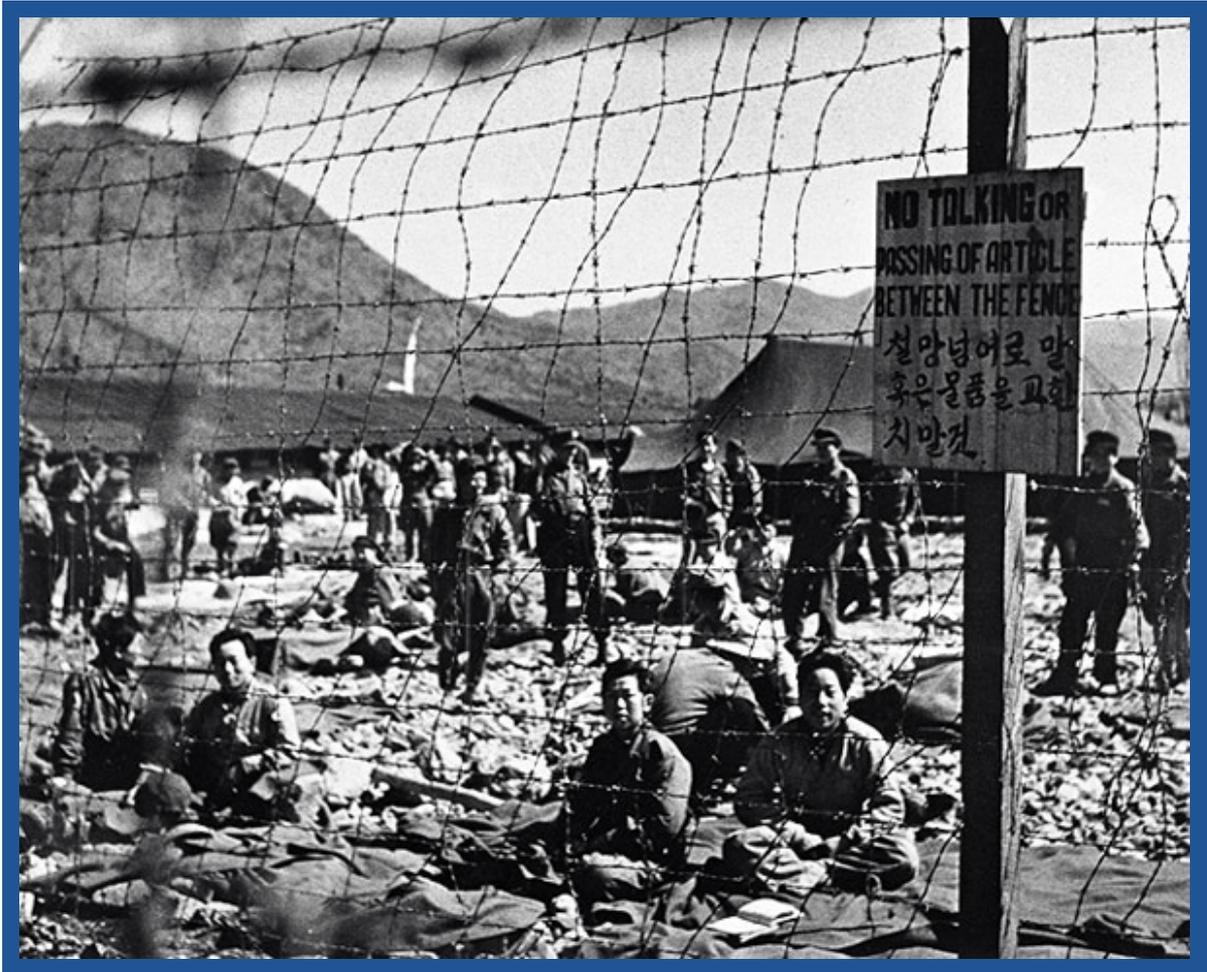


Should there be rules in conflict?



Supporting Questions

1. What rules about war and conflict existed before the Korean War?
2. Did the sides in the Korean War follow these rules in their treatment of Prisoners of War?
3. What rules about war emerged as a result of the Korean War?

Should there be rules in conflict?	
Inquiry Standard	C3 Framework D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
Staging the Compelling Question	Describe and discuss a time when you experienced conflict in your own life.

Supporting Question 1	Supporting Question 2	Supporting Question 3
What rules about war and conflict existed before the Korean War?	Did the sides in the Korean War follow these rules in their treatment of Prisoners of War?	What rules about war emerged as a result of the Korean War?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Create a prioritized list of facts about the rules of war.	Write a paragraph summarizing the experiences of the Prisoners of War during the Korean War.	Develop a Venn Diagram comparing the 1955 military code of conduct to the Geneva Convention rules.
Featured Sources	Featured Sources	Featured Sources
Source A: Before the Korean War: Excerpts from the Geneva Convention (1949) relative to the Treatment of Prisoners of War Source B: Rules of War in a Nutshell Video	Source A: Interview clips from Korean War veterans Source B: Korean War Prisoner Pictures Source C: Reading on the POW Experience	Source A: After the Korean War: Excerpts from the Code of Conduct for Members of the United States Armed Forces THE WHITE HOUSE DWIGHT D. EISENHOWER August 17, 1955 Source B: Before the Korean War: Excerpts from the Geneva Convention (1949) relative to the Treatment of Prisoners of War

Summative Performance Task	ARGUMENT Construct an argument that addresses the compelling question using specific claims and relevant evidence from historical sources.
	EXTENSION Construct a brief on how POWs in a modern conflict should be treated.
Taking Informed Action	UNDERSTAND Identify and describe at least one technique of torture used on Prisoners of War today. ASSESS Determine whether or not you think that this action is justified in war and how you might tell others about your beliefs. ACTION Communicate to a government official arguing for or against the development of stricter laws protecting Prisoners of War in today's conflict.

Inquiry Description

This inquiry analyzes laws surrounding conflict, particularly those that address Prisoners of War. While it looks at the concepts through a broad lens, the Korean War is used as a case study of the question about whether there should be rules in conflict. The Geneva Convention is generally thought of as the standard for rules on the conduct of war. Complementing the ideas in this document are more specific guidelines often described in military codes.

The Korean War offers a good case for studying the rules of war as the conflict involved countries in very close proximity which share many cultural characteristics but were supported by allies with vastly different views on economics and culture. The war also included a considerable number of prisoners, on both sides, who were held captive for extended periods of time.

Structure

The inquiry is designed to provide students with an opportunity to chronologically analyze sources that describe policies and laws on the conduct of war as well as the experiences of soldiers as prisoners of war (POW) before, during, and after the Korean War.

The first supporting question focuses on the Geneva Convention and existing rules of war. The second supporting question narrows the focus to the treatment of POWs during the Korea War. Lastly, the third supporting question moves beyond the war to examine military codes that emerged after the Korean conflict.

In completing the inquiry, students will use a variety of sources to complete tasks related to the supporting questions, leading to them making an argument about whether there should be rules in conflict.

Staging the Compelling Question

Compelling
Question

Should there be rules in conflict?

Staging the compelling question

To stage this inquiry, have students think about a time that they were in a conflict with another person (verbal or physical). Students may write a journal entry about that experience. To prompt the writing ask students, what caused the conflict and how was it resolved or not resolved?

Next, lead the class in a discussion on what “rules” may have guided the conflict. Questions to prompt the discussion may include the following.

- Were there certain things you knew you should not say or else the conflict would get worse?
- Would you have acted differently if there were no consequences to your actions?
- Do you think that unstated rules shaped how your conflict unfolded?

Supporting Question 1

Supporting Question	What rules about war and conflict existed before the Korean War?
Formative Performance Task	Create a prioritized list of facts about the rules of war.
Featured Sources	<ul style="list-style-type: none">• Source A: Before the Korean War: Excerpts from the Geneva Convention (1949) relative to the Treatment of Prisoners of War• Source B: Rules of War in a Nutshell Video

What rules about war and conflict existed before the Korean War?

Formative Performance Task

Using the two sources for this task, have students make a list of facts about the rules of war discussed in the sources. To help in this process, students may annotate the sources by highlighting important words or phrases and noting themes in the margin. The items that are annotated can be used to compile the list. After completing the list, have students prioritize those facts given their understanding of the relevant content.

Supporting Question 1

Featured Source A

Before the Korean War: Excerpts from the Geneva Convention (1949) relative to the Treatment of Prisoners of War

Excerpt

Article 3

In the case of armed conflict not of an international character occurring in the territory of one of the High Contracting Parties, each party to the conflict shall be bound to apply, as a minimum, the following provisions:

Article 17

No physical or mental torture, nor any other form of coercion, may be inflicted on prisoners of war to secure from them information of any kind whatever. Prisoners of war who refuse to answer may not be threatened, insulted, or exposed to any unpleasant or disadvantageous treatment of any kind.

Article 87

Collective punishment for individual acts, corporal punishments, imprisonment in premises without daylight and, in general, any form of torture or cruelty, are forbidden.

Source:

<http://www.un.org/en/preventgenocide/rwanda/text-i..>

Supporting Question 1

Featured Source B

Rules of War in a Nutshell Video

Excerpt

<https://www.icrc.org/eng/resources/documents/audio..>

Source:

<https://www.icrc.org/eng/resources/documents/audio..>

Supporting Question 2

Supporting Question	Did the sides in the Korean War follow these rules in their treatment of Prisoners of War?
Formative Performance Task	Write a paragraph summarizing the experiences of the Prisoners of War during the Korean War.
Featured Sources	<ul style="list-style-type: none">● Source A: Interview clips from Korean War veterans● Source B: Korean War Prisoner Pictures● Source C: Reading on the POW Experience
Additional Materials	<ul style="list-style-type: none">● Oral History Reflection Sheet.docx (https://s3.amazonaws.com/idm-dev/u/2/9/4/3/4274/29435c35ca4666a3c78275d7cd345e4660ebcb93.docx)● photo_analysis_worksheet-1.jpg (https://s3.amazonaws.com/idm-dev/u/0/1/6/0/4274/016034f18bb63ff9c9e156bc8125c1331c08cdf1.jpg)

Did the sides in the Korean War follow these rules in their treatment of Prisoners of War?

Formative Performance Task

In this second formative task, students write a paragraph summarizing the experiences of the POWs during the Korean War. Students should be sure to include information about the physical, emotional, and mental aspects of their experiences. The sources include three interviews with veterans of the Korean War who were held as prisoners of war, pictures of POW camps, and a secondary account of the POW experience from historian Eric Singer.

Supporting Question 2

Featured Source A

Interview clips from Korean War veterans

Excerpt

The following interviews of Korean War veterans include information about their treatment as prisoners of war.

John Hilgert (Jr.) <http://koreanwarlegacy.org/interviews/john-hilgert..>

Arthur Leroy Brown <http://koreanwarlegacy.org/interviews/arthur-leroy..>

Hartwell Champagne <http://koreanwarlegacy.org/interviews/hartwell-cha..>

More videos are available from <http://koreanwarlegacy.org/interactive-library>

Note: Use the Oral History Reflection worksheet to assist students. Students should view at least 3 clips.

Source:

<http://koreanwarlegacy.org/interactive-library>

Supporting Question 2

Featured Source B

Korean War Prisoner Pictures



<https://history.libraries.wsu.edu/fall2014/2014/08..>



<https://www.theatlantic.com/photo/2016/07/remember..>



<http://b-29s-over-korea.com/POWs-In-Korean-War/POW..>

Supporting Question 2

Featured Source C

Reading on the POW Experience

Excerpt

<http://koreanwarlegacy.org/chapters/the-pow-experi..>

Source:

<http://koreanwarlegacy.org/chapters/the-pow-experi..>

Supporting Question 3

Supporting Question	What rules about war emerged as a result of the Korean War?
Formative Performance Task	Develop a Venn Diagram comparing the 1955 military code of conduct to the Geneva Convention rules.
Featured Sources	<ul style="list-style-type: none">● Source A: After the Korean War: Excerpts from the Code of Conduct for Members of the United States Armed Forces THE WHITE HOUSE DWIGHT D. EISENHOWER August 17, 1955● Source B: Before the Korean War: Excerpts from the Geneva Convention (1949) relative to the Treatment of Prisoners of War
Additional Materials	<ul style="list-style-type: none">● Korean War Venn Diagram.docx (https://s3.amazonaws.com/idm-dev/u/3/d/d/6/4274/3dd63c513205bb85d48cd9e9d0062a04cf79b862.docx)

What rules about war emerged as a result of the Korean War?

Formative Performance Task

In this formative task, students develop a Venn Diagram where they compare the rules described in a 1955 military code of conduct document that was produced after the Korean War to excerpts from the pre-war Geneva Convention. Have students also indicate which rules on 1955 document they think were not followed during the Korean War.

Supporting Question 3

Featured Source A

After the Korean War: Excerpts from the Code of Conduct for Members of the United States Armed Forces THE WHITE HOUSE DWIGHT D. EISENHOWER August 17, 1955

Excerpt

*Excerpts from the Code of Conduct for Members of the United States Armed Forces THE WHITE HOUSE
DWIGHT D. EISENHOWER August 17, 1955*

I—I am an American fighting man, I serve in the forces which guard my country and our way of life. I am prepared to give my life in their defense.

II—I will never surrender of my own free will. If in command I will never surrender my men while they still have the means to resist.

III—If I am captured I will continue to resist by all means available. I will make every effort to escape and aid others to escape. I will accept neither parole nor special favors from the enemy.

IV—If I become a prisoner of war, I will keep faith with my fellow prisoners. I will give no information nor take part in any action which might be harmful to my comrades. If I am senior I will take command. If not, I will obey the lawful orders of those appointed over me and will back them up in every way.

V—When questioned, should I become a prisoner of war, I am required to give name, rank, service number, and date of birth. I will evade answering further questions to the utmost of my ability. I will make no oral or written statements disloyal to my country and its allies or harmful to their cause.

VI—I will never forget that I am an American fighting man, responsible for my actions, and dedicated to the principles which made my country free. I will trust in my God and in the United States of America.

Source:

https://www.loc.gov/rr/frd/Military_Law/pdf/US-fig..

Supporting Question 3

Featured Source B

Before the Korean War: Excerpts from the Geneva Convention (1949) relative to the Treatment of Prisoners of War

Excerpt

Article 3

In the case of armed conflict not of an international character occurring in the territory of one of the High Contracting Parties, each party to the conflict shall be bound to apply, as a minimum, the following provisions:

Article 17

No physical or mental torture, nor any other form of coercion, may be inflicted on prisoners of war to secure from them information of any kind whatever. Prisoners of war who refuse to answer may not be threatened, insulted, or exposed to any unpleasant or disadvantageous treatment of any kind.

Article 87

Collective punishment for individual acts, corporal punishments, imprisonment in premises without daylight and, in general, any form of torture or cruelty, are forbidden.

Source:

<http://www.un.org/en/preventgenocide/rwanda/text-i..>

Summative Performance Task

Compelling Question	Should there be rules in conflict?
Argument	Construct an argument that addresses the compelling question using specific claims and relevant evidence from historical sources.
Extension	Construct a brief on how POWs in a modern conflict should be treated.

Argument

As a summative assessment, students construct an argument in the form of an essay that directly addresses the compelling question. The arguments should include a collection of claims and possibly counter-claims using specific claims and relevant evidence from historical sources.

Extension

Using what they learned from the inquiry, students may produce a brief on how POWs in a modern conflict should be treated. The brief may be written or delivered orally. Students might even illustrate their ideas or make a video.

Taking Informed Action

Understand	Identify and describe at least one technique of torture used on Prisoners of War today.
Assess	Determine whether or not you think that this action is justified in war and how you might tell others about your beliefs.
Action	Communicate to a government official arguing for or against the development of stricter laws protecting Prisoners of War in today's conflict.

To initiate this taking informed action, students identify a specific conflict where the treatment of prisoners is under debate (e.g. Guantanamo Bay). Next, students make a judgement about the issue and think about how they can share their ideas with others. To take action on their ideas, students communicate with a government official (e.g. representative in Congress) arguing for or against the development of stricter laws protecting POWs.

