

CANADA'S PARTICIPATION IN THE KOREAN WAR

INQUIRY, HISTORICAL THINKING, AND ACTION





SSENC / RESSC

The Korean War Legacy Foundation (KWLF)

helps teachers, students, and the general public to understand the origins and outcomes of the Korean War, the challenges that soldiers faced while fighting it, and the legacy of the war that is exemplified by South Korea's simultaneous achievement of rapid economic development and substantive democratization in the late twentieth century. KWLF offers a rich range of oral histories, documents, and historical photographs about the Korean War at: koreanwarlegacy.org.

The Social Studies Educators Network of Canada

(SSENC) advocates and builds capacity for high-quality social studies education by facilitating networking between educators and engaging with partners across Canada. Founded in 2019, it brings together existing formal and informal networks of social studies educators in every province and territory to share best practices, build relationships, and work with partners to produce high-quality resources. Learn more about our current work at: ssenccssc.ca.

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- The Embassy of Korea in Canada

Social Studies Educators Network of Canada

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CANADA'S
HISTORY

On the cover clockwise from the left : Photo of René Lévesque interviewing Lieutenant Colonel Jacques Dextraze/Radio-Canada. Pte. John Lewis, one of the survivors of the Chinese attack on "B" Company, 1st Battalion, Royal Canadian Regiment positions on Little Gibraltar Hill, Korea / Paul E. Tomelin / Canada. Dept. of National Defence / Library and Archives Canada / PA-146992. Monument to Canadian Fallen (Korean War Monument) / Veterans Affairs Canada. Les Charités Khaki, 1952 / The Royal 22nd Regiment. Canadian soldiers playing hockey on a rink they built in Korea, 1952 / Dennis Moore / Historica Canada.

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THE ACADEMY OF KOREAN STUDIES

THE EMBASSY OF THE REPUBLIC OF KOREA TO CANADA

THE GOVERNMENT OF CANADA

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FOREWORD

A Message from the Honourable Yonah Martin

The year 2023 marks the seventieth anniversary of the signing of the Korean War armistice — and yet, the Korean War continues. Young men and women still stand on guard along the Demilitarized Zone (DMZ) that, like a scar, still separates families (like my own) and the peoples of South and North Korea.

The brave young Canadians who volunteered to fight in Korea understood the true cost of war and the impacts of not standing up to tyranny and oppression.

While some veterans say that the Korean War was an adventure, make no mistake — they knew what war meant and what faced the people of South Korea if they didn't answer the call for help. More than twenty-six thousand young Canadians served in Korea, and 516 Canadians made the ultimate sacrifice in an unfamiliar country and for a people they didn't know. To this day, South Koreans have a deep love for Korean War veterans, and appreciate the sacrifices the troops made to secure their future.

Like that of many first-generation Koreans in Canada, my family's story begins with the heroic actions of Canadians in Korea. My parents, just twelve and seventeen at the time of the war, were two of the people whom Canadians protected; and I, their eldest daughter, owe my life to the brave heroes of the Korean War.

While South Koreans never forgot our veterans' legacy, in the aftermath, the Korean War became known as “the forgotten war” in many countries. That is why your classrooms will be all the more important if we are to continue to remember the legacy of our veterans and ensure that future generations of Canadians understand the sacrifices made by Canadians in Korea.

As a former teacher, I would like to thank the amazing group of teachers who created this valuable teaching resource, and all the teachers who will share the stories of our beloved veterans of the Korean War in their classrooms.

I would also like to thank the Korean War Legacy Foundation for the vision and support it provided to help capture the stories of our veterans and to make this resource a reality. I also wish to thank the Korean War Veterans of Canada Foundation for its invaluable support.

We will remember them.



The Honourable Yonah Martin

SENATOR & HONORARY GRAND PATRON
OF THE KOREA WAR VETERANS OF CANADA

ACKNOWLEDGEMENTS

Remembering the Honourable Sacrifice of Canadian Korean War Veterans

In 2016, I travelled to Ottawa and Trenton, Ontario, to interview Canadian veterans of the Korean War. The meetings were arranged by a good Canadian friend of mine, Major Robert Near (Retired) of the Royal Canadian Regiment. I had previously interviewed around eight hundred mostly American veterans of the Korean War, and expected the Canadian experience of the war to be similar to theirs. Quite the contrary: the Canadians regaled me with unique and fascinating memories, such as the fabulous story of the ice hockey tournament Canadian soldiers held on the Imjin River in March 1952 — a historic event that is today commemorated by the Imjin Classic, an annual recreation of that original hockey game.

As I spent time with the Canadian veterans, I found them to be open, welcoming, and convivial — especially when they gathered together for celebrations. These veterans had been among the 26,791 Canadians who volunteered to serve in the United Nations security mission in South Korea, an armed conflict that today is known as the Korean War.

Canada's entry into the war was swift: the nation agreed to participate in the UN security force only five days after North Korea invaded its southern neighbour on June 25, 1950. Prime Minister Louis St. Laurent viewed the North Korean invasion as a critical test of the UN's ability to effectively "resist Communist aggression." On June 29, 1950, Foreign Affairs Minister Lester B. Pearson addressed Parliament, stating: "Canada will do as she has always done — her full duty." Canada's military contribution — its twenty-fifth brigade, which included the Princess Patricia's Canadian Light Infantry, the Royal Canadian Navy, and the Royal Canadian Air Force — was the third-largest military force in the UN security mission, after only the United States and the United Kingdom.

This year, Canada and the Republic of Korea celebrate sixty years of full diplomatic relations — an anniversary marked by growing bilateral economic ties fuelled by the 2015 Canada-Korea Free Trade Agreement. Such a vibrant bilateral relationship in global trade and partnership was made possible in part by Canada's contributions to the Korean War. And yet, many young Canadians today know little of the honourable service and crucial contributions of Canada's Korean War veterans.

On February 21, 2020, Senator Yonah Martin, the first Korean-Canadian parliamentarian and a staunch supporter of Canada's veterans, brought together three partner organizations — the Korean War Veterans of Canada (KWVC), represented by Chair Jack Murta, the Social Studies Educators Network of Canada (SSENC), represented by President Rachel Collishaw, and my organization, the Korean War Legacy Foundation (KWLF) — to launch a passion project vital to Canada's education system: a special curriculum guidebook for teaching the Korean War in Canada.

Since then, our curriculum project team of American teachers — led by the KWLF's executive director, social studies teacher Joseph Karb of Springville, New York, and curriculum director and social studies teacher Greg Ahlquist of Rochester, New York, with the assistance of Prof. John Lee of North Carolina State University — has held numerous workshops and communications with a Canadian team of educators and veterans. We also hosted history teachers from all twenty-two countries that participated in the Korean War, inviting them to my foundation's World Congress of Korean War Veterans.

In 2019, we collaborated with the National Council for Social Studies to publish an American curriculum guidebook, *The Korean War and Its Legacy: Teaching about Korea Through Inquiry*. It was followed in 2020 by a British version, *Exploring and Teaching the Korean War*, published by the United Kingdom's Historical Association.

With this new Canadian curriculum guidebook, we take another step towards ensuring that future generations will know of and appreciate the sacrifices that led to today's free, democratic, and vibrant Korea.

Written by educators for educators, these special guidebooks contain expert analyses of eye-witness interviews with Korean War veterans. They also explore archival photographs, artwork, and other materials that will capture the imagination of students. You can find such materials and more at my foundation's digital archives, at: koreanwarlegacy.org. Among the collection are about 1,500 veteran interviews, tens of thousands of historical artifacts collected from all twenty-two participating countries, and much more.

Since 2012, this archive project has been funded by the Republic of Korea's Ministry of Patriots and Veterans Affairs (MPVA), to which my foundation is deeply indebted. I want to express my sincerest appreciation to the MPVA's unwavering sponsorship for this important work. The Canadian book is the direct result of the MPVA's generous support.

In addition, I want to thank Senator Martin and her teams for their tireless efforts to recruit the best Canadian educators, and their determined efforts to fundraise for the project. Finally, my ultimate tribute goes to the Canadian social studies educators, led by SSENĆ's Rachel Collishaw, who helped to make the dream of a Canadian curriculum guidebook a reality.

Lying at rest in the United Nations Memorial Cemetery in Busan, 376 Canadian servicemen have never left Korean soil. These brave Canadians sacrificed their lives for the cause of freedom.

I believe it is our duty to ensure that future generations never forget these heroes. Education is the key to achieving this noble goal. The Korean War Legacy Foundation is firmly committed to continuing to press forward on this honourable mission, and pays tribute to our Canadian veterans and educators.



Dr. Jongwoo Han

PRESIDENT
KOREAN WAR LEGACY FOUNDATION

INTRODUCTION

When Senator Yonah Martin approached the Social Studies Educators Network of Canada (SSENC) in 2019 about creating a classroom resource about Canada's participation in the Korean War, we were a brand-new organization. Our goals were clearly aligned, and we launched into our first partnership.

I would like to highlight several key and rare qualities that drove the creation of these resources and that resulted in the high quality of this learning resource.

These resources emerged from a shared vision for inquiry learning. We know that there is a need for resources that support inquiry learning and student engagement in the social studies classroom. We found a strong mentor through Dr. John Lee and his inquiry work with C3 Teachers in the United States. He helped us to understand, unpack, and apply the Inquiry Design Model. It provided a common language to help us share our varied understandings of inquiry learning in our own provinces and territories.

Working on these resources also helped us as educators to deepen our own practice of history pedagogy.

This opportunity for the teacher-writers to learn together is rare indeed, and is usually only available at a local or provincial level. This is exactly the kind of opportunity that SSENC will be able to provide to many more educators in the years to come.

From the start, we knew that our partners, Senator Yonah Martin and Dr. Jongwoo Han, believe that teachers are best positioned to create resources for teachers. They created the opportunity for us to imagine a resource that meets teachers' needs for carefully selected primary resources, strong inquiry questions, and meaningful tasks to demonstrate learning.

The national, bilingual scope of this project cannot be understated. Each province and territory has a different social studies curriculum at every grade level. This can result in students having very different understandings of our past, present, and future as a country. Through our work together, we were able to identify the common themes and needs across the country in both French and English contexts. With a common teaching resource, we hope to build more historical and civic understanding across Canada.

Above all, we were all privileged to spend time getting to know the stories of Korean War veterans so that teachers across Canada can share them with the next generation of Canadians, and that they will be forgotten no more.



Rachel Collishaw

PRESIDENT
SOCIAL STUDIES EDUCATORS NETWORK OF CANADA

Chapter 1

How Can I Best **REMEMBER** the Korean War?



Caption: *Courageous R22°R*, by James Keirstead. Credit: James Keirstead, 2021.

Supporting Questions

1. How can I remember the Korean War through veterans' stories?
2. How can I remember the Korean War through memorials?
3. How can I remember the Korean War through art created by veterans?
4. How can I remember the Korean War through other general resources?

How Can I Best Remember the Korean War?	
Historical Thinking	The Ethical Dimension — Guidepost 4: A fair assessment of the ethical implications of history can inform us of our responsibilities to remember and respond to contributions, sacrifices, and injustices of the past. ¹
Staging the Compelling Question	Watch and discuss the video <i>Record of Service: Korean War</i> , about Canada's role in the Korean War.

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
How can I remember the Korean War through veterans' stories?	How can I remember the Korean War through memorials?	How can I remember the Korean War through art created by veterans?	How can I remember the Korean war through other sources?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Students begin filling in the four squares of the graphic organizer with their ideas.	Students continue filling in the four squares of the graphic organizer with their ideas.	Students continue filling in the four squares of the graphic organizer with their ideas.	Students complete filling in the four squares of the graphic organizer with their ideas.
Featured Sources	Featured Sources	Featured Sources	Featured Sources
Source A: Oral History, Stephen Simon Source B: Video, veterans describing Korean children during the war, Veterans Affairs Canada Source C: Oral History, Jesse Chenevert, Korean War Legacy Project	Source A: Gapyeong (Kapyong) Stone and plaque Source B: Monument to Canadian Fallen in Busan, Korea	Source A: <i>Holding at Kapyong</i> , a painting by Edward Zuber Source B: <i>2PPCLI</i> , a painting by Private (Ret'd) James Keirstead Source C: <i>Chinese Attack</i> , a watercolour by David Bowen	Source A: Article about the Gapyeong Stone Source B: Timeline of the Korean War Source C: An illustrated story for children: <i>Win Learns about Korea</i> Source D: An article for children: <i>Animals Afloat</i>

Summative Performance Task	ARGUMENT: Craft an argument responding to the compelling question using relevant evidence from historical sources and self-reflection.
	EXTENSION: Share with others what you learned about the Korean War and the ways it can best be remembered with your class or others.
Taking Informed Action	UNDERSTAND: Find out how people, places, or events in your community are remembered. REFLECT: Consider ways that you or your class could contribute to better remembering historical people, places or events in your community. ACT: Record oral histories, create memorials, written work, or artwork to better remember the people, places and events that are important to your community today.

*All appendices and featured sources are available at: ssencressc.ca

¹ Seixas, Peter, et al. 2013. *The Big Six: Historical Thinking Concepts*. Toronto: Nelson Education.

Overview

Inquiry Description

This inquiry leads students through an investigation of the ways one might remember the Korean War, including a variety of oral histories, memorials, written sources, and artwork. By investigating the compelling question — How can I best remember the Korean War? — students evaluate and explore a variety of sources about how we remember historical events. The formative performance tasks are designed to help students build knowledge about historical memory related to the Korean War and practice the skills needed to construct an argument. In completing the formative tasks, students collect the relevant evidence that they will need to respond to the compelling question.

This inquiry highlights the historical thinking concept of the Ethical Dimension from *The Big Six: Historical Thinking Concepts*. Students are introduced to the idea that there are a variety of ways to “meet the obligations that the past imposes on the present.”¹ Some of the ways that students might remember the past include: remembering or learning, informing others, memorializing, and taking action. A historical understanding of related content is the necessary step before undertaking any of these responses.

This inquiry is expected to take four or five forty-minute class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (e.g., supporting questions, formative performance tasks, featured sources, writing). Teachers are encouraged to adapt the inquiry to meet the needs and interests of their students — for example, the tasks could be set up as stations in the classroom for students to work through in small groups. Since many of the sources are online, this inquiry would also lend itself well to blended learning pedagogy, including blended station rotation or a flipped classroom. This inquiry can be a great way to introduce young learners to historical thinking. It also can be easily differentiated to meet all learners’ needs by pre-teaching vocabulary, reducing the number of sources, or having students work together in intentional small groups to support their needs.

Structure of the Inquiry

In addressing the compelling question — How can I best remember the Korean War? — students work through a series of supporting questions, formative performance tasks, and featured sources in order to construct an argument with evidence while acknowledging competing perspectives.

Staging the Compelling Question

In staging the compelling question — How can I best remember the Korean War? — students watch a short video about the Korean War to activate their thinking, and then discuss ways to remember history. Engaging in this initial discussion will help students kick off the inquiry and provide criteria for students to create their final argument about the ways they can best remember the Korean War.

¹ Seixas, Peter, et al. 2013. *The Big Six: Historical Thinking Concepts*. Toronto: Nelson Education.

Have students watch the video, *Record of Service: Korean War* (courtesy of the Memory Project, Historica Canada). Then, distribute three or four sticky notes to each student. Working in pairs or small groups, students discuss what they learned from the video, and write down a few key points and the questions they have now on their sticky notes. Next, invite students to put their sticky notes onto the first two sections of a K-W-L Chart on the board or chart paper.

Then ask students, “What specific features from the video helped you learn about the Korean War?” Working in pairs, ask the whole class to generate a list of ways the video helped them to learn about the Korean War.

Next, ask students about the ways we remember history. Have students work together to generate a list of other potential sources for remembering history. These might include textbooks, songs, photographs, murals, family stories, memorials, and posters or other works of art.

Co-creating these two lists with initial information about war and remembrance will provide students an initial context to continue their investigation of how they can best remember the Korean War.

Staging the Compelling Question	
Featured Source	Source A: <i>Record of Service: Korean War</i> . Credit: The Memory Project, Historica Canada

Background: A short documentary that explains the causes of the Korean War in 1950 and Canada’s role in it. Canada participated in land battles and provided air and sea support. The video explains the end of the conflict, the consequences, and why the Korean War is often called “the forgotten war.” More than 1,200 Canadians were wounded and 516 lost their lives between 1950 and 1956.

Supporting Question 1

The first supporting question — How can I remember the Korean War through veterans’ stories? — helps students to connect with the human side of war and to learn about the different experiences veterans had while serving in Korea. With this formative task, students will begin filling in one square in a four-square graphic organizer with ideas gleaned from sources containing first-person accounts of Korean War veterans. To structure their work, teachers may ask students the following questions.

- What three things did I learn about the Korean War through veterans’ stories?
- Was this a good way for me to learn about the Korean War? Why or why not?

Students should record their answers in the first square using the graphic organizer provided. Have students think back to the staging task and consider how the sources can help them to answer the questions. To support all learners, teachers could model ways to answer this question or have students work in pairs or small groups to share their thinking with each other first before writing.

Featured Source A is a recorded oral history from Mr. Stephen Simon, describing his experience in the trenches.

Featured Source B is a compilation video of Canadian veterans detailing the lives of Korean children during the war, and how the war impacted them. These sources allow students to see that listening to oral histories of veterans is a powerful way to learn and remember personal experiences in war.

Supporting Question 1

Featured Source

Source B: Compilation video of Canadian veterans describing Korean children during the war.
Credit: Veterans Affairs Canada



Caption: Luther Ferguson of the Royal Canadian Regiment shares a moving story about a Korean child.

Original transcript:

Anchor: Often left orphaned by war to survive on their own devices, the suffering of the children is a sad and painful sight, stirring the morale of our aiding soldiers.

Antoine Cote: Whenever we'd make a stop at some little town you would see some of these children come out of nowhere.

Charles Trudeau: We'd toss over a sandwich and the kids would throw themselves on it and eat it.

Paul-Émile Pomerleau: They came when we threw out our garbage. Children, three or four years old, eating our leftovers. It was hell. Pure hell.

William Chrysler: The civilian population, they're starving ... Excuse me for a minute. You see little kids, little kids, they're right there and they got their hands out. They're starving.

Luther Ferguson: They were in varying stages of starvation and freezing to death and dying.

Stuart Reitsma: They followed you everywhere because they knew they were going to get a pair of socks or something to put over their hands, anything to wear, something to eat.

Antoine Cote: Children that were ... probably had no parents, poorly dressed, hungry, begging for food and what not so we would throw our C rations to them. Whatever we thought we could spare we threw that to them.

William Chrysler: I got my rations I don't know how many times. Nearly everybody would go over and give it to the kids. You couldn't eat there and see those little wee kids there, big bellies, were just starving. Skinny little arms on them. They just had nothing.

Luther Ferguson: I remember throwing a candy bar to this one child and he was looking directly at me and you could see hope in that kid's eyes that maybe, you know, these guys can help me, and so I threw him a chocolate bar. He grabbed that chocolate bar, but before he could do anything with it, stronger members of his people around him, other youngsters, took the bar from him and this kid, he didn't struggle. He just laid down and he died. He had enough strength left in him to take that chocolate bar, but I could see that ... I can still see him ... Sorry.

Some of the veterans in this video are:

Antoine (Tony) Cote was born on the Cote First Nation Reservation, just outside of Kamsack, Saskatchewan. During his youth, Mr. Cote endured seven long years at St. Philip’s Residential School near Kamsack. In 1952, at age seventeen, he enlisted in the Canadian Armed Forces, and was assigned to the 81st Field Regiment, Royal Canadian Artillery. After training, he was shipped with the 81st Field Regiment to Korea in March 1953. Mr. Cote returned to Canada after serving in Korea for fourteen months, and re-enlisted for another three years before retiring from the service in 1958.

William Chrysler was born on May 4, 1930, in Hamilton, Ontario. He vividly remembers the news reports of the events of the Second World War. As a teenager, he enlisted in the Canadian Militia with the Royal Hamilton Light Infantry. At the age of twenty years, he enlisted in the Canadian Army and was with the first group of volunteers sent to Korea in 1950.

Luther Ferguson was born in Mayview, Saskatchewan, on October 23, 1933. He describes himself as being “unworldly, poorly educated, and having low self-esteem.” Mr. Ferguson felt that the army offered him the best opportunity to both further his education and improve his life. He enlisted in 1951, and soon found himself in the Korean War, where he served in the infantry. He describes the psychological impacts of training and warfare, and the devastation experienced by the civilian population during the Korean conflict.

Stuart Reitsma was born into a military family in Lacombe, Alberta, in 1928. His father served in the Second World War, and two of his brothers also served in Korea. Before joining the service in 1950, Mr. Reitsma worked with the Canadian Pacific Railway and the Canadian National Railway (CNR). While participating in a CNR strike in Vancouver a fight broke out. Mr. Reitsma and a friend enlisted the next day, deciding that if they were going to fight, they’d sooner do it in the army. Soon after completing training, Mr. Reitsma was shipped overseas to Korea. During his year there Mr. Reitsma survived continued heavy action at the front line, a fact he attributes to the excellent training he had received. Returning to Canada after his tour ended, Mr. Reitsma received his discharge in August of 1952. He returned to work with CNR before accepting a position with Alberta Government Telephones, which he held for twenty-six years before retirement.

Supporting Question 2

The second supporting question — How can I remember the Korean War through memorials? — provides students with an opportunity to consider important symbolic and realistic representations that memorials convey. Memorials can send mixed messages and reflect the groups who commission the works.

In the formative task, students continue filling in the four-squares graphic organizer adding information they collect from sources about how they can remember the Korean War through memorials. To support the work, teachers may ask students the following questions.

- What three things did I learn about the Korean War through memorials?
- Was this a good way for me to learn about the Korean War? Why or why not?

Students should record their answers in the second square using the graphic organizer provided. Again, refer students to their earlier work as they continue to build their knowledge.

Featured Source A is a photo of the Gapyeong (Kapyong) Stone and plaque in Langley, British Columbia, that was dedicated in 2019, and the text from the plaque that recognizes the role that the 2nd Battalion of the Princess

Patricia's Canadian Light Infantry played in the Battle of Gapyeong and its significance to the Korean War.

Featured Source B is a photo of the Monument to Canadian Fallen and the description from the Veterans Affairs website. This memorial recognizes the sacrifice of the 516 Canadian troops who gave their lives during the Korean War. It brings to light how generations of South Koreans owe thanks to the Canadian veterans. This monument is in the United Nations cemetery in Busan, Korea, and there is a replica in Ottawa.

Supporting Question 2

Featured Source

Source B: Monument to Canadian Fallen, Busan, Korea.
Credit: Veterans Affairs Canada



Monument to Canadian Fallen

The Monument to Canadian Fallen was erected due to the efforts of the Canadian Veterans Korean War Commemoration Committee and was unveiled at the United Nations Memorial Cemetery in Busan in 2001 and dedicated and consecrated in 2002. The monument design calls to mind the sacrifice of Canada and Canadian soldiers. It was designed by Princess Patricia's Canadian Light Infantry Korean War veteran Vincent Courtenay, who managed the fundraising effort from Korea and also supervised sculpting, casting, and siting of the monument. A replica of the monument was relocated to Ottawa and dedicated on September 28, 2003.

The monument shows an unarmed Canadian soldier holding a young Korean girl and guiding a Korean boy. The children represent the generations of Koreans who live in freedom thanks to those who served and those who made the supreme sacrifice. The girl is holding a bouquet of twenty-one maple leaves, representing the sixteen Canadians with no known grave and the five Canadian sailors lost at sea. The boy is holding a bouquet in which maple leaves are mixed with roses of Sharon, the national flower of Korea, as a symbol of the friendship between the two countries. The monument bears the inscription: "We'll never forget you brave sons of Canada" in English, French, and Korean, along with the names of the 516 Canadian soldiers who died serving in the Korean War.

Supporting Question 3

The third supporting question — How can I remember the Korean War through art created by veterans? — is an opportunity to continue filling in the four squares of the graphic organizer with information from the artistic sources featured with this supporting question. Students learn that communicating a difficult personal experience through art can be a valuable way to share emotions about difficult experiences with others. The formative task involves students continuing to fill in the four squares of the graphic organizer with their ideas. Teachers may assist students in the process by asking the following questions:

- What three things did I learn about the Korean War through art created by veterans?
- Was this a good way for me to learn about the Korean War? Why or why not?

Students should record their answers in the third square using the graphic organizer provided. Again, refer students to their earlier work from previous tasks.

Featured Source A, *Holding at Kapyong*, a painting by Edward Zuber, depicts a supply drop during the Battle of Kapyong, when the PPCLI were surrounded by the enemy and cut off from supply routes.

Featured Source B, *2PPCLI*, a painting by Private (Ret'd) James Keirstead portrays Major George Flint of the 2nd Battalion, Princess Patricia's Canadian Light Infantry (2PPCLI), leading his troops up a hill ahead of the Battle of Kapyong in April 1951.

Featured Source C, *Chinese Attack*, a painting by David Bowen, represents the live-fire action the artist experienced during the Korean War.

These sources are very accessible and interesting for students, with many details to observe and explore. Reviewing the paintings will provide students with specific evidence that can help them evaluate the effectiveness of various sources when learning about the past.

Supporting Question 3

Featured Source

Source A: *Holding at Kapyong*, a painting by Edward (Ted) Zuber.
Credit: Veterans Affairs Canada

Background: Edward Zuber showed talent as an artist from an early age. Mr. Zuber served in the Korean War as a sniper, was wounded, but went right back into action after only a few days of rest. Following the war, he became a photographer and an artist. However, he never shared his paintings of the war until the Canadian War Museum contacted him. Today, his Korean War art offers a valuable visual record of Canada's military contributions in that conflict.



Supporting Question 3

Featured Source

Source C: *Chinese Attack*, a watercolour by David Bowen.
Credit: *Historica Canada*



Background: David Bowen served in the Korean War. During a leave in Japan, Mr. Bowen bought watercolours and a notebook and took them into the field with him once he returned. It was there that he created some very gripping scenes of the battlefield.

Supporting Question 4

The fourth supporting question — How can I remember the Korean war through other sources? — has students continuing the process of filling in the four squares of the graphic organizer with information from a wide range of general resources related to remembering the Korean War. The resources include an article in a newsletter, an encyclopedia entry, an illustrated children’s story, and a nonfiction article for children. To support students in this process, teachers may use the following questions to scaffold students’ work. This variety of different resources provides opportunities to think even more broadly about how to remember the Korean War.

- What three things did I learn about the Korean War through written sources?
- Was this a good way for me to learn about the Korean War? Why or why not?

Students record their answers in the fourth square of the graphic organizer provided. Again, refer students to their earlier work to support learning as needed.

Featured Source A is an excerpt from an article written by veteran Vince Courtenay published in Senator Yonah Martin’s newsletter in 2019. The article was written when the Gapyeong Stone Korean War Memorial was installed in Langley, British Columbia. Courtenay describes the countries, battles, and importance of the Battle of Kapyong (Gapyeong). He also describes the gratitude of Koreans for the Canadian veterans and other UN troops that helped protect Korea and its people, especially those in the area of Gapyeong.

Featured Source B is a web page from Historica Canada’s *Canadian Encyclopedia* that includes a timeline, some images and some more detail of the events.

Featured Source C is excerpted from the Veterans Affairs series: *Animals in War* designed for children. It is an illustrated story about a fictional bear cub and her response to learning about the Korean War.

Feature Source D is also from the *Animals in War* series and is a nonfiction article written for children. It includes primary source images of a crow and a dog that served alongside Canadian soldiers in the Korean War.

The first two sources are designed for a general audience, but the second two sources are designed to be accessible and interesting to young learners. Students should be able to see the differences in how the two types of sources are written and presented and then be able to explain which kind of source best helps them to learn.

Supporting Question 4

Featured Source

Source D: An article for children: *Animals Afloat in the Korean War*.
Credit: Veterans Affairs Canada

Background: An article to educate children about Veterans Week, November 5-11, 2013. The articles are introduced by a group of friends including Gandy the dog, Simone the cat, and Squeaker the pigeon. The friends are in Ottawa at the new national memorial dedicated to animals. The articles were created by Veterans Affairs Canada and given to teachers and students across Canada.

Animals Afloat in the Korean War

The Korean War was fought many years ago, from 1950 to 1953. More than 26,000 brave Canadians served far from home . . . and animals served alongside them, too.

There was a bird named Joe the Crow who kept the sailors company at a Royal Canadian Navy training base in Nova Scotia during this time. There were other kinds of animals in the Navy during the Korean War, too. Alice the dog served on the destroyer HMCS

Cayuga. Given the rank of O.D. (Ordinary Dog), she had her fair share of adventures, including once when she fell into the water between two big ships. There was no way Alice could climb out by herself and the sailors were afraid she might be crushed.



The captain called for all hands on deck to rescue the pup. In the end, someone was lowered down to pull her to safety. Imagine that, a sailor risked his life to save his canine friend.

Animal mascots are no longer officially allowed on our navy's ships, but the tradition does continue in another way. Today, Sonar, a Newfoundland dog, is the official mascot of the Royal Canadian Navy. Bark on, Sonar!



Alice wearing her new sweater aboard HMCS *Cayuga*.

Photo: *Crowsnest Magazine* CA-448

Summative Performance Task

At this point in the inquiry, students have examined how they can remember the Korean War through veterans' stories, memorials, written sources, and art created by veterans, and have considered if these types of sources help them learn about the Korean War.

With the evidence they have gathered using the graphic organizer, students can now begin to respond to the compelling question — How can I best remember the Korean War? They will practice metacognitive skills by thinking about their own learning. Provide time and support for students to complete their summative performance task. Students should now be able to demonstrate a range of understanding, and use evidence from multiple sources to support their claims of the best way(s) for them to remember the Korean War and why that might differ from someone else.

Students should be able to use evidence from multiple sources to support their claims. Students' arguments will likely vary, but could include any of the following:

The best way for me to remember the Korean War is to:

- Listen to the stories of people who have been there.
- Visit memorial sites.
- Create or view veteran's artwork to remember the experience veterans have had.
- Read about the Korean War on websites.
- Read about the Korean War in illustrated stories.
- Read about the Korean War in articles.
- Talk about the Korean War with others.
- Talk with a Korean War veteran about his or her experience.

To finish off this inquiry, return to the class K-W-L Chart. Have students write on a sticky note the most important thing they've learned in this inquiry. It could be about the Korean War, about their own learning processes, or about any of the sources that they examined. Invite students to place their sticky note in the L-column of the chart.

To extend their arguments, students could share with others what they learned in this inquiry. Students could compare their responses on the graphic organizer and explain how others' responses are similar to or different from their own. Ask students what they are wondering now about the Korean War or the ways it can best be remembered.

To help students understand more about remembrance, have them work together to find out how people, places or events in your community are remembered. Explore videos, oral histories, memorials, written sources, or artwork. Invite students to share their thoughts on the best ways for them to remember different events, places, or people.

After exploring people, places, or events in your community, invite students to reflect on ways that they themselves could contribute to remembering them. Could they record oral histories, create memorials, write something, or create art to better remember? Consider which method and subjects would have the most impact on your community today.

Finally, students can take action in their family, school, or community. They could record oral histories, create memorials, write or create art to better remember the people, places and events that are important to your community today.

***Find the full lesson and all featured sources in English or French at: ssencressc.ca**

Appendix

Korean War Remembrance Graphic Organizer

<p>1. What did I learn about the Korean War from the veterans' stories?</p> <ul style="list-style-type: none">•••• <p>What should I remember from these stories?</p> <p>Was this a good way for me to learn about the Korean War?</p>	<p>2. What did I learn about the Korean War from the two memorials?</p> <ul style="list-style-type: none">•• <p>What should I remember from these memorials?</p> <p>Was this a good way for me to learn about the Korean War?</p>
<p>3. What did I learn from the three veterans' works of art?</p> <ul style="list-style-type: none">••• <p>What should I remember from these works of art?</p> <p>Was this a good way for me to learn about the Korean War?</p>	<p>4. What did I learn from the four other sources?</p> <ul style="list-style-type: none">•••• <p>What should I remember from these other sources?</p> <p>Was this a good way for me to learn about the Korean War?</p>
<p>Final Task:</p> <p>Explain in a short paragraph, "How can I best remember the Korean War?" Is it through oral histories, videos, memorials, written sources, art, or another compelling way you have studied? Explain your reasoning using the ideas and evidence you have gathered in your study of the Korean War.</p>	

What do **DIFFERENT STORIES** tell us about the Korean War?



Caption: Imjin Gardens is the scene of a hockey game between teams of the Royal Canadian Horse Artillery officers and “Van Doos” officers, Korea, March 1, 1952. © Government of Canada. Reproduced with the permission of Library and Archives Canada (2022). Credit: Library and Archives Canada/Department of National Defence fonds/a188700

Supporting Questions

1. What can we learn about the Korean War from hockey games on the Imjin River?
2. How does Paul Tomelin’s photography help us remember the Korean War?
3. How do other historical sources help us remember the Korean War?

What do different stories tell us about the Korean War?

Historical Thinking	Primary Source Evidence — Guidepost 5: Inferences made from a source can never stand alone. They should always be corroborated — checked against other sources, primary or secondary. ¹
Staging the Compelling Question	Students examine two photos from the Korean War. For each photo, they will make observations, ask questions, and make inferences or guesses as to what is going on.

Supporting Question 1	Supporting Question 2	Supporting Question 3
What can we learn about the Korean War from hockey played on the Imjin River?	How does Paul Tomelin's photography help us remember the Korean War?	How do other historical sources help us remember the Korean War?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Make observations and inferences using information from photos taken during the Korean War using the graphic organizer.	Make claims with evidence using information from Paul Tomelin's photos and background about Mr. Tomelin's work.	Corroborate or challenge claims using information from photos and interviews with veterans of the Korean War using the graphic organizer.
Featured Sources	Featured Sources	Featured Sources
<p>Source A: Photos of Canadian soldiers playing hockey on a rink they built in Korea, 1952</p> <p>Source B: Excerpts of interviews with Korean War veterans</p> <p>Source C: CBC News video clip "Remembering the Imjin River hockey tournament," 2015</p>	<p>Source A: Photos — <i>Face of War</i> and <i>Van Doos Under Fire</i>, Paul Tomelin</p> <p>Source B: Excerpt of interview, Paul Tomelin</p>	<p>Source A: Article excerpt, Léo Major</p> <p>Source B: Photos and captions</p> <p>Source C: Excerpts of interviews with Korean War Veterans</p>

Summative Performance Task	<p>ARGUMENT: What do different stories tell us about the Korean War? Construct an argument in response to the compelling question using relevant evidence from historical sources and self-reflection.</p> <p>EXTENSION: Share your argument with others about what different stories tell us about the Korean War.</p>
Taking Informed Action	<p>UNDERSTAND: After having heard all of the different stories, what stories should be shared more widely? Are there local stories in your community about the Korean War?</p> <p>REFLECT: Consider your own talents and/or those of your classmates to decide what way or ways you could share the different stories of the Korean War.</p> <p>ACT: Create a way to share the different stories of the Korean War with your school or community. For example, you could design a stamp, create an illustrated story, a museum display, or a movie poster or trailer.</p>

*All appendices and featured sources are available at: ssencressc.ca

¹ Seixas, Peter, et al. 2013. *The Big Six: Historical Thinking Concepts*. Toronto: Nelson Education.

Inquiry Description

This inquiry leads students through an investigation of different stories that have come out of the Korean War, including a variety of primary resources such as photos, oral histories and secondary resources such as encyclopedia articles. By investigating the compelling question — What do different stories tell us about the Korean War? — students will explore and evaluate how different stories about the Korean War have emerged in our consciousness and what these stories mean for how we remember the war. The formative performance tasks are designed to introduce students to a variety of stories about the Korean War, to practice making claims about the importance of these stories, and to support those claims with relevant evidence. These formative tasks help students to build the skills needed to construct an argument. In completing the formative tasks, students collect the relevant information they will need to make an argument in response to the compelling question.

This inquiry begins with a unique event, a hockey game played on the Imjin River in the winter of 1952 by Canadian soldiers while serving in Korea. Through photographs and interviews with veterans, students learn about this event and how it helps us to remember the Korean War. Students then learn other stories about the Korean War told by photographer Paul Tomelin through an interview and photographs. Then they learn more stories from other interviews and photographs about the stress and exhaustion of battle, other leisure activities, and various jobs of Canadian military personnel.

This inquiry highlights the historical thinking concept of evidence. Specifically, students will be exploring the idea that claims and inferences made from primary sources need to be corroborated, or checked against other sources, to be considered valid. Teachers can use this lesson to introduce students to corroboration, or to support them in generating a powerful understanding of the nature of historical evidence. Ultimately, students will make an argument about what different stories tell us about the Korean War.

This inquiry is expected to take three or four forty-minute class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences. Teachers are encouraged to adapt the inquiry to meet the needs and interests of their students, for example, the tasks could be set up as stations in the classroom for students to work through in small groups. This inquiry can be easily differentiated to meet all learners' needs by pre-teaching vocabulary, reducing the number of sources, or having students work together in intentional small groups to support their needs.

Structure of the Inquiry

In addressing the compelling question — What do different stories tell us about the Korean War? — students work through a series of supporting questions, formative performance tasks, and featured sources in order to construct an argument with evidence while acknowledging competing perspectives. The supporting question, formative tasks, and selected primary sources provide multiple opportunities to work independently, collaborate, and share ideas, questions, and understanding with peers. Sources for the inquiry include photographs and video interviews with Korean War veterans.

Staging the Compelling Question

In staging the compelling question — What do different stories tell us about the Korean War? — students respond to two photos that tell different stories from the Korean War. These photos reappear later in the inquiry, at which time students will have a more in-depth opportunity to examine them. In these initial engagements, students should make simple observations of each photo. They should describe what they see and how they feel about the action in the photos. These can be recorded on the graphic organizer in Appendix A.

Have students examine the two photos, either by projecting them or by providing copies to small groups. Invite students to examine the photos with a partner or a small group and to make observations. Then have partners or small groups share their observations and inferences about what stories are important to remember with the whole group. Time permitting, you might have students write more observations and inferences on the graphic organizer.

Then ask students, “Do you get the whole story from a photo?” Ask students what other kinds of sources they might be able to consult to learn more about the stories behind these photos.

The goal of this staging task is to activate students’ prior knowledge and to get them interested in the subject of the inquiry. Students will have opportunities to develop new knowledge about the subjects of the photos in this staging task and about other topics through the formative tasks.

This initial discussion engages students in the compelling question right away and invites them to explore the sources using a structured thinking protocol, moving from observation and inference to claims and evidence.

Staging the Compelling Question	
Featured Sources	Source A: Canadian soldiers playing hockey on a rink they built in Korea, 1952. <i>Credit: Dennis Moore / Historica Canada</i>

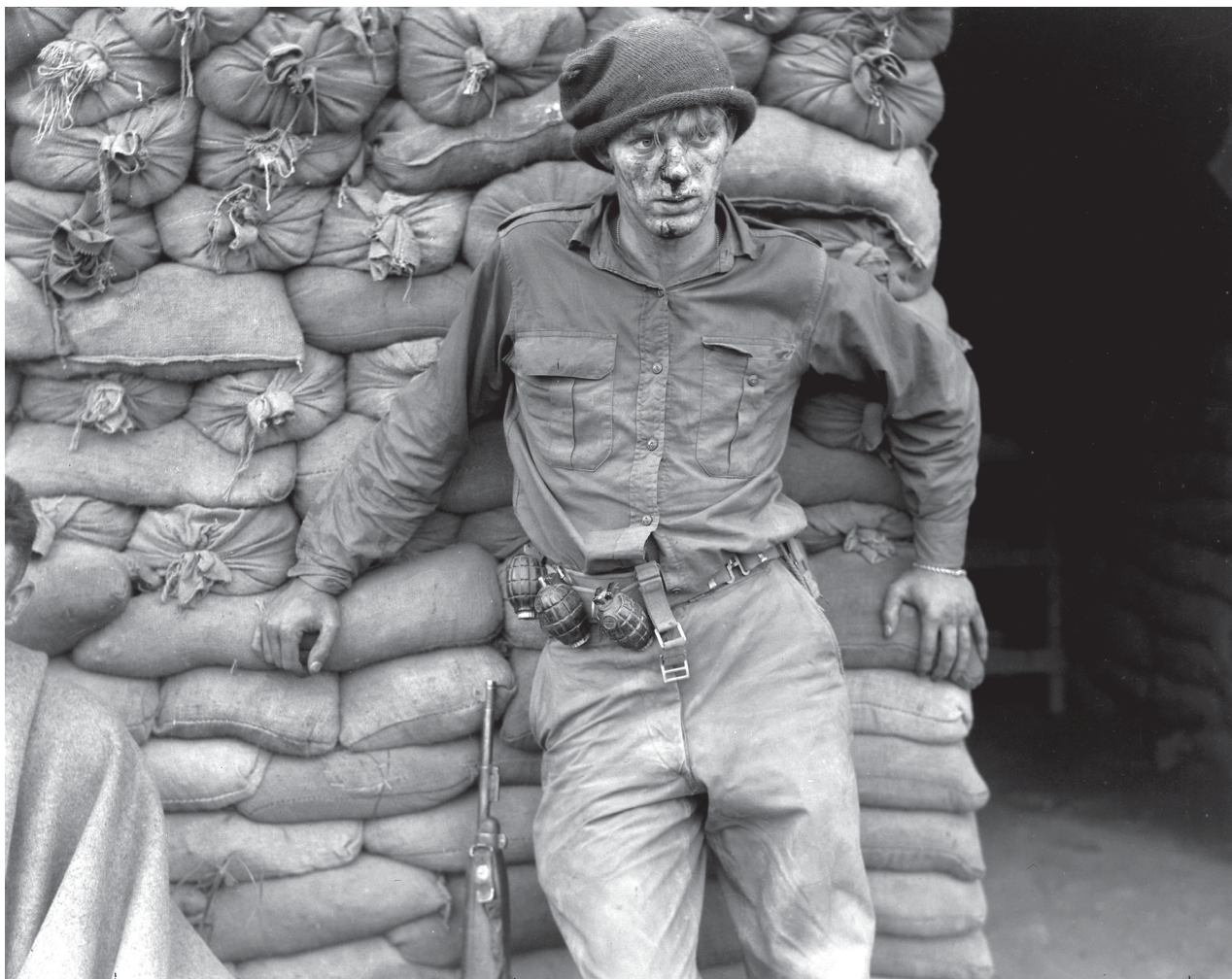


Staging the Compelling Question

Featured Sources

Source B: *Face of War*, a photograph by Paul Tomelin.

Credit: Library and Archives Canada/Department of National Defence fonds/PA-128850



Caption: Private Heath Matthews of Charlie Company, 1st Battalion, Royal Canadian Regiment, awaiting medical aid after night patrol near Hill 166, Korea, June 22, 1952. © Government of Canada.

Credit: Reproduced with the permission of Library and Archives Canada (2022).

Supporting Question 1

The first supporting question — What can we learn about the Korean War from hockey played on the Imjin River? — helps students practice the skills of observation by using historical photographs and first-hand accounts to learn about one story of Canadian soldiers' experiences in the Korean War. This question focuses on a hockey tournament that Canadian soldiers played on the Imjin River in the winter of 1952. Canadian engineers built a regulation hockey rink and various regiments formed teams to play in an impromptu tournament during the winter of 1952. The final game of the winter, a championship game of sorts, was staged by Princess Patricia's Canadian Light Infantry (PPCLI) and the Royal 22nd Regiment (known as the Van Doos). This game, and the tournament overall, is a story about the camaraderie and leisure activities that soldiers experienced in the war. These stories are important to remember because students can easily relate to stories of people having fun (even in difficult circumstances) since they are similar to their own experiences.

The formative task asks students to make observations and inferences using information from the featured sources for this supporting question using the graphic organizer in Appendix B.

Students have access to information about the hockey games through three featured sources. The first source is a series of three photos of Canadian soldiers organizing and playing a hockey game on the frozen Imjin River, just a short distance from the front lines, during the winter of 1952. Featured Source B includes excerpts from two interviews with Korean War veterans who participated in the Imjin River hockey games. Featured Source C provides some additional background information on Canadians playing hockey during the Korean War.

Students may work individually, with a partner, or in small groups to make observations of the photographs, and then make inferences about what they have seen and read. Students may use the graphic organizer in Appendix B to complete this task.

Supporting Question 1	
Featured Source	Source A: Photos of Canadian soldiers playing hockey on a rink they built in Korea during the conflict.



Caption: Members of the 2nd Battalion, Royal Canadian Regiment, play hockey at Imjin Gardens, Korea, 4 Feb. 1952.
© Government of Canada. Reproduced with the permission of Library and Archives Canada (2022).
Credit: Library and Archives Canada/Department of National Defence fonds/a188736

Supporting Question 1

Featured Source

Source B: Excerpts of Interviews with Korean War veterans.

Dennis Moore

Transcript courtesy of Historica Canada

Background: Dennis Moore was a sergeant with Princess Patricia's Canadian Light Infantry (PPCLI) who had played left wing on his high school hockey team. He participated in various athletic competitions while serving in Korea.

I will say it was November of 1951. Brooke Claxton, who was the Minister of National Defence, Canada-wise, came over to have a visit. I didn't see him; I was in the hills. And he had promised someone, you know, speaking to the troops, that he was going to send over hockey equipment. Now, somebody wants to ask him that. And he was going to send over some hockey equipment and he did, in December, it arrived. And when I heard this in November, you know, word of mouth went through like wildfire, and I said, "That's ridiculous."

I was in the hills in our positions, and the mail truck came up. We're in December now, 1951. And there was a guy by the name of Jack Trainer, he was a corporal. He delivered the mail. He said to me, "Moore," like he knew me from Ottawa or he knew that I played hockey. And he knew that I had played hockey and he said, "You'll be playing hockey with the Patricias and you've been selected" — and I still didn't believe him, you know, I said, "Where are we going to play?"

What was going on in the meantime ... There was equipment here and the Canadian engineers built a rink, which I've got pictures of. I didn't know this was going on, that they built it ... But, I'm getting ahead of the story, they built the rink on the Imjin River and I see pictures out there, I've got better ones. And they built the rink.

So anyway, I guess in January, things were not too bad. A Jeep came and picked me up. I think it was my company commander's Jeep. His driver took me to the rink. And he took us to about, I don't know, fifteen miles sort of behind or along the Imjin River, someplace.

And we came across a bit of a hill. I looked out, and Jesus, there was the most beautiful ice rink on the Imjin, an outside rink. It was like a mirror, like glass. They'd done it up. And there were nets made. They made the nets and there were two or three marquee tents, huge tents. They ended up being dressing rooms. and they were heated, which was sort of nice. And the other team, and the other part of the PPCLI team were arriving from different companies. We were spread all over of course. And we played the brigade headquarters [the 25th Canadian Infantry Brigade Group].

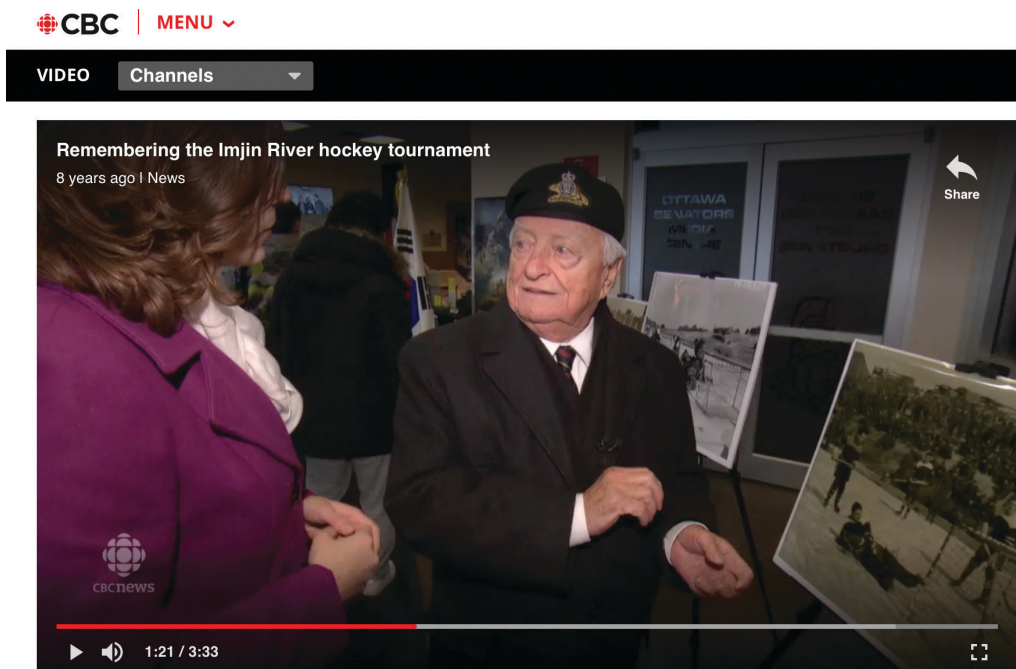
Then we heard trucks coming up. We were so nice and comfortable in that dressing room because it's sort of warm, you know, and we went out with our skates on and we went down a little hill. When I left the tent, and my God, there was I'd say, maybe I'm exaggerating, I don't think so, I'd say there were about five hundred or six hundred spectators there, Canadians, Australians, Brits, different countries, Americans. [The hockey game] overrode some of the garbage thoughts we had. It was such a release, not only for the players, for everyone.

Supporting Question 1

Featured Source

Source C: Video: *Remembering the Imjin River hockey tournament*, 2015.
Credit: Canadian Broadcasting Corporation
Available online at <https://www.cbc.ca/player/play/2622992295>

Background: Two regiments of the Canadian military, the Princess Patricia's Canadian Light Infantry (PPCLI) and the Royal 22nd Regiment (Van Doos) had a rematch of the Imjin River hockey tournament in 2015. This CBC news clip of the event includes footage from the 1952 game and interviews with Korean War veterans Dennis Moore and Claude Charland.



Caption: Korean War veteran Claude Charland discusses the 1952 Imjin River hockey game with a CBC reporter.

Supporting Question 2

The second supporting question — How does Paul Tomelin's photography help us remember the Korean War? — helps students continue to build their knowledge about stories of the Korean War and to practice with inquiry skills. Sergeant Paul J. Tomelin was a Canadian photographer with the No. 25 Canadian Public Relations Unit who used his photography skills to capture stories of the Korean War. In contrast to the hockey stories in the previous supporting question, Tomelin's work dealt with the pain, suffering, and danger of the war. As students work with the sources and complete the formative performance task, they will learn more about the stressful realities of combat and the mental and physical sacrifices of those who fought in the Korean War.

The formative task asks students to make claims with evidence using information from the photos and background information about Tomelin's photos. In this work, students will expand on the work they completed in the first formative task. Students will shift their focus to learn about the difficulties of war. They will also move beyond the inferences they made earlier, to make claims with supporting evidence about stories of the Korean War. Students may use the graphic organizer available in Appendix C.

Two featured sources provide students with the information they will need to complete the task. The first source includes two of Tomelin's photos. Featured Source B is an interview with Tomelin, where he describes the circumstances that led up to the two photos *Van Doos Under Fire* and *Face of War*.

Students may work individually, in pairs, or in small groups, to make their observations and claims with evidence about how the stories featured in this supporting question about the Korean War are (or are not) important to remember.

Supporting Question 2	
Featured Source	Source B: Interview with Paul Tomelin. Credit: Historica Canada

Background: Sergeant Paul Tomelin was a photographer with the No. 25 Canadian Public Relations Unit. He also served in the Second World War. In the text below, Tomelin describes the two photos featured in this inquiry, *Face of War* and *Van Doos Under Fire*.

Face of War

That particular evening, I had made arrangements with Major Don Holmes, who is the commander of C Company, Royal Canadian Regiment, to take photographs of his unit, that was taking a night raid that night. So, I went there and took photographs of them having their last meal, and putting on their — blackening their faces, and checking their equipment, and Major Holmes briefing the people involved in the company, before going out, and then checking their equipment out before going out. They invited me to go out with them. It occurred to me that this would be ridiculous, because, out in the black, I wouldn't be able to do any focusing, and to get anything, I'd have to use a flash, and I'd probably give away wherever our troops were. So, it would be ridiculous for me to go out. So, I stayed, and I went up the top of the hill, back of where the company went out from, and sat behind the machine gun that was shooting tracers in support of the raid. And, they were shooting tracers. So, I had my 35 millimetre [camera] loaded with Kodachrome [a type of film], so I sat there, propped it up against my knees and got photographs of these tracers going across the valley.

Then when they started coming back, I went back down and started taking photographs, of them coming into the Regimental Aid Post. You got pretty busy with casualties being brought in. And then there was a lineup of casualties outside of the entrance to the Regimental Aid Post. And I noticed this one individual, leaning up against the sandbag hilltop bunker, which was Regimental Aid Post, RAP, and I noticed this one soldier leaning up against the sandbags, and I wanted to get a picture of him — I didn't want to use the flash. So, all of a sudden, here he was next to the entrance to the RAP, the black, associated with death, entrance to the RAP. It was just starting to get daylight. So, I thought, "Well, if I don't get this photograph of this soldier now, I won't get it because he'll be in" — he was next to go inside, to be taken care of.

So, I stepped back as far as the slope of a hill would allow me, and focused on the seam of his shirt, because it seemed to me that was about the same focal length, or plane, as his eyes, which to me was the most important part of the photograph. His eyes with the expression of what many soldiers referred to as the thousand-mile stare. And I wanted that to be sharp.

I propped my elbows — well, I started focusing first, and the soldier got an expression of disgust and pushed himself away from the sandbags as if to leave. I went up with my hand and said, camera in one hand and the other hand up in the air, and I said, "Oh, please, go back to where you were?" It didn't take much convincing. He just was so pooped he just dropped back. And then he called out, "Where do you want me to look?" Well, I recalled he was more or less looking over my left shoulder, so I said, "Over my left shoulder would be fine, please."

So, that's where he looked, and I back up with the camera, focused on the — refocused again to make sure I had the photograph sharp, and then dug my elbows into my ribs, the camera up against my forehead. I was

using the open frame finder, not the optical finder, open frame finder, and squeezed the shutter. And the strange part of it is, that normally a picture as important as that one seemed to be, I would take a second one. But somehow or another I felt that it was there. And it was there.

My experience during the Second World War convinced me that war was hell. And when I was in Korea, I think that's what I tried to get out with my photographs, that war was hell.

Supporting Question 3

The third supporting question — How do other historical sources help us remember the Korean War? — provides students an opportunity to explore a wider variety of stories about the Korean War. This question provides students a chance to push beyond what they have learned in the first two supporting questions to explore new stories and memories from the war. These stories may provide students with opportunities to make an argument that some memories of the Korean War are alive today because they are shared more widely. Students will also learn about the different jobs that soldiers performed and the lasting effects of the war for veterans and Canadian regiments.

The formative task asks students to corroborate and to challenge their claims using information from photos and interviews with veterans of the Korean War. Students will expand their focus to learn more about the wide range of emotions that soldiers experienced in the war. With this task, students continue to move beyond the inferences they made earlier and make new claims with supporting evidence. Students will also challenge their existing claims as they encounter new information about stories of the Korean War. Students may use the graphic organizer available in Appendix D.

Three featured sources provide students access to information about additional stories from the Korean War. The first source is an excerpt from an article in the *Canadian Encyclopedia* about Léo Major, a veteran of both the Second World War and the Korean War. He was the only Canadian to receive two Distinguished Conduct Medals in two separate wars. He is remembered through a commemorative stamp, a Dutch street, and a documentary film. Source B consists of two photos and their original descriptions: one photo of a soldier, Bernard Marquis, and one of a group of young women who volunteered with a Canadian Red Cross welfare team. Featured Source C is a series of excerpts from interviews with Korean War veterans describing a variety of roles. Fred Joyce tells a story of requisitioning ice cream; Alphonse Martel relates his fear when arriving on the front lines as an office clerk; and Lloyd Hamilton shares his experiences as an army cook.

Students work individually, in pairs, or in small groups to make their observations, corroborate the evidence, consider new information, and revise their claims about which stories from the Korean War might be most important to remember.

Supporting Question 3	
Featured Source	Source B: Two photos and their descriptions.

Bernard Marquis

Courtesy of Historica Canada

Background: Bernard Marquis served with the Royal 22nd Regiment and fought at Hill 355 in November 1951.



Caption: Bernard Marquis, Tokyo, February 1952.

Having lived eleven months at the front during the Korean War and received only two showers during these eleven months, I'm on the way back from Korea to Japan. After being rid of the dirty clothes that I had and taking a shower, I was dressed with new clothes. After, I went to the studio to take this picture, with the [camera] flash working with gunpowder.

Canadian Red Cross welfare team

Photo and caption courtesy of the Canadian War Museum



Original caption: These five young ladies are on their way to the Far East as replacements for the Canadian Red Cross welfare team. They will serve for a year at Tokyo, Kure, Kobe, Hiro, and Seoul. These Red Cross workers are trained handicraft instructors and social workers and their work will be primarily centred among hospitalized Canadian troops. The group consists of (top row) Kathleen Woodhead, Vancouver; Barbara Dalton, Halifax; and Ann Pollock, King's County, N.B.; (lower row) Muriel White, Campbellcroft, Ontario, and Dorothea Powell, Victoria, B.C. The Canadian Red Cross welfare team in the Far East is composed of 23 young Canadian girls.

Supporting Question 3

Featured Source

Source C: Excerpts of interviews with Korean War veterans.

Credit: The Memory Project, Historica, and Korean War Legacy Project

Alphonse Martel

Courtesy of Historica Canada

Background: Alphonse Martel served as an office clerk in the Korean War. He was often very close to the fighting.

But when we got there, we didn't have any war experience. We weren't familiar with that. I remember that the Chinese were bombing us often. They shot at us often, every day. A lot of shells; maybe four, five, ten

shells a day, all the time. I took note of that in an agenda. I didn't eat supper that night because I was scared.

When I went to exit my shelter, I heard: "Chouuu!" And then an explosion! Damn! What's going on here? We didn't have experience with a shell exploding like that. The people who had been there for a certain number of months had told me: "Don't worry Martel. When you hear it, that means that it's already gone by." So, we started gaining experience. When we heard another one going by, we didn't throw ourselves on the ground. We knew that it wouldn't touch us. They went by so fast, so fast. (...)

Our duty, even for me as an office clerk, my duty to help, was from time to time ... For example, during the lunch hour, my officer said to me: "Go to the observation station in front, and when you hear shots fired at us, figure out approximately where they came from." Then I gave those orders to my commander.

Summative Performance Task

At this point in the inquiry, students have examined a number of different stories about the experiences of Canadian soldiers during the Korean War. By completing the formative tasks, students should be in the position to make an argument in response to the compelling question — What do different stories tell us about the Korean War?

Students will have learned about a variety of stories as represented in the sources. These sources present stories about Canadian soldiers enjoying leisure activities or special events like playing hockey and eating ice cream. Other sources deal with the pain of war, like Paul Tomelin's photographs, and the heroism and suffering of Léo Major. And still others deal with the everyday activities of life, like Lloyd Hamilton's stories of being a cook during the war.

Students' arguments will likely vary, but could include any of the following:

Different stories about the Korean War can tell us about:

- The stressful realities of combat.
- The mental and physical sacrifices of those who fought in the Korean War.
- Leisure activities or special events that relieved the stress of combat.
- Fun experiences, which can help to keep the memory of the Korean War alive because they are relatable to students.
- The importance of having a relief from the stresses of combat.
- Different jobs performed by soldiers.
- The lasting effects of the war on veterans and Canadian regiments.

To extend their arguments, students could communicate their findings to the class through a conversation, a poster, or a slide presentation that answers the compelling question, drawing on evidence from a variety of sources.

Students have the opportunity to take informed action by considering their own talents and/or those of their classmates to decide what way or ways they could share the different stories of the Korean War. Students may then take informed action by sharing some of the stories of the Korean War with their school or community in a creative way. For example, they may also design a commemorative stamp, create an illustrated story, a museum display, or a movie poster or trailer.

***Find the full lesson and all featured sources in English or French at: ssencressc.ca**

Was the Korean War significant for **FRENCH CANADIANS**?



Caption: Les Charités Khaki, 1952. Credit: The Royal 22nd Regiment.

Supporting Questions

1. What were the most important events of the Korean War for Canada?
2. What roles did French Canadians play in the Korean War?
3. How were French Canadians affected by the Korean War?
4. How have French Canadians continued to be affected by the Korean War?

Was the Korean War significant for French Canadians?

Historical Thinking	Historical Significance: Events, people, or developments have significance if they resulted in change and if they are revealing. ¹
Staging the Compelling Question	Show students a photo of French Canadians taken during the Korean War. Invite them to observe and ask questions about what participation in the war might have meant to French Canadians.

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
What were the most important events of the Korean War for Canada?	What roles did French Canadians play in the Korean War?	How were French Canadians affected by the Korean War?	How have French Canadians continued to be affected by the Korean War?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Create a timeline of the most important events of the Korean War for Canada.	Complete a graphic organizer about the roles of French Canadians in the Korean War.	Make a list of the impacts of the Korean War on French Canadians.	Make a list of the long-term effects of the Korean War on French Canadians.
Featured Sources	Featured Sources	Featured Sources	Featured Sources
<p>Source A: 10 Quick Facts on the Korean War, from Veterans Affairs Canada</p> <p>Source B: Excerpts from a blog post: <i>War of attrition, forgotten war: the “Van Doos” in Korea</i></p> <p>Source C: Documentary: <i>Record of Service: The Korean War</i>, from Historica Canada</p>	<p>Source A: Les Charités Khaki</p> <p>Source B: Photo of machine gunners of the Royal 22nd Regiment</p> <p>Source C: Interviews with Korean War veterans</p> <p>Source D: News article: “With the Canadians in Korea: Visit with a good Samaritan”</p>	<p>Source A: Article by journalist René Lévesque, “‘Le Petit Journal’ brings joy to no-man’s land”</p> <p>Source B: Excerpts of interviews with French Canadian veterans</p> <p>Source C: News article: “Our First War Widow”</p>	<p>Source A: Excerpts of interviews with French Canadian veterans</p> <p>Source B: Web article excerpt, “The War Correspondent Who Became Premier”</p> <p>Source C: Radio documentary excerpt, <i>This is René Lévesque</i></p> <p>Source D: Blog post “Korea: Recalling Canada’s Forgotten War”</p>

Summative Performance Task	<p>ARGUMENT: Construct an argument (essay, poster, slide presentation) that answers the compelling question, drawing on evidence from a variety of sources.</p> <p>EXTENSION: In class, share your arguments and compare different points of view on the significance of the Korean War for French Canadians.</p>
Taking Informed Action	<p>UNDERSTAND: Find out what adults in your life think about the significance of the Korean War for French Canadians.</p> <p>REFLECT: How could we better recognize and commemorate the participation of French Canadians in the Korean War? What are some ways we could recognize them in our school or community?</p> <p>ACT: Select a way to recognize the participation of French Canadians in the Korean War and put it into action. Some action opportunities are: initiate an informed conversation with an adult in your life, invite a guest speaker, form a club, create a class position statement, write a letter to a government official, or create an information campaign.</p>

*All appendices and featured sources are available at: ssencressc.ca

Inquiry Description

This inquiry leads students through an investigation of whether the Korean War was significant for French Canadians and whether it had short and long-term effects on them. Students will take a position on the impact and importance of the war for French Canadians. Some French Canadians served in the armed forces, and others were affected by the Korean War in other ways. Students will work with the sources to determine whether participation in the Korean War should be considered a significant event for French Canadians. Prior to the inquiry, students should have a basic understanding of the context of the Cold War.

The inquiry highlights the historical thinking concept of historical significance and these related guideposts:

- **Guidepost 1:** Events, people, or developments have historical significance if they resulted in change. That is, they had deep consequences, for many people, over a long period of time
- **Guidepost 2:** Events, people, or developments have historical significance if they are revealing. That is, they shed light on enduring or emerging issues in history or contemporary life.

This inquiry is expected to take three to five sixty-minute classes, depending on the balance of individual/group work the teacher establishes. The inquiry time frame could expand if teachers think their students need additional instructional experiences (e.g., supporting questions, formative performance tasks, featured sources, writing). Teachers are encouraged to adapt the inquiry to meet the needs and interests of their students. This inquiry is a great way to have students use historical thinking concepts to explore content in meaningful ways. It can also be easily differentiated to meet all learners' needs by pre-teaching vocabulary, reducing the number of sources, or having students work together in small groups to support their needs.

Structure of the Inquiry

In addressing the compelling question — Was the Korean War significant for French Canadians? — students work through a series of supporting questions, formative performance tasks, and featured sources in order to construct an argument supported by evidence, while considering competing perspectives. The supporting questions help students to build the knowledge they will need to take a position on the compelling question. To complete the tasks, students examine and analyze a variety of sources that help them to discover the changes and consequences of the Korean War for many French Canadians over a long period of time. They must also decide if the persistent effects felt by certain French-Canadian veterans can be explained by their participation in the Korean War.

The featured sources include primary sources like photos, newspaper articles from that period, and interviews with French-Canadian veterans of the Korean War. Secondary sources are also featured, like blog posts by historians, videos, a radio documentary, and general Web pages. These will help students build their understanding of the experience of French Canadians in the Korean War.

¹ Seixas, Peter, et al. 2013. *The Big Six: Historical Thinking Concepts*. Toronto: Nelson Education.

Staging the Compelling Question

In staging the compelling question — Was the Korean War significant for French Canadians? — teachers activate students' prior knowledge about the Cold War.

Share with students a photo taken during the Korean War and invite them to make observations and to ask questions about the photo. The photo shows the future premier of Quebec, René Lévesque (then a journalist), interviewing Lieutenant Colonel Jacques Dextraze of the Royal 22nd Regiment.

Staging the Compelling Question

Featured Source

Photo of René Lévesque interviewing Lieutenant Colonel Jacques Dextraze.
Credit: Radio-Canada



Supporting Question 1

The first supporting question — What were the most important events of the Korean War for Canada? — helps students understand the context of Canada’s participation in the Korean War. The formative task asks students to create a timeline of the most important events for Canada in the Korean War. They will need to support their choice of events and developments for Canada using the criteria for historical significance (see Appendix A).

Featured Source A is a Web page produced by Veterans Affairs Canada called “10 Quick Facts on ... The Korean War,” which outlines some general information about the conflict and Canada’s participation in it. Featured Source B is an excerpt from a blog post that details some of the key moments in the Korean War for the Royal 22nd Regiment (often called the “Van Doos” in English), the only French Canadian regiment that served in the conflict. The excerpts were chosen to facilitate student comprehension and reading of the article. Featured Source C is a short documentary from Historica Canada that explains the causes of the Korean War and Canada’s role in it.

Supporting Question 1

Featured Source

Source A: “10 Quick Facts on ... The Korean War.”
Credit: Veterans Affairs Canada

10 Quick Facts on ... The Korean War

1. The Korean War began on June 25, 1950, when the military forces of North Korea crossed the 38th parallel into South Korea. Sixteen members of the United Nations, including Canada, would contribute combat forces under United States command to defend South Korea.
2. Canadians saw action in the Battle of Kapyong (Gapyeong) on April 24 and 25, 1951. Despite fierce enemy attacks, they maintained their position. Ten Canadians were killed and twenty-three were wounded in the battle.
3. Hill 355, known as “Little Gibraltar,” was the scene of bitter fighting in late October 1952. Under intense enemy bombardment and assault, the Canadian soldiers there held their ground.
4. Over the course of the war, the Royal Canadian Air Force (RCAF) No. 426 Squadron carried thirteen thousand personnel and three million kilograms of freight and mail between North America and Korea. Twenty-two RCAF pilots also served with U.S. Air Force squadrons in Korea, including Flying Officer Omer Lévesque, who became the first Commonwealth pilot to shoot down a MiG-15 enemy fighter in the war.
5. More than five thousand Canadian women were recruited for military service during the Korean War, including sixty nursing sisters who served in Korea and Japan. When the ceasefire came into effect in 1953, the nursing sisters treated the released Canadian prisoners of war.
6. On October 2, 1952, HMCS *Iroquois* was exchanging fire with an enemy gun battery on shore when the ship took a direct hit. Three Canadian sailors died and ten were wounded in the explosion.
7. On November 21, 1950, seventeen soldiers of the 2nd Regiment, Royal Canadian Horse Artillery, died in a train crash in British Columbia while on their way to the war in Korea.
8. For its courageous stand at Kapyong, the 2nd Battalion of Princess Patricia’s Canadian Light Infantry received the United States Presidential Unit Citation. Other awards for valour received by Canadians during the Korean War include: nine Distinguished Service Orders, thirty-three Military Crosses, five

Distinguished Flying Crosses, eight Distinguished Conduct Medals and fifty-three Military Medals.

9. More than twenty-six thousand Canadians served in the Korean War and approximately seven thousand continued to serve in the theatre from the Armistice to August 1957. In total, 516 Canadians died in what is the third-deadliest conflict in Canadian history.
10. The active fighting in the Korean War ended on July 27, 1953, with the signing of the armistice at Panmunjom.

Supporting Question 2

The second supporting question — What roles did French Canadians play in the Korean War? — helps students to understand the different roles that French Canadians played in the Korean War.

The formative task invites students to complete a graphic organizer (see Appendix B) that allows them to summarize information from the featured sources and then make inferences about the roles of French Canadians in the Korean War.

Featured source A is a photo and description of the “Charités Khaki” taken from the Royal 22nd Regiment’s Web site. The charity was set up by soldiers of the battalion to distribute surplus rations and clothing to Koreans during the war. Featured source B is a photo of machine gunners of the Royal 22nd Regiment in Korea from Library and Archives Canada. Source C is taken from Historica Canada’s Memory Project and is an excerpt from an interview with a French-Canadian veteran, Aimé Mayer, who relates his experience serving with the 1st Battalion of the Royal 22nd Regiment. Source D is a news article written by René Lévesque during the Korean War that gives more detail about the Charités Khaki. The original source can be found at the national library and archives of Quebec (BAnQ).

Supporting Question 2

Featured Source

Source A: Les « Charités Khaki » Royal 22^e Régiment : Notre histoire, un patrimoine militaire francophone (La guerre de Corée).
Credit: Royal 22nd Regiment: Our History, a Heritage of Francophone Soldiers (Korean War)



The conflict in Korea led the regiment to form the 2nd and 3rd battalions.

From 1951 to 1953, each of the battalions took part in the conflict, alternating every year. The regiment left its mark on Koreans, in particular by creating the Charités Khaki. Its members collected the battalion's surplus food supplies in order to distribute them to hospitals or orphanages in Korea.

This charitable organization was an initiative by Second World War veteran Sergeant Major Maurice Juteau.

Supporting Question 2

Featured Source

Source C: Interviews with Korean War veterans Jean Paul St. Aubin and Aimé Mayer.
Credit: Korean War Legacy Foundation

Jean Paul St. Aubin

Jean Paul: But we trained in Quebec and in Wainwright.

Interviewer: What was your specialty?

Jean Paul: I was a pioneer.

Interviewer: What, what does that mean?

Jean Paul: Uh, pioneer, it's a hard job. It's something they change in years. We do, uh, work to repair maybe roads during the war on a, in the front line. But mostly, it's for mines, booby traps, and stuff like that.

Interviewer: Oh. To get rid of those mines and ...

Jean Paul: Well, get rid of them and lay them. We, we laid minefields and so on in Korea.

Interviewer: That's a very dangerous job.

Jean Paul: Well, it had to be done.

MALE VOICE: I want to ask a question. JP, what battalion were you in?

Jean Paul: I was with the, uh, I was...

MALE VOICE: Third battalion?

Jean Paul: Well, Third Battalion in Wainwright. Then I was, uh, with the Second Battalion in Korea.

MALE VOICE: Uh, Second...

Jean Paul: For six months.

MALE VOICE: Oh yeah.

Jean Paul: Then I did six months with the First Battalion.

MALE VOICE: Oh, okay. That's important because that's special. But that's Special Brigade.

Jean Paul: Yeah. Oh yes, yes.

MALE VOICE: [INAUDIBLE] soldiers, so. So JP was one of the first Canadians over there then.

Interviewer: So, did you get any special training to do so, to, to demining and so on?

Jean Paul: Oh yes, yes, yes.

Interviewer: Tell me about those, special training you received from Canada.

Jean Paul: Yeah.

Interviewer: Before you left for Korea.

Jean Paul: Yes. Uh, that was done up in Wainwright at, at a place where they called the park line with the engineers. They're the ones that train us, the engineers, how to lay the minefields and take care of booby traps that were in there and, uh, they, they dig holes, you know, repair roads, do culverts and stuff like that.

...That was very good. That was uh, about a month training.

Interviewer: How many were of (there) you in the, in your battalion, those, the pioneers?

Jean Paul: Well, we're, we were a platoon.

Interviewer: Platoon.

Jean Paul: A platoon, a, a, a, well, we were never 30 or 32 men.

Interviewer: Um hm.

Jean Paul: But if we were 25, 26, we were lucky to be that most.

Interviewer: Did you know that you were going to go to Korea when you received that basic special training?

Jean Paul: Yes, cause I, they asked me if I volunteered, and I volunteered to go.

Supporting Question 3

The third supporting question — How were French Canadians affected by the Korean War? — helps students to discover the immediate impacts of the Korean War on many French Canadians, and its significance for them.

The formative task asks students to describe the impacts felt by French Canadians during the war. Students may use the graphic organizer (Appendix C) to complete this task and can list details from the sources that help us to understand the impact of the Korean War on French Canadians.

Featured Source A is an excerpt from an article by René Lévesque, war correspondent, that appeared in *Le Petit Journal* on September 16, 1951. He shares how French Canadians were homesick and how they were happy to have news whenever they could get their hands on a French-language newspaper from Quebec. The original newspaper can be found in the national archives of Quebec (BAnQ). Featured Source B is a collection of excerpts from interviews with four French Canadian veterans of the Korean War from the Memory Project collection by Historica Canada. Featured Source C is “Our First War Widow,” an article published in May 1951. The original text can also be found at BAnQ.

Supporting Question 3

Featured Source	Source A: Excerpt from the news article “With the Canadians in Korea: ‘Le Petit Journal’ brings joy to no-man’s land.” September 16, 1951. <i>Credit: Le petit journal, 1951-09-16, Collections de BAnQ.</i>
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Avec les Canadiens en Corée

"Le Petit Journal" met de la joie dans le no-man's land

(Le journaliste et commentateur radiophonique René Lévesque a accepté de servir de correspondant spécial du PETIT JOURNAL en Corée. Voici ses impressions recueillies auprès de nos volontaires qui souffrent de l'ennui.)



Le soldat Gérard Bhérer, de Rimouski, à la porte d'une des tentes du "22", étale fièrement un vieil exemplaire du "Petit Journal". Au fond, quelques voitures blindées du bataillon. Au delà, le no-man's-land.

"C'était un numéro de fin juillet. Un numéro lamentable, tout froissé, déchiré, taché de boue. Je l'ai découvert chez les gars du '22', dans une tente dressée à l'entrée du no-man's-land, à quatre ou cinq milles des lignes communistes.

Ils étaient là, une demi-douzaine de soldats de la compagnie A, qui traitaient ces pauvres feuilles fragiles avec d'innombrables précautions. Ils se les passaient de main en main; après avoir contemplé avec attendrissement jusqu'à la moindre photo, après avoir déchiffré sans en perdre un mot chacune de ces colonnes où les nouvelles, pourtant, étaient déjà vieilles de plusieurs semaines.

Pas un mot. Silence recueilli, religieux. Seul, le froissement des pages qu'on replie, comme celui des missels à l'église.

Je vous jure que je n'exagère rien. Cet exemplaire du *Petit Journal*, — la première feuille de chez nous que j'aie vue en Corée, — cet exemplaire souillé, que vous autres à Montréal vous aviez lu et oublié depuis longtemps, était ici quelque chose de sacré. Je ne vous dirai pas qu'il valait son pesant d'or: l'argent n'a guère d'importance dans ce pays désolé où il n'y a ni villes accessibles, ni mara-

seule langue de travail est l'anglais. Et par-dessus le marché, quand les gars cherchent de la lecture, tout ce qu'ils trouvent ordinairement, c'est des vieux 'comics' américains ou bien des 'pocket books' abandonnés! Il ne faudra pas se surprendre si l'on trouve parmi nous, quand on reviendra, des bons Canayens qui cassent leur français!"

Zone de repos

Et Roger Halley me parle du plus mortel des ennemis qu'on rencontre en Corée: l'ennui.

Inutile de me faire un dessin. Je n'ai qu'à ouvrir les yeux, qu'à partager un peu avec les hommes leur misérable existence coréenne. Au lendemain d'une épuisante patrouille, le "22" est installé en ce moment dans une zone de repos — en langage militaire, ça s'appelle Rest Area. En Europe, durant l'autre guerre, c'aurait été à quelques milles derrière les lignes une ville ou un village relativement intact, avec quelques cafés, etc.

Mais ici... La zone de repos, c'est un vaste champ détrempé. A l'arrière-plan, les éternelles mon-

tagnes nues, d'où l'on arrive et où il faudra retourner dans quelques jours. A perte de vue, pas une maison, sauf quelques bicoques coréennes, avec leurs toits de chaume, leurs murs croulants, leur crasse, inhabitables. Il pleut, et les étroits chemins se transforment en bourbiers, des ruisseaux vaseux se promènent à travers le camp, l'eau pénètre dans les tentes, pourrit les couvertures et les vêtements. On mange mouillé, on dort mouillé. Tout le monde tousse. La pluie cesse, le terrible soleil de Corée plombe pendant quelques heures, et déjà, la poussière épaisse, irrespirable, s'élève de nouveau en gros nuages bruns. Tout le monde tousse de plus belle. Pas un civil abordable: c'est un pays de misère atroce, un pays hostile aussi, où la robe blanche du paysan peut toujours camoufler un soldat ennemi.

Zone de repos... Et les gars vous disent en grognant, entre deux quintes de toux:

"Repos, my eye! C'est plus fatigant que l'action. J'aime mieux me battre, moi. Au moins, quand on se bat, on n'a pas le temps de s'embêter!"

René Lévesque

"With Canadians in Korea. 'Le Petit Journal' Brings Joy to No-Man's Land." (Excerpt translated from French.)

It was a late July issue. A dismal-looking paper, all crumpled, torn, stained with mud. I found it among the boys of the "22nd," in a tent pitched at the entrance to the no-man's land, four or five miles from the Communist lines.

There they were, half a dozen soldiers from A Company, who treated those poor, fragile pages with infinite care. They passed them from hand to hand; after having tenderly contemplated even the smallest photo, after having deciphered each column where the news was already several weeks old, without losing a word.

Not a word. Collective silence, religious almost. Only the crumpling of folded pages, like those of church missals.

I swear I'm not exaggerating. This copy of *Le Petit Journal* — the first paper from home that I saw in Korea — this soiled copy, which you in Montreal have read and forgotten long ago, was something sacred here. I won't tell you it was worth its weight in gold; money doesn't matter much in this desolate country where there are no accessible cities, no shops, no entertainment of any kind. For a moment, our newspaper from home filled that void. Its titles, photos, and pages of advertisements reminded them of the Promised Land, the merry din of distant Montreal.

"I showed that to [a Korean soldier]," a sergeant from the Côte-Nord told me, brandishing his bit of newspaper ... "I tried to explain to him in jargon what Montreal was like: well-dressed women, theatres, restaurants, the Forum, the Royals stadium ... He couldn't believe that such a life was possible, in today's world! Me too, by the way, there are times that I no longer believe it!"

Beware - French Survival!

“There are times, we, the French Canadians of the special brigade, we feel a little bit like orphans,” declared to me a little later a Montrealer, Lieutenant Roger Halley, whose family lives on Boulevard St-Joseph.

Lieutenant Halley, at 34, is an old man. He served in the reserves from 1932 to 41, then in the “active” army, from ’41 to ’44. On August 17, 1950, he was the first officer in Montreal to enlist in the special brigade. Arriving in Korea at the beginning of May with his comrades from the “22nd,” he was promoted to “*officier du bien-être*” (this barbaric title is the literal translation of the expression Welfare Officer) — in other words, until recently, he was responsible for the comfort and morale of the men. He spoke to me frankly, bluntly, about this impossible task.

“You can’t do something with nothing. Take for example the problem of reading. The English speakers from other units can help themselves to the reading material of the Americans: they have magazines, military newspapers, like the *Stars and Stripes*. We have nothing. Here and there, in the mail (which takes weeks to arrive), we find an old newspaper from Quebec or Montreal. We jump on it. We fight over it. But there is no organized service, nothing regular. Obviously, those at home cannot know what it means for us, news from our country, news in French! Here, everything is in English: orders are given in English, communications are in English, around us, in this international UN army of which we are part, the only working language is English. And on top of that, when guys are looking to read, all they usually find are old American “comics” or abandoned “pocket books”! So, it should come as no surprise if some (of) us, some good *Canayans*, speak broken French when we come back! “

Supporting Question 4

The fourth supporting question — How have French Canadians continued to be affected by the Korean War? — helps students to determine the consequences of the war for French Canadians and the long-term effects of the war in general.

The formative task invites students to make a list of the long-term effects of the Korean War for French Canadians (see Appendix D).

Featured Source A is a collection of excerpts from veterans’ accounts about the consequences of the war. Source B is an excerpt from a Web page from Veterans Affairs Canada that relates the story of René Lévesque’s war experience, his later political career, and his tenure as premier of Quebec. Source C is an excerpt from a Radio-Canada radio documentary called *Ici René Lévesque*, in which he reflects on his experiences in the Korean War. Source D is a blog post from the Canadian War Museum about Korea, the forgotten war.

Supporting Question 4	
Featured Source	Source A: Excerpts from interviews with French-Canadian veterans.

Guy Gauthier

Transcript courtesy Veterans Affairs Canada

The Korean War was a war, but they didn't call it a war at first. They called it ... the Americans called it police action. We, the veterans of Korea, call it the forgotten war because we have long been forgotten, even by our own country. As you can see, the volunteer medal took forty years. It makes no sense, you know what I mean, to thank someone forty years later.

What's remarkable is that a lot of the veterans who were in Korea had died when it happened, you know. When they gave them that medal, they were dead. But that's what most veterans found that was wrong on the part of Canada; not to give us a recognition right away for what we did, you know. Then we felt forgotten, you know what I mean. Even today, there are times when we talk to older people and they have never heard of the Korean War. For us, that's scary. There were 516 people killed in Korea. Some say, "Well, it's not so many. The Americans lost fifty thousand." Yeah, but we weren't the number the Americans were, you know what I mean. We had a brigade in Korea. We didn't have divisions — you know what I mean?

There are some guys that say, "Well, it wasn't that bad in Korea." But I didn't ... I thought it was pretty bad ... It changed me, you know what I mean, in many ways, I have ... nerves, sleeping. I had a lot of trouble sleeping afterwards, and then ... my wife had also found that I had changed. You get worse, you know, impatient. A lot of cases like that. But ... you have to forget, plus it's getting to be a long time ago (laughs). It's over 'n' '53. So ...

Interviewer: Do you still think about it a lot?

Oh yes. I don't think there's a day that goes by that I don't think about Korea or anything, or a friend of mine, a guy named Dupuis, you know what I mean. He was a guy I liked, and then we used to hang out together, I think about him a lot. Then there was a young guy here from Hull [Gatineau, Quebec]. I was not in Korea when he was killed, but I knew him very well because I played the drum in the cadet corps at Notre-Dame with him, Bernard Poirier. And then he got killed in '51, the fall of '51. Then it's ... I don't know, you're surprised when they tell you something like that.

Summative Performance Task

At this point in the inquiry, students have examined key moments in the Korean War for French Canadians, the role of French Canadians in the war and the impacts of the war for individuals and for French-Canadian society over the long term.

Students have examined several perspectives on the importance of the participation of French Canadians in the Korean War and they can now begin to respond to the compelling question — Was the Korean War significant for French Canadians?

Students should be able to demonstrate the extent of their understanding by using evidence from a variety of sources to support their claims. Students' arguments will likely vary, but could include any of the following:

The Korean War was significant for French Canadians because:

- Many French Canadians died in the conflict and others suffered from post-traumatic stress or permanent injuries.
- Families and loved ones are affected by these casualties both at the time they happened and over the long term.
- It was the third-deadliest conflict in Canadian history.
- It had a long-lasting effect on the career of René Lévesque, who later had a large impact on Quebec and Canada.
- Many French Canadians distinguished themselves during the war or received military medals.
- French Canadians participated in Hill 355, one of the most decisive battles of the war.
- French Canadians and the Royal 22nd Regiment had an impact on Koreans, most notably by creating the Charités Khaki to help ease the suffering of the Korean people.

The Korean War was not significant for French Canadians because:

- It only had an impact on a small percentage of French Canadians.
- It's a forgotten war. Most French Canadians are indifferent and that hasn't changed over time.

To complete this inquiry, invite students to share their arguments and compare different points of view on the significance of the Korean War for French Canadians.

To take civic action, students could conduct an informal survey with adults that they know, to find out if they are aware of the importance of French-Canadian participation in the Korean War.

Following the survey, invite students to think about what they could do or create to acknowledge the importance of French-Canadian participation in the Korean War. They could identify possible ways to take action (see Appendix E: Civic Action Opportunities), such as participating in a Remembrance Day ceremony, initiating an informed conversation, or creating a social media campaign. They could then take action according to their plan to raise awareness of the role of French Canadians in the Korean War.

***Find the full lesson and all featured sources in English or French at: ssencressc.ca**

Appendix E: Civic Action Opportunities

Share your findings during a Remembrance Day assembly or event	Initiate an informed conversation	Present to another class
Write a letter to a government official	Interview an expert or activist	Write an article for the school newspaper
Speak at a school, town, or city meeting	Conduct and publish a survey to gauge community opinion	Present during the morning announcements
Present to a local civic organization	Invite a guest speaker	Have a debate with invited guests
Organize a flyer campaign to raise awareness	Create a poster and hang it in a public space	Create a community education pamphlet
Volunteer	Promote a cause on social media	Create a class position statement
Form a club	Work collaboratively to write a resolution	Organize a community service or commemorative event
Contact an organization that you agree with and see how you can get involved	Write (and perform) a song on an issue	Organize a rally

Adapted from: Kathy Swan, John Lee, and S.G. Grant, *Inquiry Design Model: Building Inquiries in Social Studies*, National Council for the Social Studies and C3 Teachers, 2018.

Chapter 4

Is **PEACE POSSIBLE** in Korea?



Caption: Three South Korean soldiers watch the border at Panmunjom in the demilitarized zone between North and South Korea. View from South Korea, looking at North Korea.

Credit: Henrik Ishihara Globaljuggler, CC BY-SA 3.0 via Wikimedia Commons, 2008.

Supporting Questions

1. How is peace defined?
2. What is the current status of peace on the Korean Peninsula?
3. What are some perspectives on the future of peace in Korea?

Is peace possible in Korea?	
Political Thinking Concept	Stability and Change: Students can explain links between past and current political policies, decisions, and responses, and assess alternative approaches to resist or support change. ¹
Staging the Compelling Question	Analyze and discuss a historical photograph of the signing of the armistice that ended the fighting in the Korean War.

Supporting Question 1	Supporting Question 2	Supporting Question 3
How is peace defined?	What is the current status of peace on the Korean Peninsula?	What are some perspectives on the future of peace in Korea?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Define peace as a class by creating two lists of criteria focusing on the elements of and the barriers to peace.	Using the definition of peace, analyze a variety of sources to see what elements of peace and barriers to peace exist today on the Korean Peninsula.	Compare the perspectives of different people on the future of peace in Korea.
Featured Sources	Featured Sources	Featured Sources
Source A: Pictures related to peace Source B: Map of demilitarized zone on the Korean Peninsula Source C: United Nations Charter Source D: Positive Peace Framework, The Institute for Economics and Peace (IEP)	Source A: Chronology of Korean relations since 1985 Source B: Selected perspectives on human rights in North Korea, Senate of Canada Source C: Opinion article from the Lowy Institute Source D: Excerpt from an opinion article from the Heritage Foundation	Source A: Collection of quotations from leaders in the Koreas, Canada, and the United States Source B: Speech by Lester B. Pearson to the United Nations Source C: Perspectives of Korean Canadians Source D: Perspectives of Canadian Korean War veterans Source E: Testimonies from Korean War veterans from elsewhere

Summative Performance Task	ARGUMENT: Construct an argument (e.g., detailed outline, poster, or essay) that discusses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views.
	EXTENSION: Conduct a classroom simulation to discuss peace in Korea, taking different roles and perspectives. This could be a simulation of the United Nations Security Council.
Taking Informed Action	UNDERSTAND: Find out more about different groups that are advocating for peace in Korea and elsewhere. REFLECT: Think about ways that you could take action to advocate for peace in Korea or elsewhere. What actions could you undertake in your class, school, or community? ACT: Create a campaign to advocate for peace on the Korean Peninsula.

**All appendices and featured sources are available at: ssencressc.ca*

¹ The Ontario Curriculum, Grades 9 and 10 | Canadian and World Studies. Ontario Ministry of Education, 2018.

Overview

Inquiry Description

This inquiry leads students through an investigation of ongoing issues related to the pursuit of peace on the Korean Peninsula. Though an armistice was established in July of 1953, North and South Korea have yet to sign a formal peace treaty. This condition of uncertainty creates a continued state of heightened tensions on the Korean Peninsula. Differing political ideologies in the North and the South, accompanied by various attempts at intervention by other nations and governmental organizations, have prevented the creation of a lasting peace. For Canadian students, the Korean Peninsula may seem far away, but the geopolitical effects of the continuing conflict could hinder attempts at global peace for a long time.

The inquiry engages students in political thinking about the notion of stability and change. Students will analyze the ways in which policies, structures, and decisions about peace on the Korean Peninsula have both remained stable and changed over time. Through this inquiry, students will gain an understanding of how and why groups and individuals resisted or supported peace efforts, and how students themselves might be able to contribute to change or stability in the Korean context.

Before engaging in this inquiry, students should have a good understanding of the causes and consequences of the Korean War, including the Canadian experience. Students should also have prior knowledge about political and economic systems — in particular, an understanding of democratic capitalism and communism are key.

This inquiry is expected to take three to five sixty-minute classes, depending on the balance of individual and group work the teacher establishes. The inquiry time frame could expand if teachers think their students need additional instructional experiences (e.g., supporting questions, formative performance tasks, featured sources, or writing). Teachers are encouraged to adapt the inquiry to meet the needs and interests of their students. This inquiry lends itself to the modelling of political thinking skills while engaging students in reading a wide variety of sources.

Structure of the Inquiry

In addressing the compelling question — Is peace possible in Korea? — students work through a series of supporting questions, formative performance tasks, and featured sources. Their goal is to construct an argument with evidence while acknowledging competing perspectives. The supporting question, formative tasks, and primary and secondary sources should allow students to focus and to further develop their critical thinking and historical thinking skills and encourage them to discover, through inquiry, more about the interconnectedness of the world and the role they can play in it. Sources for the inquiry include primary source interviews, excerpts from speeches, and news articles as well as a chronology of events related to the inquiry.

Staging the Compelling Question

In staging the compelling question — Is peace possible in Korea? — teachers activate students' prior knowledge of the concept of peace and the contemporary situation on the Korean peninsula. Teachers should present students with the picture of the signing of the armistice in July 1953 that ended the fighting during the Korean War.

Invite students to think about these questions as they study the photograph:*

First Impressions:

- What is the subject of the photo? What do the people in the photograph look like? What are the people doing in the photograph? Can you tell when and where this was taken? What do you notice about their clothes or their surroundings?

Take a closer look:

- Who took the photo? What can you tell about how the photo was taken? Summarize the photo in your own words.

Understanding the historical context:

- What was happening at the time in history? (What is the context?) Why was it taken? (Use evidence from the photo, or your knowledge of the photographer.) What if a new caption was written? Does it change the meaning? Do we take photos of the same things today? How has photography changed?

Using photographs as evidence:

- What did you find out from the photo that you might not learn anywhere else? What are the strengths of looking at photographs as pieces of evidence? What other documents, photos, or historical evidence are you going to use to help you understand this time period or topic? Where do you think you could find more information about the people or objects in the photo? Where could you find more photos like this?

Give students a few minutes to share their initial thoughts with a partner or small group, then bring the class together to discuss their responses. Ask your students to consider the usefulness of photographs in the study of history. What do they add? What are the weaknesses of photographs? Once this discussion has concluded, the teacher should lead a discussion to activate prior knowledge about the Korean War.

*Activity adapted from the lesson, *Analyzing a Primary Source: Anatomy of a Photograph*, Canada’s History Society, November 2022.

Staging the Compelling Question	
Featured Source	<p>Source A: Photograph of the Korean War Ceasefire, the armistice is signed. U.S. Army General W.K. Harrison (left table) and North Korean General Nam Il (right table) sign documents, July 23, 1953.</p> <p><i>Credit: National Museum of the United States Air Force.</i></p>



Supporting Question 1

The first supporting question — How is peace defined? — helps students understand that the concept of peace can be complex, and that there are many ways one can define peace and interpret its various meanings. The formative task asks students to reflect on different aspects of peace, and to develop their own definitions of peace. As a class, students will create two lists of criteria: one on the elements of peace, and the other on barriers to peace. These criteria will then be applied to the situation on the Korean Peninsula in the rest of the inquiry.

Featured Source A is a series of images that depict various aspects of peace. Some of these images are of historical significance, while others are more generic representations. Featured Source B is a map of Korea, showing the North, the South and the demilitarized zone. Source C is an excerpt from the United Nations Charter. Source D is a positive peace framework developed by the Institute for Economics and Peace, a global think tank. In addition, teachers could play a song about peace, such as “Imagine” by John Lennon and Yoko Ono, or another more contemporary song.

Students will work together to examine the sources and to write their own definitions of peace. This could be done with a Think-Pair-Share protocol. Students can use the graphic organizer in Appendix A to create two lists of criteria for peace. One list includes elements necessary for peace and the other is a list of barriers to peace. Individuals can share their criteria with a partner and both students can add to their lists.

The teacher can then bring the class together to create a master list that includes as many of the students’ ideas as possible. The elements of peace list might include criteria such as a lack of violence, dialogue, and general goodwill. The barriers to peace list might include criteria such as the threat of violence, open conflict, lack of trust, etc. These two lists should be posted and visible in the classroom so that students can refer to them as they complete the rest of the inquiry.

Supporting Question 1

Featured Source

Source A: Pictures related to peace.

Photo #1 *The Reconciliation*, a peacekeeping monument in Ottawa, Ontario

The Reconciliation is a monument dedicated to Canadian service in United Nations peacekeeping missions. The monument contains a quote from Canadian Prime Minister Lester B. Pearson that reads in part, “We need action not only to end the fighting but to make the peace.”



Credit: D. Gordon E. Robertson, CC BY-SA 3.0, via Wikimedia Commons.

Photo #2 *Non-Violence: The Knotted Gun*, an anti-violence sculpture in New York City

The Knotted Gun is a sculpture of an oversized Colt Python .357 Magnum revolver with its muzzle tied in a knot. The sculpture was placed on the grounds of the United Nations in New York City where it has become known as a symbol of non-violence.



Credit: Pamela Drew, CC BY-NC 2.0, via Flickr.

Photo #3 Section of Border Wall between the U.S. and Mexico

At various points since the 1990s the government of the United States has built a variety of walls along its border with Mexico, based on a general desire to keep illegal immigrants and drug traffickers out of the United States.



Credit: Dawn Paley, CC BY-NC-SA 2.0, via Flickr.

Photo #4 Meditation

Meditation is a varied practice that can help individuals become more aware of the present moment and connect their mind, body, and thoughts. It can bring a sense of individual peace.



Credit: Sarah Pflug, via Burst.

Supporting Question 1

Featured Source

Source D: Positive Peace Framework, The Institute for Economics and Peace (IEP)

Background: The Institute for Economics and Peace is a non-profit research institute that develops metrics to analyze peace and quantify its economic value. It develops global and national indices, calculating the economic cost of violence, analyzing country risk and understanding “Positive Peace.” It publishes an annual Global Peace Index, and the Positive Peace Report.



Reprinted with permission from the Institute for Economics and Peace.

Supporting Question 2

The second supporting question — What is the current status of peace on the Korean Peninsula? — helps students to understand the complexity of the situation on the Korean Peninsula and why the search for peace continues to be problematic between the two countries. The formative task asks students to use their co-created criteria for peace to analyze sources that describe influential events in recent Korean history. Students will use a graphic organizer to determine whether the events have been helpful or harmful to the peace process. Students will also analyze sources for reliability and/or bias.

Featured Source A is a chronology drawn from a variety of news sources about peace in Korea from 1985 to the present (see Appendix D for references). Featured Source B is a selection of perspectives on the situation in North Korea. These are excerpted from a 2016 report of the Canadian Senate Standing Committee on Human Rights. Featured Source C is an excerpt from an opinion article from the Lowy Institute about the situation in North Korea in 2019. Featured Source D is an excerpt from an editorial by the Heritage Foundation’s Asian Studies Center, republished in a BBC article in 2019.

Students work individually, in pairs, or in small groups to analyze the sources through close reading. Students will list words and phrases to see what elements of and barriers to peace exist today on the Korean Peninsula, noting the bias of each source. Students can use the graphic organizer in Appendix A to complete this task. If time is limited, teachers can assign one source to each small group.

Supporting Question 2

Featured Source

Source A: Chronology of North and South Korean relations since 1985.

1985: North Korea signs the Nuclear Non-Proliferation Treaty (NPT).

1991: North and South Korea join the United Nations.

1998: Kim Dae-jung sworn in as president of South Korea and pursues the “sunshine policy” of offering unconditional economic and humanitarian aid to North Korea.

2002: U.S. President George W. Bush labels North Korea, Iran, and Iraq an “axis of evil” in a State of the Union address. “By seeking weapons of mass destruction, these regimes pose a grave and growing danger,” he says.

2003: North Korea withdraws from the NPT, and declares that it has nuclear weapons capability.

2006: North Korea claims to have successfully tested its first nuclear weapon, prompting the U.N. Security Council to impose a broad array of sanctions.

2017: North Korea claims it has conducted its first successful test of an intercontinental ballistic missile, or ICBM, that can “reach anywhere in the world.”

2018: At the Winter Olympics in Pyeongchang, South Korea, the two Koreas enter the stadium under one flag.

2020: On state-run television, North Korea unveils what analysts believe to be one of the world’s largest ballistic missiles at a military parade celebrating the seventy-fifth anniversary of the ruling Workers’ Party.

2022: North Korea test launches more than ninety cruise and ballistic missiles.

Supporting Question 2

Featured Source

Source B: Perspectives on the current realities in North Korea.

Excerpted from: The Forgotten Many: Human Rights and North Korean Defectors, The Senate of Canada Standing Committee on Human Rights, June 2016.

Hyeonseo Lee, author of *The Girl With Seven Names: A North Korean Defector's Story*, is a North Korean defector currently living in South Korea.

“Living in North Korea is not like living in other countries. It is more like living in another universe. I will never truly be free of its gravity, no matter how far I journey. When I was a young girl in North Korea, I woke up one night choking on thick, black smoke. My parents screamed at me and my little brother to get out of our home, as it was consumed by a huge fire. Outside, my brother and I continued choking, but our father did not check to see if we were okay. Instead, he immediately ran back inside the house and risked his life to salvage the most important possessions: portraits of two dictators which are required to be hung in every North Korean’s home. If he failed to save them, he would have been punished. He was afraid not of risking his own children’s lives; he was more concerned about saving the images of the old leaders.” — March 23, 2016

Alex Neve, Secretary General, Amnesty International Canada

“North Koreans suffer denial and violations of virtually every aspect of their human rights every single day ... (they are) deprived of the chance to learn about and from the outside world while at the same time being suppressed from telling the outside world about the grim human rights situation in the country.” — April 13, 2016

Adrian Hong, President, Joseon Institute

“The Government of North Korea is a perpetrator of mass atrocities that also sells counterfeit currency, arms, nuclear weapons and missile technologies, methamphetamines, and slave labour around the world. The problems of North Korea are not contained within its borders. It is unfathomable that, despite the apparent technological and cultural progress our world has collectively attained, we still have children enslaved as political prisoners on this planet today.” — March 23, 2016

Supporting Question 3

The third supporting question — What are some perspectives on the future of peace in Korea? — helps students understand how the peace process in the Koreas is complicated by different points of view by all interested parties.

With the criteria developed in question one, the formative task asks students to read through the sources and annotate the texts. Using three different colours of highlighter, students can highlight and annotate the texts into elements they believe help lead to peace, barriers to achieving peace, and other questions or comments they might have. Students may then use the graphic organizer found in Appendix C to further analyze their thinking.

Featured Source A is a collection of quotations from leaders in the Koreas, Canada, and United States about the situation in Korea from 2018 to 2021. Teachers can select more recent news excerpts to bring the resource up to the present. Featured Source B is a speech by Lester B. Pearson on the eve of the signing of the armistice in 1953. Featured Source C is a collection of perspectives of Korean Canadians. Featured Source D is a

collection of perspectives of Canadian veterans of the Korean War, and Source E is a collection of perspectives of veterans of the Korean War from other countries.

Supporting Question 3

Featured Source

Source C: Perspectives of Korean Canadians.

Melvin Lee – Korean-Canadian veteran - dental corps (transcript excerpt)

Interview with Kevin Lopuck, SSEC / RESSC, May 1, 2021

I would argue that the superpowers ... behind North and South Korea (the USA, Russia, and China), they don't want to see Korea unified. They don't want to see us sign an actual truce. Having an ideological conflict there justifies an American military presence there and justifies a strong relationship between China and North Korea.

East Asia, in my opinion, is the most volatile place in the world. If there is a potential of a third world war, or nuclear war, the epicentre is right there — and right now, all the antagonistic players are set up.

Canada can play a hugely influential role in brokering a new peace on the Korean Peninsula.

Emma Lee – Daughter of Melvin – Canadian living and studying in South Korea (excerpt from interview)

Interview with Kevin Lopuck, SSEC / RESSC, May 1, 2021

Canadian students need to know more about what's happening in Korea and how closed the North is. But Canadian students need to understand their privilege of not having to worry about an imminent attack.

Supporting Question 3

Featured Source

Source D: Excerpts from interviews with Canadian Korean War veterans.

Luther Ferguson, Royal Canadian Regiment

Transcript courtesy of Veterans Affairs Canada

War is not the answer. It wasn't in Korea, it wasn't in the Second World War, it wasn't in the First World War. But there are times, I know, that it becomes necessary that you have to stand up and be counted, and one of the ways is dying —and that's war.

Gilles Martin, Canadian Army

Transcript courtesy of Veterans Affairs Canada

You can say or think that war is useless. But during our last trip to Korea, we received a medal that is engraved on the back with a short sentence, which has always led me to believe that we did the right thing. They say that peace is never free, and I think that's true. If we don't stand up to an attacker, then there's a big chance that he'll win if we do nothing. By going to Korea, the United Nations drastically altered the course of history.

Supporting Question 3

Featured Source

Source E: Excerpts from interviews with Korean War veterans from elsewhere.

Albert Grocott, Australian Army

Transcript courtesy of the Korean War Legacy Foundation

Interviewer: Yes. Um, we are still divided. North and South.

Grocott: Temporarily.

Interviewer: Yeah. We are still technically at war because there is no Peace Treaty.

Grocott: There has never been a Peace Treaty, no.

Interviewer: Right. What do you think about this?

Grocott: I think it should be signed as soon as possible and make the Korean people one. They all speak the same language. You're not all speaking Chinese. They should all be one, one country. Parents and loved ones that are on that side of the border and on this side of the border. No.

Colonel Nolasco de Jesus Espinal Mejia, Colombian Army

Transcript courtesy of the Korean War Legacy Foundation

Interviewer: When you finished your service, your participation in the war, what were your expectations or hopes for the Korean people?

Colonel Nolasco de Jesus Espinal Mejia: Let's think about peace and not about war. It is better to be a peace veteran and not a war veteran. Who suffers in the wars are human beings. You can see the consequences of World War I, 1914 to 1918. You can see World War II from 1938 to 1945. So, please, let's respect the others' point of view, and they respect ours, and a "no" for a World War III.

Interviewer: We are celebrating the sixty-first anniversary of the signing of the armistice. There is no other conflict that has stayed in time in these terms. What is your opinion about this fact? What do you think should be done so a peace treaty could be signed?

Colonel Nolasco De Jesus Espinal Mejia: Due to my health, I can no longer be part of an official mission, but I wish and hope for an "only one Korea" (he says this in English), democratic, free, and in peace.

Earl Coplan, U.S. Army

Transcript courtesy of the Korean War Legacy Foundation

Interviewer: What do you think we have to do to put a closure on it (the Korean War)? Do you support a kind of movement to petition to end the war officially or maybe sign up or replace it with a peace treaty perhaps?

Coplan: Unconditional surrender, period. It is still an ongoing war. The war is never-ending. The fighting stopped but the war is never-ending. The only way that will achieve peace will be if North Korea signs an unconditional surrender, period.

Summative Performance Task

At this point in the inquiry, students have explored various aspects of the compelling question, “Is peace possible in Korea?” They have analyzed current and recent events to discover what elements of peace are present, and what barriers impede peace on the Korean Peninsula. Students have also examined a wide variety of opinions on the future of peace for the Korean Peninsula.

Students should be in a position to make an argument in response to the compelling question, “Is peace possible in Korea?” Students should now be able to represent their knowledge by making claims, and by using information from multiple sources as evidence to support their claims.

Students’ arguments will likely vary, but could include any of the following:

Peace is possible in Korea because:

- Yes, at different points in time both sides have been willing to move toward peace.
- Yes, because the alternative to peace is potentially war, which can have a major impact on life and livelihoods, regional and global stability, and economics.
- Peace seems possible. If the two countries can come together in sport, maybe they can come together at a political level.
- Yes, if, for no other reason, than because people get tired of continuously living in fear of war.
- Yes, because the international community appears to care about peace.

Peace in Korea is not possible because:

- No, North Korea’s continued pursuit of nuclear weapons capability acts as a barrier to peace.
- Political leaders appear unwilling to compromise, so peace does not seem possible.
- Peace is unlikely since a division that has already lasted seventy years is extremely hard to overcome.
- No, the government of North Korea is unwilling to change how it treats its people, which leads to consequences such as international sanctions.
- Unfortunately, it appears that the international community does not care about peace.

To extend their arguments, students could conduct a classroom simulation, such as a mock United Nations Security Council meeting dealing with the issue of peace on the Korean Peninsula. They could demonstrate their understanding of the variety of perspectives on peace in Korea through this kind of simulation.

Students have the opportunity to take informed action by learning more about different groups that are advocating for peace in Korea. In the process, students may address these questions: What actions are they taking? What do they see as the elements of and barriers to peace? Students can then investigate the types of actions they are taking, and what they see as the most effective paths to peace. Next, students can reflect on the ways they could take action — both personally or as a group — and then select a way that they could advocate for peace in Korea in their class, school, or community.

***Find the full lesson and all featured sources in English or French at: ssencressc.ca**

Was **CANADA'S** involvement in the Korean War Successful?



Caption: Veteran Donald Doan of Windsor, Ontario, hands out souvenirs to Korean schoolchildren, 2011.
Credit: Dan Black, *Legion Magazine*.

Supporting Questions

1. What are some of the reasons Canadians volunteered to serve in the Korean War?
2. What were some of the reasons the Canadian government decided to get involved in Korea?
3. What were the consequences of Canadian involvement in the Korean War?

Was Canada's involvement in the Korean War successful?

Political Thinking Concept	Cause and Consequence — Guidepost 3: Events result from the interplay of historical actors and conditions at the time. ¹
Staging the Compelling Question	Compare photos of Korea from before the Korean War and today. What do you see? What questions do you have?

Supporting Question 1	Supporting Question 2	Supporting Question 3
What are some of the reasons Canadians volunteered to serve in the Korean War?	What are some of the reasons the Canadian government decided to get involved in Korea?	What were the consequences of Canadian involvement in the Korean War?
Formative Performance Task	Formative Performance Task	Formative Performance Task
List the economic, social, and political reasons why Canadians volunteered to serve in Korea. List any barriers they faced: economic, social, or political.	List the reasons why the Canadian government got involved in the Korean war.	Make claims with supporting evidence about the consequences, both positive and negative, of the Korean War.
Featured Sources	Featured Sources	Featured Sources
<p>Source A: Excerpts of interviews with Korean War veterans</p> <p>Source B: Excerpt from book, <i>From the Tundra to the Trenches</i>, by Eddy Weetaltuk</p> <p>Source C: Excerpt from film, <i>Minoru: Memory of exile</i>, by Minoru Fukushima</p>	<p>Source A: Hume Wrong memo to Lester B Pearson</p> <p>Source B: Arnold Heeney memo to Lester B. Pearson</p> <p>Source C: Excerpts from statements in Parliament about Canada's involvement in the Korean War</p>	<p>Source A: Excerpts of interviews with Korean War veterans and others</p> <p>Source B: Excerpts from <i>The Path to Peace: The Case for a Peace Agreement to End the Korean War</i></p> <p>Source C: Excerpt from <i>The Impact of the War on International Relations</i></p> <p>Source D: Excerpt from <i>The Korean War 101: Causes, Course, and Conclusion of the Conflict</i></p>

Summative Performance Task	<p>ARGUMENT: Construct an argument (essay, poster, slide presentation) that answers the compelling question, drawing on evidence from a variety of sources.</p> <p>EXTENSION: Share with your class or others what you learned during this inquiry.</p>
Taking Informed Action	<p>UNDERSTAND: Find out what younger Koreans and Canadians today think about the Korean War.</p> <p>REFLECT: How much do Canadians today know about the impact of Canada's involvement in the Korean War? What does this mean for recognition of Canada's Korean War experiences in the future?</p> <p>ACT: Create a campaign to raise awareness of Canada's role in the Korean War and of our veterans. Interview a Korean War veteran; share the results with your school or community. Create a social media campaign, and/or create a veteran profile on the website: The 22: Korean War International Legacy.</p>

*All appendices and featured sources are available at: ssencressc.ca

¹ Seixas, Peter, et al. 2013. *The Big Six: Historical Thinking Concepts*. Toronto: Nelson Education.

Inquiry Description

This inquiry leads students through an investigation of whether involvement in foreign conflicts merits the expense in lives and resources. Specifically, students will consider Canada's involvement in the Korean War from the perspectives of civilians, politicians, and soldiers. Students will work with a variety of sources to determine whether the results of Canada's involvement in the Korean War were worth the many costs.

At the conclusion of the Second World War, Canada emerged as a "middle power" in international affairs, largely due to its considerable contributions to the Allied war effort. By 1950, Canada's military had been scaled back and was no longer in a position to face extended operations overseas on a significant level. In 1950 the Liberal government under Prime Minister Louis St. Laurent agreed to a United Nations' request to send a combat force to Korea under the command of the United States. The Canadian soldiers were all volunteers, many without any prior military experience or understanding of the underlying factors which led to the war.

This inquiry highlights the historical thinking concept of Cause and Consequence. Students explore the idea that change is driven by multiple causes and results in multiple consequences that create a complex web of interrelations. Teachers can use this lesson to introduce students to the concept, or to support them in generating a powerful understanding of the nature of historical causes and consequences.¹

This inquiry is expected to take three to five sixty-minute classes, depending on the balance of individual/group work the teacher establishes. The inquiry time frame could expand if teachers think their students need additional instructional experiences (e.g., supporting questions, formative performance tasks, featured sources, writing). Teachers are encouraged to adapt the inquiry to meet the needs and interests of their students. This inquiry is a great way to have students use historical thinking concepts to explore content in meaningful ways. It also can be easily differentiated to meet all learners' needs by pre-teaching vocabulary, reducing the number of sources, or having students work together in intentional small groups to support their needs.

Structure of the Inquiry

In addressing the compelling question — Was Canada's involvement in the Korean War successful? — students work through a series of supporting questions, formative performance tasks, and featured sources in order to construct an argument with evidence while acknowledging competing perspectives. The supporting question, formative tasks, and selected primary/secondary sources provide multiple opportunities to work independently, collaborate, and share ideas, questions, and understanding with peers. Sources for the inquiry include video interviews with Korean War veterans, excerpts from books, government and parliamentary records, and observations by historians and journalists.

¹ Seixas, Peter, et al. 2013. *The Big Six: Historical Thinking Concepts*. Toronto: Nelson Education.

Staging the Compelling Question

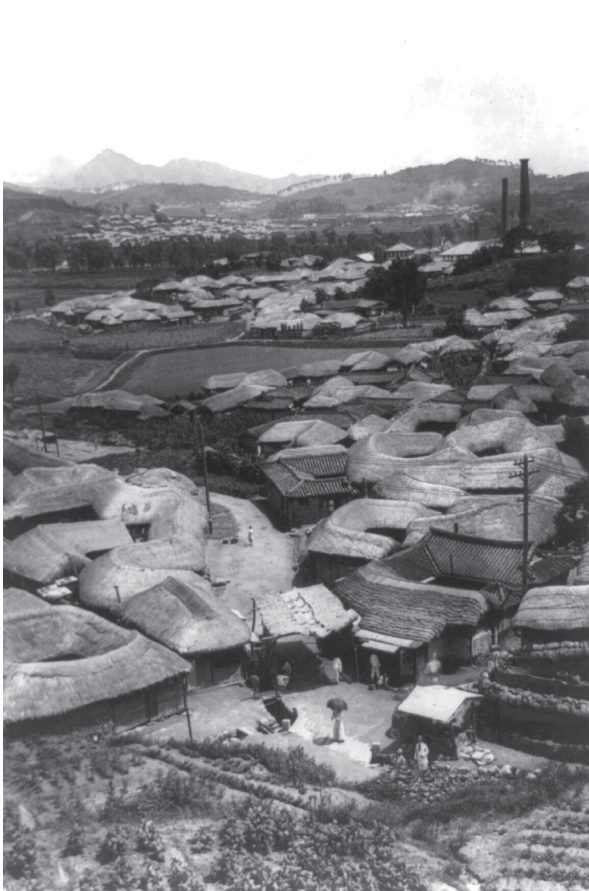
In staging the compelling question — Was Canada’s involvement in the Korean War successful? — teachers activate students’ prior knowledge about Korea and the Korean War. Teachers should invite students to make observations and ask questions about photographs taken before, during, and after the Korean War.

Have the photos available online or in print. Give students five minutes to Think-Pair-Share with a partner or small group, then bring the class together to discuss students’ observations and questions.

Staging the Compelling Question

Featured Sources

Source A: A selection of photos of South and North Korea from before and after the Korean War.



Before the Korean War

Caption: Thatched roof houses, Korea (between 1890–1923).

Credit: Library of Congress.



South Korea Today

Caption: Neon in the Myeongdong district of Seoul, Korea (May, 2011).

Credit: Ken Eckert, CC BY-SA 4.0, via Wikimedia Commons.



North Korea Today

Caption: Street in Pyongyang (2012).

Credit: Nicor, CC BY-SA 3.0, via Wikimedia Commons.

Supporting Question 1

The first supporting question — What are some of the reasons Canadians volunteered to serve in the Korean War? — helps students understand the motivations of the Canadian soldiers who volunteered.

The formative task asks students to examine interview transcripts and book excerpts to discover the economic, political, and social reasons why Canadian soldiers volunteered.

Featured Source A is a collection of excerpts from interviews conducted with Canadian veterans of the Korean War, in which they share what motivated them to volunteer. Featured Source B is an excerpt from the memoirs of an Inuk veteran, Eddy Weetaltuk. In featured Source C, Japanese-Canadian veteran Minoru Fukushima recounts his motivation for enlisting in an excerpt from the National Film Board of Canada film, *Minoru: Memory of Exile*.

Students work individually, in pairs, or in small groups, to list the economic, social, and political reasons why various Canadians volunteered to serve in Korea, and to note any barriers that they faced. Students can use the graphic organizer in Appendix A to complete this task. Students can read the transcripts or watch the video testimony to complete the organizer. If time is limited, teachers can assign one story to each individual/pair/group.

Supporting Question 1

Featured Source

Source A: Excerpts of interviews with Korean War veterans.
Credit: Veterans Affairs Canada.

Errol Patrick

Background: Errol Patrick was born in Montreal in 1930. He decided to serve in the Korean War, enlisting with the Royal Canadian Horse Artillery Regiment. He served thirty-five years in the Canadian Armed Forces, ending his career with the rank of Chief Warrant Officer.

The three of us used to chum around together and heard about the Korean War. Now we never knew where Korea was or whatever, we said ‘Heck, let’s join, let’s go and see.’ And our intention was to go for three years, go, go to Korea, come back after three years, get out of the military and go back to school and go to university. We went on to Vancouver and we joined the service. My father wasn’t very happy with me with that because he said I was taking a lazy way out. Because you know in those days, working on the trains, he saw how the soldiers acted, you know drinking and carousing and having a good time and that was his way and, of course, in the early days Blacks weren’t supposed to join the military, you know it was a white man’s war kind of stuff. So, he was a little against me joining the army. So that’s one thing I had to prove to him, that I could join, that I could do well for myself.

Henry Schreyer

Background: Henry Schreyer was born in Winnipeg in 1923. He was raised on a family farm in Beausejour, Manitoba. On August 6, 1941, he joined the Canadian Armed Forces and served in the Second World War with the Royal Canadian Engineers. In 1952, Schreyer re-enlisted with the Canadian Army and joined the Royal Canadian Regiment.

I looked upon Europe as trouble. As I see for myself, even until this very day, I went to Korea thinking of communism. I had some, why I had fear, I don’t know. I was a young guy. Why should I be scared of anything? But when I heard communism, it just made me say, ‘Well, the country wanted volunteers, I’d be it.’ Because of the stories I’ve heard of communism, or Bolshevism, in the olden days in the Depression, it just made a young guy’s blood boil. You know, to hear these things, what did they do over there? The governments, what did they do with their officers? They shot them. The people, you had to keep quiet, you couldn’t say a word. That kind of government, and I thought, ‘Gee, we haven’t got it here. What if we have it here?’ It disturbed me a lot.

Interviewer: What do you remember about your thoughts in the late 1930s about fascism, or Nazism? Were you thinking that those were similar to what you thought of when you thought of communism?

Schreyer: Very much so, very much so. I knew it wasn’t capitalism or democracy. It was just something different, something that was sort of rough. An attitude of somebody running a country. An attitude that wasn’t very good.

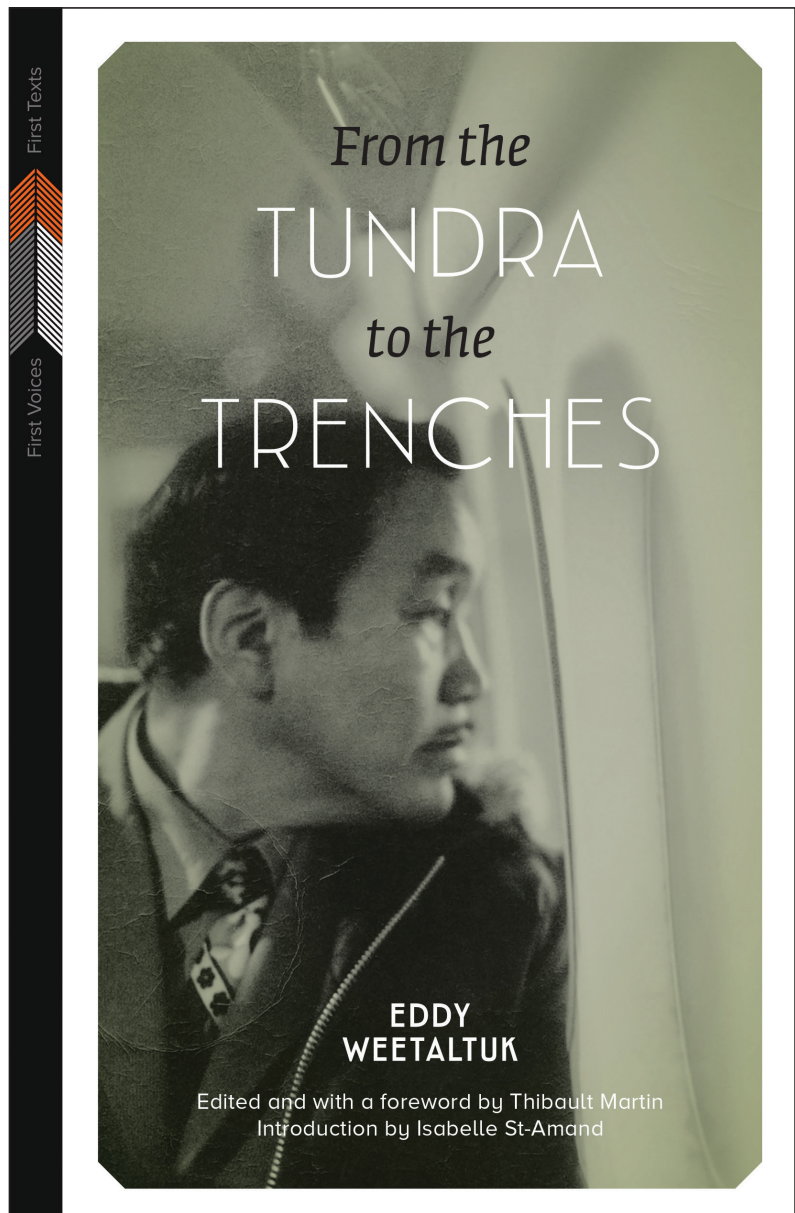
Supporting Question 1

Featured Source

Source B: Eddy Weetaltuk. Excerpt from book *From the Tundra to the Trenches*. Used with permission from the University of Manitoba Press, 2017.

Background: Eddy Weetaltuk was possibly the only Inuk to enlist and serve in the Korean War. He changed his name to Eddy Vital to hide his identity when he enlisted. He continued to serve in the Canadian Forces for several decades and wrote his memoir, which was published in 2017.

However, despite everything my friends told me, I was still not convinced of my chances of being accepted. Actually, I was so sure I would be back home the next day that I didn't bring any personal belongings. Meals were free while being tested, that's the main reason why I had agreed to come along. For me, it was still another fun adventure. I could not see it as the beginning of a real career. No argument could convince me that I would fit in the army. After all, I was an Inuk, and I had heard that no Inuk had ever been in the Canadian Forces. I was not expecting to be the first one. I couldn't picture myself making history.



Supporting Question 1

Featured Source

Source C: Minoru Fukushima, excerpt from film, *Minoru: Memory of Exile*
Credit: Michael Fukushima/ National Film Board 1992

Background: Minoru Fukushima was born in Canada and grew up in Vancouver. His family was sent to an internment camp in the B.C. interior during the Second World War. After the war, his family had to leave B.C., and the Canadian government paid for their passage to Japan. When the Canadian army in Japan recruited those Canadians exiled in 1946, almost forty exiles volunteered to fight in the Korean War, including Minoru Fukushima.



Caption: Minoru Fukushima (left) and his father in 1950, Japan. *Credit: Michael Fukushima*

In 1950, I turned eighteen. I remember, something in the papers said the Canadian Army was looking for us who still had Canadian citizenship to join, to fight in Korea for the United Nations and Canada. I must have wondered, you know, how come they forced us to Japan? And now they were recruiting us to fight. I mean, Canada only ever saw me as Japanese. But I'd always been a Canadian. So, the Canadian Army, I guess, was how I saw getting back to the only home I knew, or didn't know. I mean, I only had the two memories of Canada: Vancouver growing up, and then internment camps. That was it. But Japan had been my Dad's decision. This was my first chance, my own choice. I never hesitated at all. After I enlisted, my father told me that if he had known what it was like in Japan after the war, he would have never brought us to Japan. That was his greatest regret. So, he was happy when I joined. I remember... he was glad.

Supporting Question 2

The second supporting question — Why did the Canadian government get involved in Korea? — helps students to understand the reasons why the federal government would agree to participate in military action in Korea.

The formative task asks students to list the reasons Canadian diplomats and politicians provided to justify Canada's participation in military action in Korea.

Canada's role in the Second World War had been a costly, massive undertaking, economically, militarily, and socially. Canada was not bound by any military agreements directly with South Korea, but did have obligations as a member of the international community, and as a member of the United Nations. Students examine reasons why the federal government engaged Canadians in another overseas conflict five years after the end of the Second World War.

The featured sources for this supporting question begin with Source A, in which Canadian Ambassador to the United States Hume Wrong describes the American response to the growing crisis in Korea and its implications for Canadian decisions. Source B is high-ranking Canadian civil servant Arnold Heeney's advice regarding how to respond to requests for Canadian military assistance in Korea. Source C is a collection of excerpts from statements in Parliament on August 31, 1950, when the Liberal government of Canada gave its reasons for getting involved in the Korean War. These statements are by Colin E. Bennett (Grey-North), Lester Pearson (Secretary of State for External Affairs, Algoma East), and Brooke Claxton (Minister of National Defence, St. Lawrence-St. George).

Students work individually, in pairs, or in small groups, to examine the reasons why the Canadian government offered to send soldiers to Korea. Students can use the graphic organizer in Appendix B to organize their notes. Students can read the transcripts or watch the videos to complete the organizer. If time is limited, teachers can assign one source to each individual/pair/group, then have groups share their results with the class. A jigsaw protocol might be an appropriate way to keep all students engaged and accountable.

Supporting Question 2

Featured Source

Source A: Hume Wrong, Canadian Ambassador to the United States. Telegram to Lester B. Pearson (Liberal), Secretary of State for External Affairs, Washington, 27 June 1950.

Background: In the years immediately before the Second World War European nations such as the United Kingdom, France, and the Soviet Union, as well as the United States, chose not to directly challenge the imperialist ambitions of Germany, Italy, and Japan. Many observers feel that this policy of “appeasement” was a contributing cause of the Second World War.

The President's decision and the reasons given for it go much further than I had expected and reveal that the United States, in spite of domestic controversy over Far Eastern policy, can promptly adopt firm and far-reaching measures ... the risks of inaction are greater than the admitted risks of the steps announced.

The resolution and prompt action of the United States should obliterate in this context haunting memories of the results of indecision and attempts at compromise in relations with Germany, Italy, and Japan in the years before the war. ... It is too early to judge with any certainty what the reaction of public opinion in this country will be, but the first indications are distinctly encouraging.

Supporting Question 2

Featured Source

Source C: Excerpts from statements in Parliament about Canada's involvement in the Korean War.

Background: The United Soviet Socialist Republics (U.S.S.R.) was a member of the United Nations. The Kremlin is an old fortress complex in the centre of Moscow, the capital of the U.S.S.R. The term “Kremlin” describes the government and political leaders of the U.S.S.R.

Lester B. Pearson

(Liberal - Algoma East). Secretary of State for External Affairs, House of Commons Debates, 21st Parliament, 3rd Session: Vol. 1, 31 August 1950, *Hansard*, p. 90

The first characteristic of Soviet communist imperialism ... is that its operations are on a worldwide scale. Believing as they do that their slave system is in inevitable opposition to the free systems of government of other peoples, the masters of the Kremlin survey every part of the world in their calculations ... [T]here are

other critical points where the flames may break out....

The United States has therefore, up to the present, had to bear almost alone the brunt of assisting the South Koreans on land.... Now, however, they are beginning to receive reinforcements of ground troops from other countries ... and to these will be added, if Parliament approves, the Canadian special force which has been raised to carry out our United Nations obligation for collective defence. ...

I would like to emphasize also that it is not the purpose of this government to support any course of policy which will extend the scope of the present conflict in Korea; a conflict which should be confined and localized if it is in our power to do that; and if not, a policy which should avoid giving anyone else an excuse for extending it.

This attitude, we believe, and I feel sure the House will believe, is the only sensible one; first, because we should do everything we can to minimize the risk of a world-wide war; secondly, because we think that it is vitally important that the high degree of unanimity which has been obtained in the United Nations in condemning the aggression against Korea should be preserved, and third, because we should maintain close co-operation between the free countries of Asia and the Western world. ...

So far as this government is concerned, we are concerned solely with carrying out our United Nations obligations in Korea or elsewhere. ... We should do our part, then, to defeat aggression in Korea, so that the lesson of the failure of aggression there can be learned elsewhere where it needs to be learned. ...

For just as it is impossible to have a healthy society in any one country if some individuals are living below the level of subsistence, so it is impossible to have a healthy world society when whole nations are subject to starvation and disease. ...

We are approaching the most difficult test, in some ways, that a democracy can face; willingness to make the effort that safety and self-preservation demand, without any of the excitement and drama and, yes, even the uplift that a fighting war provides. This will demand leadership, but it will also demand patience, discipline, and resolve — not the patience of hopelessness, the discipline of slavery, or the resolve of desperation, but those qualities which come from a free people who have decided to pay the price of freedom and who are united, as we are, in that decision.

The price in treasure which we, and others, may have to pay may seem high, but it will be small indeed if it will prevent the payment later in war of the infinitely higher price of tears and blood and destruction — to pay, in short, the price which gives us the best chance for peace.

Supporting Question 3

The third supporting question — What were the consequences of Canadian involvement in the Korean War? — helps students understand the range of consequences of the Korean War both for Canada and the world.

The formative task asks students to make some claims about the positive and negative consequences of Canada's involvement in the Korean War. This will provide the foundation for students to determine to what extent Canada's involvement in the Korean War was successful.

The featured sources for this supporting question are drawn from a variety of sources. Source A is a collection of excerpts of interviews with veterans of the Korean War and an interview with Dr. Hans Jung, the first Korean-Canadian surgeon general of Canada. Source B is an excerpt from a report, *The Path to Peace*,

produced by Korea Peace Now! a global coalition of women’s peace movements. Source C is an excerpt from a study guide for British high school students about the impact of the Korean War on international relations. Source D is an excerpt from an article from the journal, *Education About Asia*, published by the Association for Asian Studies, an academic group based in the United States.

Students work individually, in pairs, or in small groups, to examine the consequences of Canadian involvement in the Korean War. Students can use the graphic organizer in Appendix C to make notes on each source, determining whether the consequences have been positive or negative. Students read the transcripts and watch the videos to complete the organizer. If time is limited, teachers can assign one source to each individual, pair, or group, and then have groups share their results with the class.

Supporting Question 3	
Featured Source	Source A: Excerpts of interviews with veterans of the Korean War and others.

William Chrysler

Courtesy of Veterans Affairs Canada

Interviewer: The Korean conflict was the first test of the United Nations Security Council, and an all-volunteer army was to be assembled and enforce the peace, active peacekeeping. When you look back on your involvement as a member of that force, are you proud of the service that you and your comrades gave?

William Chrysler: Yes, I am, because I, the way I look at it, that first conflict to me that was the start of the fall of the communist world. If they hadn’t been stopped there, where would they have gone? I think when all the other countries sent troops in there and were willing to fight them, they knew they were in trouble. Then there was actually no trouble after that, never had to assemble a force like that again. So, to me, I always think, I always will, that was the start of the fall of the communist world. Even though we do have problems here and there and peacekeepers are going out, I doubt you will ever see anything like that again. I hope not anyway.

Interviewer: When you hear Canadians now saying what was the purpose in going to Korea? When you hear people saying that they don’t know what happened in Korea, what’s your reaction?

Chrysler: That they’re free people. I think if that wasn’t stopped in Korea there, they’d been over here. They’re lucky they got their freedom, for people who volunteered to go and all these other volunteers. A lot of them weren’t volunteers in other countries. They were conscripted, but at least I’m proud to say all Canadians were volunteers. It was their choice and to me that’s why Canada’s free, and the other countries because we stopped the aggressing right there. If it’d got any further, who knows, eh. Japan could have been taken, Singapore, all those countries could have been taken over and I think that’s when they found out the rest of the world wasn’t going to take it from them. So, it makes me proud to say I was there. I, I don’t hide the fact. I’ve nothing to be ashamed of.

Interviewer: Over 500 Canadians died there. It was 516, but I think there was one missing. I believe. Was the sacrifice by those 516 Canadians worth it?

Chrysler: Yes. That’s a small amount to give, to give peace to the rest of the world. That’s the way I look at it anyway. Wounded, now, I forget how many. Couple of thousand, but for 516, they sacrificed their lives. They volunteered to go, and I think they knew what they were doing. And, I think their families were and are still proud of them.

Dr. Hans Jung

Interview by Jennifer Tweedie, SSEC / RESSC, May 2021

Background: Dr. Hans Jung is a retired surgeon general of the Canadian Armed Forces, currently practicing at a veterans' health care clinic. He immigrated to Canada from South Korea at eleven years old and, in 2009, became the first visible minority surgeon general in Canada. This interview is from May 2021.

Interviewer: Was Canada's involvement in the Korean War successful?

Dr. Jung: Yes. It is an existential question for me. If Canada and the UN didn't intervene, I am likely not to be born, or else be completely different, stuck in the North Korean totalitarian dictatorship. Positive outcome because of the engagement; South Korea is now a democratic and free society. In the 1960s, it was a poor country in my childhood, now it is fully developed.

Pacifism was never an option; it is a luxury for those who have the freedom. It wouldn't have liberated people. Canadian military is not oppressing people, but protecting people whose rights are going to be trampled, pacifism isn't going to prevent the tanks from coming over.

Interviewer: Were there any negative effects of Canadian involvement in the Korean War?

Dr. Jung: For South Korea, what negative is there? A most developed nation vs. living under a North Korean dictatorship.

For Canada, no impact because people didn't know about it, it is largely forgotten. Veterans probably suffered for twenty to forty years because there has been no or little recognition of their endeavours. The Canadian government has made recent efforts to bring veterans to Korea to see the changes. Not as much effort in Canada for remembrance as in Korea. Like a cooling salve on a wound when you see the sense of achievement that compensates for the struggles they went through during the war and afterwards. Veterans feel a pride — a whole society given freedom and democracy.

The passion of Korean Canadians and Koreans in Korea; everybody down to their bones knows that our existence today is because of their engagement and sacrifice. That's almost imprinted on all of the Korean DNA. I guess the next phase would be: how will that change when the last Korean vet passes away? When there's no physical vestige of a veteran remaining. I suspect it will carry on in the same sense like the Second World War and monuments and things like that. The human touch and emotional connection will be gone. Those of us who are old enough to have lived through the poverty, we understand, but kids today will need the history books.

Supporting Question 3

Featured Source

Source D: James Matray, "The Korean War 101: Causes, Course, and Conclusion of the Conflict." Article excerpt from the journal, *Education About Asia*, Volume 17:3 Winter 2012; US, Asia, and the World: 1914–2012.

Korea's war also dramatically reshaped world affairs. In response, U.S. leaders vastly increased defence spending, strengthened the North Atlantic Treaty Organization militarily, and pressed for rearming West Germany (Germany had been divided into East and West following World War II). In Asia, the conflict saved Chiang's regime in Taiwan, while making South Korea a long-term client of the U.S. U.S. relations with China were poisoned for twenty years, especially after Washington persuaded the United Nations to condemn the PRC [People's Republic of China] for aggression in Korea. Ironically, the war helped Communist leader Mao Zedong consolidate his party's control in China, while elevating its regional prestige. In response, U.S. leaders, acting on what they saw as Korea's primary lesson, relied on military means to meet the challenge, with disastrous results in Vietnam.

Summative Performance Task

At this point in the inquiry, students have examined why individual Canadians chose to volunteer to fight in Korea, why the Canadian government chose to send Canadian troops to Korea, and the consequences of the Korean War for the Korean Peninsula. Having examined all of these different perspectives, they can now make an argument in response to the compelling question — Was Canada's involvement in the Korean War successful? Students should use evidence from multiple sources to support their claims.

Students' arguments will likely vary, but could include any of the following:

Canada's involvement in the Korean War was successful because:

- We achieved our goals of containing communism while avoiding conscription, and maintaining our other global commitments. It also led to the creation of other treaties and alliances.
- Individual Canadians who volunteered (for whatever reason) can see that their service and sacrifice allows South Koreans to live in a democratic and economically stable country today, and has helped to end communism and tyranny.
- It helped Canada to establish strong relationships with South Korea through our military service and maintain our relations with the U.S.

Canada's involvement in the Korean War was unsuccessful because:

- The war isn't over yet. Communism and tyranny still exist in North Korea, and threaten human rights and global security.
- The people who volunteered to fight were not properly honoured or remembered after the war.
- Canada contributed to the development of U.S. policies of aggression in Asia and exacerbated the Cold War.

To extend their arguments, students could communicate their findings to the class through an essay, poster, or slide presentation that answers the compelling question, drawing on evidence from a variety of sources.

Students have the opportunity to take informed action by finding out what Canadians and Koreans today think about the Korean War and its effects. What do they hope for in the future? They could then reflect on how much Canadians today know about the impact of Canada's involvement in the Korean War, and what that might mean for recognition of Canada's Korean War experiences in the future. Finally, students could take action to create awareness of Canada's role in the Korean War. They could share their findings with the school or community, create a social media campaign, and/or create a veteran profile on The 22: Korean War International Legacy website.

***Find the full lesson and all featured sources in English or French at: ssencressc.ca**

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Flip this book to read the lessons in French.

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