

WHDE Lesson Plan

War in Korea: How Would You Respond?
AUTHOR INFORMATION
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GENERAL INFORMATION
Lesson Grade Span: Secondary (9-12) Targeted Grade Level/Course: 10 th grade World History II Estimated Time to Complete Lesson: One 90- minute class.
FOCUSED QUESTION
How did the Korean War impact the lives of average Korean citizens?
STANDARDS (Virginia SOL)
WHII.1a/j: The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by synthesizing evidence from artifacts and primary and secondary sources to obtain information about events and life in world history; investigating and researching to develop products orally and in writing. WHII.12a/b/c: The student will apply social science skills to understand the conflicts during the second half of the twentieth century by explaining the causes of the Cold War, including the competition between the American and Soviet economic and political systems and the causes of the collapse of communism in the Soviet Union and Eastern Europe; describing the major leaders and events of the Cold War, including the location of major conflicts; describing conflicts and revolutionary movements in Asia and their major leaders, including Mao Tse-tung (Zedong), Chiang Kai-shek, Deng Xiaoping, and Ho Chi Minh.
STUDENT & TARGET OUTCOMES
Students will be able to understand the major events of the Korean War.

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Students will be able to see the Korean War from the perspective of a South Korean student soldier.

Students will be able to produce a letter showing their comprehension of the events of the War and the experience of those who lived during the War.

LESSON OVERVIEW

This lesson will help students understand the major events of the Korean War and how the War impacted the lives of regular people. By introducing students to the story of the ROK Student Soldiers, they will think about the War's impact on people their same age and how they might have coped with such an extreme situation. This will help students to better understand what it is like to live through a war and may help them to better understand the Korean people.

PROCEDURES

For the warm up, students will be shown a picture of a civilization area during the Korean War after an attack has taken place on that area. Students will be asked to write down what they see (basic level question) to what they think happened (medium-level difficulty).

Then, students will learn about the basic events of the Korean War by reading an article aloud, popcorn style (one student reads a paragraph, then chooses another student to read the next paragraph, etc.). As they read, teacher will pause to check for understanding and ask students to consider how the events we are reading about hurt or helped the people of Korea.

After this, students will be told about the Student Soldiers of the Korean War (Student soldiers are those who volunteered to fight for their motherland, the Republic of Korea. During the Korean War, approximately 300,000 students joined the forces, including about 50,000 students for combat and 200,000 students for combat support in the rear without ranks and serial numbers. Among them, about 7,000 students died. Some of them continued to fight as regular soldiers after the disbandment of the student soldiers on 28 Feb. 1951.) They will brainstorm in small groups (3-4 students) about what would motivate students to join the war effort and what that student's daily activities might be.

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For homework, students will assume the role of a South Korean student soldier during the Korean War; they may pretend to be in a combat role or a combat support role. They are to write a letter to their mother outlining why they joined the Republic of Korea (ROK) Army, what their average day is like, something good that has happened to them, a challenge they are facing, and which side they think will win (the Korean People's Army from North Korea or the ROK Army from South Korea). They should also cite at least one historic event from the War and include it in their letter.

FORMATIVE ASSESSMENT

Response to warm up questions about photograph.
Participation in article read-aloud and questions.
Creation of a letter written from the assumed perspective of a ROK student soldier

Please see attachments for sample warm up photograph, suggested article, and letter writing rubric.

RESOURCE LIST

Source for warm up photo (suggestion: photo from December 1950 by David Douglas Duncan): The New York Times. (2018, April 26). The Korean War in Pictures. Retrieved December 10, 2018, from <https://www.nytimes.com/2018/04/25/world/asia/korean-war-.html>

Source for article on Korean War: History.com Editors. (2009, November 9). Korean War. Retrieved December 10, 2018, from <https://www.history.com/topics/korea/korean-war>

MODIFICATIONS & EXTENSIONS (OPTIONAL)

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MODIFICATIONS

The reading used during class may be given on paper or access online (for use with literacy-assistive software such as Snap&Read). Other readings that provide an overview of the events of the Korean War, at higher or lower levels of literacy, may be substituted for the one suggested here. The letter students are to write for homework may be hand written or typed and printed.