japanese subjects, because they had/left their native land before it was annexed by Japan.

- Credit: [San Francisco Call, Volume 114, Number 32, 2 July 1913](#)

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(...) Brian reported to the press that the investigation was discontinued and that the United States would, in the future, deal directly with the Korean National Association in relation to all manners and involving Koreans in the United States. (...)

- Credit: *The Oxford Handbook of Asian American History*, David K. Yoo, Eiichiro Azuma, 2013

Source 7: The First Korean Congress in the U.S.: An Appeal to America

Upon hearing the news of the March First movement-Korean uprising against Japan in 1919 which later became the catalyst of the Korean Independence Movement- in Korea, So Chaepil convened and chair a three day meeting in Philadelphia that was attended by about seventy

Koreans residing in the United States, Hawaii, and Mexico,

(image | <https://www.firstkoreancongress.org/>)



We, the Koreans in Congress assembled in Philadelphia on 14-16 April 1919, representing eighteen million people of our race who are now suffering untold miseries and barbarous treatment by the Japanese military authorities in Korea, hereby appeal to the great and generous

American people.

(...)

We appeal to you for support and sympathy because we know you love justice(...) Our aim is freedom from militaristic autocracy; our object is democracy for Asia; our hope is universal Christianity. (...) Besides this, we also feel that we have the right to ask your help for the reason that the treaty between the United States and Korea [signed in 1882] contains a stipulation in article 1, paragraph 2, which reads as follows:

“If other powers deal unjustly or oppressively with either government, the other will exert their good offices, on being informed of the case, to bring about an amicable arrangement, thus showing their friendly feelings.”

(...)

- Credit: First Korean Congress(Philadelphia 1919), pp. 29-30

**Source 8: Republic of Korea Certificate of Indebtedness, No. 252, for \$100,
signed by Kuisic Kimm and Syngman Rhee**

REDEMPTED

KOREAN EMBASSY
WASHINGTON, D.C.

\$100

No. 252

Republic of Korea

Certificate of Indebtedness

This Certifies that there is due from the Republic of Korea to the Bearer, the sum of ONE HUNDRED DOLLARS, of the standard of value, weight and fineness of gold coin of the United States of America, for the redemption of which we pledge the good faith and credit of the Republic of Korea upon presentation to the Minister of Finance, at Seoul, Korea, within one year after the recognition of the Republic of Korea by the United States of America; the original holder hereof having loaned the amount of this certificate of indebtedness to the Republic of Korea. Redemption shall be made either in cash or in authorized bonds of the Republic of Korea drawing not less than four per cent per annum as the said Minister of Finance, acting for the said Republic of Korea, by proper authority shall direct. This certificate shall draw interest at six per cent per annum until time for redemption as above specified.

Done and certified by and for the Republic of Korea this first day of September, A.D. 1919.

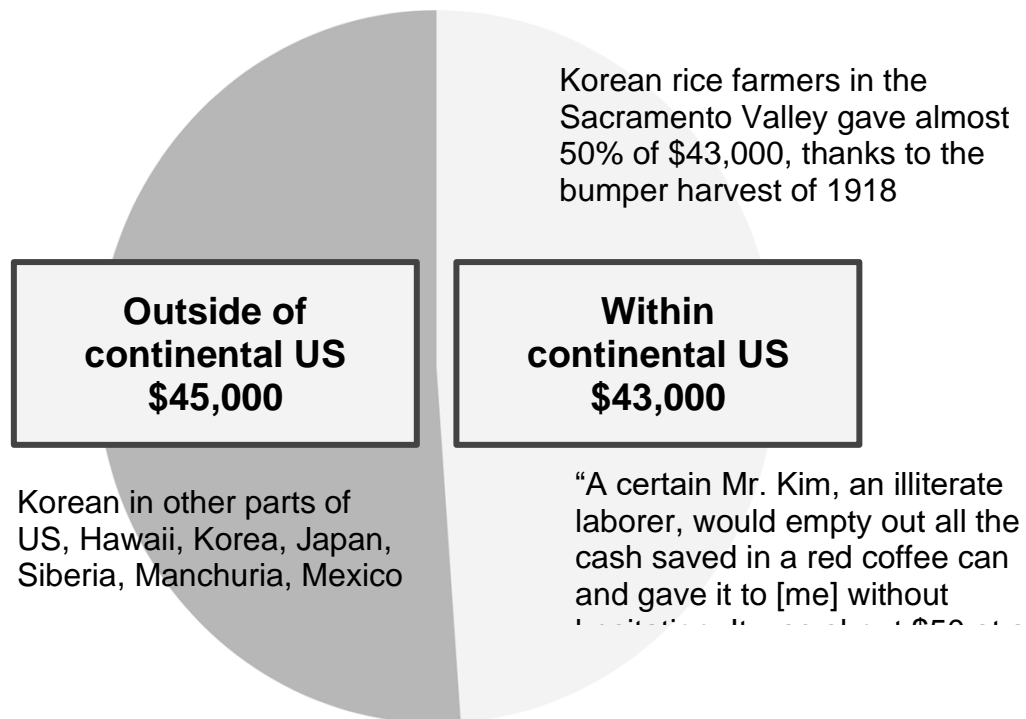
ATTEST:

Heune Koo
Chairman of the Korean Commission

Suprananthe
President of the Republic of Korea

Source 9: Korean Americans' Financial Support for the Korean Independence Movement

In Support of the Independence Movement in 1919 (After the March 1 Protest)



*The average weekly income per person in 1919 was \$76. (Source: IRS.Gov)

- Credit: Richard S. Kim, The Quest for Statehood, 68 and Oakland Art Museum <https://oacc.cc/sf-beginnings-part-5/>