

World History Digital Education
Lesson Plan

How Do We Memorialize a “Forgotten War”?

AUTHOR INFORMATION

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GENERAL INFORMATION

Lesson Grade Span: Secondary 9-12

Targeted Grade Level/Course: 11th grade U.S. History (Dual Enrollment)

Estimated Time to Complete Lesson: 90 minutes for online portion of the lesson (spread over 3 days – 30-minute sessions each)

FOCUSED QUESTION

How do we choose to remember and memorialize people and events from history?
How do we memorialize the people and events from the Korean War?

SOCIAL STUDIES STANDARDS

College, Career, and Civic Life (C3) Framework for Social Studies State Standards

D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

D2.His.2.9-12. Analyze change and continuity in historical eras.

D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.

D2.His.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them

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D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.

D2.His.13.9-12. Critique the appropriateness of the historical sources used in a secondary interpretation

D2.His.17.9-12. Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy

Content Area Standards: (Virginia Standards of Learning)

- VUS.1 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 in Virginia and United States history;
 - interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia and United States history;
 - constructing arguments, using evidence from multiple sources;
 - comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history;
 - explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history;
 - analyzing multiple connections across time and place;
 - using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;
 - investigating and researching to develop products orally and in writing.

VUS.12 The student will apply social science skills to understand the United States' foreign policy during the Cold War era by

- analyzing the changing role of the United States in Asia, including Korea:
 - American involvement in the Korean War in the early 1950s reflected the American policy of containment of communism.
 - The United States military maintains a presence in South Korea.

STUDENT OUTCOMES & LESSON TARGETS

- Students will use primary sources to learn about methods used to memorialize people and historical events
- Students will be able to evaluate and interpret the different ways that combatant countries in the Korean War memorialize veterans and conflicts

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- Students will understand that different countries 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 be able to develop an argumentative essay using historical context and personal perspectives to frame an understanding of the Korean War and how it has been memorialized by the combatant nations.
- Students will design, develop/build, and interpret a Korean War memorial to honor those servicemen from Suffolk who served in the war. (Extension activity)

LESSON OVERVIEW

Experience has taught me that one 45- or 90-minute lesson can be overwhelming for students. Therefore, I have chosen to divide the information into three – 30-minute online sessions and give students information and assignments that will be done prior to each online session. The optimal timetable would allow for a few days between the 2nd and 3rd online meetings to allow for group work on their project designs.

After discussing different types of monuments and memorials found today and how various people and nations use each type to memorialize people and events in their history, students will divide into groups to research how North Korea and its allies or South Korea and its allies memorialize the Korean War. After each group presents its research, students will work to design or redesign a Korean War memorial in an area (person or event) of their choosing.

The formative assessment will consist of an argumentative essay citing relevant information from class discussions to answer questions regarding how the Korean War is memorialized throughout the world, the legacy these memorials leave behind, and how might a change in the narrative of history change its future interpretation.

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PROCEDURES

PREPARATION FOR ONLINE DAY 1:

1) Assign the following articles for students to read in preparation of the lesson:

- “Do Memorials Matter?”
- “Why War Memorials Matter”
- “How Should America Memorialize Its Wars?”
- Korean War Legacy Foundation: Memory Bank, Chapter 15: “Korea Forgetting and Remembering”
- Korean War Legacy Foundation: Memory Bank, Chapter 17: “The Legacy”

ONLINE DAY 1:

2) Zoom lecture/discussion with students re: different types of monuments and memorials (show examples of each): [presentation link](#)

- Spontaneous memorials (items immediately placed at the site of a tragedy or a memorial constructed without a thought-out plan)
- Traditional memorials - (Those celebrating or honoring a person or event: memorial planned, thought out, and funds raised)
- Monuments in Conflict - (different perceptions/memories trying to control the view of history)
- "Personal Memorials" - (T-shirts/buttons honoring lost friends or loved ones)
- Other types - (i.e. oral history, school buildings, street names)

3) Why is it important to keep history (people/places/events) in our memory and memorialize them? Should we remember and memorialize? How do we equitably accomplish this?

PREPARATION FOR ONLINE DAY 2:

4) Assign students to one of the following groups: a) South Korea and its supporter nations or b) North Korea and its supporter nations and have them research as to how these nations memorialize people or events from the Korean War. Ask them to be able to answer the following questions:

- a) Who/what is being memorialized? (military vs civilians)
- b) Why?
- c) What type of memorial is this? (from the opening activity/hook)
- d) Where is its placement? Why is this important?
- e) Build a group google slide presentation for the online day 2 lesson

ONLINE DAY 2:

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5) Zoom meeting: Short group presentations/discussion regarding their findings. Look for common/contrasting elements in how different countries memorialize their people and events from the Korean War. Students should build a chart or graphic organizer with the findings from both groups.

PREPARATION FOR ONLINE DAY 3: [presentation link](#)

6) After the discussion students (in groups or individually) should then design (or redesign) and develop the interpretation for a Korean War memorial in an area of their choosing (people or events). Questions to think about when planning include: (and the answers should be written down or discussed by the student upon presenting the final product)

- Who is the audience for this monument/memorial?
- What do you want them to think about/understand when viewing your monument/memorial?
- What is your point of view with this monument/memorial? (What is its message?)
- How will you interpret this memorial?

** Your day 3 presentation should include a visual representation of your memorial. Acceptable mediums are (but not limited to): hand drawn representations, CAD drawings, 3-D models

ONLINE DAY 3:

7) Zoom meeting: Student led presentations of their memorial designs

FORMATIVE ASSESSMENT

Construct a written argument to answer these questions: What can we learn from other nations and people regarding memorialization of the Korean War? Compare and contrast your findings with how the United States and individual states within the United States memorialize this “Forgotten War.” Should we memorialize people and events that shape out history? Why or why not? How might a memorial be interpreted by future citizens shaped by a different historical narrative? Cite specific and relevant evidence from the historical arguments made in the class discussions to support your claims. You should also acknowledge the competing views that make up this argument in your essay.

[Essay Rubric link](#)

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RESOURCE LIST

“Do Memorials Matter?” <https://www.cam.ac.uk/research/discussion/do-memorials-matter>

“Why War Memorials Matter” <https://www.telegraph.co.uk/history/britain-at-war/8857435/Why-war-memorials-matter.html>

“How Should America Memorialize Its Wars?”
<https://www.theatlantic.com/politics/archive/2017/05/the-challenge-of-memorializing-americas-wars/528300/>

Korean War Legacy Foundation: Memory Bank, Chapter 15: “Korea Forgetting and Remembering”
<https://koreanwarlegacy.org/chapters/korea-forgetting-and-remembering/>

Korean War Legacy Foundation: Memory Bank, Chapter 17: “The Legacy”
<https://koreanwarlegacy.org/the-legacy/>

** Resources used in the zoom presentations listed at the conclusion of the presentation

MODIFICATIONS & EXTENSIONS (OPTIONAL)

MODIFICATIONS

Vocabulary scaffolding might be necessary if using with special needs or ELL.

EXTENSIONS

After the conclusion of this mini unit, students should take informed action and work with various stakeholders in the local community to physically design, build, and develop an interpretation strategy for a memorial to honor those from Suffolk who served in the Korean War.

They should use the same questions to think about when planning that they used in this mini unit:

- Who is the audience for this monument/memorial?
- What do you want them to think about/understand when viewing your monument/memorial?
- What is your point of view with this monument/memorial? (What is its message?)

Various Types of Memorials

Spontaneous Memorials

You often see them on roadsides following accidents or following 9/11 on the fence of Trinity Church. Spontaneous memorials tend to be fleeting but powerful representations of our emotional and psychological reactions to life.

Not planned or thought out.





*A portion of the memorial
to the victims of the mass
shooting in Virginia
Beach, May 31, 2019*

Traditional Memorials

*Something, especially a
structure, established to remind
people of a person or event*

*Memorial planned, thought out,
and funds raised*





*U.S. Marine
Corps Memorial*

*Raising the
flag at Mt
Suribachi, Iwo
Jima, 1945*

*Memorial
located in
Arlington, VA*

Memorials in Conflict

*Different perceptions/memories
trying to control the view of
history*

TOP: Oklahoma City Memorial

*BOTTOM: Vietnam War
Memorial*





American Civil War

*Monuments across the south;
many outside of court houses*

*Memorialization of the
Perpetrators or the Victims?*

*Argument is one of honoring the
Southern dead vs reminding
people of color of their previous
status*

To remove or not?

Personal Memorials

T-shirts/buttons honoring lost friends or loved ones





“Other” Memorials

*Oral histories, school buildings,
street names*



<https://koreanwarlegacy.org/interviews/wall-ace-stewart/>

The Korean War Memorial

Washington, D.C.



19 stainless steel statues representing Army, Navy, Air Force, and Marine soldiers as an ethnic cross section of America.



A mural of over 2,400 actual photographs representing those who worked in support of the foot soldiers. The reflections in the granite create an image of 38 statues, representing the 38th parallel.



The Pool of Remembrance lists the war in terms of KIA, MIA, WIA, and POW. It includes benches for reflection.



To the left of the mural wall are 22 plaques listing the names of the countries who contributed troops to the United Nations effort

Sources:

<https://www.google.com/imghp?hl=en>

<http://spontaneousmemorials.tumblr.com>

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<https://www.koreanwarvetsememorial.org/the-memorial/>

Wallace Stewart photo courtesy of Mary T. McCullagh, June 2018

<https://koreanwarlegacy.org/interviews/wallace-stewart/>