

Korean War Legacy Foundation
Lesson Plan

Never to Forget: Remembering Veterans of the Korean War

AUTHOR INFORMATION

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GENERAL INFORMATION

Lesson Grade Span: Elementary (K-5)

Targeted Grade Level/Course: 2nd Grade

Estimated Time to Complete Lesson: (3) 50-minute sessions

FOCUSED QUESTION

Why do veterans of the Korean War deserve recognition for their service?

STANDARDS (STATE/C3)

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

D1.5.K-2: Determine the kinds of sources that will be helpful in answering compelling and supporting questions.

D2.Geo.3.K-2: Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.

D2.His.2.K-2: Compare life in the past to life today.

D2.His.6.K-2: Compare different accounts of the same historical event.

D2.His.10.K-2: Explain how historical sources can be used to study the past.

ELA Common Core State Standards (2nd Grade)

CC.2.W.7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report).

CC.2.W.8: Recall information from experiences or gather information from provided sources to answer a question.

American Association of School Librarians (AASL) Standards Framework for Learners

AASL Inquire A1: Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic.

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AASL Inquire B1: Learners engage with new knowledge by following a process that includes using evidence to investigate questions.

AASL Explore A1: Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.

STUDENT & TARGET OUTCOMES

- ! Students will learn about the Korean War through primary sources (i.e. interviews, maps, photographs).
- ! Students will understand why veterans of the Korean War deserve recognition for their service.
- ! Students will use multimedia software to recognize and honor veterans of the Korean War.

LESSON OVERVIEW

The main focus of this lesson is for students to understand the importance of remembering and honoring veterans of the Korean War. Students will acquire an intellectual and emotional understanding of the issues surrounding the Korean War. These understandings will come from students' exposure to a variety of sources including: photographs, maps, teacher presentations, and most importantly, interviews with veterans.

The Korean War is often called the Forgotten War. Unlike World War II and Vietnam, the Korean War did not get much media attention in the United States. Yet, the Korean War was actually a turning point in twentieth-century history. By war's end, the defense budget had quadrupled, and the United States has since emerged with the most powerful military in the world.

As a result of this lesson, students will develop an appreciation for the service and sacrifices made by American service members during the Korean War. Listening to first-hand accounts of veterans from the Korean War Legacy's Interview Archive will give students a new perspective on what it means to serve in the armed forces and transition to civilian life.

Students will honor the men and women who served during the Korean War by creating a digital storyboard. The storyboard will include the veteran's biography, symbols, a tribute, and clips of the veteran's video interview. Students' final products will be shared with students from other grade levels, audiences at school assemblies, and individuals from across the nation via social media. The impact of this lesson will extend far beyond the walls of a school building. Friends, families, and social networks will realize that those who served so nobly nearly 70 years ago at home and abroad during the Korean War deserve our respect.

PROCEDURES

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Session 1:

! Anticipatory Set

- The lesson will begin with an anticipatory set to get students' attention, activate prior knowledge, and prepare them for the day's learning. The teacher will create a breakout game which is a series of puzzles that students must solve in a specified amount of time to unlock various locks on a box to reach whatever is placed inside the box. All of the clues relate to "forgetting." This connects with the fact that the Korean War is often called the Forgotten War. Inside the box will be photographs from the Korean War. Captions will describe what is happening in each picture.

! Discussion

- After viewing the items in the box, the teacher will tell students that the Korean War was fought from 1950-1953. The teacher will display a map of Korea and explain that the North Korean People's Army poured across the 38th parallel, the boundary between the Soviet-backed Democratic People's Republic of Korea to the north and the pro-Western Republic of Korea to the south. American troops entered the war on South Korea's behalf to protect freedom and democracy. The Korean peninsula is still divided today. The teacher will show students pictures of monuments dedicated to American soldiers who fought in the Revolutionary War, Civil War, WWI, WWII, and the Vietnam War. The teacher will go on to specify that it was not until 1995 that a national monument to Americans who served in the war was erected on the Mall in Washington, D.C. It is called the Korean War Veterans Memorial. The teacher will tell students that they will have the opportunity to interact with Korean War veterans and then create a digital storyboard to honor one veteran in particular.

! Activity

- Students will complete an online quest to learn more about the Korean War. The teacher will create the web quest using Google Tour Builder, a storytelling tool that enables users to create stories about places around the world. Students will respond to questions and record observations on the Korean War Web Quest Handout.

! Exit Slip/Reflection

- Students will explain how globes and maps are helpful in understanding the geographical and cultural characteristics of Korea.

Session 2:

! Small Groups

- The teacher will give small groups of students several photographs of military personnel and military equipment from the Korean War and from today. Images will be borrowed from the Korean War Legacy Project and the U.S. Department of Defense. Students will be asked to sort the pictures into two categories. The teacher will not tell students what to name the categories. Students must use their critical thinking skills to

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differentiate between the images. Students will share their responses with the class.

- ! Whole Group:
 - o The teacher will show students a picture of a veteran during the Korean War. Next, the teacher will show a picture of that veteran today. The veteran's name is Glenn Dohrmann, and he is now 92 years old. The teacher will give a short description of Dohrmann from a news article by *The Milwaukee Journal Sentinel*.
- ! Activity
 - o Each student will be assigned a veteran from the Korean War Legacy's Interview Archive. Students will watch video clips of the interview and record information about the veteran using the Biography Research Graphic Organizer.

Session 3:

- ! Small Groups
 - o Each group of students will be given an example of a way people remember the men and women who serve or have served in the U.S. armed forces. Some ways to honor veterans include: poems, paintings, statues, gardens, essays, and graphic art designs.
- ! Activity
 - o The teacher will explain that the class will be creating digital storyboards for the Korean War veteran they learned about in the last session. Digital storyboards can be created for free using Google Slides. With Google Slides students can create dynamic presentations by incorporating videos, graphics, and text.
 - o Students' storyboards will include the following elements:
 - Short biography of the veteran
 - 1-3 images that symbolize something special about the veteran (i.e. military service, career, character traits)
 - A You Tube clip of the veteran from the Korean War Legacy's Interview Archives
 - Tribute (poem or paragraph that honors the veteran)
- ! Final Reflection
 - o After viewing all of the storyboards, students will record their thoughts on how life in the past compares to life today; why it is important to compare different accounts of the same historical event; and how historical sources can be used to study the past.

FORMATIVE ASSESSMENT

- ! Biography Research Rubric
 - o This rubric will be used to measure students' ability to gather information to gain new knowledge.
- ! Storyboard Rubric
 - o This rubric will be used to evaluate students' ability to participate in a

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research project where they recognize the service and sacrifices of a Korean War veteran via written and multimedia content.

- ! Final Reflection
 - o Students' final reflections will be evaluated using a checklist. The checklist includes the following criteria:
 - Discuss why it is important to learn about the Korean War
 - Compare military life in the past to today's military
 - Compare different accounts of the same historical event
 - Explain how historical sources can be used to study the past
 - Discuss why veterans of the Korean War deserve recognition for their service

RESOURCE LIST

- ! Breakout Kit: box, folding lockout hasp, and locks: 4-digit lock, key lock, word lock, directional lock
- ! Breakout Game Clues
- ! Breakout Game Answer Key
- ! Pictures from the Korean War (to place inside the Breakout Kit)
- ! Pictures of memorials which commemorate the service and sacrifice of Americans who have served in the military. Images borrowed from the American Battles Monument Commission at <https://www.abmc.gov/cemeteries-memorials>
- ! Korean War Web Quest (created using Google Tour Builder): www.bit.ly/KoreanWarTour
- ! Korean War Web Quest Handout
- ! Exit Slip
- ! Photographs of the Korean War and of the military today. Images borrowed from the Korean War Legacy Project at <https://koreanwarlegacy.org/chapters/> and from the U.S. Department of Defense at <https://www.defense.gov/observe/photo-gallery/>
- ! Korean War Veteran Then and Now Photographs: <http://archive.jsonline.com/news/wisconsin/veteran-with-his-own-story-of-heroism-to-help-lead-korean-war-book-talk-b99657611z1-367162011.html/>
- ! Korean War Legacy Project "Interview Archive": <https://koreanwarlegacy.org/interactive-library/>
- ! Biography Research Graphic Organizer
- ! Biography Research Rubric
- ! Examples of how we remember the men and women who serve or have served in the U.S. armed forces: poem, painting, statue, garden, essay, and graphic art design.
- ! Google Slides
- ! Storyboard Rubric
- ! Final Reflection
- ! Final Reflection Checklist

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MODIFICATIONS & EXTENSIONS (OPTIONAL)

MODIFICATIONS

- ! Information in the web quest was abridged from information sources to match the reading abilities of elementary-aged students.
- ! Visual learners used closed captioning when viewing the video interviews.
- ! Low-performing students were assigned a fill-in-the-blank Guided Note-Taking Handout whereas high-level students responded to several open-ended prompts in the Biography Research Graphic Organizer.
- ! The content required for the digital storyboards was modified according to students' needs. For instance, a student with poor writing skills wrote an acrostic poem whereas a student with strong writing skills composed an ode with rhythm and a rhyme scheme.
- ! The format of the Final Reflection was modified according to students' needs and preferences. For instance, students got to choose to write their responses or record their answers using a camera or audio recorder.

EXTENSIONS

- ! This lesson can be used as part of a district-wide function that honors veterans of the Korean War. The lesson can be adapted for any grade level (PreK-12) and can be modified to meet a variety of learning needs. Students of all ages can create a product that recognizes the men and women who served during the Korean War. Students can share their findings and feelings about the Korean War using a variety of print and digital formats. If the presentation is visible, it is acceptable. Each presentation will give audience members a better appreciation for the efforts of veterans and how today's service members are continuing to build upon the legacy of humble service established by veterans of the Korean War.

Korean War Lesson Breakout Game
Answer Key

4-Digit Lock:

- ! I forgot the number that comes after 1589?
 - o 1590

Key Lock:

- ! So, how do you start this thing? (car)

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- Key could be placed next to a car key or toy car model for students to find

Word Lock:

- ! What should you not forget to bring to the library?
 - BOOKS

Directional Lock:

- ! My dog forgot how to get home. Please help him find his way.
- ! Use image of dog, bones, and house as the clue.
 - Right, Up, Up, Right

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U.S. soldiers in position near the Chongchon River.



During a UN operation, men and equipment are parachuted down toward troops on the ground.

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Bombs explode in Wonsan.

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"U.S. Marines help a wounded buddy on the Naktong River front in South Korea" 1951 Pulitzer Prize for Photography for his photographic coverage of the Korean War, by Max Desfor, 1950.



Child refugees during the Korean War.

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A soldier fires an M-20 75 mm recoilless rifle.



U.S. Marines watch explosions of bombs dropped during the Battle of Chosin Reservoir. December 1950.

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South Korean servicemen dump spent shell casings.



U.S. forces target rail cars south of Wonsan. 1950.

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General Douglas MacArthur (seated) observes the shelling of Incheon from the USS Mount McKinley. September 15, 1950.



A wrecked plane sits in a railroad cart at Kimpo. 1953.

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Korean communists are captured on a fishing boat off the coast.



Portraits of Joseph Stalin and North Korean leader Kim Il-sung can be seen near where UN troops are under fire.

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Korean War Web Quest

Created using Google Tour Builder

www.bit.ly/KoreanWarTour

Directions: Go on the tour to learn about the Korean War. Complete the prompt for each stop of the tour.

#	Prompt	Your Response
1	Where is the Korean War Veterans Memorial located?	
2	In what year did the Korean War begin?	
3	What continent is North and South Korea on?	
4	Which army made an invasion to start the Korean War?	
5	Drop the peg-man on Pyongyang. What do you see? 	
6	Why should we honor veterans of the Korean War?	
7	Would you like to visit South Korea? Explain why or why not.	

**Exit Slip
Reflection**

Explain how globes and maps helped you to learn about Korea?



**Exit Slip
Reflection**

Explain how globes and maps helped you to learn about Korea?



Biography Research

Person's Name:

Military Service:

Life After the War:

Accomplishments:

3 Interesting Facts:

Biography Research Rubric

<i>Topic</i>	<i>Advanced</i>	<i>Proficient</i>	<i>Basic</i>
Military Service	I found 3 pieces of information about my veteran's military service.	I found 2 pieces of information about my veteran's military service.	I found 1 piece of information about my veteran's military service.
Life After the War	I found 3 pieces of information about my veteran's life after the war.	I found 2 pieces of information about my veteran's life after the war.	I found 1 piece of information about my veteran's life after the war.
Accomplishments	I found 3 pieces of information about my veteran's accomplishments.	I found 2 pieces of information about my veteran's accomplishments.	I found 1 piece of information about my veteran's accomplishments.
Interesting Facts	I found 3 facts about my veteran.	I found 2 facts about my veteran.	I found 1 fact about my veteran.

Self-Assessment: Use the rubric to assess your biography research. Then check and complete the statement below that best describes your work.

All my research helped me to understand the life and service of a Korean War veteran.

My next step is:

Most of my research helped me to understand the life and service of a Korean War veteran.

I can improve my research by:

Some of my research helped me to understand the life and service of a Korean War veteran.

Here are some changes I will work on:

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Storyboard Rubric

CATEGORY	4 (I can teach others!)	3 (I made it!)	2 (I am almost there.)	1 (I'm still working on it.)
Biography	I wrote information about all of these topics: military service, civilian life, accomplishments, interesting fact.	I wrote information about 3 of these topics: military service, civilian life, accomplishments, interesting fact.	I wrote information about 2 of these topics: military service, civilian life, accomplishments, interesting fact.	I wrote information about 1 of these topics: military service, civilian life, accomplishments, interesting fact.
Symbols	I selected an excellent image that represents something special about the veteran.	I selected a good image that represents something special about the veteran.	I selected an image that sort of represents something about the veteran.	I did not include an image that represent something about the veteran.
Video Clip	I inserted an interesting and moving YouTube clip from the veteran's interview with the Korean War Legacy.	I inserted an appropriate YouTube clip from the veteran's interview with the Korean War Legacy.	I inserted a YouTube clip from the veteran's interview with the Korean War Legacy.	I did not insert a YouTube clip from the veteran's interview with the Korean War Legacy.
Tribute	I wrote a thoughtful essay or poem about my veteran's service and accomplishments.	I wrote an acceptable essay or poem about my veteran's service and accomplishments.	I wrote an okay essay or poem about my veteran's service and accomplishments.	I did not write an essay or poem about my veteran's service and accomplishments.
Spelling and Grammar	I made 0-2 mistakes in spelling and grammar.	I made 3-4 mistakes in spelling and grammar.	I made 5-6 mistakes in spelling and grammar.	I made 7 or more mistakes in spelling and grammar.

Overall
Score:

Final Reflection

Why is it important to learn about the Korean War?

How are soldiers of the Korean War DIFFERENT from today's soldiers?

Korean War Soldiers	Soldiers of Today

How are soldiers of the Korean War SIMILAR to today's soldiers?

Final Reflection

How did using different sources (images, interviews, maps,) help you to understand veterans' service during the Korean War?

Why do veterans of the Korean War deserve recognition for their service?



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Final Reflection checklist

<i>My tasks</i>	<i>Yes, I can do it. (Tell how you accomplished each task.)</i>	<i>No, I can't do it yet. I need help with:</i>	<i>Comments from my teacher</i>
Discuss the importance of the Korean War.			
Explain how soldiers of the Korean War are similar to today's soldiers.			
Explain how soldiers of the Korean War are different from today's soldiers.			
Describe how the different sources used in class helped you to appreciate veterans of the Korean War.			
Discuss why veterans of the Korean War deserve recognition for their service.			

Scoring Guide:

- **Advanced** I **exceed** the goal by completing all 5 tasks.
- **Proficient** I **meet** the goal by completing 3-4 tasks. For the tasks that I do not complete, I say what I need help with.
- **Basic** I'm **getting started** on the goal if I complete 1-2 tasks. I'm not too sure what I need help with.