

Korean War Legacy Foundation
Lesson Plan Template

Writing Home: An Interpretation of Veteran Experiences

AUTHOR INFORMATION

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GENERAL INFORMATION

Lesson Grade Span: Secondary (9-12)
Targeted Grade Level/Course: 9th United States History (Honors/AP included)
Estimated Time to Complete Lesson: 1-2 (84 minute blocks)

FOCUSED QUESTION

How did the experiences of veterans shape the opinion of the Cold War, in particular the Korean War?

STANDARDS (STATE/C3)

Pennsylvania

CC.8.6.9-10.C,D,E,I
8.1.9.B
8.3.9.A,B,D
8.4.9.D

C3 Framework for Social Studies State Standards

D2.His.4.9-12
D2.His.5.9-12
D2.His.7.9-12
D2.His.8.9-12

STUDENT & TARGET OUTCOMES

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- Students will be able to evaluate and interpret the historical event(s) through multiple perspectives of veterans.
- Students will be able to develop a short piece of writing using historical context and personal perspectives to frame an understanding of the Korean War.

LESSON OVERVIEW

After studying the origins, causes, and outcomes of the Korean War, students will use the Korean War Legacy Project database of veteran interviews to craft a letter that interprets a specific veteran's experience in context with the historical facts.

PROCEDURES

Note: To ensure that this activity only takes 2 class blocks, the foundational material associated with the Korean War should be taught and understood by students. This would include causes, phases of war, outcomes, etc....

- ! Review the Korean War Legacy Project website:
 - Using the projector, whiteboard, etc., review the website with students, and model how to search for veterans based on specific tags or keywords.
 - Using the Interview Archive tab, show students how to perform an advanced search:
 - i. - Click "Advanced Search" on the left-hand side of the Interview Archive
 - ii. page, and use the fields and tags to the right to narrow focus
 - Ex: Select photos as the item. From that search result there are letters and records that can be used to complete this lesson
 - iii. - Some excellent examples that may help students who are struggling to
 - iv. find quality materials in their search time include:
 - iv.1. Fred J. Ito Letters from Fellow Soldier (2)
 - iv.2. Jack Allen Service Record
 - iv.3. Charles Gauth U.S. Propaganda Letter (Korean)
 - iv.4. Edward John Janjowski:
 - iv.4.a. Personal Letter
 - iv.4.b. To Noreen (2)
 - iv.4.c. Edward's letter to Miss Noreen Smith
 - v.
- ! Introduce the activity and goals:
 - Review the expectations and rubric:
 - Students are to use the website to select a veteran, and using the

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materials associated, create a one page letter from the perspective of that

veteran writing back home to a family member.

- Using the projector, whiteboard, etc., view the letter from a Korean War veteran (primary source document) to gain an understanding of what soldiers would write home about, language used in the time period, references to historical events, etc....
- ! Students should select a veteran from the website and view the videos and associated materials while taking notes with the purpose of combining details of their personal experience with the materials taught in class about the historical context of the Korean War.
- ! Writing time:
- Provide students time to craft their letter after viewing the materials (this can be done by hand or via computer)
 - Allow students time to peer edit, review/teacher edit, and revise before submitting for credit

FORMATIVE ASSESSMENT

- ! Students will successfully navigate and utilize an online resource/database for information.
- ! Students will develop a one page letter that showcases a knowledge of not only the historical facts and context but also the personal experiences of a veteran based on research completed using the Korean War Legacy Project.

RESOURCE LIST

- ! History Detectives Special Investigations: Korean War Letters. (2014). Retrieved from <http://www.pbs.org/opb/historydetectives/investigation/korean-war-letter/>
- ! Korean War Legacy Foundation, Inc. Korean War Legacy Project. (2019). Retrieved from <https://koreanwarlegacy.org/interactive-library/>
- ! Smithsonian National Postal Museum. War Letters: Lost & Found. (n.d.). Retrieved from https://postalmuseum.si.edu/warletters/wl_05.html

MODIFICATIONS & EXTENSIONS (OPTIONAL)

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MODIFICATIONS

- **Learning Support/Modified:** Provide students with a specific veteran and modify the writing assignment to be one well-developed paragraph with the goal of using 5-7 specific vocabulary words (based on historical context).
- **Honors/AP:** Students should write a response to another student's veteran letter from the perspective of a family member responding. (Prompt students to remember the 1950s culture and historical context that would be found in a response from a civilian.)

EXTENSIONS

- Using the goals behind the Korean War Legacy Project of preserving veteran experiences for future generations, students will conduct similar interviews with local veterans:
 - Students should review the KWLP website to gain an understanding of questions that can be asked, information that should be collected, and formatting.
 - Contact can be made through local veteran associations. (Ex: Veterans of Foreign Affairs, American Legion Post)