



## LESSON PLAN

# HOW CAN ART COMMUNICATE THE EXPERIENCE OF WAR?





## MODULE OVERVIEW

### HISTORICAL THINKING SKILLS AND REASONING

#### PROCESSES:

Visual Analysis, Making Claims, Supporting with Evidence

### CONTENT:

Korean War Oral History and Artwork

### LESSON QUESTION:

## HOW CAN ART COMMUNICATE THE EXPERIENCE OF WAR?

BASED ON A 45-MINUTE CLASS

## OVERVIEW

Students will develop an understanding of how a Korean War veteran was impacted by his service and how he used art to communicate his experiences. Students will engage in artful thinking routines designed to help students ask questions, identify features, and draw conclusions from works of art. Students will also listen to interviews with a veteran and read about the Korean War to add context to his artwork and experiences.

### MATERIALS NEEDED FOR:

#### In Class Activity

- [Korean War Legacy Foundation](#) curated resources
  - [The Korean War: An Artist's Perspective](#) - all artwork used below are here
    - [Warm Up Handout- I See / I Think / I Wonder](#)
      - Artwork #2 Guard duty in reserve position to provide safety for relaxing troops
    - [Handout Activity #2 - Artworks](#)
      - Artwork #25 Commander of K CO of the 21st Regiment hurries to a helicopter pickup
      - Artwork #30 Result: Heavy artillery bombardment of ridgetop
      - Artwork #39 Winter Patrol: Emerging from the forest for pickup by nervous truck driver in no man's land
      - Artwork #40 Fall: Our patrol passing through a suspicious village on a moonlit night without incident
      - Artwork #10 Tent population with sleeping bags, weapons, and personal belongings.
      - Artwork #6 Fall 1951: Moonlight companion crawling through valley growth
    - [Roger Stringham Interview Page](#) - the full interview, bio and clips for Roger Stringham are found here
      - [Handout Activity #1 - Veteran Interview](#)
        - [Skirmishes in Korea](#) (13:24-15:45)
        - [Out on Patrol](#) (21:41-23:30)
        - [Unique Letters Home](#) (16:57-19:58)
      - [Korean War Legacy Foundation History Chapters](#) - the history chapters selected below are found here
        - [Handout Extension Activity - Korean War Context](#) -
          - [Prewar Context: Western](#)
          - [The Human Experience](#)
          - [Sleepless Nights and Enduring Demons: The Psychological Impact of Combat](#)
  - Artful Thinking Resources - Harvard Project Zero (teacher background)
    - [See / Think / Wonder explained](#)
    - [Claim/Support/Question explained](#)

## SEQUENCE OF INSTRUCTION

### CLASS ACTIVITY: WARM UP/INTRODUCTION (15 minutes)

Using [Warm Up Handout- I See / I Think / I Wonder](#), students will engage in an artful thinking process called “I See, I Think, I Wonder”.

1. Ask students to look at the image and write down as many things as they can that they see.
2. After a couple of minutes, ask some students to share their “I See”.
3. Next, ask students to look again at the image and, this time, write down what the image makes them think about what they see.
4. After a couple of minutes, ask some students to share their “I Think”.
5. Lastly, ask students to look a final time at the image and, this time, write down what the image makes them wonder about.
6. After a couple of minutes, ask some students to share their “I Wonder”.
7. Ask students to navigate to the tinyurl on the handout - <https://tinyurl.com/3yru7zm> - to read about the artist. When they have finished, ask them to answer the question - *How does this new information help with your thoughts about this image?*
8. Ask some students to share their answers.

### Teacher Notes

The artful thinking strategy requires students to hold off on interpretation in order to focus their attention on making careful observations. Often, students move too quickly from first impressions to interpretation with art and could miss important elements that the artist intended. Encourage students to maintain a clear separation between observing and interpreting in the “I See” and “I Think” phases. Also encourage students to link their “I Think” to specific things they see in the image so their interpretation is grounded in the actual art. The “I Wonder” phase is where students can ask questions to clarify their thinking. For more information on artful thinking, consult these resources on the Project Zero website about the thinking process - [See / Think / Wonder explained](#).

### Teaching Tip



The teacher may have to model “I See” at first to help differentiate between observation and interpretation. For instance, identify for students perpendicular lines moving from the top toward the bottom left in the “I See” phase and how that differs from stating that you see rain. Seeing rain is interpretative and comes under the “I Think” phase. Similarly, the “I Wonder” phase is distinct and is where students can guess about when and where the images take place as thinking here does not have to be proven by what they see. For instance, a student could wonder if this was from the Korean War or any war for that matter.

## CLASS ACTIVITY PART 1: Roger Stringham Interview Analysis (15 MINUTES)

Students will learn more about the artist, Roger Stringham, by watching three interview clips and answering some short questions using [Handout Activity #1 - Veteran Interview](#).

1. Ask students to view each video clip, all of which are from two to three minutes in length. As they view the clips, they should record something they learn about Roger and his experiences.
2. The teacher can choose to have students share observations after each interview.
3. After they have viewed all three, have students complete the “Putting It All Together” section.
  - a. The first question asks students to explain how the war impacted Roger.
  - b. The second question asks students to explain the role art played for Roger during and after his service.
4. The teacher can choose to have students share observations after each interview.

### Teacher Notes

The first two clips, “Skirmishes in Korea” and “Out on Patrol”, discuss his duties, experiences in combat, and the impact that his service had on him. The last clip, “Unique Letters Home”, introduces the role his art played for him in the war. The goal of this exercise is to get students to understand the impact that combat had on Roger. He discusses how he lost friends, fought the cold and fear, and continues to suffer from Post-Traumatic Stress Disorder from these experiences. The last question will help students see that Roger used his art to help process these feelings both during his service and after which will be important for the final activity where students will analyze one of his artworks.

### Teaching Tip



The “share” phase of each interview is important to model understanding for students. Consider pair-share at first, where partners share observations after each clip, before sharing observations with the whole class. This encourages students to participate instead of simply waiting for someone to share “the answer” to the whole class.

## CLASS ACTIVITY PART 2: Artwork Analysis (15 minutes)

Students will select one of six images curated from Roger Stringham’s larger collection hosted on the Korean War Legacy Foundation Website. Students will select 1 of the 6 images on [Handout Activity #2 - Artworks](#) and complete a “Claim, Support, Question” artful thinking analysis. The table below shows the student tasks listed under each artwork.

<b>Make a claim about the Artwork</b>	<b>Identify support for your claim</b>	<b>Ask a question related to your claim</b>
<i>Claim – An explanation or interpretation of some aspect of the artwork</i>	<i>Support – Thing you see, feel and know about your claim</i>	<i>Question – What’s left hanging? What isn’t explained? What new questions does your claim raise?</i>

1. Before beginning the task, the teacher should model the process using the [warm up image](#).
  - a. Making a claim - ***“The soldier is struggling to stay warm and dry on guard duty”***
  - b. Identify support for your claim - ***“The rain is beating down on the soldier who is entirely covered in a poncho, but the contrast between the white and gray facial lines and the dark eye sockets implies that he is cold and wet. This is supported by Roger’s interview where he talked about it being 50 degrees below zero.”***
  - c. Ask a question - ***“How long did soldiers work on guard duty? How good was their cold weather gear? What happens if an attack occurs during guard duty?”***
2. After modeling the artful thinking strategy, ask students to complete the task for their chosen images.
3. Students can share their claims, support, and questions with partners, small groups, or the whole class depending on teacher preference and class time remaining.

### Teacher Notes

The key to this strategy is differentiating between claims and observations. An observation is pointing out what is seen and can be as simple as naming objects, colors, etc. A claim requires some interpretation. When students move to supporting the claim, they then must point to specifics that they see in the image, and due to their prior work with the interview clips, they can also point to aspects of Roger’s actual experiences as support.

For more information on artful thinking, consult these resources on the Project Zero website about the thinking process - [Claim/Support/Question explained](#)

Additionally, if students wish to consider any image from the collection, they can access all the images here - [The Korean War: An Artist’s Perspective](#). The collection has over 50 black and white artworks and watercolors.

### Teaching Tip



Grouping students by common artworks may help reluctant students access the activity as they will have a peer to bounce ideas off of. Consider putting students in pairs or small groups for this reason. To ensure that students are prepared for the summative assessment task, share some claims, support, and questions in a large group for a variety of artworks.

## SUMMATIVE ASSESSMENT: Exit ticket

Have students answer the lesson question for the day. This can be a final in-class task or for homework if time is not permitting. An exit ticket handout can be found [here](#). Students are directed to be sure to reference examples from Roger Stringham's art in their answers.

## How can art communicate the experience of war?

### Teacher Notes

The goal of this summative activity is to get students to think broadly about art as a vehicle for expressing emotions, particularly emotions in this case that are associated with suffering and war. Answers from students will vary.

### EXTENSION ACTIVITY: KOREAN WAR CONTEXT (5-15 MINUTES)

Student questions raised during the last activity may spark curiosity about the Korean War and/or specific topics that Roger Stringham mentioned (such as Post-Traumatic Stress Disorder).

The Korean War Legacy Foundation Digital Archives has a History section that includes readings and video clips that can help students with greater context. The [Handout Extension Activity - Korean War Context](#) curates three specific chapters from the collection that focus on the beginning of the war (Chapter - Prewar Context:Western), the experiences of soldiers and Korean civilians during the war (Chapter - The Human Experience), and the impact of Post-Traumatic Stress Disorder (Chapter - Sleepless Nights and Enduring Demons: The Psychological Impact of Combat).

Students are asked to navigate to each of these sections from links on the handout and then complete a strategy called Recall and Connect. Students are asked to recall specifics (Who, Where, When, What) from their reading before connecting this new knowledge to Roger Stringham's specific experiences.

### Teacher Notes

This could be assigned as homework if class time does not allow, or offered to students who are curious about the impact of combat on veterans like Roger Stringham. It also could be used as part of a more specific introduction to the Korean War in the following class.



### Teaching Tip

As an optional extension, teachers can preview each chapter in case students only want to read one of the three according to their interests.

## IN-CLASS ACTIVITY MATERIALS

### Warm Up Handout- I See / I Think / I Wonder

**Directions** - Complete an "I See / I Think / I Wonder" analysis of the artwork.



I See.....	I Think.....	I Wonder....
Read about the artist - Roger Stringham by following this link - <a href="https://tinyurl.com/3yru7zm">https://tinyurl.com/3yru7zm</a> . <b><i>How does this new information help with your thoughts about this image</i></b>		



## Handout Activity #1 - Veteran Interview

**Directions-** Watch each of the three Roger Stringham videos, and answer the questions.

<b>Video Clip #1 - <a href="#">Skirmishes in Korea</a> (13:24-15:45)</b>	
What is one thing you learned from this clip?	
<b>Video Clip #2 - <a href="#">Out on Patrol</a> (21:41-23:30)</b>	
What is one thing you learned from this clip?	
<b>Video Clip #3 - <a href="#">Unique Letters Home</a> (16:57-19:58)</b>	
What is one thing you learned from this clip?	
<b>Putting It All Together</b>	
<b>What impact did the war have on Roger?</b>	<b>What role did art play for Roger during and after his service?</b>

## Handout Activity #2 - Artworks

**Directions** - Select at least one of these images to analyze.

### Artwork #25



<b>Make a claim about the artwork</b>  <i>Claim – An explanation or interpretation of some aspect of the artwork</i>	<b>Identify support for your claim</b>  <i>Support – Thing you see, feel and know about your claim</i>	<b>Ask a question related to your claim</b>  <i>Question – What's left hanging? What isn't explained? What new questions does your claim raise?</i>

### Artwork #30



<p><b>Make a claim about the artwork</b></p> <p><i>Claim – An explanation or interpretation of some aspect of the artwork</i></p>	<p><b>Identify support for your claim</b></p> <p><i>Support – Thing you see, feel and know about your claim</i></p>	<p><b>Ask a question related to your claim</b></p> <p><i>Question – What’s left hanging? What isn’t explained? What new questions does your claim raise?</i></p>

### Artwork #39



<p><b>Make a claim about the artwork</b></p> <p><i>Claim – An explanation or interpretation of some aspect of the artwork</i></p>	<p><b>Identify support for your claim</b></p> <p><i>Support – Thing you see, feel and know about your claim</i></p>	<p><b>Ask a question related to your claim</b></p> <p><i>Question – What’s left hanging? What isn’t explained? What new questions does your claim raise?</i></p>

### Artwork #40



<b>Make a claim about the artwork</b>	<b>Identify support for your claim</b>	<b>Ask a question related to your claim</b>
<i>Claim – An explanation or interpretation of some aspect of the artwork</i>	<i>Support – Thing you see, feel and know about your claim</i>	<i>Question – What’s left hanging? What isn’t explained? What new questions does your claim raise?</i>

### Artwork #10



<p><b>Make a claim about the artwork</b></p> <p><i>Claim – An explanation or interpretation of some aspect of the artwork</i></p>	<p><b>Identify support for your claim</b></p> <p><i>Support – Thing you see, feel and know about your claim</i></p>	<p><b>Ask a question related to your claim</b></p> <p><i>Question – What’s left hanging? What isn’t explained? What new questions does your claim raise?</i></p>

### Artwork #6



<p><b>Make a claim about the artwork</b></p> <p><i>Claim – An explanation or interpretation of some aspect of the artwork</i></p>	<p><b>Identify support for your claim</b></p> <p><i>Support – Thing you see, feel and know about your claim</i></p>	<p><b>Ask a question related to your claim</b></p> <p><i>Question – What’s left hanging? What isn’t explained? What new questions does your claim raise?</i></p>



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## Summative Assessment - Exit Ticket

**Directions** - Complete this ticket as you complete the lesson for the day. Be sure to reference examples from your work with Roger Stringham's art in your answer.

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**HOW CAN ART COMMUNICATE THE EXPERIENCE OF WAR?**

## Handout Extension Activity - Korean War Context

**Directions** - Use the following handout as you read each chapter from the Korean War Legacy Foundation History Chapters.

*Handout adapted from [Korean War Legacy Foundation Chapter Inquiry Investigation](https://tinyurl.com/yx3fnnju)*

**PREWAR CONTEXT: WESTERN - FOLLOW THIS LINK - [HTTPS://TINYURL.COM/YX3FNNJU](https://tinyurl.com/yx3fnnju)**



Recall - Use your reading recollection to establish the who, where, and when of this moment in the Korean War

Who:
Where:
When:
What:



Connect - How does this chapter help you understand Roger's experiences?

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**THE HUMAN EXPERIENCE - FOLLOW THIS LINK - [HTTPS://TINYURL.COM/484T9AB](https://tinyurl.com/484t9ab)**



Recall - Use your reading recollection to establish the who, where, and when of this moment in the Korean War

Who:
Where:
When:
What:



Connect - How does this chapter help you understand Roger's experiences?

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**SLEEPLESS NIGHTS AND ENDURING DEMONS: THE PSYCHOLOGICAL IMPACT OF COMBAT -  
FOLLOW THIS LINK - [HTTPS://TINYURL.COM/BDCR9H6T](https://tinyurl.com/BDCR9H6T)**



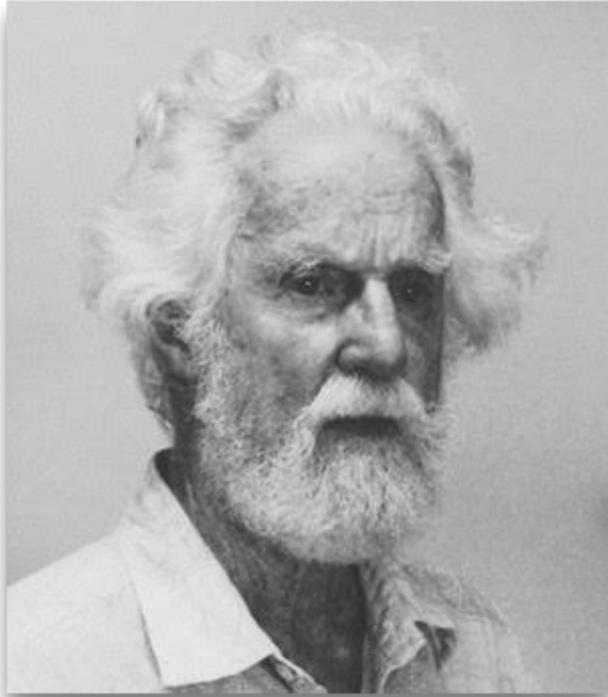
Recall - Use your reading recollection to establish the who, where, and when of this moment in the Korean War

Who:
Where:
When:
What:



Connect - How does this chapter help you understand Roger's experiences?

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## About the Artist

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Roger Stringham was born and raised in Berkeley, California, where he developed an affinity for art at an early age. Pursuing his artistic interests, he enrolled in an art school upon graduation from Berkeley High School. His time there was cut short, however, when he was drafted into the Army in late 1950. Over the following years from 1951 to 1952, he served in the Korean War with both Item and Headquarters Companies of the 21st Infantry Division, conducting patrols and guarding supply lines among other duties.

Stirred by the beauty of the Korean landscape, his artistic talents came to life as he documented his experiences through sketches. Materials were scarce on the front lines, and he often resorted to using the bottom of empty beer, cigarette, and toothpaste cartons that had been disposed of to draw what he saw during war. One-by-one, he mailed his sketches home in letters to his family, keeping them informed and ensuring them he was okay. His mother, an artist herself, submitted the sketches to the San Francisco Museum of Art where they were exhibited in 1952.

Stationed in Japan for several months prior to returning home, he purchased watercolor paper and paints, eager to capture the feeling of safety. The city lights of Sedai, Japan, after having spent a year in Korea amid the ravages of war, were a welcoming and impressionable sight. His paintings bring to life the final phase of his service.

The Korean War Legacy Foundation is honored to showcase Roger Stringham's collection of sketches and watercolor paintings. Beautifully hand-crafted, they tell the story of a soldier's life in a war fought on foreign soil and aimed at preserving freedom and democracy on the Korean peninsula. To view Roger Stringham's full interview and selected clips, please visit [Roger S. Stringham](#).

