

**WHDE**  
Lesson Plan

The Continuation of the Korean War Along the DMZ.

**AUTHOR INFORMATION**

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**GENERAL INFORMATION**

**Lesson Grade Span:** Secondary 9-12  
**Targeted Grade Level/Course:** World History  
**Estimated Time to Complete Lesson:** 2 fifty minute class periods

**FOCUSED QUESTION**

What impact do the forms of governments have on North Korea and South Korea?  
What is it like to live in the Demilitarized Zone?

**STANDARDS (STATE/C3)**

WH11. Analyze how American democracy and Soviet communism differed in their methods of ideological expansion, including: expansionist efforts of the Soviet Union versus America's policy of containment in Greece and Turkey, Eastern Europe, Germany, South Korea, Vietnam, etc

**STUDENT & TARGET OUTCOMES**

Student will study the events of the Korea from the end of the Korean War to the modern day. Learning about the different events that have occurred along the DMZ and elsewhere on the Korean Peninsula students will understand the Korean War is not over.

**LESSON OVERVIEW**

Since the surrender of Japanese forces in 1945 the Korean peninsula has been divided along the 38<sup>th</sup> parallel. North of the 38<sup>th</sup> parallel the communist nation of North Korea was founded and to the south the capitalist system of South Korea. As a result of the Korean War the 38<sup>th</sup> parallel became a demilitarized zone dividing the two countries until a formal peace agreement could be signed. Though this armistice has been effect since July 23, 1953 some events along the DMZ

**WHDE**  
Lesson Plan

and other parts of the Korean Peninsula have increased the reopening of open conflict between the two nations.

In the next lesson students will build on their knowledge of the Korean War and its legacy through reading primary and secondary sources about the events that have brought the two nations to the brink of open warfare. Students will complete the activity through a guided method to increase understanding.

**PROCEDURES**

To get the background students will view a PowerPoint made by the instructor on a visit to Korea. Teacher will supply the background and discuss the slides. Next, the students will map Korea in order to enhance their physical knowledge of the area.

In the next lesson students will build on their learning by reading excerpts about Korea and the events that led to it becoming an aid nation, while answering questions. The teacher will guide students through readings that explain how government policy changed the outcome in South Korea allowing them to build upon the strong culture of education and hard work. Students will complete activities in the packet that clarify this process. Finally, students will build on their learning by reading excerpts about Korea and the events that led to it becoming an aid nation, while answering questions. The teacher will guide students through readings that explain how government policy changed the outcome in South Korea, allowing them to build upon the strong culture of education and hard work. Students will complete activities in the packet that clarify this process. Once they are done with the packet the teacher and students will discuss the answers and determine why Korea is a good example of Government intervention and policy.

The lesson will follow the unit on the Korean War and the armistice agreement. Students will start being engaged in the unit through the teacher asking the class discussion questions about recent current events in the Korean Peninsula. After the discussion has been going on for a few minutes the teacher will stop and ask the students how these events can be happening if both countries signed an agreement to end the Korean War. To develop the students background knowledge of the armistice and the inability of all nations to agree on a peace treaty they will view a PowerPoint presentation about the peace process and the reasons why the nations involved could not agree on a peace treaty.

In the next lesson the teacher will explain that the students are going to learn about events that have brought both countries to the brink of war. The students will complete a station activity using different documents related to these events. The teacher will model one of the stations to class to check for understanding. Depending on the class size students will be divided in pairs or groups of three. Students will be assigned a station and start the assignment. At each station students will answer questions in the packet about the document they are viewing. Students will be timed for each station. Once students have completed all stations the class will come back together and discuss what the students have learned. At the end of the lesson students

**WHDE**  
Lesson Plan

will write a short response explaining why they believe these events did not cause an all-out war of the Korean Peninsula.

**FORMATIVE ASSESSMENT**

The questions for the station activity and short answer will qualify as the formative assessment.

Please attach rubric as a separate file.

**RESOURCE LIST**

Excerpts will be used from the following sources:

USS Pueblo: <https://www.history.com/this-day-in-history/uss-pueblo-captured>  
<https://www.youtube.com/watch?v=c8YTyfY8mgE>

North Korean Tunnels

<https://www.cnn.com/2014/10/02/world/asia/north-korea-dmz-tunnels/index.html>  
<https://www.cnn.com/2014/10/02/world/asia/north-korea-dmz-tunnels/index.html> (Footage from the discovery of the Northern Tunnels)

The Korean DMZ Conflict (1966-1969)

<https://digitalarchive.wilsoncenter.org/collection/119/the-second-korean-war-1967-1969>

The Blue House Raid

<https://www.nbcnews.com/news/north-korea/north-korean-ex-assassin-recalls-1968-year-mattered-most-n840511>

The Axe Murder Incident

<https://www.theatlantic.com/international/archive/2018/06/axe-murder-north-korea-1976/562028/>

Kidnapping of South Korean Citizens.

<https://www.washingtonpost.com/archive/politics/1997/10/18/n-koreans-kidnap-pair-from-south/40571372-4666-47b1-98c3-a6b7f6db1131/>

**MODIFICATIONS & EXTENSIONS (OPTIONAL)**

**MODIFICATIONS**

The time at the stations can be modified depending on the ability of the class.

**WHDE**  
Lesson Plan

**EXTENSIONS**

This activity could be used during a Veterans Day program or military recognition service to show that United States military personal in South Korea have and to continue to face the risk of an open conflict on the Korean Peninsula.

**WHDE**  
Lesson Plan

**Stations Activity Individual Student Performance Rubric**

Scores are assigned to individual students on a 10 to 25 point scale, resulting in a final grade ranging from 40% to 100%. Partial credit may be given for each rubric section at teacher's discretion. Station Activity student products below the standards required by the rubric or left blank may be assigned the grade a teacher sees fit. Written feedback may be provided to students below or on the back of the rubric.

Student Name: \_\_\_\_\_

CATEGORY	25	20	15	10
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	Some grammatical, spelling or punctuation errors	Many grammatical, spelling, or punctuation errors.
Completion of Assignment	Student provided written answers for each question.	Student failed to provide written answers for two or less questions.	Student failed to provide written answers for five or less questions.	Student failed to provide written answers for 50% or more of the questions.
On-Task Behavior	Student stayed focused on task at hand throughout entire class. Student created no distractions for fellow classmates during entire project.	Student stayed focused on task at hand for close to the entire class. Student created no distractions for fellow classmates during entire project.	Student stayed focused on task at hand for most of class, creating limited distraction to other classmates.	Student failed to focus on tasks. Student created numerous distractions for rest of class.
Thoroughness & Attention to Detail	Student utilized all relevant resources at each station to fully answer questions. Each answer includes specific details directly from available resources.	Student utilized almost all relevant resources at each station to answer questions. Most answers include specific details directly from available resources.	Student utilized some resources at each station to answer questions. Few specific details are included in student answers.	Student failed to use resources to answer questions. Answers include no specific details from resources.
Student Understanding	Overall, student answers demonstrate an advanced grasp of concepts and other content from lesson.	Overall, student answers demonstrate a basic grasp of concepts and other content from lesson.	Some student answers demonstrate a basic grasp of concepts and other content from lesson.	Few or no student answers demonstrate any grasp of concepts or other content from lesson