

WHDE
Lesson Plan

Korea and the United States: Postwar Perceptions

AUTHOR INFORMATION

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GENERAL INFORMATION

Lesson Grade Span: Middle (6-8). Although this is targeted for middle school because that is what I teach, this lesson can be used at any grade level and for any of the chapters found on The Korean War Legacy Project website. The lesson ideas could also be used with traditional textbooks and other online sources about The Korean War.

Targeted Grade Level/Course: World History, US History, Pacific Northwest History

Estimated Time to Complete Lesson: 1 period for reading the chapter and listening to the interviews. 1-2 periods for research assignment. This assignment could also be completed without the research component.

FOCUSED QUESTION

What do you think Americans think of South Koreans today? What do you think South Koreans think of Americans today?

STANDARDS (STATE/C3)

Common Core Reading: RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Washington State History 4.3.1 Analyzes and interprets historical materials from a variety of perspectives in Washington State or world history.

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Social Studies: 5.2.1 Creates and uses research questions to guide inquiry on an issue or event.

D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.

STUDENT & TARGET OUTCOMES

1. Students will understand how the Korean War affected the civilians in Korea and the soldiers who fought in Korea.
2. Students will understand how The United States and Korea have worked together after the Korean War.
3. Students will understand how Koreans and Americans perceive each other today.
4. Students will be able to pull main ideas from a reading selection.
5. Students will be able to listen to an interview of a Korean War veteran and write down main ideas from the interview.
6. Students will be able to develop a higher order research question based on a topic they learned about in the chapter or interview.
7. Students will be able to answer their research question and present their findings in a form of their choosing. This could be a paper, presentation, or another format which shows they used a variety of sources to answer their question.

LESSON OVERVIEW

The main topic of the lesson comes from a chapter on the Korean War Legacy Foundation website called Korea and the United States: Postwar Perceptions. Students do a close reading on the chapter, summarize the chapter, listen to one of the interviews in the chapter, and then use what they learned as a springboard to form their own research question about a topic related to the chapter. This is related to Korea because students will learn how the Korean War affected soldiers and civilians and then they will research a topic related to the Korean War or Korea today.

PROCEDURES

1. Students will write an answer to these questions: What do you think Americans think of South Koreans today? What do you think South Koreans think of Americans today? Have them discuss their answers with a partner or as a whole class.
2. Students will access the chapter on The Korean War Legacy Foundation Website called: Korea and The United States: Postwar Perceptions. Here is a link to the chapter: <https://koreanwarlegacy.org/chapters/korea-and-the-united-states-postwar-perceptions/>
3. Students will preview the reading selection by looking at the title, writing down what they think the reading will be about, and then discuss it with a partner. Answers are then discussed with the class. Next, students will write down captions for the two pictures in the selection, discuss with a partner, and then discuss as a whole class.
4. The teacher can then put the chapter reading selection in a Google Doc and post it on Google Classroom. The following procedure could also be used by providing print copies of the chapter to each student.
5. Students will read through the selection on their own and highlight words they don't know. They can look up those words and we will discuss what they mean as a class. Students will then form pairs, read a paragraph together and highlight key ideas. They will have to discuss why those ideas are important with their partner and students will individually devise a four word or less heading for the paragraph based on the main ideas they highlighted. These can be typed above the paragraph on the Google Doc and then students can share their headings. If using a paper copy, leave enough space above the paragraph for students to write their headings.
6. Students will read over the information on the ESRI map found on the bottom right of the chapter for each veteran and then choose one of the interviews to listen to either on their own or with a partner. The interviews are on the right side of the chapter on the website. They will write a few sentences summarizing the main idea of the interview and add it at the end of their Google Doc. Teachers should wrap up this part of the lesson by having students answer the questions posed at the beginning of the lesson using evidence from the chapter - What do Americans and South Koreans think of each other today? Review answers as a class.
7. Once students have processed the information from the reading, interviews, and ESRI map, they will write down two questions they still have about what they learned. The questions should be higher level questions which will lead to in depth research. They will also generate a list of topics mentioned in the chapter. These questions and topics will be shared with the class and serve as a master list for students to choose from for further research. Questions and topics can be posted on butcher paper around the room or on Google Classroom. Each student will choose a question or topic to do more in depth research and this can be completed as an individual or in small groups. This could be a short or extended research project depending on time and resources. Students should use a variety of sources to complete their research,

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including the Korean War Legacy Foundation website and can produce a presentation, Prezi, essay, create a website, or use some other method to show what they learned. When students are done, they should share what they learned with another student or the whole class.

FORMATIVE ASSESSMENT

Use the rubric found at the end of the lesson to assess the students in three different areas: close read preview, paragraph headings and interview, and research.

Please attach rubric as a separate file. (Rubric at end of the lesson on page 5)

RESOURCE LIST

2019. Memory Bank - Korea and the United States: Postwar Perceptions. *Korean War Legacy Foundation website*. Retrieved from <https://koreanwarlegacy.org/>

MODIFICATIONS & EXTENSIONS (OPTIONAL)

MODIFICATIONS

The close reading assignment will help students of differing reading levels. The chapter reading could also be printed for those that prefer reading from print. Also, using a variety of teaching techniques such reading, analyzing visuals, working collaboratively, and listening to interviews will address different learning styles of students. There are also apps and extensions such as Text-to-Speech which can be used on Google Docs which help students with dyslexia and of differing reading levels.

EXTENSIONS

Invite community members to your class or school that are Korean or have been to Korea to discuss The Korean War or Korea today. Invite veterans of the Korean War into the school. Use ePals to partner with a school in Korea to discuss topics related to Korea or the Korean War.

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Scoring Rubric for Korea and the United States: Postwar Perceptions
<https://koreanwarlegacy.org/>

CATEGORY	10 points	8 points	6 point	3 points
Close Read Preview and Highlighting	Students write a possible answer to focus question, preview title, highlight words they don't know, and write captions to pictures	1 or 2 items missing from a 10 point answer	3 or 4 items missing from a 10 point answer	5 or more items missing from a 10 point answer
4 word paragraph headings and interview summarized	9 headings are completed, main ideas of interview summarized, and focus question answered using evidence from the chapter	1 or 2 items missing from a 10 point answer	3 or 4 items missing from a 10 point answer	5 or more items missing from a 10 point answer
Research question answered	Research Question created and answered with details and supporting evidence from 3 sources (one from KWLF website) including primary sources. 3 sources are cited correctly with at least 2 primary sources used. Answer should be at least 3 paragraphs or the equivalent amount of information if another format is chosen.	Presented most of the content with a logical progression of ideas and supporting evidence. Selected an appropriate format to structure and communicate research findings. Cited most sources of information in proper format and documented sources to enable accuracy checking.	Presented content which failed to maintain a consistent focus, showed minimal organization and effort, and lacked an adequate amount of supporting evidence. Needed to select a more effective format to structure and communicate research findings. Cited most sources of information improperly and provided little or no supporting documentation to check accuracy.	Presented content which was unfocused, poorly organized, showed little thought or effort and lacked supporting evidence. Failed to select an appropriate format to communicate research findings. Created citations which were incomplete or inaccurate, and provided no way to check the validity of the information gathered.