

History Beyond the Textbook

AUTHOR INFORMATION

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GENERAL INFORMATION

Lesson Grade Span: Secondary (9-12)

Targeted Grade Level/Course: World History 1500AD to Present

Estimated Time to Complete Lesson: 90 minutes total over two – 45 minutes online sessions

FOCUSED QUESTION

Why is oral history an important historical resource?
What can students learn from the oral histories of those who served in the Korean War?

SOCIAL STUDIES STANDARDS

Virginia Standards of Learning for Social Studies

WHII.1a
WHII.1b
WHII.1c

WHII.1d
WHII.1e
WHII.1f
WHII.1j

WHII.12a
WHII.12b
WHII.12c

C3 Framework for Social Studies

D2.Civ.10.9-12
D2.Civ.11.9-12
D2.Civ.14.9-12

D2.His.1.9-12
D2.His.2.9-12
D2.His.3.9-12
D2.His.6.9-12

D2.His.7.9-12
D2.His.8.9-12
D2.His.10.9-12
D2.His.13.9-12

STUDENT OUTCOMES & LESSON TARGETS

- Students will be able to evaluate and interpret the historical event(s) through multiple perspectives of veterans.
- Students will learn about methods used to acquire primary source interviews from people regarding historical events
- Students will synthesize evidence from artifacts and primary to obtain information about events in World history.
- Students will understand that different veterans may have differing perspectives on the Korean War and those experiences may reflect differently in the way they recognize their participation in the war.

Students will hold a Korean War commemoration ceremony/reception and establish interview stations to record the narratives of those servicemen from Suffolk who served in the Korean War.
(Extension activity)

LESSON OVERVIEW

Primary sources and artifacts are resources that provide a unique window into the past – an unfiltered access to the record of the artistic, political, social, and scientific thoughts or achievements during the specific era that is being studied; produced by the very people who lived during that period.

Bringing our young people into close contact with these unique, sometimes profoundly personal, sometimes controversial documents or objects can give them a very real sense of what it was like to be alive during a long-past era.

Oral history - the systematic collection of living people's testimony about their own experiences are the everyday memories of the everyday people that are just as important as the stories of those who find their way into the History textbooks. If we do not collect and preserve those memories, those stories, then one day they will disappear forever. An eyewitness to history will be lost.

This lesson is meant to teach young people why oral history is important and what we can learn about the Korean War through the interviews conducted with Suffolk area Veterans. They will learn how to conduct oral history interviews and eventually host a Commemoration Celebration/reception where they will set up stations to conduct and record interviews from Suffolk area Korean War Veterans.

PROCEDURES

45 MINUTE DAY 1 ONLINE LESSON

1. Teacher should give a presentation as to the importance of using primary sources and artifacts in the classroom including oral histories. (Why oral history? Why is it important?)
2. The teacher should then give students an introduction regarding how to conduct an oral history interview and show students a clip(s) of a previously conducted interview. If necessary: note certain features of the interviews including the positives and negatives associated with human memory and the length of time post memory, ask if the artifacts enhance the interview. Does it make it more “real” to the viewer?

Suggested interview: Bruce Ackerman <https://koreanwarlegacy.org/interviews/bruce-ackerman/>

3. Then show a clip(s) from the interview of Korean War Veteran Nathaniel Ford, Jr. Point out that this interview is just as important and historically relevant even though it does not have artifacts to enhance the interview.

Suggested interview: Nathaniel Ford, Jr <https://koreanwarlegacy.org/interviews/nathaniel-ford-jr/>

PREPARATION FOR DAY 2 ONLINE LESSON

4. Select 2 veteran interviews from the list below. How did the questions differ in the two interviews? Similarities in questions for both? Did they have artifacts to share? How do the artifacts enhance the interview?

OR

5. Research 1 veteran from the list below and select an additional veteran interview from the list found at the Korean War Legacy Foundation website <https://koreanwarlegacy.org/interactive-library/?viewall=1> Write down the questions asked of the veterans. What common questions did you notice? What If there were artifacts how did the artifacts enhance the story?

Suggested interviews (w/artifacts):

Jack Allen <https://koreanwarlegacy.org/interviews/jack-allen/>

James Butcher <https://koreanwarlegacy.org/interviews/james-butcher/>

John Fischetti <https://koreanwarlegacy.org/interviews/john-fischetti/>

Carl M Jacobsen <https://koreanwarlegacy.org/interviews/carl-m-jacobsen/>

45 MINUTE DAY 2 ONLINE LESSON

6. Conduct a post homework discussion of what students learned from the homework assignment. What did you learn from this assignment? What similarities were there in the interviews? What differences did you detect from the interviews? Are there additional questions that you would have asked had you done this/these interview(s)? Why would you have included these questions?

7. Finally discuss the formal assessment parameters with the students. Give them a list of roughly 10 - 15 questions that will be used in their mini veteran interview. At least 1-2 of these questions should be questions that could spark follow up questions (i.e. parachutist pin could lead to a question of what did you have to do to get that? How did you earn that Purple Heart?) After the general identifying information, the first question should be one that elicits a relatively long answer/story and makes the subject comfortable. Set a due date to submit their recorded interviews.

[Interview questions](#)

FORMATIVE ASSESSMENT

Working as individuals or teams, organize a brief **video recorded** online (zoom, google hangouts, etc) or in person interview (if their in-house family member is a veteran) with current or retired educators/parent/grandparent who served in the military. Work on questioning skills (timing, types of follow up questions from the collection of “stock questions” that all participants will be asked, etc.) Ask if there are artifacts they can share (hold up to screen) to enhance their narrative.

Have students practice their presentations prior to the formal presentation to the class. This can be done using breakout rooms from Zoom or Google Meet. Students will use the [Student Rubric](#) to grade one another on the practice presentation of their interview. Afterwards students will be given time to polish their presentations before presenting again to the class and will be graded using the [Teacher Rubric](#).

RESOURCE LIST

Korean War Legacy Foundation <https://koreanwarlegacy.org/>

Korean War Veterans Digital Memorial <http://www.kwvdm.org/>

Library of Congress Veteran’s History Project <https://www.loc.gov/vets/>

Oral History Association <https://www.oralhistory.org/>

Korean War Legacy Foundation: Chapter 8 - The Human Experience
<https://koreanwarlegacy.org/chapters/the-human-experience/>

War Legacy Foundation: Chapter 15 - Forgetting and Remembering
<https://koreanwarlegacy.org/chapters/the-human-experience/>

** Resources used in the zoom presentations listed within the presentation

MODIFICATIONS & EXTENSIONS (OPTIONAL)

MODIFICATIONS

Vocabulary scaffolding may be necessary for IEP or ELL learners.

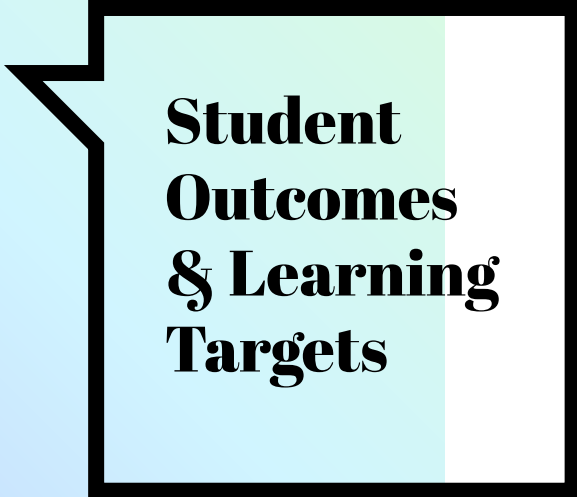
EXTENSIONS

Hold a commemoration/reception for Korean War Veterans and set up interview stations to record their stories as well as photo stations to get pictures of any artifacts that may have. After the event, transcribe the interviews, making certain that the participants receive a copy as well as the KWDH Foundation. Students should also send our timely thank you notes to participants for attending the ceremony and participating in the interviews.

Interviews will be conducted in May (post end of course testing) with an aim of having the interviews transcribed and copies to the participants by the late July anniversary of the end of the war.



**History Beyond
the Textbook**

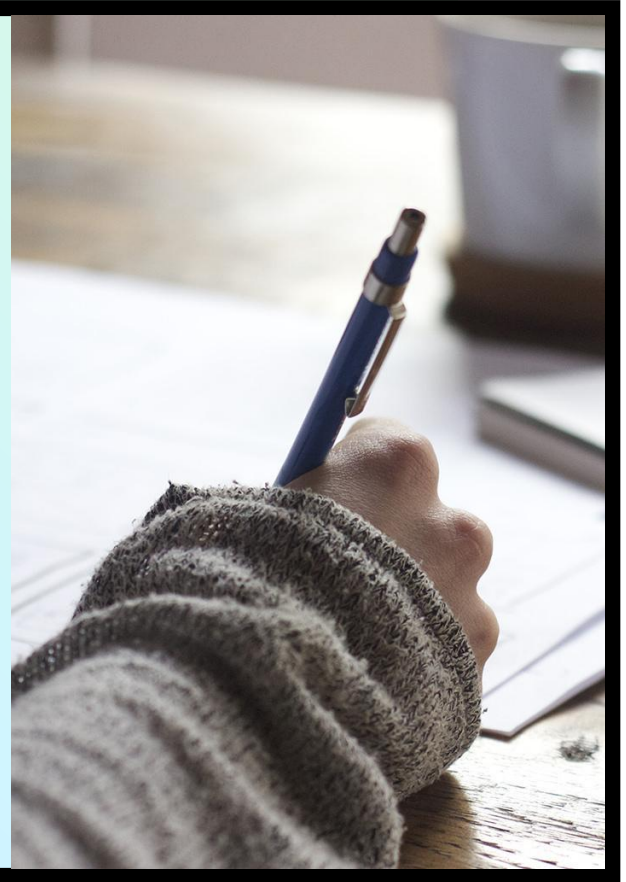


Student Outcomes & Learning Targets

- Students will be able to evaluate and interpret the historical event(s) through multiple perspectives of veterans.
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- Students will understand that different veterans may have differing perspectives on the Korean War and those experiences may reflect differently in the way they recognize their participation in the war.

Day 1 (45 min)

Primary Sources and Artifacts



**“ We are not makers of
history. We are made by
history.**

-Martin Luther King Jr.



[Bruce Ackerman](#)



[Nathaniel Ford, Jr](#)



Homework

Option 1:

Select 2 veteran interviews from the list below. How did the questions differ in the two interviews? Similarities in questions for both? Did they have artifacts to share? How do the artifacts enhance the interview?

Suggested interviews (w/artifacts):

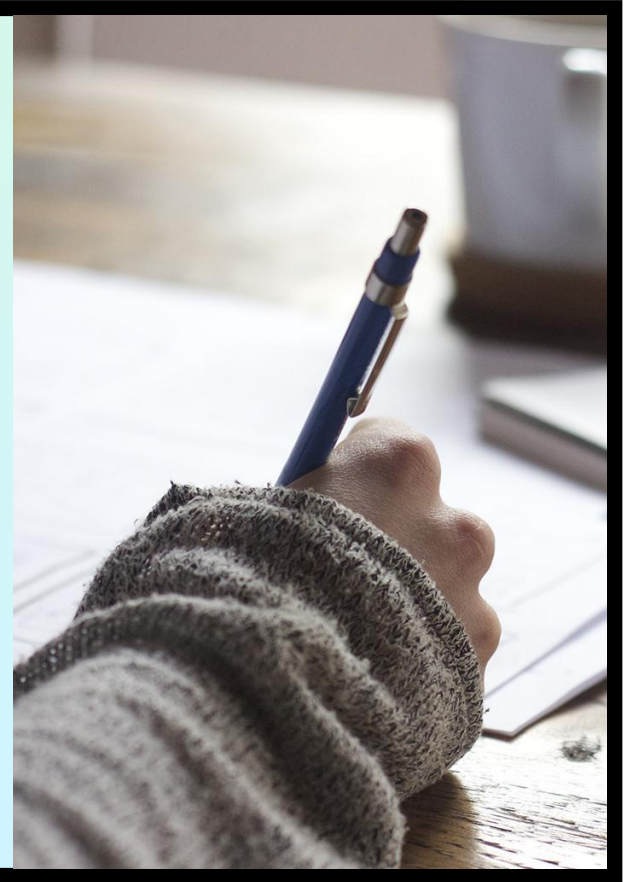
[Jack Allen](#)
[James Butcher](#)
[John Fischetti](#)
[Carl M Jacobsen](#)

Option 2:

Research 1 veteran from the list below and select an additional veteran interview from the list found at the [Korean War Legacy Foundation website](#). Write down the questions asked of the veterans. What common questions did you notice? What if there were artifacts how did the artifacts enhance the story?

Day 2 (45 min)

Homework discussion and
formal assessment
introduction



Homework Discussion

- What did you learn from this assignment?
- What similarities were there in the interviews?
- What differences did you detect from the interviews?
- Are there additional questions that you would have asked had you done this/these interview(s)?
- Why would you have included these questions?

Formal Assessment

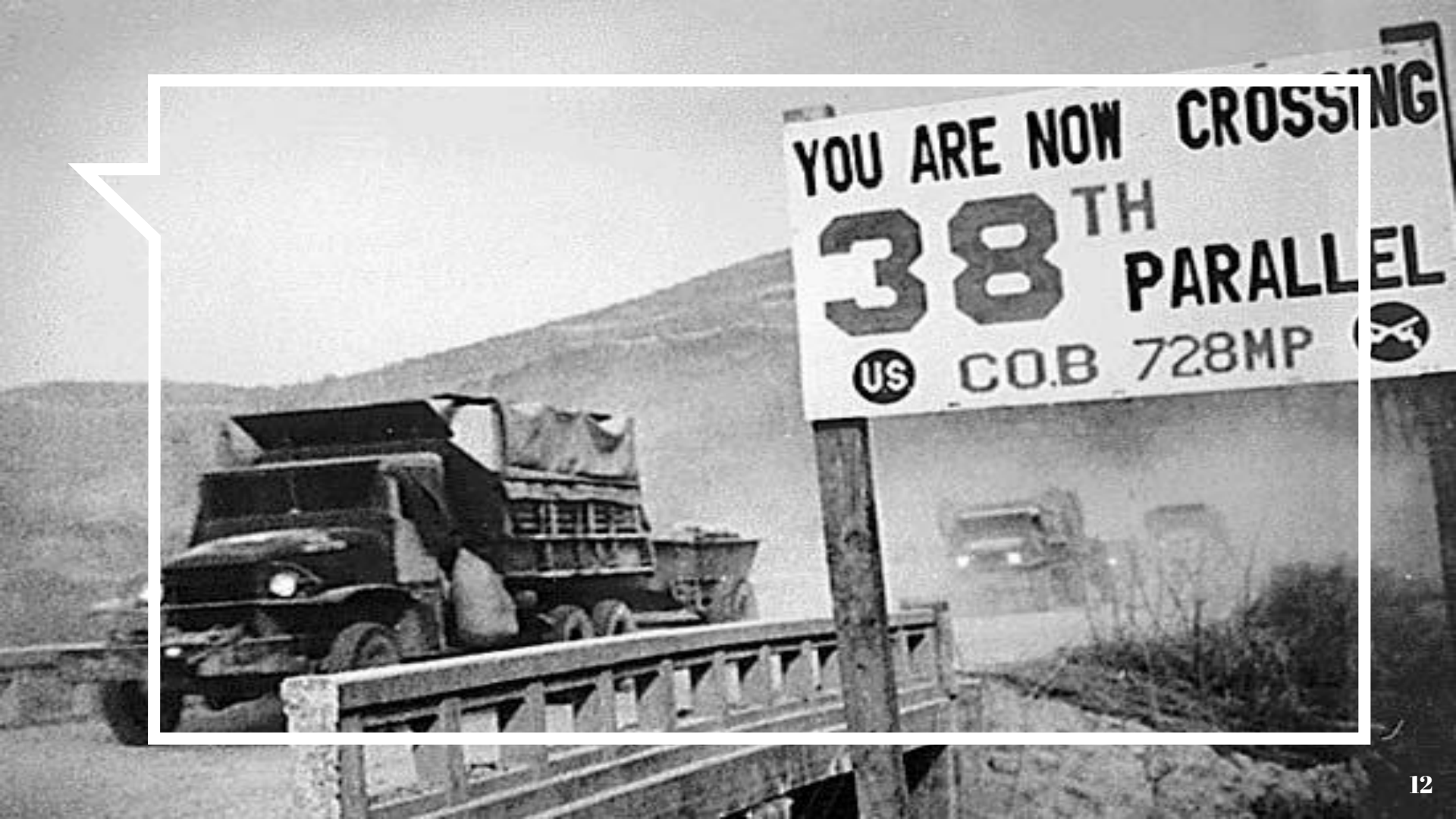
Oral History Interview

**The
process is
easy**

Interview Questions for Veteran

Peer Review

Class Presentation





3,000,000

Casualties of the Korean War,
majority were civilian

Thanks!

Any questions?

Please do not forget that you can always contact me if you have any questions.



Credits

Special thanks to all the people who made and released these awesome resources for free:

- Presentation template by [SlidesCarnival](#)
- Photographs by [Unsplash](#) & [Britannica](#)