

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 Foundation](#) website.

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

Estimated Time to Complete Lesson: 1-2 periods for reading the chapter and completing the written assignment. 1-2 periods for optional research assignment.

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.

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

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Lesson Plan

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, create brief headings for each paragraph, answer the focus question, use the ESRI map, and summarize one of the interviews in the chapter. OPTIONAL: students 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 can research a topic related to the Korean War or Korea today.

PROCEDURES

1. Distribute the student assignment document to students using your preferred online method. Students will write answers to these questions on their document: What do you think Americans think of South Koreans today? What do you think South Koreans think of Americans today? Teachers could have students discuss answers during a Google Meet, Zoom session, or on Google Classroom.
2. Students will access the chapter on The Korean War Legacy Foundation Website called: Korea and The United States: Postwar Perceptions. They can also use the chapter that is copied on the document. Here is a link to the chapter: <https://koreanwarlegacy.org/chapters/korea-and-the-united-states-postwar-perceptions/>

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3. Close read: Students will preview the reading selection by looking at the title and write down what they think the reading will be about. Next, students will write down captions for the two pictures in the selection. If possible, students could discuss online as a whole class or with a partner.
4. Students will read through Chapter 16 on their own and highlight words in bold they don't know and look up the definitions of those words. Students will read Chapter 16 and highlight in bold key ideas. These could be shared online or with the entire class virtually if teachers and students have access to sharing abilities. Students will devise a four word or less heading for each paragraph based on the main ideas they highlighted. These can be typed above the paragraph on the document. Students will write their heading above the paragraph where it says: Paragraph Heading. An example was done on the document for the first paragraph.
5. Students will read over the information on the ESRI map found on the bottom right of the [online chapter](#) for each veteran and then choose one of the interviews to listen to. The interviews are on the right side of the online Chapter 16. They will write a few sentences summarizing the main idea of the interview and add it at the end of their document. 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?
6. Online suggestion: If the teacher has a way for students to work together or share answers in an online forum, this can be incorporated into any part of the lesson.
7. OPTIONAL: 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 could be shared with the class and serve as a master list for students to choose from for further research. Questions could be shared on a Google Doc 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, 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 could 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 is at end of the lesson on page 5)

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RESOURCE LIST

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

Chapter 16 reading and assignment with directions (attached as a Word Document)

MODIFICATIONS & EXTENSIONS (OPTIONAL)

MODIFICATIONS

The close reading assignment will help students of differing reading levels. Assignment could be shortened for those students that require pared down reading assignments. The chapter reading could also be printed for those that prefer reading from print. Also, using a variety of teaching techniques such as 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.

There are 16 chapters on the [Korean War Legacy Foundation](https://koreanwarlegacy.org/) website. A teacher could choose to use a different chapter for this assignment and copy and paste it into the student document and change the title.

EXTENSIONS

Invite community members to your class through Zoom or Google Meet that are Korean, are Korean War Veterans, or have been to Korea to discuss The Korean War or Korea today. Use ePals or Empatico 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 or less 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
(OPTIONAL) 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.

Chapter 16: Korea and the United States: Postwar Perceptions

Note: This chapter is copied from the Korean War Legacy Foundation website. Click [here](#) for online version.

Grading: See rubric at the end of the document

Before reading, answer the following questions.

1. What do you think Americans think of South Koreans today?
2. What do you think South Koreans think of Americans today?
3. Look at the title of Chapter 16. Explain in complete sentences what you think the chapter will be about.
4. Look at the following picture and write a caption. This picture is also found on the online chapter.

Caption:



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5. Look at the following picture and write a caption.

Caption:



6. Read Chapter 16. Highlight in bold words you don't know. Look these words up.

7. Highlight in bold key ideas as you read Chapter 16 below or on the [online chapter](#).

8. Devise a four word or less heading for each paragraph based on your highlighted key ideas. The first one has been done for you as an example:

Chapter 16: Korea and the United States: Postwar Perceptions

Sample paragraph heading for first paragraph below: Reflections and New Questions

Anniversaries of major historical events produce **opportunities for reflection**. In the case of the Korean War, the sixtieth anniversary of the beginning of the war in 2010 prompted historians and journalists to ask **new questions** about what went right, what went wrong, and what "might have been." After all, unlike World War II before it, the Korean War **did not produce decisive victory** on either side. It resulted in a **sixty-five year stalemate** that endures to this day. Was it worth it?

Paragraph Heading for 2nd paragraph:

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Recent developments give cause for optimism, including North Korea's and South Korea's joint participation in the 2018 Pyeongchang Olympics and President Donald Trump's summit with North Korean leader Kim Jong-un. However, the two countries are still in a de-facto state of war and it is unclear if or when it will end. The situation continues to destabilize the entire East Asian region and poses a serious threat to world peace.

Paragraph Heading for 3rd paragraph:

In addition to the horrors endured by American and Korean soldiers on both sides, Korean civilians, especially women and children, bore the brunt of the war. Veteran Charles Fowler recalled, "The most horrible thing was when our planes began to shoot napalm. People that it hit would be just dead, burnt, dead. One time, our air strikes hit [one of our units] and destroyed almost half of them by mistake." [[Video: Charles Fowler – Horrible Napalm](#)] In his important book published in 2010 titled *The Korean War: A History*. Bruce Cumings argued that the war was not worth the amount of civilian blood spilled. Between 1950 and 1953, the United States dropped more bombs in Korea than they had during the entire Pacific Theater during World War II. 32,557 tons of napalm lit villages aflame and burned alive soldiers and civilians alike. [[Video: Keith Fannon – Napalm](#)]

Paragraph Heading for 4th paragraph:

When napalm hit the South Korean village of Danyang, families who had escaped other attacks were clustered together in a cave. Eom-han Won who was fifteen at the time recalls, "When the napalm hit the entrance, the blast and smoke knocked out kerosene and castor-oil lamps we had in the cave. It was a pitch-black chaos – people shouting for each other, stampeding, choking. Some said we should crawl in deeper, covering our faces with wet cloth. Some said we should rush through the blaze. Those who were not burned to death suffocated."

Paragraph Heading for 5th paragraph:

Because each side endured so much pain, suffering and death, it is natural that many Koreans harbor deep resentment toward Americans, and that many Americans view their North Korean and Chinese foes as cruel and subhuman. But the war did accomplish something remarkable that many historians overlook. It allowed Americans to better understand Korea's culture, people and history, while prompting many South Koreans to appreciate American efforts to defend them against communist aggressors. Though the war ended in a stalemate, and though the peninsula did not reunite as one unified country, South Korea emerged with its own democratic government and an alliance with the United States. That alliance only became stronger over the years and endures to this day. Amazingly, Korea has risen from the ashes to become the world's 11th largest economy, and expects to become the seventh by 2030.

Paragraph Heading for 6th paragraph:

For three years, Americans, United Nations forces and South Koreans fought side-by-side to preserve the Republic of Korea. Together, they suffered 150,000 casualties. The American military found new respect for their fellow South Korean soldiers, who made up over 70 percent of the front line units in the UN command. South Korea's army also suffered more than three and a half times the number of battlefield deaths as US troops—a reality that was not lost on American commanders.

Paragraph Heading for 7th paragraph:

After the war, South Koreans realized that even though the presence of a foreign power was not ideal, the American military could protect the country against further invasions from the north and allow the country's economy to recover. Indeed, shortly after the war's end, the United States and South Korea signed a mutual defense treaty that declares that if either country is attacked, the other country will step in to defend its ally.

Paragraph Heading for 8th paragraph:

As a result, some South Koreans began to view the United States as an “elder brother” or a “far away but good friend” after the war. Veterans Bruce Ackerman and Kenneth Dillard recall how that relationship strengthened over time. [Video: Bruce Ackerman – Relationship Strengthened] [Video: Kenneth Dillard – Relationship Strengthened] Doris Porpiglia describes why she considers the Korean people such good friends, “I have met many Koreans. They are very giving people, the most giving people I think I have ever seen, because they're thankful... and we're glad they're [still] here.” [Video: Doris Porpiglia – They Are Very Giving People] Such a friendship was unimaginable before the war. And for their part, Americans began to view the young Republic of Korea as an important new ally. In the years since, South Korea has become one of America's most important trading partners; currently its seventh largest.

Paragraph Heading for 9th paragraph:

This newfound mutual respect became one of the most important of the Korean War's unintended consequences. Out of the most hellish conditions imaginable came a partnership that continues to benefit and enrich both countries to this day.

9. Find the ESRI map on the bottom right hand corner of the [Chapter 16 online chapter](#). Read over the information for each veteran found on the map by clicking on the stars on the map. Choose one of the veterans to listen to and summarize what they said below. The veterans to choose from are Charles Fowler, Keith Fannon, Bruce Ackerman, Kenneth Dillard, and Doris Porpiglia.

10. Using evidence from Chapter 16 answer the following: What do Americans think of South Koreans today? What do South Koreans think of Americans today?

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OPTIONAL: Write down two questions you still have about Korea or the Korean War. The questions should be higher-level questions which will lead to in depth research. Choose one question or topic to do more in depth research. Use a variety of sources to complete their research, including the Korean War Legacy Foundation website. Produce a presentation, Prezi, essay, create a website, or use some other method to show what you learned. Share what you learned with another student or the whole class.

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<p>(OPTIONAL) Research question answered</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
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