

Honoring Korean War Veterans
AUTHOR INFORMATION
Author: Bobbie Downs State: New Jersey
GENERAL INFORMATION
Lesson Grade Span: Middle (6-8) Targeted Grade Level/Course: 8th Grade US History Estimated Time to Complete Lesson: 3-5 40-minute classes
FOCUSED QUESTION
Why has the Korean War been forgotten? What role can education play in helping students and society honor our veterans? Why do the veterans of the Korean War deserve to be remembered?
STANDARDS (STATE/C3)
CCSS.ELA-LITERACY.RH.6-8.7- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. NJ 6.1.12.A.12.a- Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War. NJ Presentational Skills: Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.
STUDENT & TARGET OUTCOMES
At the end of this lesson, students will be able to: <ul style="list-style-type: none">- Identify basic facts of the Korean War- Synthesize basic information about the Korean War into a cohesive description- Support arguments about why Korean War veterans should be honored- Construct a medium (chapter, documentary, or memorial) to demonstrate their arguments

LESSON OVERVIEW

This lesson will allow students to apply the information they have learned about the Korean War and develop a medium to honor the sacrifices of Korean War Veterans. The lesson will be the culminating activity on the study of the Korean War. It is designed to develop empathy and understanding of sacrifice and need to honor veterans.

PROCEDURES

PREVIOUS KNOWLEDGE: Students should have a foundational understanding of the Korean War and the contributions the war had in the development of South Korea.

1. Students will read the Chapter “Forgetting and Remembering” found here: <https://koreanwarlegacy.org/chapters/korea-forgetting-and-remembering/>
2. Students should also watch the clips from veterans: William Beasley, Joseph C. Giordano, and Bill Burns Montoya. They should write down at least 2 arguments from each veteran about why the war was forgotten or should be remembered in their interactive notebooks. If time permits, also watch the clips from Jimmie Montoya and Bill Burns. This can be done as a whole class. These clips can be found on the side bar of the chapter: <https://koreanwarlegacy.org/chapters/korea-forgetting-and-remembering/>
3. Have a class discussion on reasons why the veterans feel that Korean War has been forgotten and why it is important to remember the war and the veterans. Have students write at least 3 reasons in their interactive notebooks.
4. Give students the handout “Honoring Korean War Veterans ” and review the instructions with the students. The teacher should also give out the “Rubric: Honoring Korean War Veterans” and review with students. NOTE: Depending on the students’ abilities, the teacher can let students self-select groups or will choose the groups for the students. It is recommended that there are 2-3 students in each group. Each group may choose whether they want to complete a chapter, documentary, or memorial. For more support when needed, the teacher can assign the following in each group: a researcher (organizes the research for the project), a secretary (responsible for typing and recording all information), and a presenter (organizes the presentation and facilitates the presentation). All students should work actively on the project.
5. Students will then work through the instructions on the worksheet. This will take at least 2-3 40-minute class periods. Teacher should give guidance as necessary.

WHDE Lesson Plan

- The last time period should be designated for group presentations. While groups are giving the presentations, the other students should complete the “Honoring Korean War Veterans Presentations” form.

EXTENSION ACTIVITY: As an extension to the project, the class can watch the documentary, *Beyond the Bridge of No Return* found here: <https://koreanwarlegacy.org/beyond-the-bridge-of-no-return-legacy-of-a-korean-war-veteran/>. After viewing the documentary, the teacher should facilitate a discussion on how the documentary could be used to support the students’ arguments in their chapter, documentary, or memorial. As a class summary, brainstorm 10 facts/points from the documentary that highlight why the Korean War should be remembered

FORMATIVE ASSESSMENT

The formative assessment will be the completion of the group project. Each of the three options will be graded by using a rubric. See attached file for rubric information.

RESOURCE LIST

Beyond The Bridge of No Return: Legacy of a Korean War Veteran. (2018). Retrieved November 21, 2018, from <https://koreanwarlegacy.org/beyond-the-bridge-of-no-return-legacy-of-a-korean-war-veteran/>

Memory Bank Korea: Forgetting and Remembering. (2018). Retrieved November 21, 2018, from <https://koreanwarlegacy.org/chapters/korea-forgetting-and-remembering/>

MODIFICATIONS & EXTENSIONS (OPTIONAL)

MODIFICATIONS

The teacher can incorporate modifications as appropriate. By grouping the students in mixed-level groups, students will be able to support each other. The length of the assignment (ex: page length for chapter) can be modified as needed.

EXTENSIONS

WHDE Lesson Plan

Students can invite veterans, parents, grandparents, and community members to the presentations and host an entire day of remembering the Korean War and celebrating the veterans.



HONORING KOREAN WAR VETERANS

Name: _____ Date: _____

As part of our unit on the Korean War, we have been discussing how the Korean War has been “forgotten” not only in history class, but in society. Students must develop a way to honor the sacrifice of the veterans who fought from 1950-1953.

Guidelines:

- Students must work in groups of 3-4 students
- Project must demonstrate an understanding of the previous discussions in class
- Project must honor the veterans through symbolism and direct connections

Option 1: Developing a Textbook “Chapter”

Students must develop a “chapter” for a textbook to remember the Korean War. The chapter must be at least 2 pages double-spaced and typed in Times New Roman Size 12. The chapter must contain the following:

- An introduction to the Korean War (dates, location, countries involved, important battles)
- A paragraph on the impact that the Korean War had in South Korea’s development
- A paragraph on why veterans deserved to be remembered
- At least two in-text photographs

Helpful hint: Students can review <https://koreanwarlegacy.org/chapters/> for guidance.

Option 2: Developing a “Documentary”

Students must develop a 3-5 minute “documentary” to remember the Korean War. The video can be done in iMovie or another video platform. It can be done through voice over, but students are encouraged to be creative. The documentary must include:

- An introduction to the Korean War (dates, location, countries involved, etc)
- A discussion of the impact that the Korean War had in South Korea’s development
- A discussion of why veterans deserved to be remembered
- At least two in-text photographs

Helpful hint: Students can search “remembering the Korean War” on Youtube for ideas.

Option 3: Developing a “Memorial”

Students must develop a 3D memorial to remember the sacrifice of the Korean War Veterans. The memorial can be made of any materials that are available in the classroom. The memorial must include the following:

- A 3D Structure that has the dates and number of soldiers
- Symbolism that represents at least 3 aspects of the war (location, sacrifice, legacy, South Korean development, living conditions, etc.)
- A 5-7 sentence explanation of how the structure honors the sacrifice of Korean War veterans

Helpful hint: Students should visit <http://remember727.org> to see various memorials.

Assignment Weight: _____ points

HONORING KOREAN WAR VETERANS



Name: _____ Date: _____

For each group presentation, complete the graphic organizer below. Be sure to include as much information as you can from the presentation.

Group # and Type of Presentation	Facts about the Korean War	Why should veterans be honored?	Did the project honor veterans? Why?
EXAMPLE: Group 1/ Memorial	Started in 1950 Occurred in South and North Korea	A lot of them died They had to leave their families South Korea has grown a lot	Yes because there was a lot of symbolism. It was beautiful and showed a lot of effort to honor their sacrifice.

HONORING KOREAN WAR VETERANS DEVELOPING A CHAPTER: RUBRIC

Name: _____

Date: _____

Group #: _____

	EXCELLENT	VERY GOOD	FAIR	NEEDS MORE WORK
GROUP WORK	Students show ability to organize, listen to others, come to consensus, and draw on individual strengths.	Students show ability to organize, listen to others, and come to consensus.	Students are able to complete the assignment, but have difficulty coming to consensus and organizing work as a group.	Group does not show listening or organizing skills. Loud and disruptive to other groups. Unable to complete all aspects of assignment due to disruptive group dynamics.
CONTENT	Students demonstrate reading comprehension of story and are able to clearly and accurately describe the contributions of the Korean War veterans.	Students demonstrate reading comprehension and accurately articulate the contributions of the veterans	Students demonstrate some reading comprehension. They identify some contributions, but do not select the most appropriate ones for their chapter.	Students do not demonstrate an understanding of their reading. They show little knowledge on the topic of their task.
CHAPTER DESIGN	Chapter shows thought about the subject. Group successfully synthesizes information. Shows a strong understanding of the importance of Korean War veterans.	Design shows thought about the subject and the purpose of the chapter. Group successfully synthesizes knowledge of the Korean War and veterans.	Design is basic and functional, but details are lacking. Description of war and veterans is slightly vague or unorganized.	Design shows no thought or attempt to connect with the subject matter. Group does not show an understanding of the contribution of veterans. Chapter is incomplete or inappropriate.
PRESENTATION	Volume is appropriate. Each person contributes to class understanding of the group's memorial. Students show good body posture (stand tall and do not fidget or look down) and handle questions	Volume is appropriate. Each person contributes to class understanding of the group's chapter. Most students show good body posture (stand tall and do not fidget or look down) and do not distract	Content is delivered, but several students may need to work on presentation style— volume, body posture, or polite listening while someone else is speaking.	Group presentation is lacking in both substance and style. Students are disruptive and unorganized. Class does not receive a clear idea of the chapter.

WHDE Lesson Plan

	from class with fitting, thoughtful responses.	from the person speaking.		
--	--	---------------------------	--	--

HONORING KOREAN WAR VETERANS DEVELOPING A DOCUMENTARY: RUBRIC

Name: _____

Date: _____

Group #: _____

	EXCELLENT	VERY GOOD	FAIR	NEEDS MORE WORK
GROUP WORK	Students show ability to organize, listen to others, come to consensus, and draw on individual strengths.	Students show ability to organize, listen to others, and come to consensus.	Students are able to complete the assignment, but have difficulty coming to consensus and organizing work as a group.	Group does not show listening or organizing skills. Loud and disruptive to other groups. Unable to complete all aspects of assignment due to disruptive group dynamics.
CONTENT	Students demonstrate reading comprehension of story and are able to clearly and accurately describe the contributions of the Korean War veterans.	Students demonstrate reading comprehension and accurately articulate the contributions of the veterans	Students demonstrate some reading comprehension. They identify some contributions, but do not select the most appropriate ones for their documentary.	Students do not demonstrate an understanding of their reading. They show little knowledge on the topic of their task.
DOCUMENTARY DESIGN	Documentary shows thought about the subject. Group successfully synthesizes information. Shows a strong understanding of the importance of Korean War veterans.	Design shows thought about the subject and the purpose of the documentary. Group successfully synthesizes knowledge of the Korean War and veterans.	Design is basic and functional, but details are lacking. Description of war and veterans is slightly vague or unorganized.	Design shows no thought or attempt to connect with the subject matter. Group does not show an understanding of the contribution of veterans. Documentary is incomplete or inappropriate.
PRESENTATION	Volume is appropriate. Each person contributes to class understanding of the group's memorial. Students show good body posture (stand tall and do not fidget or look down) and	Volume is appropriate. Each person contributes to class understanding of the group's documentary. Most students show good body posture (stand tall and do not fidget or look down) and	Content is delivered, but several students may need to work on presentation style—volume, body posture, or polite listening while someone else is speaking.	Group presentation is lacking in both substance and style. Students are disruptive and unorganized. Class does not receive a clear idea of the documentary.

WHDE Lesson Plan

	handle questions from class with fitting, thoughtful responses.	do not distract from the person speaking.		
--	---	---	--	--

HONORING KOREAN WAR VETERANS DEVELOPING A MEMORIAL: RUBRIC

Name: _____

Date: _____

Group #: _____

	EXCELLENT	VERY GOOD	FAIR	NEEDS MORE WORK
GROUP WORK	Students show ability to organize, listen to others, come to consensus, and draw on individual strengths.	Students show ability to organize, listen to others, and come to consensus.	Students are able to complete the assignment, but have difficulty coming to consensus and organizing work as a group.	Group does not show listening or organizing skills. Loud and disruptive to other groups. Unable to complete all aspects of assignment due to disruptive group dynamics.
CONTENT	Students demonstrate reading comprehension of story and are able to clearly and accurately describe the contributions of Korean War Veterans.	Students demonstrate reading comprehension and accurately articulate contributions of the Korean War veterans.	Students demonstrate some reading comprehension. They identify some contributions, but do not select the most appropriate ones for their memorial.	Students do not demonstrate an understanding of their reading. They show little knowledge on the topic of their task.
MEMORIAL DESIGN	Design shows thought about the subject and the purpose of the memorial. Group successfully synthesizes knowledge of types of memorials with content of the story. Shows creativity and attention to detail.	Design shows thought about the subject and the purpose of the memorial. Group successfully synthesizes knowledge of types of memorials with content of the story.	Design is basic and functional, but details are lacking. Description of memorial slightly vague or unorganized.	Design shows no thought or attempt to connect with the subject matter or the purpose of the memorial. Group does not show an understanding of different types of memorials. Design is incomplete or inappropriate.
PRESENTATION	Volume is appropriate. Each person contributes to class understanding of the group's memorial. Students show good body posture (stand tall and do not fidget or	Volume is appropriate. Each person contributes to class understanding of the group's memorial. Most students show good body posture (stand tall and do	Content is delivered, but several students may need to work on presentation style—volume, body posture, or polite listening while someone else is speaking.	Group presentation is lacking in both substance and style. Students are disruptive and unorganized. Class does not receive a clear idea of the memorial.

WHDE Lesson Plan

	look down) and handle questions from class with fitting, thoughtful responses.	not fidget or look down) and do not distract from the person speaking.		
--	--	--	--	--