Beyond the Bridge of No Return:

**Viewing Guide for High School Social Studies**

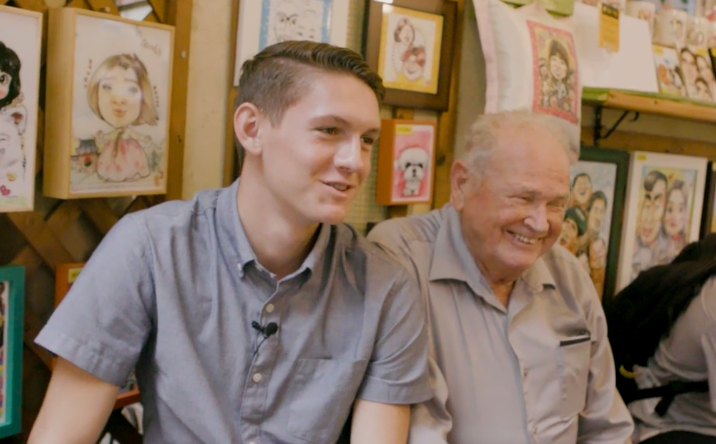


Image: Korean War veteran, Arden Rowley, and his great grandson, Cayden from the documentary,

*Beyond the Bride of No Return*

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| About the Viewing Guide |

The following viewing guide is focused on having students respond to the question –“What is the identity of South Korea?” In order to answer the question students will need to consider important attributes of South Korea that build the country’s identity. The documentary follows the journey of a Korean War veteran, Arden Rowley, as he travels back to Korea for the first time since the war with Cayden, his great grandson. During the documentary Arden and Cayden experience modern South Korea with skyscrapers and rapid transit, while Arden also relives his experience fighting during the Korean War, a country he remembers as largely rural. In juxtaposing the modern country with what Arden remembers from fighting, students are asked to think about the identity of South Korea.

Identity here is used to describe the way that people think of a place. For instance, Cayden may see South Korea as a modernized country, but for Arden the Korean War still remains a central part of its identity. In building knowledge about the country, students will pull information from the documentary that highlights key themes about identity presented in the film, including historical, economic, political, and cultural identity.



Image: Korean War veteran, Arden Rowley, and his great grandson, Cayden

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| Staging the Documentary |

Before watching the film, the teacher may want to prepare students by having them thinking about their own identity. The teacher will want to begin with having students make a list of key attributes and experiences that help to shape their identity. To set up this exercise, a teacher could show a couple clips from the documentary where Arden and Cayden describe their own identity. In Arden’s clip from **03:34 to 04:20** he discusses how his service in Korea impacted his identity. Cayden’s clip from **0:4:30 to 05:08** is a little more lighthearted and shows how basketball has shaped his identity.

After students have had time to reflect on their own identity, they will begin to prepare for thinking about the nation’s identity. To do this, the teacher will want students to get into groups and brainstorm and discuss symbols, images, and ideas that relate to American identity with reference to culture, democracy, economics, and history. After a short discussion, the teacher might introduce South Korea, highlighting the relationship that the US has had with the country, as well as introducing the documentary. Teachers may even consider asking students what they already know about South Korea.

*Images: Arden Rowley, ca. 1950s (Left); Cayden Rowley, 2017 (Right)*

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| Viewing the Documentary |

Once students have thought about identity on a personal and national level, then they will almost be ready to view the documentary. However, the teacher will want to prepare students by splitting the class into viewing groups of 3-4. Each group will be given a different theme, and be tasked with viewing the documentary in order to find information that is relevant to their theme that answers the question – “What does the documentary tell us about South Korea”? For instance, one group would be given the theme of economics. While watching the documentary, that group would note clips that relate to understanding the economy of Korea. An example would be the clip lasting **23:05-23:55** in which the growing economy of Korea is discussed.

Aside from a group focusing on **economics** (e.g., GDP, Infrastructure), teachers would also assign groups focused on **culture** (e.g., work ethic, K-Pop), **politics** (e.g., end of military junta), and **history** (e.g. Korean War, relationship with USA). Students can record their information, as well as questions they may have in a graphic organizer similar to one presented in the appendix. Depending on the amount of technology present in the classroom, the teacher may want to have each group watch the documentary independently in order to gather information, rather than as a class.



Image: Great grandson, Cayden, getting a lesson in Korean history from Dr. Jongwoo Han

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| Summative Performance Task – Post Viewing |

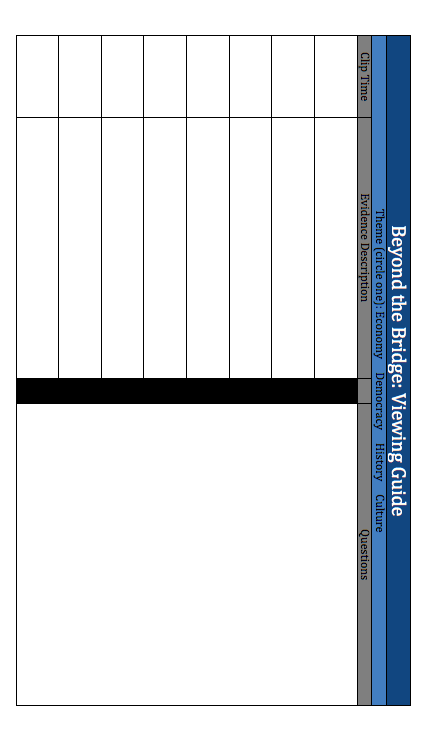
Using information they have collected from the documentary, students work together to make a claim with evidence about how their theme relates to the question, “What does the documentary tell us about Korea?” The teacher will then split students into home groups where each theme will have a representative. In other words, each group will have a person who noted economic, cultural, historic, and democratic ideals related to South Korea.

Working deliberatively, these groups will make a claim that answers the question, “What is the identity of South Korea?” Teachers will want to have students refer back to the graphic organizer they filled out in the inquiry as a way to focus their responses. In this post-viewing exercise, students are asked to develop a claim and counterclaim with evidence the examined during the inquiry. Students’ arguments likely will vary but could include any of the following:

* South Korea’s identity is largely characterized by the events and aftermath of the Korean War, which allowed for a strong economy while simultaneously building a democracy.
* South Korea’s identity is largely shaped by its fast growing economy, which includes an abundance of exports and modern infrastructure.
* South Korea’s identity is largely defined by its history and relationship with the United States. The relationship has allowed for economic growth as well as the development of a democratic government.
* South Korea’s identity is most clearly seen through the culture of the people. Through a strong work ethic the Korean people were able to rebuild after the Korean War, and through popular culture, with such things as K-Pop, South Korean culture has diffused to a global audience.

Students could extent these arguments by using evidence or questions generated during the documentary to research aspects of South Korean identity, examining Korean history, culture, economics, or democracy.

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| Appendix – A: Graphic Organizer |



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| Appendix – B: Inquiry Blueprint |

Korean War Legacy: *Beyond the Bridge* Viewing Guide

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| What is the identity of South Korea? | |
| C3 Framework Standards for Social Studies | **D2.Geo.5.9.12** Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions. |
| Staging the Question | Reflect on what makes up your own identity, and then identify and discuss symbols, images, and ideas that relate to American identity with reference to culture, democracy, economics, and history. |

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| Supporting Question |
| What does the film, *Beyond the Bridge* tell us about South Korea? |
| Formative Performance Task |
| Watch the documentary and fill out a graphic organizer focusing on an identity theme (e.g., economics, culture, politics, and history. |
| Featured Sources |
| Source A: “Beyond the Bridge,” *The Korean War Legacy Project*, 2018 |

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| Summative Performance Task | **ARGUMENT** What is the identity of South Korea? Construct a claim supported with evidence that addresses the compelling question. |