

**WHDE**  
Lesson Plan

A Child's Perspective of the Korean War
<b>AUTHOR INFORMATION</b>
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<b>GENERAL INFORMATION</b>
<b>Lesson Grade Span:</b> Middle (6-8) <b>Targeted Grade Level/Course:</b> 7th Grade World History <b>Estimated Time to Complete Lesson:</b> 50 minutes
<b>FOCUSED QUESTION</b>
What were the perspective of children during the Korean War?
<b>STANDARDS (STATE/C3)</b>
6.0 CONTENT STANDARD: SKILLS AND PROCESSES – Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using disciplinary and inquiry literacies. B. Perspectives 1. Analyze multiple factors that influenced the perspectives of people during different historical eras 2. Explain how and why perspectives of people have changed over time 3. Analyze how people’s perspectives influenced what information is available in the historical sources they created C. Historical Sources & Evidence 1. Classify the kinds of historical sources used in a secondary interpretation 2. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources 3. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified 4. Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources 5. Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience and purpose  Evaluating Sources & Using Evidence: “Evaluating sources and using evidence includes a sophisticated set of skills, even the youngest children understand the need to give reasons for their ideas. As they progress through the grades, students learn more advanced approaches related to these skills.” (C 3, 2013, 53)

**WHDE**  
Lesson Plan

A. Evaluating Sources 1. Gather multiple sources that may be relevant to the task 2. - 3. Evaluate the credibility of the sources by considering the authority, the origin, type, context, and corroborative value of each source 4. Identify credible, relevant information contained in the sources

**STUDENT & TARGET OUTCOMES**

Students will utilize inquiry as they discover impacts the Korean War had on children, through a gallery walk, video (Operation Kiddy Car) and reflection activity.

**LESSON OVERVIEW**

The main focus of this lesson plan is to make students aware of the impact the Korean War had on children. They will examine pictures and text to help them make a connection to children during war. The reflection piece of the lesson lets them compare how children (maybe their age) were affected by the war and its implications.

**PROCEDURES**

Step by Step Instructions for Educators:

1. Students will enter the room and grab their folders which contain their warm-up. They will answer the warm-up question, "Imagine you are a child in Korea during the war. What are seeing? What are you feeling? What questions do you have?"
2. The teacher will call on various students to answer the warm-up, and reward with (behavior dragon dollars for sharing)
3. Next, the teacher will go over the activity by sharing that they will be doing a gallery walk(\*\*We will be using the KWLF "Children of War- Source A" document\*\*) ; and passing out the note taking sheet.
4. The note taking sheet, is to be completed at each station with different questions for each picture. They will see four different stations with pictures hung up around the room.
5. As students are completing the gallery walk, you could set a timer for each rotation or let them go at their own pace. ( I prefer to let them go at their own pace, because teaching Special Ed. I have some students that require extra time and the timer can make them feel overwhelmed. )
6. After the gallery walk (about 20-25 minutes i.e. 5 minutes at each station roughly) have the students sit down.

**WHDE**  
Lesson Plan

7. To give the students a real-life connection, I will have them watch a video on Operation Kiddy Car. During the video they will get a post-it note and be asked to write down: 1 I see, 1 I think, and 1 I wonder. We will then share out a few responses in class.
8. To assess understanding students will receive a half sheet of paper and will be asked to answer 3 questions that are reflective of the day's lesson.

**FORMATIVE ASSESSMENT**

List and explain the different formal assessments that will be used to assess whether or not students achieved the learning goals (target outcomes).

1. Note taking sheet for gallery walk. (will be graded without rubric and inputted in gradebook)
2. Half sheet of paper reflective of today's lesson. (graded on IB rubric and inputted for data analysis; will check for understanding of learning goal)

**RESOURCE LIST**

Korean War Legacy Foundation. (2018) *How Does War Affect Children? (Source A)*. Retrieved December, 20 2019 from <https://koreanwarlegacy.org/wp-content/uploads/2018/11/KWLP-Children-Inquiry.pdf>

[Arirang Culture] (01 July 2014). Arirang Prime - Ep207C03 Operation Kiddy Car [Video File]. Retrieved from  
<https://www.youtube.com/watch?v=nOW7KVFI2mk>

Note taking guide (created by M.Sowinski)

Half sheet Formative Assessment (End of Lesson Questions; Created by M.Sowinski)

Post-it Notes (I see, I think, I wonder)

**MODIFICATIONS & EXTENSIONS (OPTIONAL)**

**MODIFICATIONS**

The note taking chart will be modified to students based on their IEP ( that is done by the special educator that I work with)

**EXTENSIONS**

A good extension activity would be having students write letters to orphanages. This would allow them to make a real-world connection to what they are learning in class.

**WHDE**  
Lesson Plan

### Children and the Korean War Gallery Walk

Title of Image (put number picture)	What do you see? (Describe the picture)	What is the soldier doing? Explain the perspective of the child.	Describe the feeling of the picture? (are people happy, sad, confused, etc.)

WHDE  
Lesson Plan

Name: \_\_\_\_\_  
Pd. 1 2 5 6

1. Which image stood out to you today? Why?
  2. How has this activity connected you to a real word problem?
  3. Circle your understanding. 1---need more help 2----kinda got it 3----I'm an expert!

**WHDE**  
Lesson Plan

Criterion A: Knowing and Understanding Individuals and Societies , Year 1  Children in War		<u>Recognize</u> : Identify through patterns or features. <u>Use</u> : Apply knowledge or rules to put theory into practice <u>Demonstrate</u> : Prove or make clear by reasoning or evidence, illustrating with examples or practical application.
<b>Achievement level</b>	<b>Level descriptor</b>	
<b>NHI</b>	The student does not complete work for the assignment.	
<b>O</b>	The student gives a good faith effort but does not reach a standard described by any of the descriptors below.	
<b>1-2</b>	i. <b>recognizes some</b> vocabulary ii. demonstrates <b>basic</b> knowledge and understanding of content and concepts through <b>limited</b> descriptions and/or examples.	
<b>3-4</b>	The student: i. <b>uses some</b> vocabulary ii. demonstrates <b>satisfactory</b> knowledge and understanding of content and concepts through <b>simple</b> descriptions, explanations and/or examples.	
<b>5-6</b>	The student: i. <b>uses considerable relevant</b> vocabulary, <b>often accurately</b> ii. demonstrates <b>substantial</b> knowledge and understanding of content and concepts through descriptions, explanations and examples.	
<b>7-8</b>	The student: i. <b>consistently uses relevant</b> vocabulary <b>accurately</b> ii. demonstrates <b>excellent</b> knowledge and understanding of content and concepts through <b>detailed</b> descriptions, explanations and examples.	