

HONORING SACRIFICE:

A MULTIDISCIPLINARY APPROACH TO THE KOREAN WAR

KOREAN WAR LEGACY FOUNDATION





KOREANWARLEGACY.ORG

KWLF would like to thank the Defense POW/MIA Accounting Agency (DPAA) for their partnership and support in helping us educate the public about the Korean War and DPAA's efforts to account for the thousands of U.S. Service members still missing from the Korean War. KWLF is not a part of the Department of Defense or U.S. Government and the views and opinions expressed in this [text] by KWLF, sponsors, and other contributors, do not necessarily represent the views of DPAA, DoD, or the U.S. Government and should not be taken to imply DPAA, DoD, or U.S. Government endorsement or sanction of this [text], KWLF, sponsors, or contributors.

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The mission of the Ministry of Patriots and Veterans Affairs (MPVA) is to honor and serve those who have dedicated their lives and sacrificed for South Korea and to preserve and promote their patriotic spirit. The MPVA runs various programs throughout the world to honor those who fought to protect South Korea and the ideal of free democracy.



POSCO is 'The World's Most Competitive Steelmaker' for 12 consecutive years. Headquartered in South Korea, POSCO has divisions around the world including POSCO America. POSCO America has an unwavering commitment to honoring the sacrifice and legacy of Korean War veterans.



The Korean War Veterans Memorial Foundation, Inc., is a non-profit, tax-exempt organization entrusted with the responsibility to ensure that the Korean War Veterans Memorial in our Nation's Capital will be maintained in perpetuity.

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FOREWORD

DR. JONGWOO HAN

FROM IMAGINED TO REAL:
HONORING THE ULTIMATE SACRIFICE OF KOREAN WAR HEROES THROUGH
THE WALL OF REMEMBRANCE AND UNITED STATES ACCOUNTING MISSION

Modern societies and the lives within them are inseparable from the works of a nation state. They are, in fact, theoretically based on an imagined sum of separate projections of each citizen's trust, loyalty, and commitment to the state. This idea of the imagined state is materialized through an electoral representative system in which all members in this political community exercise their right to vote, electing their representatives. In return for carrying out their duties such as paying taxes and serving in the military, members receive from their government benefits such as social security, protection and order, many programs and policies for welfare, medical care, and much more. The whole process in which each citizen interacts with the government to ultimately form a sovereign political community is done in separate and individual ways, without knowing most of the other citizens who do the same. This whole process intrinsically results in the formation of the highest and strongest form of political community, the modern sovereign nation state.

The renowned political anthropologist who formulated the concept of an imagined community for the emergence of the nation state is Benedict Anderson. In his seminal book, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, written in 1983, he argues that a nation is intrinsically "imagined because the members of even the smallest nation will never know most of their fellow-members, meet them, or even hear of them, yet in the minds of each lives the image of their communion." He continues by stating that community members are probably strangers to each other, never meeting each of the other members face to face. In this imagined community, he further states that they "may have similar interests or identify as part of the same nation. Members hold in their minds a mental image of their affinity." (Benedict Anderson. 1983. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, Verso.)

Examples of such characteristics of the imagined community abound. Let's bring this complex concept of the imagined community down to earth: one hundred thousand people at a Superbowl game in a huge stadium. How many friends do you think a person in that stadium has at that moment? Basically, it's full of strangers and spectators, watched by millions of people through mass media. Their excitement rises to its highest point when they all sing the Star-Spangled Banner with their hands over their hearts. The climax is the moment they finish the anthem and the game starts. They all see themselves as belonging to each other as one nation.

This is the state that promised the best in democracy, freedom, and the strongest economy and military in the world. Let's assume that a few of those 100K spectators are soldiers and they are about to depart for wars in the major battle areas where the USA must be engaged due to its world police status. These soldiers go to battle for this state and are willing to risk their lives in extreme circumstances while they trust the promise our government made that no service member will be left behind.

Our soldiers risk their lives in the name of patriotism and loyalty to our country even though their actual connections to the whole population is very limited. Such abstract and imagined sense of political community becomes real and concrete when those who are missing in action are recovered, identified, and returned to their families by The Defense POW/MIA Accounting Agency (DPAA), and their names are forever inscribed on the Wall of Remembrance in each war memorial on the national mall. The dedication of the Wall of Remembrance in 2022 for American soldiers and the Korean Augmentation to the U.S. Army (KATUSA) soldiers during the Korean War from 1950 to 1953 clearly exemplifies the case.

The state's deeply rooted commitment that not a single soldier will be left behind in enemy territory serves as an ultimate mechanism for materializing the abstract and imagined nature of a sovereign state. The process whereby the missing-in-action becomes known as killed-in-action (KIA) by being accounted and inscribed on the Wall of Remembrance (WOR) perfectly exemplifies both how this imagined community becomes much more real and how loyalty to the nation is ever more reinforced. That's how soldiers missing-in-action have been recognized/memorialized at the Korean War Veterans Memorial in Washington, D.C. run by the Korean War Veterans Memorial Foundation (KWVMF). Through these noble institutions' unceasing efforts, the extremely thin, abstract, imagined notion of a political community from an individual perspective has become one of the most concrete, real, visible, and ideal institutions by this cycle of remembrance and memorialization through their inscription on the WOR.

The governments of both the USA and the Republic of Korea (ROK) will dedicate the Wall of Remembrance at the Korean War Veterans Memorial, which will inscribe the names of American soldiers and KATUSAs. It has been a long overdue project but will highlight the alliance forged in blood between the two countries. Two important organizations have played pivotal roles in this

dedication, the KWVMF, which oversaw the establishment of the KWVM and the DPAA, which actually delivers on the state's promise to our fallen heroes that their sacrifices will be permanently remembered through the DPAA's noble works of investigation, recovery and identification, with the hope of bringing and their final outcome of bringing closure to the families of unaccounted for service members.

The Korean War Legacy Foundation is very proud of having produced a curriculum book that includes student activities/exercises relating to investigation, recovery, and identification of unaccounted for service members and KWVMF leading to the dedication of the WOR on the Armistice Day of the Korean War on July 27, 2022. KWVMF Board Chairman General (Ret.) John H. Tilelli, Jr. and its Executive Director James R. Fisher have supported this idea of making such historic events and critical works into curricular resources for our educators and our younger generation.

Finally, the Korean War Legacy Foundation is very fortunate in its nationally recognized social studies curriculum writers. This historically crucial curriculum project was just launched at the first brainstorming session during the foundation's special workshop in early December of 2021 and has produced a draft outline through two workshops in early January of 2022. Led by the foundation's Executive Director Joseph Karb and Curriculum Director Greg Ahlquist, Gabe Fain, Allison Cecil, Thomas Sakole, Jeremiah Rush, Maranda Wilkinson, and Dan Kelly put their heart and soul into making this curriculum project possible under time constraints. I am so proud of these great teachers. Lastly, I would like to recognize the unwavering and consistent financial support of the Republic of Korea's Ministry of Patriots and Veterans Affairs (MPVA) since 2012 for our foundation's Korean War digital archive. This first of its kind project includes oral histories by Korean War veterans from all 22 participating countries and the curriculum project.

This 7th curriculum book by the Korean War Legacy Foundation will be dedicated to our heroic Korean War veterans and to the families of fallen soldiers and those missing personnel. I am sure our heroes will join us for the dedication of the Wall of Remembrance in the Korean War Veterans Memorial.

I am so very proud of this curriculum book and hope our educators share it with generations to come.

With respect,

Jongwoo Han
President, Korean War Legacy Foundation

INTRODUCTION

DR. GREGG BRAZINSKY

Too often, American understanding of the Korean War has centered primarily on its political and military significance. Many of our history textbooks and lessons focus on wartime decision making by political leaders and military commanders. They often cover the significance of Korea in terms of the rapidly intensifying Cold War, the role of the United Nations, and the developing rivalry between the United States and China in East Asia. Understanding these elements of the war is important because it did have an impact on international politics which is still not fully appreciated or understood. One prominent American historian has even argued that the Korean War was a substitute for World War III.¹ At the same time, when we only try to understand the war as a military and political event we ignore its profound human impact. The Korean War inalterably changed the lives of millions of soldiers and civilians. The three-year conflict was waged by combatants from hundreds of small towns and big cities in the United States, both Koreas, China and more than fifty other countries that contributed to the UN Command. The war united and divided them as allies and enemies on the battlefield, intertwining their fates in ways that would have been unimaginable in 1949. It was for these reasons that the war had such an important cultural impact in addition to its political and strategic ramifications.

This volume has been produced in an effort to improve our understanding of the human dimensions of the conflict. Combatants in Korea faced some of the most harrowing circumstances in the history of modern warfare. Yet since the war ended, the sacrifices made by these soldiers have not always been fully appreciated. In the United States, Korean War veterans were not greeted with the same kinds of cheering crowds and ticker tape parades that welcomed home those who had fought in World War II less than a decade earlier. Moreover, the needs of these veterans received considerably less attention than did those who fought in World War II or even Vietnam. After World War II there were open discussions of how veterans could be reintegrated into American life and films about the war sympathetically portrayed the plight of some veterans. By contrast, Korean War veterans quietly tried to return to their normal lives after 1953 with far less discussion of either their triumphs or travails.² Those who had the misfortune of being taken prisoner by Chinese and North Korean forces received little sympathy for their suffering at the hands of sometimes abusive captors. Instead, American POWs sometimes even became targets of suspicion because American officials feared that months of communist “brainwashing” had weakened their loyalty to the United States. Often POWs were forced to go through a lengthy interrogation process before they could

1 William Stueck, *The Korean War: An International History* (Princeton: Princeton University Press, 1995).

2 See for instance, Roy Richard Grinker, *Nobody's Normal: How Culture Created the Stigma of Mental Illness* (New York: W.W. Norton, 2021).

return to the United States.³ And when the war finally ended in 1953, thousands of American GIs were left unaccounted for.

The Korean War Veteran's Memorial in Washington, a public reminder seen by countless visitors each year, has helped to raise public awareness of the hardships that Korean War veterans faced both in combat and after returning to the United States. The Defense POW/MIA Accounting Agency (DPAA) engages in intensive analytical and scientific research to identify and repatriate the remains of American soldiers who went missing during the conflict. It also communicates with and holds updates for families of these soldiers. Although nearly seven decades have passed since the end of the war, the DPAA has continued to account for soldiers who went missing during the conflict. The fact that these activities remain important to veterans and their families so long after the war ended is a powerful reminder of how political and military decisions were felt by many at a deeply personal level. The Memorial, which commemorates the service and sacrifice of the fallen, evokes similar personal reactions. The work of this book seeks to capture the intersection of these two organizations.

The KWLF is publishing this book to coincide with the official unveiling of the Wall of Remembrance, an addition to the Korean War Memorial in Washington, D.C. and an important event in our efforts to reckon with the historical legacy of the war. The new granite wall will include the names of the 36,634 American troops and 7,174 members of the Korean Augmentation to the U.S. Army who lost their lives serving under the U.N. Command during the war.⁴ This powerful new expression of the human toll taken by the war is a poignant reminder of the need for organizations such as the KWLF that seek to understand veterans at a more personal level. By a similar token, the lesson plans in this book give teachers an important resource for helping their students to understand the Korean War as a conflict that involved real people from different walks of life.

The individual chapters use a multi-disciplinary approach to promote student engagement with the history, the memory, and the legacy of the war. The first two chapters focus on the issue of historical memory. Chapter 1 covers literature and focuses on the oratory that leaders have used to honor and commemorate the fallen. It asks students to compare Pericles' "Funeral Oration," Lincoln's "Gettysburg Address," Reagan's speech commemorating National POW/MIA Recognition Day, and the speeches of American and South Korean leaders at the Korean War Memorial. It includes South Korean President Moon Jae In's recent address at the groundbreaking ceremony

3 Monica Kim, *The Interrogation Rooms of the Korean War: The Untold History* (Princeton: Princeton University Press, 2019), 303-308.

4 "Construction to Begin on the Wall of Remembrance at the Korean War Veterans Memorial," <https://www.nps.gov/nama/learn/news/construction-to-begin-on-the-wall-of-remembrance-at-the-korean-war-veterans-memorial.htm>

for the Wall of Remembrance. These comparisons demand that students contemplate the sense of loss that societies grapple with in the aftermath of wars. The second chapter presents a general history of the war and its impact on veterans. Here, the students learn about the key political events and international background of the war but with an eye to how these developments impacted the lives of those who fought in it. In particular, it includes powerful images of UN forces negotiating the difficult circumstances they encountered in Korea.

The third chapter on geography takes students to the hometowns of several veterans during the 1940s and 1950s and asks them to make comparisons between the soldiers' hometowns and the places that they served in Korea. It simultaneously introduces geographic tools and makes students aware of the difficult journeys undertaken by these veterans. Chapter 4 asks students to contemplate the Korean War Memorial as art. Students learn about artistic techniques and methods for understanding the meaning and style of different artworks. The module then challenges students to apply these methodologies to the Korean War Memorial while encouraging them to ponder the meaning of the memorial itself. In particular, it presents close-ups of the memorial's mural wall which enables visitors to peer closely at the faces of actual veterans and come away with a sense of the complex emotions that they doubtless felt in wartime.

The Korean War was so complex, decades after its conclusion, the remains of many of its casualties have still not been identified and repatriated. The fifth and sixth modules examine the techniques that the DPAA has used to investigate, recover and possibly identify the remains of American service members/missing personnel who were lost during the Korean War. One of these chapters introduces students to techniques of historical analysis and gives students the opportunity to apply these techniques to primary source materials. The next chapter focuses on scientific and mathematical analysis, introducing students to approximate types of techniques used to identify remains. These chapters will engage and challenge students while leaving them with an appreciation for the complexities involved in the DPAA's efforts to fully resolve many MIA cases.

A final section offers an experiential learning plan that might be used with classes that are able to make field trips to the Korean War Memorial. It includes learning questions and activities that encourage students to pay close attention to the key elements of the memorial in ways that will enhance their visit. The module challenges students to write about how viewing different elements of the memorial makes them feel, giving them a more intimate connection to the names and faces that they see.

The book contains profiles of the veterans and oral history interviews conducted with them. These oral histories are selections from a much larger online database assembled through the exhaustive efforts of the KWLF to locate and conduct interviews with surviving veterans. These interviews

enable students to hear the voices of former soldiers and “meet” them in a very personal way. Students will quickly come to recognize the diversity and individuality of the soldiers and their circumstances in a way that is impossible if one simply looks at the war from a military or political history perspective. Having students conduct independent research projects using this rich collection has also proven a valuable method for introducing the students to the wartime experiences of the soldiers.

The modules in this book focus primarily on American veterans and the American experience in the Korean War. Ideally these modules should be used alongside other materials that can shed light on how the war was experienced by the millions of Chinese and Koreans who fought and died in the conflict as well. In recent years, a wide variety of complimentary materials have been translated from Korean and Chinese into English. Several prominent American scholars have translated and published oral histories conducted with Chinese and Korean officers. These may help students understand how our allies and adversaries viewed the war and how their perspectives differed from those of Americans.⁵ Novels like Ha Jin’s *War Trash* and even the propagandistic but massively popular Chinese film *The Battle of Lake Changjin* can help students understand that much like American veterans, Chinese and Koreans who fought in the war felt the impact of the conflict and its violence in deeply personal ways. Looked at together with materials from the Chinese and Korean side, these modules can help to steer teachers and students toward a more expansive view of the Korean War that will help them to understand its human consequences and gain an appreciation for the importance of the historical memory of the conflict.

5 See for instance, Richard Peters and Xiaobing Li eds., *Voices from Korea: Personal Stories of American, Korean, and Chinese Soldiers* (Lexington: University of Kentucky Press, 2004); Xiaobing Li, Allan R. Millett et al., eds., *Mao’s Generals Remember Korea* (Lawrence: University of Kansas Press, 2001).

CHAPTER 1

LITERATURE

LITERATURE: SACRIFICE, PATRIOTISM, AND IMAGINED COMMUNITY

FOCUS

DISCIPLINARY SKILLS: Rhetorical Analysis

GUIDING QUESTION: How do societies honor the sacrifices of their fallen soldiers and inspire patriotism?

LESSON OVERVIEW:

In this lesson, students analyze Pericles' Funeral Oration through the lens of Ethos, Pathos, and Logos. Working with one other peer, pairs of students will analyze either Lincoln's Gettysburg Address which was modeled after the Funeral Oration, or one of the speeches given to honor Korean War veterans and those who have been Prisoners of Wars or those Missing In Action. After comparing their analysis of the assigned speech with another team, students will share their work with other classmates, preferably those who did not read the same speech, to gain a greater understanding of rhetorical analysis. Students will focus on central themes such as sacrifice and patriotism, and be introduced to important concepts such as "imagined communities" as part of their reading and overall analysis. Finally, students will compare their assigned speech to Pericles' Funeral Oration to draw a conclusion based on the themes and rhetoric used by these orators.



LEARNING TARGET: I can describe how societies remember the sacrifices of fallen soldiers and inspire patriotism to create an imagined community.



CHECK FOR UNDERSTANDING

Students will apply their understanding of ethos, pathos, and logos to identify the rhetorical strategies of other speeches. Ultimately, students will compare and contrast the strategies employed in various speeches and consider how these rhetorical devices, along with other elements of the speeches, work together to inspire patriotism and develop a more concrete sense of an imagined community.

MATERIALS NEEDED FOR:

HOMEWORK

- ▶ Homework Activity - Student Handout
- ▶ Homework Activity - Key

IN CLASS ACTIVITY

- ▶ Expert Group - Student Handout
- ▶ Expert Group - Key
- ▶ Expert Group 1 Handout
- ▶ Expert Group 2 Handout
- ▶ Expert Group 3 Handout

LESSON FOCUS: SACRIFICE, PATRIOTISM, AND IMAGINED COMMUNITY

Guiding Question: How do societies honor the sacrifices of their fallen soldiers and inspire patriotism?

SEQUENCE OF INSTRUCTION

HOMework OVERVIEW: ANALYZING THUCYDIDES' HISTORY OF THE PELOPONNESIAN WAR

HOMEWORK: EXAMINING RHETORICAL TECHNIQUES: ETHOS, PATHOS, AND LOGOS

- ▶ Depending on timing and previous learning, this homework activity could be included in the lesson and not used as homework. The concepts covered in the homework are integral for student understanding of the rest of the activities.
- ▶ If students have not discussed the Peloponnesian War, this video, "The Peloponnesian War," presents a brief history: <https://www.youtube.com/watch?v=CNN2d7uG6IY> (8:18)
- ▶ If students are unfamiliar with the concepts of Ethos, Pathos, or Logos, have your students watch this short video, "Ethos, Pathos & Logos," explaining each: https://www.youtube.com/watch?v=aUpiy67_nt4 (3:15)
- ▶ Give each student a copy of the Homework Activity - Student Handout
- ▶ Explain to students that they are reading excerpts from Thucydides' *History of the Peloponnesian War*. The specific excerpt is from Pericles' Funeral Oration, one speech among many in this history of the Peloponnesian War (431-404 BCE), fought between Athens and Sparta.
- ▶ Present the following directions:
 - ▷ Read the passages once to gain a basic understanding of the reading.
 - ▷ Read the passages a second time and highlight words or phrases that relate to sacrifice, that call for a sense of community, or that inspire patriotism.
 - ▷ Review the highlighted passages and determine if Thucydides is appealing to his audience by using one of the following rhetorical strategies. Place one of three letters next to each highlighted section.
 - E = Ethos
 - P = Pathos
 - L = Logos
 - ▷ Answer the following reflection question.
 - How does Pericles bring together the ideas of sacrifice and patriotism?

TEACHER NOTES

- ▶ If you have not previously presented the concepts of Ethos, Pathos, or Logos, you may want to have students identify more examples of how these are used to appeal to audiences.



TEACHING TIP

When using a difficult text such as Pericles' Funeral Oration, it is important to help students with language and themes that may be hard for modern readers to understand. Giving context to these readings and identifying the enduring themes such as Sacrifice and Patriotism help students to understand and more deeply analyze the text.

WARMUP: HOMEWORK DEBRIEF

WARMUP: HOW DID THUCYDIDES APPEAL TO THE PEOPLE OF ATHENS?

- ▶ Create groups of two or three students.
- ▶ Groups discuss how Thucydides used Ethos, Pathos, and Logos in Pericles' Funeral Oration. Students can also consider how Thucydides memorialized the fallen soldiers and appealed to Athenian sense of patriotism.

CLASS ACTIVITY 1: INTRODUCTION - WHAT IS SACRIFICE AND PATRIOTISM?

ACTIVITY 1: Group Brainstorm

- ▶ Create new groups of three or four.
- ▶ Hand out sticky notes to each group.
- ▶ Write or project the following:
Write as many words as possible associated with sacrifice and patriotism.
- ▶ In 2 minutes, students will write ONE word on ONE sticky note; consider creating a game/competition to see which group can write the most unique words in two minutes.
- ▶ In another 2 minutes, students work in groups to create categories for all their words (minimum of three categories) and prepare a justification for their categories.
- ▶ Finally, have each group share their categories and the associated words with the class; consider inviting some teams to share their justification as well.
- ▶ The teacher can track categories and words, identifying the most popular themes that show up during the class period. Keep a record of the categories and words on an anchor chart so students have a visual reminder of their analysis. These aspects can be referenced to in the following activities.

TEACHER NOTES

Some examples of students answers could include:

Category (Examples)	Associated Words (Examples)
Sacrifice	Loss, to give up, offer, relinquish, contribution, give one's life, consecrate, hallow, surrender
Patriotism	Allegiance, devotion, loyalty, common good, duty, virtues, bravery, a cause, freedom, dedication, heroism, courage, defend, valor, noble, honor



TEACHING TIP

It could be helpful for students to look up the words sacrifice and patriotism in the dictionary before they begin brainstorming with their group.

CLASS ACTIVITY 2: HOW IS SACRIFICE SHOWN IN THE GETTYSBURG ADDRESS AND SPEECHES HONORING KOREAN WAR VETERANS AND POW/MIA?

ACTIVITY 2: Expert Group Analysis and Sharing

- ▶ Group students into pairs.
- ▶ Hand out Expert Group - Student Handout to all students and assign each pair one of the four expert groups below.
- ▶ Hand out the assigned group reading to each pair.
 - ▷ Group 1 - President Lincoln's Gettysburg Address
 - ▷ Group 2 - Remarks by President Bill Clinton during the dedication of the Korean War Memorial
 - ▷ Group 3 - Remarks by President Moon Jae-in at the groundbreaking for the Korean War Veterans Memorial Wall of Remembrance
 - ▷ Group 4 - Remarks by President Ronald Regan at the White House Ceremony Marking the Observance of National POW/MIA Recognition Day.
- ▶ Part 1: Give groups time to read their assigned speech and do the following on their Expert Group - Student Handout:
 - ▷ Identify words and phrases in the speech related to sacrifice or patriotism.
 - ▷ Categorize the identified words and phrases into Ethos, Pathos, or Logos.
 - ▷ Which rhetorical technique (Ethos, Pathos, or Logos) was used most effectively to address the concepts of sacrifice and patriotism? Why?
 - ▷ How does the speech you read address sacrifice and patriotism, moving the idea of an imagined community from an abstract idea to a concrete reality?
- ▶ Part 2: Have one Expert Group find another Expert Group with the same assigned speech and discuss the common elements they identified by using the following guided questions:
 - ▷ What words and phrases did both groups identify?
 - ▷ Which words and phrases were different?
 - ▷ Did your group identify the same rhetorical techniques (Ethos, Pathos, or Logos)?
 - ▷ Did you agree on which rhetorical technique was most powerful?

- ▶ Part 3: Create new groups of 8 with all 4 Expert Groups represented. Have one pair present their analysis to the other three expert groups. As they listen to the presenting group, students will complete the empty three rows in the Expert Group - Student Handout chart.



TEACHING TIP

The Gettysburg Address is shorter than the other three speeches, but utilizes difficult language, so be mindful when deciding how to assign the readings based on the students capabilities.

Students may benefit from listening to the Gettysburg Address: <https://www.youtube.com/watch?v=bC4kQ2-kHZE>

Difficult terms have been defined in the document, but depending on the needs of your students, you may have students identify other words they may not understand. Consider creating a compiled list of words and definitions in a Google Document to be used with all students.

Students may struggle to understand the concept of an imagined community. A verbal explanation or illustration of the concept with examples could be helpful to achieve full comprehension.

CLASS ACTIVITY 3: HOW IS AN IMAGINED COMMUNITY CREATED THROUGH THE USE OF RHETORICAL TOOLS?

ACTIVITY 3: Exit Ticket

- ▶ Individually, students complete the Exit Ticket to compare Pericles' Funeral Oration to at least one of the speeches from the Expert Group activity.
- ▶ Students will answer the following prompt:

Compare how the speakers take the concept of imagined community from a place of abstract to a concrete concept throughout their speeches. Consider themes such as sacrifice of the fallen, appeals to patriotism, as well as how Ethos, Logos, and Pathos are utilized to persuade and appeal to their audience. Use specific examples and evidence to support your argument.

- ▷ Students should include specific examples of how both speeches include either Ethos, Pathos, or Logos as well as common themes, phrases, and words that were used to persuade and appeal to the audience.



TEACHING TIP

Remind students to use the information they collected in their Expert Group - Activity Handout to help provide evidence supporting their position when answering the prompt.

HOMWORK ACTIVITY - STUDENT HANDOUT

Name: _____ Period: _____

The following excerpts are from Thucydides' *History of the Peloponnesian War*. More specifically, the excerpts are from Pericles' Funeral Oration, a speech commemorating fallen Athenian soldiers during the Peloponnesian War (431-404 BCE). When reading the excerpts below, consider that Pericles has at least two goals in this speech: to recognize the sacrifice of the Athenians and to create a sense of patriotism.

Directions

1. Read the passages once to gain a basic idea of the reading.
2. Read through the passage a second time and highlight words or phrases that recognize sacrifice, call for a sense of community, or inspire patriotism.
3. Review the highlighted passages and determine how Thucydides appeals to his audience using a rhetorical strategy. Place one letter next to each highlight indicating which of the following rhetorical strategies was used.

E = Ethos

P = Pathos

L = Logos

<p>▷ Ethos: Appealing to the audience based on the credibility or character of the author, which is often accomplished by sounding fair or unbiased and introducing the expertise of the speaker to persuade the audience.</p>	<p>▷ Pathos: Invoking sympathy by tapping into the audience's emotions regarding the topic through tone and stories that connect and persuade the audience.</p>	<p>▷ Logos: Using facts or analogies to convince the audience or using logic to persuade the audience of the sacrifice and need for patriotism.</p>
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[35] Most of those who have spoken before me on this occasion have praised the man who added this oration to our customs because it gives honor to those who have died in the wars; yet I would have thought it sufficient that those who have shown their mettle in action should also receive their honor in action, as now you see they have, in this burial performed for them at public expense, so that virtue of the many does not depend on whether one person is believed to have spoken well or poorly. . .

[43] . . . Do not weigh the good they have done on the basis of one speech. Any long-winded orator could tell you how much good lies in resisting our enemies; but you already know this. Look instead at the power our city shows in action every day, and so become lovers of Athens. When the power of the city seems great to you, consider then that it was purchased by valiant men who knew their duty and kept their honor in battle, by men who were resolved to contribute the most noble gift to their city; even if they should fail in their attempt, at least they would leave their fine character to the city. For in giving their lives for the common good, each man won praise for himself that will never grow old; and the monument that awaits them is the most splendid—not where they are buried, but where their glory is laid up to be remembered forever, whenever the time comes for speech or action. For famous men, all the earth is a monument, and their virtues are attested not only by inscriptions on stone at home; but an unwritten record of the mind lives on for each of them, even in foreign lands, better than any gravestone.

Try to be like these men, therefore; realize that happiness lies in liberty, and liberty in valor, and do not hold back from the dangers of war.

Thucydides, & Woodruff, P. (1993). The Funeral Oration of Pericles [ii.35-46]. In *On Justice, Power, and Human Nature: The Essence of Thucydides' History of the Peloponnesian War*. essay, Hackett.

REFLECTION: How does Pericles bring together the ideas of sacrifice and patriotism?

EXPERT GROUP: STUDENT HANDOUT

Name: _____ Period: _____

Directions

1. Read your assigned speech.
2. Highlight all words or phrases in the speech related to sacrifice or patriotism.
3. Using only the row for your Expert Group, categorize the words or phrases into either the Ethos, Pathos, or Logos column in the table below.

Expert Group	How are the following used to address sacrifice and patriotism?		
	Ethos	Pathos	Logos
1			
2			
3			
4			

▷ Part 1

1. Which rhetorical technique (Ethos, Pathos, Logos) do you think was most effectively used to address **sacrifice**? Why?

2. Which rhetorical technique (Ethos, Pathos, Logos) do you think was most effectively used to address **patriotism**? Why?

Use the information below regarding Imagined Community to answer question 3.

Imagined Community

Most of us have a strong attachment to our own country which is demonstrated in various forms of loyalty and patriotism. A nation like the United States of America is based on a very abstract notion of political community, called "imagined communities."* According to this theory, our ideas of a nation are "imagined because the members of the smallest nation will never know most of their fellow-members, meet them or even hear of them" although they still have a sense of national community. Leaders and writers often use speeches to create a shared sense of community and to inspire patriotism; they create an imagined community. In the excerpts from Pericles' Funeral Oration, as well as the speech you have read in your expert group, the speaker is making the imagined community more realistic and concrete when they talk about the sacrifice of the fallen and patriotism.

*Benedict Anderson (1983) Imagined Communities: Reflections on the Origin and Spread of Nationalism.

3. How does the speech you covered in your expert group make an imagined community more realistic and concrete? Cite specific evidence from the speech to support your claims.

▷ Part 2: Find another Expert Group with the same speech. In your group of 4, discuss and answer these questions.

- What common words and/or phrases did your Expert Groups identify?
- Which words and phrases were different?
- Which rhetorical techniques (Ethos, Pathos, and/or Logos) were used?
- Do you agree on which rhetorical technique was most powerful? Why?

▷ Part 3: Find three other Expert Groups with the other three speeches and share your information. As you listen to the other groups, complete the three rows you did not complete in the table on the previous page.

Exit Ticket

In this lesson, you analyzed speeches to enhance your understanding on how speakers use ethos, pathos, and logos to honor the sacrifice of the fallen and to appeal to their patriotism. Using your analysis of Pericles' Funeral Oration from your Homework Activity - Student Handout and one of the four speeches in Activity 2, answer the following prompt:

Compare how the speakers take the concept of imagined community from a place of abstract to a concrete concept throughout their speeches.

Consider themes such as sacrifice of the fallen, appeals to patriotism, as well as how ethos, logos, and pathos are utilized to persuade and appeal to their audience. Use specific examples and evidence to support your argument.

EXPERT GROUP 1

The Gettysburg Address
November 19, 1863
President Lincoln

"Fourscore and seven years ago [87 years ago] our fathers brought forth, on this continent, a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived, and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting-place for those who here gave their lives, that that nation might live. It is altogether fitting and proper that we should do this. But, in a larger sense,) we cannot dedicate, we cannot consecrate [make sacred]—we cannot hallow [honor or make holy]—this ground. The brave men, living and dead, who struggled here, have consecrated it far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they here gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom, and that government of the people, by the people, for the people, shall not perish from the earth."

https://rnc.library.cornell.edu/gettysburg/good_cause/transcript.htm

EXPERT GROUP 2

Dedication of Korean War Memorial

Washington, D.C. - July 27, 1995

Excerpts from Remarks of President Bill Clinton

Excerpt 1

Today we are surrounded by monuments to some of the greatest figures in our history, while we gather at this our newest national memorial to remember and honor the Americans who fought for freedom in Korea. In 1950, our nation was weary of war, but 1.5 million Americans left their family and friends and their homes to help to defend freedom for a determined ally halfway around the world – or, as the monument says, a place they had never been and a people they had never met . . .

Excerpt 2

Together with men and women from 20 other nations, all of whom are represented here today, they joined the first mission of the United Nations to preserve peace, by fighting shoulder to shoulder with the brave people of South Korea to defend their independence, to safeguard other Asian nations from attack, and to protect the freedom that remains our greatest gift. The Korean War veterans endured terrible hardships – deathly cold, weeks and months crammed in foxholes and bunkers, an enemy of overwhelming numbers, the threat of brutal imprisonment and torture, defending the perimeter at Pusan (Busan), braving the tides at Inchon, confronting the world’s fastest fighter jets in Mig Alley, enduring hand to hand combat on Heartbreak Ridge and Pork Chop Hill, fighting the way back from Chosin (Jangjiing) Reservoir. They set a standard of courage that may be equal, but will never be surpassed in the annals of American combat.

Excerpt 3

In this impressive monument we can see the figures and faces that recall their heroism. In steel and granite, water and earth, the creators of this memorial have brought to life the courage and sacrifice of those who served in all branches of the Armed Forces from every racial and ethnic group and background in America. They represent, once more, the enduring American truth: From many we are one. . . This memorial also commemorates those who made the ultimate sacrifice so that we might live free. And I ask you on this hot, summer day to pause for a moment of silence in honor of those from the United States, our U.N. allies and from our friends in the Republic of Korea who lost their lives in the Korean War.

Excerpt 4

So to all the veterans here today, and to all throughout our land who are watching, let us all say, when darkness threatened you kept the torch of liberty alight. You kept the flame burning so that others all across the world could share it. You showed the truth inscribed on the wall, that freedom is not free. We honor you today because you did answer the call to defend a country you never knew, and a people you never met. They are good people. It’s a good country. And the world is better because of you.

Excerpts from: <https://www.americanprogress.org/article/remarks-of-president-bill-clinton-july-27-1995-center-for-american-progress/>

EXPERT GROUP 3

Groundbreaking Ceremony: Korean War Veterans Memorial Wall of Remembrance

May 22, 2021

Remarks by South Korean President Moon Jae-in

Excerpt 1

Honorable Korean War veterans and bereaved families,
Yesterday, I visited Arlington National Cemetery and witnessed the firm core of the United States, a country that respects individual lives and repay those dedicated to the nation and its communities with the utmost honor and esteem. I encountered the American spirit that has steered the world forward through freedom and peace. Seventy one years ago, young Americans rushed to a Korean Peninsula engulfed in gun smoke. These sons and daughters of the United States fought in the Korean War to defend a country they never knew and a people they never met. They were the descendants of the great founders of a nation. Thanks to their dedication and sacrifices, the Republic of Korea could protect freedom and peace and has been able to achieve the prosperity enjoyed today. However, we had to bid a final farewell to countless heroes. The Korean War Veterans Memorial Wall of Remembrance, for which we will break ground with the first shovels today, will be engraved with the names of 43,769 fallen soldiers. We will remember the valor and devotion of those heroes forever.

Excerpt 2

I visited the Jangjiin Reservoir Battle Monument on my first overseas trip following my inauguration. The peoples of our two countries became one by deeply empathizing with the courage and noble sacrifices of the heroes of that battle. They have encouraged and comforted each other. Last year, the Republic of Korea repatriated the remains of five newly excavated heroes to the United States with the utmost courtesy possible. The act of returning war heroes to the arms of their loved ones also greatly moved and comforted the Korean people. The Korean Government will do all it can until the remains of the last hero have been returned to his hometown and the arms of beloved relatives.

Excerpt 3

For two years now, numerous people have been deployed to search for the remains of fallen soldiers from the Korean War – logging 100,000 man-days this year in 41 areas, including the Demilitarized Zone. Some 74 people have been identified among the 55 boxes of remains that North Korea has repatriated to the United States since the first U.S.-North Korea summit in Singapore in 2018. We will continue our endeavor for dialogue with North Korea, so the soldiers who fell in the North can also return to the arms of their relatives.

Excerpt 4

Inscribed on an Arlington National Cemetery bench dedicated to the memory of Americans lost in the Korean War is the phrase “The beginning of the end of the war lies in remembrance.” We can never forget the noble sacrifices of heroes. We will also remember the sorrow of bereaved relatives. I hope that future generations of the United States and the Republic of Korea will read the ordinary but great names upon the Memorial Wall of Remembrance that will stand before us in 2022.

Excerpts from: <https://tinyurl.com/yck525ea>

EXPERT GROUP 4

Remarks at a White House Ceremony Marking the Observance of National POW/MIA
Recognition Day
July 20, 1984
President Ronald Reagan

In the mid-1980s, thousands of Americans remained unaccounted-for from World War II, Korea, and Vietnam. At the same time, the country faced challenges from the Soviet Union as part of the on-going Cold War. As President Ronald Reagan tried to navigate these two issues he gave a speech commemorating National POW/MIA Recognition Day. President Reagan's strong support for the effort to bring home Americans missing from war accelerated American efforts to bring home unaccounted-for personnel. Today the DPAA and others involved in the accounting mission point to this speech and President Reagan's larger efforts to lead the country to a fullest possible accounting of American war dead as a turning point moment.

...Four times in this century we have been forced, painfully and reluctantly, to send our men and women to fight in wars on foreign shores. Some of them made the supreme sacrifice of their lives. Some others made sacrifices in many ways equally grave -- they were imprisoned by the enemy.

Their incarceration often included beatings and torture, starvation, and all forms of emotional and psychological abuse. It also entailed the terrible loneliness of living through lost years, of seeing the days tick away without friends, without loved ones, without family and community.

I recall that when many of our prisoners returned from Vietnam 11 years ago, a number of them said there were three things that helped them survive captivity and return with honor: faith in God, faith in their fellow prisoners, and faith in their country. By faith; they didn't mean only love -- though they demonstrated that in abundance. They meant a heartfelt belief that they would not be abandoned...

Our prisoners of war have been and are the bravest of the brave. They kept a trusting heart, they retained their spirit and their will, and they kept the faith....

Among us here today are some American prisoners of war. May I say that you are, as the great always are, more than the sum total of yourselves. You're a testament to the strength and the character of the American people... Your heroism is as old as war itself, as old as names like Andersonville and Los Banos and Camp 5 and the Hanoi Hilton.

Most of those places are gone now or empty, but the silence left in their place surely echoes with the quiet, unheard valor of those who suffered there and clung to the belief that their government and their loved ones would be *semper fi* -- "always faithful." We honor you, and that honor is unending....

Along with us today are some of the relatives and friends of those still missing -- from Korea and Vietnam. They, too, have shown more than their share of heroism, holding the standard for those who went away and are not yet returned to us, insisting that the world remember and respond, asking all of us to help them in their great effort, never giving up or abandoning hope....

Despite the daunting specter of 31 years since the end of the Korean war, we have pressed the Government of North Korea for an accounting. We will continue to do so....

Two months ago I received the remains of the unknown serviceman of Vietnam. And I said to all the Nation -- and most especially to all of you -- that we write no last chapters; we close no books; we put away no final memories until your questions are answered. Your husbands, fathers, and sons and brothers did their duty by this Nation, and this Nation will do its duty by them. Today we stand together...

Excerpts from: <https://www.reaganlibrary.gov/archives/speech/remarks-white-house-ceremony-marking-observance-national-powmia-recognition-day>

HOMWORK ACTIVITY: KEY

Name: _____ Period: _____

The following excerpts are from Thucydides' *History of the Peloponnesian War*. More specifically, the excerpts are from Pericles' Funeral Oration, a speech commemorating fallen Athenian soldiers during the Peloponnesian War (431-404 BCE). When reading the excerpts below, consider that Pericles has at least two goals in this speech: to recognize the sacrifice of the Athenians and to create a sense of patriotism.

Directions

1. Read the passages once to gain a basic idea of the reading.
2. Read through the passage a second time and highlight words or phrases that recognize sacrifice, call for a sense of community, or inspire patriotism.
3. Review the highlighted passages and determine how Thucydides appeals to his audience using a rhetorical strategy. Place one letter next to each highlight indicating which of the following rhetorical strategies was used.

E = Ethos

P = Pathos

L = Logos

<p>▷ Ethos: Appealing to the audience based on the credibility or character of the author, which is often accomplished by sounding fair or unbiased and introducing the expertise of the speaker to persuade the audience.</p>	<p>▷ Pathos: Invoking sympathy by tapping into the audience's emotions regarding the topic through tone and stories that connect and persuade the audience.</p>	<p>▷ Logos: Using facts or analogies to convince the audience or using logic to persuade the audience of the sacrifice and need for patriotism.</p>
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[35] Most of those who have spoken before me on this occasion have **(E) praised the man who added this oration to our customs** because it **(P) gives honor** to those who have died in the wars; yet I would have thought it sufficient that those who have shown their mettle in action should also receive their **(P) honor in action**, as now you see they have, in this **(L) burial performed for them at public expense**, so that virtue of the many does not depend on whether one person is believed to have spoken well or poorly. . .

[43] . . . Do not weigh the good they have done on the basis of one speech. Any long-winded orator could tell you how much **(L) good lies in resisting our enemies**; but you already know this. Look instead at the **(L) power our city shows in action every day**, and so **(P) become lovers of Athens**. When the power of the city seems great to you, consider then that it was **(P) purchased by valiant men** who **(P) knew their duty and kept their honor in battle**, by men who were resolved to contribute the **(P) most noble gift to their city**; even if they should fail in their attempt, at least they would **(P) leave their fine character to the city**. For in **(P) giving their lives for the common good**, each man **(P) won praise for himself** that will never grow old; and the monument that awaits them is the most splendid—not where they are buried, but where their **(P) glory is laid up to be remembered forever**, whenever the time comes for speech or action. For famous men, all the earth is a monument, and their **(L) virtues are attested not only by inscriptions on stone at home; but an unwritten record of the mind lives on for each of them**, even in foreign lands, better than any gravestone.

(E) Try to be like these men, therefore; realize that **(L) happiness lies in liberty, and liberty in valor**, and do not hold back from the dangers of war.

Thucydides, & Woodruff, P. (1993). The Funeral Oration of Pericles [ii.35-46]. In *On Justice, Power, and Human Nature: The Essence of Thucydides' History of the Peloponnesian War*. essay, Hackett.

REFLECTION: How does Pericles bring together the ideas of sacrifice and patriotism?
ANSWERS MAY VARY

EXPERT GROUP: KEY

Directions

1. Read your assigned speech.
2. Highlight all words or phrases in the speech related to **sacrifice** or **patriotism**.
3. Using only the row for your Expert Group, categorize the words or phrases into either the Ethos, Pathos, or Logos column in the table below.

Expert Group	How are the following used to address sacrifice and patriotism?		
	Ethos	Pathos	Logos
1	Our fathers brought forth	<ul style="list-style-type: none"> • who gave their lives, that that nation might live • we cannot dedicate, we cannot consecrate [make sacred]—we cannot hallow [honor or make holy] • The brave men, living and dead, who struggled here, have consecrated • it can never forget what they did here • from these honored dead we take increased devotion • gave the last full measure of devotion • government of the people, by the people, for the people, shall not perish from the earth 	<ul style="list-style-type: none"> • testing whether that nation, or any nation so conceived, and so dedicated, can long endure • fitting and proper • unfinished work which they who fought here have thus far so nobly advanced • dedicated to the great task • highly resolve that these dead shall not have died in vain
2	<ul style="list-style-type: none"> • Today we are surrounded by monuments to some of the greatest figures in our history • Together with men and women from 20 other nations, all of whom are represented here today 	<ul style="list-style-type: none"> • to defend freedom • The Korean War veterans endured terrible hardships • They set a standard of courage that may be equal, but will never be surpassed in the annals of American combat • figures and faces that recall their heroism • brought to life the courage and sacrifice of those who served • ultimate sacrifice so that we might live free • you kept the torch of liberty alight • freedom is not free 	<ul style="list-style-type: none"> • 1.5 million Americans left their family and friends • deathly cold, weeks and months crammed in foxholes and bunkers, an enemy of overwhelming numbers • We honor you today because you did answer the call to defend a country you never knew, and a people you never met

<p>3</p>	<ul style="list-style-type: none"> • Yesterday, I visited Arlington National Cemetery • Seventy one years ago, young Americans rushed to a Korean Peninsula • descendants of the great founders of a nation • I visited the Jangjiin Reservoir Battle Monument 	<ul style="list-style-type: none"> • country that respects individual lives and repay those dedicated to the nation • dedication and sacrifices • valor and devotion of those heroes forever • peoples of our two countries became one by deeply empathizing with the courage and noble sacrifices of the heroes • The act of returning war heroes to the arms of their loved ones also greatly moved and comforted the Korean people • until the remains of the last hero have been returned to his hometown and the arms of beloved relatives • soldiers who fell in the North can also return to the arms of their relatives • We can never forget the noble sacrifices of heroes • We will also remember the sorrow of bereaved relatives 	<ul style="list-style-type: none"> • Republic of Korea could protect freedom and peace and has been able to achieve the prosperity enjoyed today. • will be engraved with the names of 43,769 fallen soldiers • numerous people have been deployed to search for the remains of fallen soldier • logging 100,000 man-days this year in 41 areas, including the Demilitarized Zones
<p>4</p>	<ul style="list-style-type: none"> • I recall that when many of our prisoners returned from Vietnam 11 years ago • Among us here today are some American prisoners of war • names like Andersonville and Los Banos and Camp 5 and the Hanoi Hilton • Along with us today are some of the relatives and friends of those still missing -- from Korea and Vietnam 	<ul style="list-style-type: none"> • supreme sacrifice of their lives • sacrifices in many ways equally grave -- they were imprisoned by the enemy • emotional and psychological abuse • without friends, without loved ones, without family and community • survive captivity and return with honor: faith in God, faith in their fellow prisoners, and faith in their country • bravest of the brave • We honor you, and that honor is unending • the great always are, more than the sum total of yourselves • strength and the character of the American people • unheard valor more than their share of heroism • we write no last chapters; we close no books; we put away no final memories until your questions are answered • did their duty by this Nation, and this Nation will do its duty by them 	<ul style="list-style-type: none"> • Four times in this century we have been forced, painfully and reluctantly, to send our men and women to fight in wars on foreign shores • Despite the daunting specter of 31 years we have pressed the Government of North Korea for an accounting • received the remains of the unknown serviceman

1. Which rhetorical technique (Ethos, Pathos, Logos) do you think was most effectively used to address sacrifice? Why?

Student Answers will vary but should provide specific evidence from their assigned speech to answer the questions.

2. Which rhetorical technique (Ethos, Pathos, Logos) do you think was most effectively used to address patriotism? Why?

Student Answers will vary but should provide specific evidence from their assigned speech to answer the questions.

Use the information below regarding Imagined Community to answer question 3.

Imagined Community

Most of us have a strong attachment to our own country which is demonstrated in various forms of loyalty and patriotism. A nation like the United States of America is based on a very abstract notion of political community, called "imagined communities."* According to this theory, our ideas of a nation are "imagined because the members of the smallest nation will never know most of their fellow-members, meet them or even hear of them" although they still have a sense of national community. Leaders and writers often use speeches to create a shared sense of community and to inspire patriotism; they create an imagined community. In the excerpts from Pericles' Funeral Oration, as well as the speech you have read in your expert group, the speaker is making the imagined community more realistic and concrete when they talk about the sacrifice of the fallen and patriotism.

*Benedict Anderson (1983) Imagined Communities: Reflections on the Origin and Spread of Nationalism.

3. How does the speech you covered in your expert group make an imagined community more realistic and concrete? Cite specific evidence from the speech to support your claims.

Student Answers will vary but should provide specific evidence from their assigned speech to answer the questions.

- ▷ Part 2: Find another Expert Group with the same speech. In your group of 4, discuss and answer these questions.
 - What common words and/or phrases did your Expert Groups identify?
 - Which words and phrases were different?
 - Compare rhetorical techniques (Ethos, Pathos, or Logos) in the table.
 - Do you agree on which rhetorical technique was most powerful? Why?
- ▷ Part 3: Find three other Expert Groups with the other three speeches and share your information. As you listen to the other groups, complete the three rows you did not complete in the table on the previous page.

Exit Ticket

In this lesson, you analyzed speeches to enhance your understanding on how speakers use ethos, pathos, and logos to honor the sacrifice of the fallen and to appeal to their patriotism. Using your analysis of Pericles' Funeral Oration from your Homework Activity - Student Handout and one of the four speeches in Activity 2, answer the following prompt:

Compare how the speakers take the concept of imagined community from a place of abstract to a concrete concept throughout their speeches.

Consider themes such as sacrifice of the fallen, appeals to patriotism, as well as how ethos, logos, and pathos are utilized to persuade and appeal to their audience. Use specific examples and evidence to support your argument.

Answers should include clear common themes, phrases, or words, explain how they use ethos, pathos, and or logos to persuade and appeal, and include supporting evidence from each speech.

CHAPTER 2

HISTORY

HISTORY: THE EVENTS AND OUTCOMES OF THE KOREAN WAR



FOCUS

DISCIPLINARY SKILLS: Primary source analysis, chronological reasoning, and evidence-based arguments

GUIDING QUESTION: How should we understand the events of the Korean War and how did the war impact the lives of veterans?

LESSON OVERVIEW:

In this lesson students will explore the major events of the Korean War, the outcomes of the war, and the impacts the war had on veterans during and after the signing of the Korean Armistice Agreement. Students will use primary source images, maps, and brief documents to better understand the lasting impacts of the Korean War. Students will also use analysis and reasoning skills to assess which events had the greatest impact on the outcome of the war. Students will study the sacrifices made by the soldiers fighting in the war and the continued struggle that many of these veterans faced after returning from the "Forgotten War."



LEARNING TARGET: I can analyze significant events of the Korean War and consider the impact of these developments. I can also consider the sacrifices of veterans who served in this "Forgotten War."



CHECK FOR UNDERSTANDING

Having analyzed the chronology and major events of the Korean War, students will use primary sources to develop an evidence-based argument about the sacrifices of veterans.

MATERIALS NEEDED FOR:

OPTIONAL HOMEWORK

- ▶ Video - *The Cold War in Asia: Crash Course US History #38* (4:18 in length)
- ▶ OPTIONAL Homework Activity sheet - these will need to be distributed to students to complete as homework prior to the lesson if desired (1 per student)

IN CLASS ACTIVITY

- ▶ Phases of the Korean War Maps (1 per team)
- ▶ Korean War Military Casualties Chart (1 per student)
- ▶ Primary Source Images (all 9 images - 1 per team)
- ▶ Primary Source Documents (all 5 documents - 1 per team)
- ▶ Examining Korean War Sources Handout (1 per student)
- ▶ The "Story" of the Korean War Handout (1 per student)
- ▶ Sacrifices of Veterans of the Korean War Handout (1 per student)
- ▶ Extension Handout – KATUSA (optional)

LESSON FOCUS: THE EVENTS AND OUTCOMES OF THE KOREAN WAR

Guiding Question: How should we understand the events of the Korean War and how did the war impact the lives of veterans?

SEQUENCE OF INSTRUCTION

OPTIONAL HOMEWORK OVERVIEW: BACKGROUND INFORMATION ON THE KOREAN WAR

HOMEWORK: VIDEO ANALYSIS

If you have not previously discussed the Korean War, this short clip from John Green's Crash Course (<https://www.youtube.com/watch?v=Y2lcmLkuhG0>) provides a quick overview of the conflict that may help students to better understand the topic prior to beginning the lesson. This video is not necessary for students to complete the activities in the lesson.

ACTIVITY PROCEDURE:

- ▶ Prior to watching the video clip, students will write down three facts that they think they know about the Korean War in the left column on the OPTIONAL Homework Activity sheet. This can also be done in small groups or as full class brainstorming activity.
- ▶ Students will watch the first 4:18 of the video *The Cold War in Asia: Crash Course US History #38* (ending at the Mystery Document scene). Students will then add at least five new things they learned in the right column.

TEACHER NOTES

While the video provides a brief overview of the Korean War, at times it moves quickly and is often hard for students to catch all of the important concepts discussed. It is beneficial to slow down the playback on the video by clicking the settings tab and selecting a playback speed of .75 or .5. It is also useful to turn on the closed captioning feature when watching the video. Encouraging students to pause the video as they are working through the handout can also be helpful.

An alternative to assigning the video as homework is to have students work through the story of the Korean War as a set of online chapters provided by the Korean War Legacy Foundation. This website (<https://koreanwarlegacy.org/chapters/>) provides students with the story of the Korean War from beginning to end with an overview, interview clips from veterans, and artifacts to help students to better understand the war. You could assign different chapters to student pairs or groups and have them share out to begin the lesson.

CLASS ACTIVITY: OPTIONAL HOMEWORK DEBRIEF

OPTIONAL HOMEWORK DEBRIEF: Background on the Korean War Video Analysis

Teachers may want to debrief the homework activity to ensure students have a good background understanding of the Korean War. This activity will help teachers assess student understanding and will allow students to demonstrate what they learned from the homework activity.

ACTIVITY PROCEDURE:

- ▶ In teams of three to four, each team will share with the class one of the "new things" they learned from watching the Crash Course video as noted on the OPTIONAL Homework Activity sheet.

- ▷ Communicate that the teacher will select a team member to share their findings, so all team members need to be prepared to share the team’s conclusions.
- ▷ To encourage students to work through this quickly, set a timer for two minutes to complete their group discussion.
- ▷ For students who may struggle with language or confidence speaking in front of peers, you can provide the following sentence stems to help with structure:
 - One thing that I thought was interesting about the Korean War was...
 - One thing that I learned about the Korean War was...
- ▶ Call on randomly selected students to share their responses.

TEACHER NOTES

While sharing, some groups will realize that they have similar ideas; however, students should be challenged to articulate their ideas by expanding on the original example.

CLASS ACTIVITY PART 1: ANALYZING SOURCES FROM THE KOREAN WAR

CLASS ACTIVITY:

Working collaboratively in teams, students will explore how the Korean War unfolded by examining a set of maps, Korean War military casualty statistics, and 14 different primary sources. As students analyze these sources, they will look for clues offering a greater understanding about the events that took place leading up to, during, and after the armistice.

ACTIVITY 1: EXAMINING THE KOREAN WAR THROUGH MAPS, IMAGES, AND DOCUMENTS

- ▶ In teams of three to four, students will be given different sources about the Korean War to examine about the Korean War - a set of Phases of the Korean War Maps, a Korean War Military Casualties Chart, a series of nine Primary Source Images, and a series of five Primary Source Documents.
- ▶ Students will work together as a team to analyze these sources to better understand the origins, events, and impacts of the Korean War.
- ▶ Give each team of students a copy of each of the sources (including the Phases of the Korean War Maps and Korean War Military Casualties Chart). Next, provide each individual student with the Examining Korean War Sources Handout.
- ▶ Students should work together to complete the Examining Korean War Sources Handout. While students are working as a team, make sure that each student completes his or her own handout. The handouts are designed to help students to make connections between the sources and begin to develop the “story” of the Korean War.
 - ▷ While students are completing this activity, walk around the room providing help as needed and answer questions.
- ▶ Conclude this activity by calling on student teams to share their findings for each source. Encourage other classmates to add their findings during this process and make corrections.



TEACHER NOTES

While students will likely want to divide the sources up and have each student review only a few of the sources individually, teams will likely have more success if they work through the sources together, helping each other to analyze and understand what they are examining. To reduce the length of this activity or to adapt it to students who need more support, you can selectively choose a smaller number of Primary Source Images and Primary Source Documents for students to examine.

As an extension activity, students can learn more about the Korean Augmentation to The United States Army (KATUSA) forces by accessing this information provided by the Korean War Legacy Foundation. This website (<https://koreanwarlegacy.org/interviews/chong-rae-sok/>) has short interview clips with a KATUSA, Chong Rae Sok, about his experiences serving alongside U.S. soldiers during the Korean War. An Extension Handout – KATUSA also provides additional information for students to consider.



TEACHING TIP

Consider using a timer or a stopwatch so that each activity does not run too long. Offer time cues to keep students focused and working to complete the task.

CLASS ACTIVITY PART 2: BUILDING THE “STORY” OF THE KOREAN WAR

CLASS ACTIVITY:

Continuing to work collaboratively in teams, students will utilize the information they discerned from the primary sources evaluated in the previous activity to construct a timeline and the “story” of the events of the Korean War.

ACTIVITY 1: USING MAPS, IMAGES, AND DOCUMENTS TO DEVELOP THE “STORY” OF THE KOREAN WAR

- ▶ In the same teams from the previous activity, students use what they have learned from their source analysis to construct a timeline that tells the “story” of the Korean War.
- ▶ First, using the Examining Korean War Sources Handout that they completed in the previous activity, students will put the sources in chronological order on The “Story” of the Korean War Handout. The chart is divided into the four phases of the war based on the map to help students better understand how the war unfolded.
- ▶ Have student teams complete the Date and Source columns of the chart. While teams work together on this activity, each individual student should complete his or her own handout.
 - ▷ Tell students that the Phases of the Korean War Maps and the Korean War Military Casualties Chart will not be included in their ordering of sources. Instead, these two items should be used as tools to help in understanding how the war changed over time.
- ▶ After students have placed the sources in chronological order, they should use the information that they gleaned from the sources along with the Phases of the Korean War Maps to answer this overarching question in the space provided on the Examining Korean War Sources Handout:
 - Considering all primary source images and documents, summarize the story of the Korean War.

TEACHER NOTES

It is important to note that the time period between the date for Phase 3 (November 25, 1950) and Phase 4 (July 27, 1953) represented another “phase” of the Korean War. During the period from July 8, 1951, until the armistice agreement was signed on July 27, 1953, the Korean War remained mostly a stalemate with little movement or ground gained. You may want to guide students by providing this information so that they can better understand the Phases of the Korean War Maps when completing their analyses.

If students would like to explore more about the battles of the Korean War, the Korean War Legacy Foundation has created an interactive ESRI map of the war (<https://koreanwarlegacy.org/phases-of-war-map/>). This map shows the locations where each battle was fought with information about what occurred and who won the battle.

CLASS ACTIVITY PART 3: SACRIFICES OF THE VETERANS OF THE KOREAN WAR

CLASS ACTIVITY:

Working individually, students will now read a passage about the sacrifices of veterans who participated in the Korean War and make connections to the primary sources analyzed in the previous activity.

ACTIVITY 1: UNDERSTANDING THE SACRIFICES OF KOREAN WAR VETERANS

- ▶ Working individually, students read Melinda Pash’s selection at the top of the Sacrifices of Veterans of the Korean War Handout.
- ▶ After reading the passage, students choose ONE primary source document and ONE primary source image to make an evidence-based argument to answer the following question on the Sacrifices of Veterans of the Korean War Handout:
 - Using the information that Pash provides in the passage above, pick ONE Primary Source Image and ONE Primary Source Document to make an evidence-based argument that dispels the “Forgotten War” perspective and honors the sacrifices made by those who participated in the Korean War.
- ▶ Collect the paragraph as an exit ticket or allow students to complete this at home for homework.

TEACHER NOTES

For this last part of the activity, students will likely find it useful to reference Pash’s excerpt, the maps, and the statistics provided in the chart. Reminding students that these can all be used as tools to help make their arguments may be beneficial.

OPTIONAL HOMEWORK ACTIVITY

Name: _____ Period: _____

The Cold War in Asia: Crash Course US History #38

Watch the first 4:18 of John Green’s Crash Course video, *The Cold War in Asia: Crash Course US History #38*. You will ONLY watch up to 4:18 before he introduces the Mystery Document. Before watching the video, write down at least THREE things you think you know about the Korean War. After watching the video, add at least FIVE additional things that you learned AND correct any misconceptions you made in your “What I knew about the Korean War before the video” section. <https://www.youtube.com/watch?v=Y2lcmLkuhG0>

What I knew about the Korean War before the video
1
2
3
Additional Notes/Info

New things that I learned about the Korean War by watching the Crash Course video
1
2
3
4
5
Additional Notes/Info

PHASES OF THE KOREAN WAR MAPS

The Four Phases of the Korean War



JUNE 25, 1950



SEPT. 14, 1950



NOV. 25, 1950



JULY 27, 1953

Note: Pusan is known as Busan today

<https://kollathdesign.com/portfolio/maps/>

Post-Armistice Map and the Demilitarized Zone (DMZ)



https://upload.wikimedia.org/wikipedia/commons/c/c3/Korean_Peninsula._LOC_99443793.jpg

https://en.wikipedia.org/wiki/Korean_Demilitarized_Zone#/media/File:Korea_DMZ.svg

KOREAN WAR MILITARY CASUALTIES

COUNTRY	DEATHS	WOUNDED	POW/MIA	TOTAL
South Korea	178,569	552,022	42,769	776,360
United States	36,634 7,174 KATUSA <i>Source: DPAA</i>	103,284*	More than 7,500 presumed, currently 6,497	154,592 presumed, currently 153,589*
United Nations	40,670	104,280	9,931	154,881
North Korea <i>Source: United States Military</i>	522,000	177,000*	102,000	801,000*
China	135,600	208,400	25,600	369,600

* Statistics are approximated.

Sources: Korean Defense Research Institute, Department of Defense, ROK (South Korea)

Note: All statistics are approximate

The Korean Augmentation to The United States Army (KATUSA) was a branch of the Republic of Korea Army (South Korea) that drafted Korean soldiers to assist the United States Army. These KATUSA worked alongside the U.S. soldiers to assist them as translators and to help U.S. soldiers maneuver in the unfamiliar terrain of the Korean peninsula.

PRIMARY SOURCE IMAGE #1



UN delegate Lieut. Gen. William K. Harrison, Jr. (seated left), and Korean People's Army and Chinese People's Volunteers delegate Gen. Nam Il (seated right) signing the Korean War armistice agreement at P'anmunjŏm, Korea, July 27, 1953.

https://commons.wikimedia.org/wiki/File:Korean_War_armistice_agreement_1953.jpg

PRIMARY SOURCE IMAGE #2



U.S. Marines engaged in street fighting during the liberation of Seoul, September 1950.

https://commons.wikimedia.org/wiki/File:KoreanWar_recover_Seoul.jpg

PRIMARY SOURCE IMAGE #3



Troops and armor of the 1st Marine Division move through communist Chinese lines during their successful breakout from the Jangjin (Chosin) Reservoir in North Korea. The Marines were besieged when the Chinese entered the Korean War November 27, 1950, by sending 200,000 shock troops against Allied forces.

<https://commons.wikimedia.org/wiki/File:Chosin.jpg>

PRIMARY SOURCE IMAGE #4



American forces landed in Inchon Harbor one day after the Battle of Inchon began, September 15, 1950.

https://commons.wikimedia.org/wiki/File:Battle_of_Inchon.png

PRIMARY SOURCE IMAGE #5



A grief-stricken American soldier whose fellow infantryman has been killed in action is comforted by another soldier. In the background, a corpsman methodically fills out casualty tags, Haktong-ni area, Korea. August 28, 1950.

<https://commons.wikimedia.org/wiki/File:KoreanWarFallenSoldier1.jpg>

PRIMARY SOURCE IMAGE #6



Hundreds of thousands of Koreans fled south in mid-1950 after the North Korean army advanced across the border on June 25, 1950. Rumors spread among U.S. troops that the refugee columns harbored North Korean infiltrators.

https://commons.wikimedia.org/wiki/File:South_Korean_refugees_mid-1950.jpg

PRIMARY SOURCE IMAGE #7



Chinese forces crossing the Yalu River to join the Korean War and support the North Korean forces, October 25, 1950.

https://en.wikipedia.org/wiki/File:China_Crosses_Yalu.jpg

PRIMARY SOURCE IMAGE #8



Chinese propaganda poster from the Korean War period. Text reads, "Long live the victory of the Korean People's Army and the Chinese People's Volunteers Army!" May 1951.

Credit: IISH collection / the Stefan R. Landsberger collection / Private Collection

PRIMARY SOURCE IMAGE #9



M46 tanks of the US Army 6th Tank Battalion in Yangpyeong County, South Korea painted with tiger stripes and faces in order to frighten superstitious Chinese troops. The Korean War remained mostly a stalemate with little movement or ground gained from July 8, 1951 until the armistice agreement was signed on July 27, 1953.

https://commons.wikimedia.org/wiki/File:M46_tiger_paint.png

PRIMARY SOURCE DOCUMENT #1

IMMEDIATE RELEASE

JUNE 27, 1950

STATEMENT BY THE PRESIDENT

In Korea the Government forces, which were armed to prevent border raids and to preserve internal security, were attacked by invading forces from North Korea. The Security Council of the United Nations called upon the invading troops to cease hostilities and to withdraw to the 38th parallel. This they have not done, but on the contrary have pressed the attack. The Security Council called upon all members of the United Nations to render every assistance to the United Nations in the execution of this resolution. In these circumstances I have ordered United States air and sea forces to give the Korean Government troops cover and support.

The attack upon Korea makes it plain beyond all doubt that communism has passed beyond the use of subversion to conquer independent nations and will now use armed invasion and war. It has defied the orders of the Security Council of the United Nations issued to preserve international peace and security. In these circumstances the occupation of Formosa by Communist forces would be a direct threat to the security of the Pacific area and to United States forces performing their lawful and necessary functions in that area.

Accordingly I have ordered the 7th Fleet to prevent any attack on Formosa. As a corollary of this action I am calling upon the Chinese Government on Formosa to cease all air and sea operations against the mainland. The 7th Fleet will see that this is done. The determination of the future status of Formosa must await the restoration of security in the Pacific, a peace settlement with Japan, or consideration by the United Nations.

I have also directed that United States Forces in the Philippines be strengthened and that military assistance to the Philippine Government be accelerated.

Statement by President Harry S. Truman on the invasion of South Korea by North Korean forces, June 27, 1950.

<https://digitalarchive.wilsoncenter.org/document/116192>

PRIMARY SOURCE DOCUMENT #2

"Forgotten Men"

Performed by Don Reno and Red Smiley

Recorded August 27, 1956

Forgotten men who lie asleep across the ocean waves

Who fought and died for the flag that waves across their lonely graves

The flag still waves so proud and free across our land today

Let's not forget the boys who died across the watery spray

Forgotten men who lie asleep across the ocean waves

Who fought and died for the flag that waves across their lonely graves

Her picture hangs upon the wall but their names are not mentioned back home

As the years go by our memories dim, we forget our loved ones are gone

Forgotten men who lie asleep across the ocean waves

Who fought and died for the flag that waves across their lonely graves

"Forgotten Men" was a popular bluegrass song written about the Korean War by recording artists Don Reno and Red Smiley.

www.historyonthenet.com/authentichistory/1946-1960/2-korea/3-music/19560827_Forgotten_Men-Don_Reno-Red_Smiley.html

PRIMARY SOURCE DOCUMENT #3

While the long long months during which the negotiations continued are usually referred to as a time of stalemate, it must not be thought the fighting was any less grim. Every day saw its own list of casualties, far fewer, thank God, than the major offensives brought us, but still a reminder that we were paying a dear price for whatever we would win at the truce table. We were strung out now in a shorter line across the peninsula but the forces, numbering somewhat less than 600,000, of which, 230,000 were Americans, were still too scanty to man the line more than thinly. The enemy of course heavily outnumbered us and but for our massive firepower, our constant close air support, and our tight control of the seas, the Chinese might have overwhelmed us. It was our guns—our ability to concentrate untold amounts of hot steel at any point along the battle line—that gave us our superiority.

[By May 1952] conditions on the battlefield now grew to resemble the fighting in World War I, with deep-dug emplacements, trenches, barbed-wire defenses and an extensive outpost line where most of the action took place. As the enemy built up his artillery strength, increasing in its efficiency as well as in number, the possession of dominating heights, for observation, became more and more important, and so the fights along the outpost line were often bloody and persistent.

As described in *The Korean War* by Matthew Ridgway, from July 8, 1951 to the signing of the armistice on July 27, 1953, a stalemate emerged where little movement was made by either side. Despite the inability to gain territory on both sides, many lives were being lost in battle. During this time, negotiations began for the signing of an armistice to end the fighting and to divide North and South Korea at the 38th parallel.

Matthew Ridgway, *The Korean War* (New York: DeCapo, 1967), 195, 217.

PRIMARY SOURCE DOCUMENT #4

ON THIS DAY IN 1950

7*** Complete BROOKLYN EAGLE**

110th YEAR—No. 277—DAILY and SUNDAY BROOKLYN, N. Y., TUESDAY, NOVEMBER 28, 1950 5 CENTS EVERYWHERE

200,000 CHINA REDS SWARM INTO KOREA

L. I. R. R.'s Claim Funds Low

Dodgers Name Dressen Today As '51 Manager

Ex-Coach Picked As Successor To Burt Shotton



HAS MILLION TO PAY FOR CRASH DEATHS

U. S. DEMANDS U. N. EDICT TO CHINESE

CHINESE REDS FACE U. S. QUIZ ON WAR AIMS

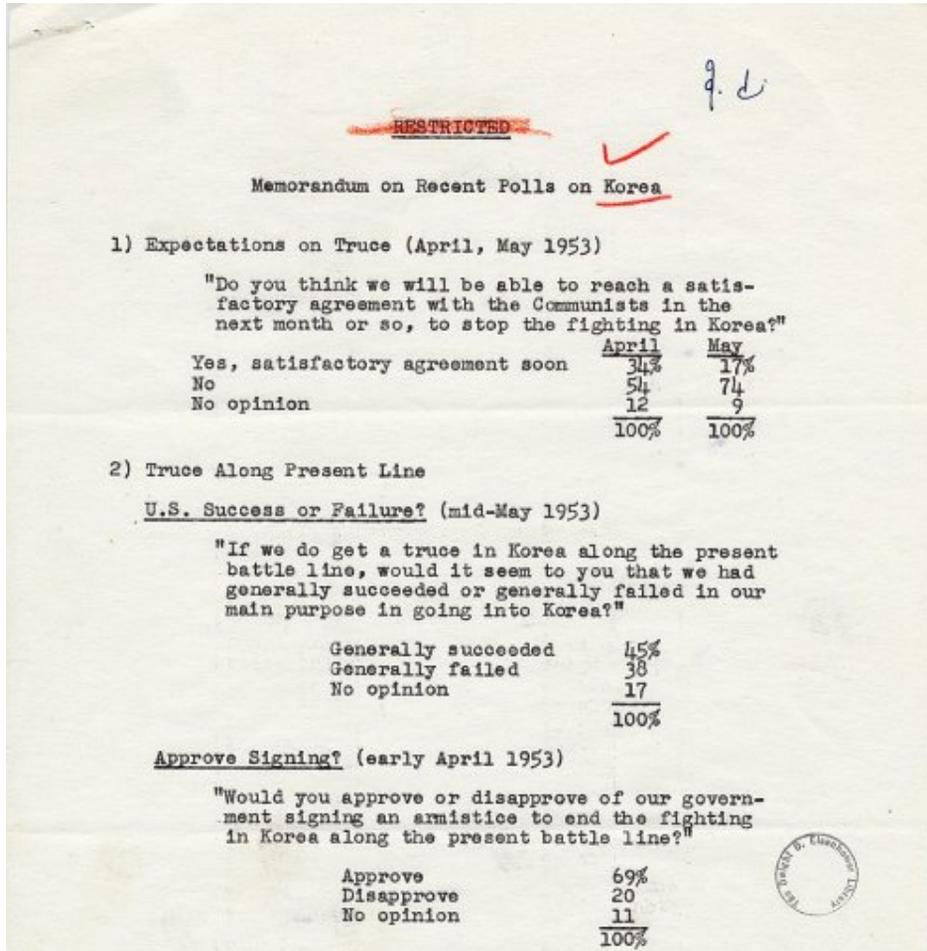
'New War' On, Says Mac; Asks U. N. for Guidance

U. S. H-Bomb Plants To Be Started Soon

The Brooklyn Eagle newspaper's front page headline highlighted that Chinese forces were entering the Korean War to support the North Korean forces, November 28, 1950.

<https://brooklyneagle.com/articles/2018/11/28/november-28-on-this-day-in-1950-200000-chinese-soldiers-invade-north-korea/>

PRIMARY SOURCE DOCUMENT #5



Government commissioned opinion poll showing American reactions to the Korean War, June 2, 1953.

<https://www.eisenhowerlibrary.gov/sites/default/files/research/online-documents/korean-war/public-opinion-1953-06-02.pdf>

EXAMINING KOREAN WAR SOURCES HANDOUT

Name: _____ Period: _____

What Do These Sources Tell Us?

Maps, images, and other documents can provide us with a lot more information than we might originally think. As you examine the provided sources, answer the questions below to help you develop a more complete understanding of the Korean War.

Korean War Maps



The Four Phases of the Korean War

CHINA NORTH KOREA SOUTH KOREA
N. KOREAN ATTACK
JUNE 25, 1950

CHINA NORTH KOREA SOUTH KOREA
U.S. M. KOREAN ATTACK
SEPT. 14, 1950

CHINA NORTH KOREA SOUTH KOREA
MACARTHUR'S ADVANCE
NOV. 25, 1950

CHINA NORTH KOREA SOUTH KOREA
CHINESE COUNTER-ATTACK
JULY 27, 1953

NORTH KOREA SOUTH KOREA
Military Demarcation Line
Demilitarized Zone (DMZ)
Seoul

What information do these maps tell me about the Korean War?

What do these maps show?

How do these maps help me to better understand the Korean War?

What time(s) do you see represented by the maps?

Korean War Military Casualties Chart

KOREAN WAR MILITARY CASUALTIES

COUNTRY	DEATHS	WOUNDED	POW/MIA	TOTAL
South Korea	178,569	152,022	42,769	373,360
United States	36,634 2174 MIA/USA Source: DPAA	103,284*	More than 7,500 presumed, currently 6,497	154,592 presumed, currently 153,509*
United Nations	49,670	104,280	9,931	164,881
North Korea	52,000 Source: United States Military	172,000*	100,000	301,000*
China	138,600	208,400	25,600	372,600

* Statistics are approximated.

Source: Korean Defense Research Institute, Department of Defense, ROK (South Korea)
Note: US statistics are approximate.

What information is presented in the chart?

What information does this chart tell me about the Korean War?

How does this chart help me to better understand the Korean War?

Primary Source Images

Image
#1



When was this image taken?

Who is seen in the image?

Make THREE observations about the source:

What information does this image tell me about the Korean War?

How does this image help me to better understand the Korean War?

Image
#2



When was this image taken?

Who is seen in the image?

Make THREE observations about the source:

What information does this image tell me about the Korean War?

How does this image help me to better understand the Korean War?

**Image
#3**



When was this image taken?

Who is seen in the image?

Make THREE observations about the source:

What information does this image tell me about the Korean War?

How does this image help me to better understand the Korean War?

Image
#4



When was this image taken?

Make THREE observations about the source:

What information does this image tell me about the Korean War?

Who is seen in the image?

How does this image help me to better understand the Korean War?

Image
#5



When was this image taken?

Who is seen in the image?

Make THREE observations about the source:

What information does this image tell me about the Korean War?

How does this image help me to better understand the Korean War?

**Image
#6**



When was this image taken?

Who is seen in the image?

Make THREE observations about the source:

What information does this image tell me about the Korean War?

How does this image help me to better understand the Korean War?

Image
#7



When was this image taken?

Who is seen in the image?

Make THREE observations about the source:

What information does this image tell me about the Korean War?

How does this image help me to better understand the Korean War?

Image
#8



When was this image created?

Who is seen in the image?

Make THREE observations about the source:

What information does this image tell me about the Korean War?

How does this image help me to better understand the Korean War?

Image
#9



When was this image taken?

Who is seen in the image?

Make THREE observations about the source:

What information does this image tell me about the Korean War?

How does this image help me to better understand the Korean War?

Primary Source Documents

<p>Document #1</p>	<p>Statement by President Harry S. Truman on the invasion of South Korea by North Korean forces, June 27, 1950</p> <p>When was this document written?</p> <p>Who wrote the document?</p> <p>Who were they writing the document to?</p>	<p>Where was the document written?</p> <p>What was the purpose of this document?</p> <p>What information does this document tell me about the Korean War?</p> <p>How does this document help me to better understand the Korean War?</p>
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<p>Document #2</p>	<p>"Forgotten Men" Performed by Don Reno and Red Smiley Recorded August 27, 1956</p> <p>When was this document written?</p> <p>Who wrote the document?</p> <p>Who were they writing the document to?</p>	<p>Where was the document written?</p> <p>What was the purpose of this document?</p> <p>What information does this document tell me about the Korean War?</p> <p>How does this document help me to better understand the Korean War?</p>
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<p>Document #3</p>	<p><i>The Korean War</i> Matthew Ridgway</p> <p>When was this document written?</p> <p>Who wrote the document?</p> <p>Who were they writing the document to?</p>	<p>Where was the document written?</p> <p>What was the purpose of this document?</p> <p>What information does this document tell me about the Korean War?</p> <p>How does this document help me to better understand the Korean War?</p>
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<p>Document #4</p>	<p>Front Page of Brooklyn Eagle newspaper, November 28, 1950</p> <p>When was this document written?</p> <p>Who wrote the document?</p> <p>Who were they writing the document to?</p>	<p>Where was the document written?</p> <p>What was the purpose of this document?</p> <p>What information does this document tell me about the Korean War?</p> <p>How does this document help me to better understand the Korean War?</p>
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<p>Document #5</p>	<p>Opinion Poll Concerning Americans' Views on the Korean War, June 2, 1953</p> <p>When was this document written?</p> <p>Who wrote the document?</p> <p>Who were they writing the document to?</p>	<p>Where was the document written?</p> <p>What was the purpose of this document?</p> <p>What information does this document tell me about the Korean War?</p> <p>How does this document help me to better understand the Korean War?</p>
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THE "STORY" OF THE KOREAN WAR

Name: _____ Period: _____

Putting the Sources in Chronological Order to Tell the Story of the Korean War

Using the primary sources from the previous activity, put the images and documents in chronological order. Note: The first one has been done for you.

THE FOUR PHASES OF THE KOREAN WAR



Order and Date	Source
PHASE 1: June 25, 1950	
#1 June 25, 1950	Image # 6
#2	
#3	
#4	

PHASE 2: September 14, 1950	
#5	
#6	
PHASE 3: November 25, 1950	
#7	
#8	
#9	
#10	
#11	
#12	
#13	
PHASE 4: July 27, 1953	
#14	

Analyzing the Story of the Korean War

Use the information from the sources AND the Four Phases of the Korean War Maps to help you answer the following question in the box below:

Considering all primary source images and documents,
summarize the story of the Korean War.

SACRIFICES OF VETERANS OF THE KOREAN WAR

Name: _____ Period: _____

What Hardships and Sacrifices Did the Veterans of the Korean War Face?

Read Melinda L. Pash's excerpt below about the experiences of veterans of the Korean War.

Unlike their older brothers and cousins who served in World War II and returned to ticker-tape parades and welcoming bands, Korean War veterans returned quickly to a country that in their absence scarcely missed them. Though Americans initially rallied to the war drum when President Harry S. Truman called on the nation to defend South Korea from communist aggression, the lack of meaningful home-front participation in the form of rationing or other personal sacrifice soon made Korea only a minor distraction for the American public. As soldiers still green to the battle clung to the Pusan [Busan] Perimeter, as marines fought their way out of Chosin [Jangjin] Reservoir with frozen feet and staggering casualties, and as GIs tried to hold the line in a bloody stalemate half a world away, Americans at home went on with their business as usual, concentrating on making the most of the prosperous post-World War II economy. Fearing wartime shortages, they snapped up furniture and televisions, refrigerators and cars. In Fords and Lincolns and Chevrolets, the war drove right out of the minds of many Americans and into the middle and back pages of newspapers. Returning veterans could only wonder at the world that seemingly had forgotten them, surprised that "there was no evidence that the civilian population of the USA even know (or cared) that those of us getting off the ship had seen desperate combat" [quoting Robert Henderson, "Korean War Veteran Survey," 9, *Center for the Study of the Korean War*, Graceland University, Independence, Missouri]. (p. 1)

Melinda L. Pash, *In the Shadow of the Greatest Generation: The Americans Who Fought the Korean War*, 2012 (excerpt).

Using the information that Pash provides in the passage above, pick ONE Primary Source Image and ONE Primary Source Document to make an evidence-based argument that dispels the "Forgotten War" perspective and honors the sacrifices made by those who participated in the Korean War.

THE STORY OF THE KOREAN WAR CHRONOLOGY - ANSWER KEY

Order and Date	Source	
PHASE 1: June 25, 1950		
<p>#1 June 25, 1950</p>	<p>Image #6</p>	
<p>#2 June 27, 1950</p>	<p>Document #1</p>	
<p>#3 August 28, 1950</p>	<p>Image #5</p>	
<p>#4 September 1950</p>	<p>Image #2</p>	

PHASE 2: September 14, 1950

<p>#5 September 15, 1950</p>	<p>Image #4</p>	
<p>#6 October 25, 1950</p>	<p>Image #7</p>	

PHASE 3: November 25, 1950

<p>#7 November 27, 1950</p>	<p>Image #3</p>	
<p>#8 November 28, 1950</p>	<p>Document #4</p>	
<p>#9 May 1951</p>	<p>Image #8</p>	
<p>#10 July 8, 1951 - July 27, 1953</p>	<p>Image #9</p>	

<p>#11 July 8, 1951 - July 27, 1953</p>	<p>Document #3</p>	
<p>#12 June 2, 1953</p>	<p>Document #5</p>	
<p>#13 July 1, 1953</p>	<p>Image #1</p>	
<p>PHASE 4: July 27, 1953</p>		
<p>#14 August 27, 1956</p>	<p>Document #2</p>	

EXTENSION HANDOUT – KATUSA



Larry Kinard, second from right, with KATUSAs during the Korean War (Korean Augmentation To the United States Army).

The Korean Augmentation To the United States Army (KATUSA) Soldier Program was initiated in 1950 after the outbreak of the Korean War. The program was created because the U.S. Army needed a better understanding of the physical geography of Korea, the ability to distinguish allied troops (South Korean) from enemy troops, and improved communications between U.S. soldiers and Korean soldiers. The KATUSA soldiers were a critical resource during the Korean War and 7,174 sacrificed their lives fighting side-by-side with U.S. soldiers. After the armistice, the KATUSA Soldier Program continued and today it still serves to increase the effectiveness of U.S. troops stationed in South Korea. The KATUSA program is symbolic of the strong friendship and 70+ year alliance between South Korea and the United States. Because KATUSA served under the U.S. Command, the names of 7,174 KATUSA are listed along with the names of 36,634 U.S. service personnel who died during the Korean War on the Korean War Veterans Memorial Wall of Remembrance in Washington, D.C.

CHAPTER 3

HUMAN GEOGRAPHY

HUMAN GEOGRAPHY: THE POWER OF PLACE

FOCUS

DISCIPLINARY SKILLS: Stimulus Analysis

GUIDING QUESTION: How do the characteristics of places differ, change, and contribute to the sacrifice made by Korean War personnel?

LESSON OVERVIEW:

Students will first examine the hometown of a Korean War soldier to see what life was like in the 1940s. Next, students will examine a place the soldier served during the Korean War. Students will also consider the similarities and differences between the soldier's hometown and their place of service in Korea. Then students will examine characteristics of that same place in Korea today, paying attention for evidence of continuity and/or change. Lastly, students will make an evidence-based argument as to the extent to which the Korean War changed Korea.



LEARNING TARGET: I can analyze sources for evidence of place characteristics.



CHECK FOR UNDERSTANDING

After analyzing place characteristics of a veteran's hometown, the veteran's place of service initially in Korea, and Korea today, students will make evidence-based claims as to the extent to which the Korean War changed Korea.

MATERIALS NEEDED FOR:

IN CLASS ACTIVITY

- ▶ Picture or online mapping satellite view of location
- ▶ Activity 1, Group 1 Handout
- ▶ Activity 1, Group 2 Handout
- ▶ Activity 1, Group 3 Handout
- ▶ Activity 2, Group 1 Handout
- ▶ Activity 2, Group 2 Handout
- ▶ Activity 2, Group 3 Handout
- ▶ Activity 3, Group 1 Handout
- ▶ Activity 3, Group 2 Handout
- ▶ Activity 3, Group 3 Handout
- ▶ Exit Ticket

LESSON FOCUS: ANALYZING CHARACTERISTICS OF PLACE

Guiding Question: How do the characteristics of places differ, change, and contribute to the sacrifice made by Korean War personnel?

SEQUENCE OF INSTRUCTION

CLASS ACTIVITY: WARMUP/INTRODUCTION

Using their current location, students will examine the physical and human characteristics of place.

PROCEDURE

- ▶ Pull up a picture from your location or utilize the satellite view of the area immediately around your school campus from Google maps or another online mapping site.
- ▶ Have students make observations regarding the image.
- ▶ Ask students to share their observations, compiling a class list.
- ▶ Using the class list, have students determine which observations relate to physical characteristics of a place and which relate to human characteristics of a place.
- ▶ In pairs, have students come up with at least three other pieces of information that would help better/more completely describe the location.

TEACHER NOTES

The following chart appears in Student Activity 1. If students struggle with observations, you may wish to prompt them, either displaying the chart or by challenging students to make other observations with questions (e.g., what can we tell about the economic activities (jobs) in this visual)?

Example Physical Characteristics	Example Human Characteristics
Landforms Climate Elevation Water features Vegetation Animals	Population size Population density Religion Economic activities Built environment (buildings, roads, etc.) Language patterns



TEACHING TIP

If students are completely unfamiliar with characteristics of places and/or analyzing stimulus material you may need to assign small groups or individual students a specific characteristic. However, make sure specific characteristics can be reasonably identified from the image or other materials you are using.

CLASS ACTIVITY 1: EXPLORING THE HOMETOWNS OF KOREAN WAR VETERANS

- ▶ Assign students to small groups of 3-5, depending on class size. There should be no less than 3 groups and no more than 6 groups.
- ▶ Assign each group a Korean War Veteran. Explain that each group is going to analyze the hometown of their assigned Veteran and that these profiles are actual veterans, not fictional characters.
- ▶ Distribute the corresponding Activity 1 material to each group:

- ▷ Activity 1, Group 1 Handout
- ▷ Activity 1, Group 2 Handout
- ▷ Activity 1, Group 3 Handout
- ▶ As groups write down their observations, be sure to circulate and challenge them to extend their thinking.
- ▶ When groups have completed their work, have them share their summary of impressions for the hometown and additional information that would help analyze the place.
- ▶ Extension: Have students find more information about the hometown of their assigned veteran and determine if any of this research challenges or confirms their initial impressions.

TEACHER NOTES

Some students may be unfamiliar with the Korean War. If so, you may wish to provide a brief overview of the War. This website (<https://koreanwarlegacy.org/chapters/>) provides students with the story of the Korean War from beginning to end with an overview, interview clips from veterans, and artifacts to help students to better understand the war. The assigned veterans may also be found on the site if students are interested in hearing more of their story.



TEACHING TIP

Mixed ability groups are best for this activity. Have each group member take a turn to write down observations on the group handout in order to help facilitate full group participation.

CLASS ACTIVITY 2: CHARACTERISTICS OF KOREA IN THE 1950S

In this activity students will examine sources that describe the place where veterans served in Korea.

- ▶ Students should continue in their small groups from the previous activity.
- ▶ Distribute the corresponding Activity 2 material to each group:
 - ▷ Activity 2, Group 1 Handout
 - ▷ Activity 2, Group 2 Handout
 - ▷ Activity 2, Group 3 Handout
- ▶ On the handout, students will:
 - ▷ analyze the sources for characteristics of the place.
 - ▷ compare the characteristics of place for the Korean location with the hometown.
 - ▷ hypothesize how the individual might have felt being in a different place during war time.
- ▶ Groups will share their impressions of the place in Korea along with challenges with the class.
- ▶ Share this clip of one veteran's impressions of Korea. Note: The veteran becomes emotional when describing his memories. <https://www.youtube.com/watch?v=4h4jEVNe7i0&start=135&end=300> (5 minutes)
- ▶ How do you think this narrative compares with what their assigned veteran might say? How might their hometown impact the narrative? How might their location of service in Korea impact their narrative? What other individual circumstances might impact how people react to and describe a new place?

- ▶ Extension: Have students go to the Korean War Legacy interview archive <https://koreanwarlegacy.org/interactive-library/> and view their assigned Veteran's first impressions.
- ▶ What did they expect the Veteran to say? Was anything the veteran said surprising?



TEACHING TIP

Remind students that these veterans are real people. In addition to the veterans, the people in Korea they encounter are also real people. The places being described are someone's hometown. As a result, students should be encouraged to approach the content with empathy and a desire for understanding.

CLASS ACTIVITY 3: CHANGE AND CONTINUITY IN KOREA

Students will examine the same place their veteran was assigned using modern sources to analyze the changes.

- ▶ Students will continue working in their veterans small groups from the previous activity.
- ▶ Distribute the corresponding Activity 3 material to each group:
 - ▷ Activity 3, Group 1 Handout
 - ▷ Activity 3, Group 2 Handout
 - ▷ Activity 3, Group 3 Handout
- ▶ Students will use current sources to examine the characteristics of place on their group handout.
- ▶ On the handout, students will then compare those characteristics with the original characteristics they identified. What other information would be helpful to have/know about the place?
- ▶ Ask groups to share a summary of what continuities and/or changes they observed.
- ▶ Note which changes are mentioned by most groups.
- ▶ Show this clip of Australian Korean War Veteran Albert Grocott. <https://www.youtube.com/watch?v=WwkoLdylSv8&start=459&end=601>
 - ▷ What does he say about how Korea changed from the 1950s to the 2000s?
- ▶ As a whole class, brainstorm processes that might account for the changes expressed by most groups.

TEACHER NOTES

Students may need additional prompting if they have not studied processes such as industrialization and urbanization. Even if students cannot name the processes, they should be able to analyze the differences between the visuals.



TEACHING TIP

If time allows, have students look at satellite imagery of modern Korea using an online mapping site.

CLASS ACTIVITY 4: CHECK FOR UNDERSTANDING

Exit Ticket

Using the Exit Ticket, students will examine the changes that occurred over time in the place where their assigned veteran was deployed.

- ▶ Individually, students will complete the Exit Ticket Handout.
- ▶ Students will answer the following prompts:
 - ▷ Using evidence from the sources, explain the degree to which the Korean War has changed Korea.
 - ▷ In your opinion, were the sacrifices made by those who served in Korea worth the outcome? Explain.
- ▶ Remind students to Include specific examples from the stimulus material they examined.

RECOMMENDED EXTENSION: CONNECTING TO YOUR HOMETOWN

CLASS ACTIVITY: Extension

- ▶ Find a Korean War veteran that was from your hometown.
- ▶ Research their story prior to the Korean War.
- ▶ Find where they served in the Korean War.
- ▶ Compare their story with those explored in class. What may account for the similarities and differences?
- ▶ Consider the sacrifice the veteran made in not only serving during wartime, but also with the challenges of being in an unfamiliar place.

IN-CLASS ACTIVITY MATERIALS

ACTIVITY 1, GROUP 1 - STUDENT HANDOUT

Biography Card

John Funk ("Jack")

- Born and raised in Philadelphia, Pennsylvania on September 28, 1928
- Graduated in 1950 from Temple University on a gymnastics scholarship
- Grew up during World War II, wanted to be part of the "spirit" of the United States
- Did not know anything about Korea prior to 1950
- Was able to be an officer due to his college education
- Applied for a commission in the Medical Service Corps
- Was married a few months before he left for Korea



Example Physical Characteristics

Landforms
Climate
Elevation
Water features
Vegetation
Animals

Example Human Characteristics

Population size
Population density
Religion
Economic activities
Built environment (buildings, roads, etc.)
Language patterns

Explore the sources showing Jack's hometown in the 1940s, just before he left for the Korean War. For each source, what does it tell you about Philadelphia, Pennsylvania as a place? Some sources only really give insight to physical characteristics, some are focused on human characteristics, and others have both.



The USS Albemarle and the USS Curtiss at the Philadelphia Naval Shipyard, 1940.

[https://commons.wikimedia.org/wiki/File:USS_Albemarle_\(AV-5\)_and_USS_Curtiss_\(AV-4\)_fitting_out_at_the_Philadelphia_Naval_Shipyard_in_late_1940_\(NH_96539\).jpg](https://commons.wikimedia.org/wiki/File:USS_Albemarle_(AV-5)_and_USS_Curtiss_(AV-4)_fitting_out_at_the_Philadelphia_Naval_Shipyard_in_late_1940_(NH_96539).jpg)

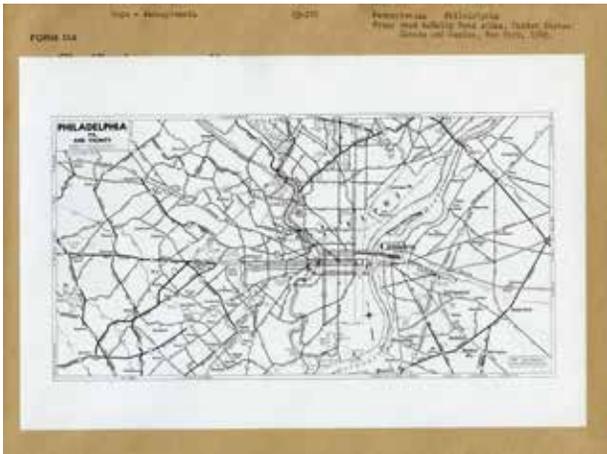
Physical and/or Human Characteristics



An alley in Philadelphia, 1947.

[https://commons.wikimedia.org/wiki/File:Elfreth%E2%80%99s_Alley,_looking_west_towards_Second_Street,_Philadelphia,_Pa._November_4,_1947._\(6721171623\).jpg](https://commons.wikimedia.org/wiki/File:Elfreth%E2%80%99s_Alley,_looking_west_towards_Second_Street,_Philadelphia,_Pa._November_4,_1947._(6721171623).jpg)

Physical and/or Human Characteristics



A map of Philadelphia, 1942.

<https://catalog.archives.gov/id/205740882>

Physical and/or Human Characteristics



A dining car from the Pennsylvania Railroad, 1948.

Photo of the twin dining car of the Pennsylvania Railroad's Trail Blazer. The railroad used this type of dining car when it re-did its trains in the late 1940s. https://commons.wikimedia.org/wiki/File:Trail_Blazer_twin_unit_diner_1948.JPG

Physical and/or Human Characteristics

ACTIVITY 1, GROUP 2 - STUDENT HANDOUT

Biography Card

Alvin Gould

- Born in Janesville, Wisconsin on September 21, 1929
- After high school, attended the Rizzo School of Music pursuing a degree in classical accordion
- Tried out for the U.S. Army band, but was sent to Korea as an infantryman
- Reassigned to the 10th Special Services Company to play the accordion with a traveling group of musicians for troops throughout Korea
- Took part in shows near the front line, as well as shows for MASH units and President Syngman Rhee



Example Physical Characteristics	Example Human Characteristics
Landforms Climate Elevation Water features Vegetation Animals	Population size Population density Religion Economic activities Built environment (buildings, roads, etc.) Language patterns

Explore the sources showing Alvin’s hometown. For each source, what does it tell you about Janesville, Wisconsin as a place? Some sources only really give insight to physical characteristics, some are focused on human characteristics, and others have both.



1940 Census Enumeration Maps.

[https://commons.wikimedia.org/wiki/File:1940_Census_Enumeration_District_Maps_-_Wisconsin_-_Rock_County_-_Janesville_-_ED_53-31_-_ED_53-47_-_NARA_-_5840848_\(page_2\).jpg](https://commons.wikimedia.org/wiki/File:1940_Census_Enumeration_District_Maps_-_Wisconsin_-_Rock_County_-_Janesville_-_ED_53-31_-_ED_53-47_-_NARA_-_5840848_(page_2).jpg)

Physical and/or Human Characteristics



This picture is from today, but the storefronts date to the early 1900s.
https://commons.wikimedia.org/wiki/File:Downtown_Janesville.jpg

Physical and/or Human Characteristics

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Janesville Assembly Plant, picture from 2019 but built in 1919.
[https://commons.wikimedia.org/wiki/File:Janesville_GM_Assembly_Plant_exterior_\(3550720936\).jpg](https://commons.wikimedia.org/wiki/File:Janesville_GM_Assembly_Plant_exterior_(3550720936).jpg)

Physical and/or Human Characteristics

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St. Mary's Catholic Church, built in 1902. Picture from 2012.
https://upload.wikimedia.org/wikipedia/commons/6/62/St._Mary%27s_Catholic_Church_Janesville%2C_WI_-_panoramio.jpg

Physical and/or Human Characteristics

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ACTIVITY 1, GROUP 3 - STUDENT HANDOUT

Biography Card

John Joseph Whelan Jr (“Jack”)

- Born in Washington DC on September 11, 1930
- Attended Princeton University
- Initially wanted to be a writer, but was discouraged from that and instead became an architect
- Knew almost nothing about Korea prior to his service, one of the only exposures he had with Korea were two lamps in his home that were brought back from Korea by his grandfather
- Was a rifleman and then correspondent in Korea



Example Physical Characteristics

Landforms
Climate
Elevation
Water features
Vegetation
Animals

Example Human Characteristics

Population size
Population density
Religion
Economic activities
Built environment (buildings, roads, etc.)
Language patterns

Explore the sources showing John’s birthplace in the 1940s. For each source, what does it tell you about Washington DC as a place? Some sources only really give insight to physical characteristics, some are focused on human characteristics, and others have both.



Car in front of Shulman’s Market on N at Union St. S.W., Washington, D.C.
<https://commons.wikimedia.org/wiki/File:Rosskam-dc1.jpg>

Physical and/or Human Characteristics

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Summarize your impressions of Washington D.C. in the 1940s.

What other information would you need to effectively analyze the physical and human characteristics of Washington D.C. in the 1940s? Explain why this information would be helpful.

IN-CLASS ACTIVITY MATERIALS

ACTIVITY 2, GROUP 1 - STUDENT HANDOUT

John originally arrived in Pusan (today Busan). John did not really know anything about Korea from high school or college. What questions would you have had about Korea before arriving?

Explore the documents showing Busan in the 1950s, around the time John arrived. For each document, what does it tell you about Busan, Korea as a place?



Busan Harbor, 1950
https://commons.wikimedia.org/wiki/File:Pier_2_at_Pusan.jpg

Physical and/or Human Characteristics

Blank space for student response.

Busan Population 1950-1953

Year	Population
1953	1,005,460
1952	985,877
1951	966,622
1950	947,770

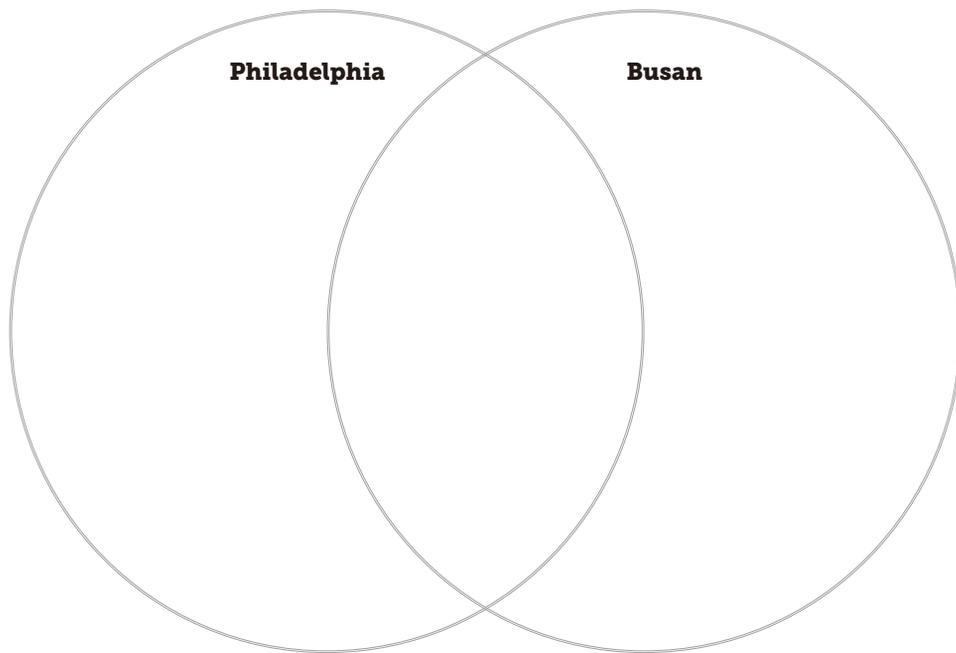
<https://worldpopulationreview.com/world-cities/busan-population>

Physical and/or Human Characteristics

Summarize your impressions of Busan in the 1950s.

What other information would you need to effectively analyze the physical and human characteristics of Busan in the 1950s? Explain why this information would be helpful.

Using the Venn Diagram, compare Philadelphia with Busan.



**What might be some of the challenges when arriving in a new place?
(In addition to serving in the war.)**



<https://api.army.mil/e2/c/images/2018/03/27/511261/original.jpg>

The above picture is a U.S. Army picture taken by Master Sgt. Thomas Benton Hutton during the Korean War. This group of men are believed to be early Korean Augmentation To the United States Army (KATUSA). The KATUSA fought alongside U.S. soldiers.

How might having locals next to you help when fighting in and adjusting to an unfamiliar place?

IN-CLASS ACTIVITY MATERIALS

ACTIVITY 2, GROUP 2 - STUDENT HANDOUT

Alvin originally arrived in Incheon. Alvin did not really know much about Korea from high school or college. What questions would you have had about Korea before arriving?

Explore the documents showing Incheon in the 1950s, around the time Alvin arrived. For each document, what does it tell you about Incheon, Korea as a place?



A U.S. Marine Corps Sikorsky HRS-1 helicopter (BuNo 127789) landing the first group of U.S. Marines during maneuvers off Incheon, Korea, on 1 September 1952. The HRS-1 was assigned to Marine helicopter transport squadron HMR-161 aboard the escort carrier USS Sicily (CVE-118).

https://commons.wikimedia.org/wiki/File:HRS-1_over_Inchon_beach_Korea_1952.jpeg

Physical and/or Human Characteristics

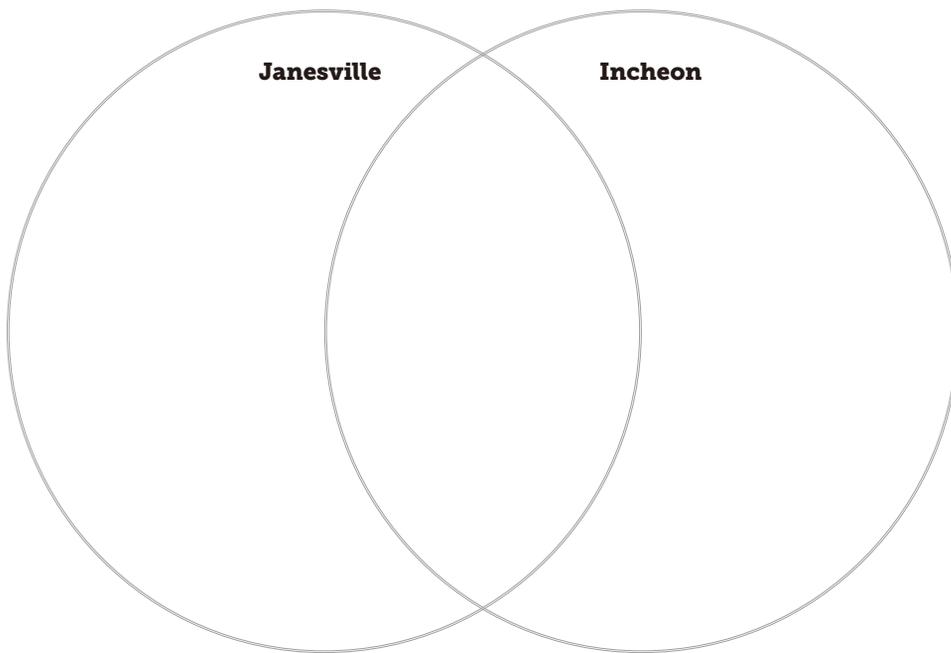


Refugees crowd railway depot at Incheon, Korea, in hopes that they may be next to board for a trip further south.

https://commons.wikimedia.org/wiki/File:28-1608a_Refugees_crowd_railway_depot_at_Inchon,_Korea,_in_hopes_they_may_be_next_to_get_ aboard_for_trip_further_south_and_safety_from_communist_hordes.gif

Physical and/or Human Characteristics

Using the Venn Diagram, compare Janesville with Incheon.



**What might be some of the challenges when arriving in a new place?
(In addition to serving in the war.)**



<https://api.army.mil/e2/c/images/2018/03/27/511261/original.jpg>

The above picture is a U.S. Army picture taken by Master Sgt. Thomas Benton Hutton during the Korean War. This group of men are believed to be early Korean Augmentation To the United States Army (KATUSA). The KATUSA fought alongside U.S. soldiers.

How might having locals next to you help when fighting in and adjusting to an unfamiliar place?

IN-CLASS ACTIVITY MATERIALS

ACTIVITY 2, GROUP 3 - STUDENT HANDOUT

One of the places Jack served was in Yanggu-gun, part of which was commonly referred to as the Punchbowl during the Korean War. Jack did not really know much about Korea. What questions would you have had about Korea before arriving?

Explore the documents showing Yanggu-gun in the 1950s, around the time Jack arrived. For each document, what does it tell you about Yanggu-gun as a place?



1st Marine Division Leathernecks as they rest during a "tull" in the UN struggle for "Punchbowl Valley."

https://commons.wikimedia.org/wiki/File:The_natural_beauty_of_this_quiet_scene_in_North_Korea_means_little_to_these_1st_Marine_Division_Leathernecks_as_they_rest_during_a_%22tull%22_in_the_UN_struggle_for_%22Punchbowl_Valley_127-GK-234B-A155066.jpg

Physical and/or Human Characteristics

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D.M.Z: the borderline between the North Koreans and us (Steven's own note) Coverage: The DMZ, 1952-4.

<https://koreanwarlegacy.org/interviews/steven-montalbano/#photo-d-m-z-the-borderline-between-the-north-koreans-and-us>

Physical and/or Human Characteristics

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Inspection by leading figures of the UN Forces nearby Punchbowl, Korea.

https://commons.wikimedia.org/wiki/File:Baik_Sun-yup_and_Collins_Righway_ather_1951-October-05.jpg

Physical and/or Human Characteristics



Marine infantrymen take cover behind a tank while it fires on Communist troops ahead.

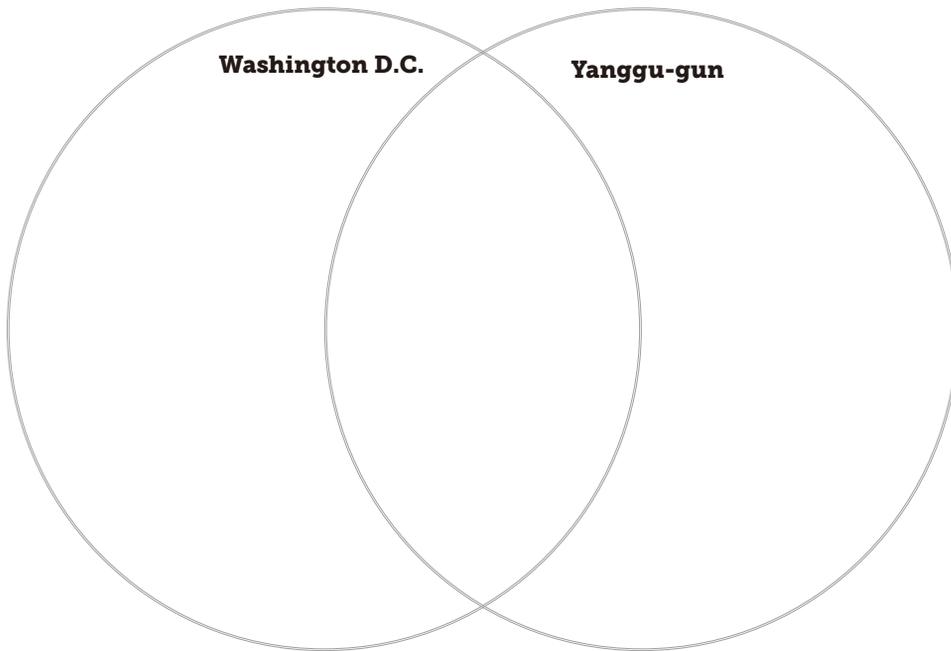
https://commons.wikimedia.org/wiki/File:Marine_infantrymen_take_cover_behind_a_tank_while_it_fires_on_Communist_troops_ahead_HD-SN-99-03079.jpg

Physical and/or Human Characteristics

Summarize your impressions of Yanggu-gun in the 1950s.

What other information would you need to effectively analyze the physical and human characteristics of Yanggu-gun in the 1950s? Explain why this information would be helpful.

Using the Venn Diagram, compare Washington D.C. with Yanggu-gun.



**What might be some of the challenges when arriving in a new place?
(In addition to serving in the war.)**



<https://api.army.mil/e2/c/images/2018/03/27/511261/original.jpg>

The above picture is a U.S. Army picture taken by Master Sgt. Thomas Benton Hutton during the Korean War. This group of men are believed to be early Korean Augmentation To the United States Army (KATUSA). The KATUSA fought alongside U.S. soldiers.

How might having locals next to you help when fighting in and adjusting to an unfamiliar place?

IN-CLASS ACTIVITY MATERIALS

ACTIVITY 3, GROUP 1 - STUDENT HANDOUT

Many years have passed since the Korean War began. Examine each of the sources for evidence of change and/or continuity.



Busan Tower, 2020.
https://commons.wikimedia.org/wiki/File:Busan_Tower_20200522_014.jpg

Evidence of Change and/or Continuity



Busan Bridge, 2020.
https://commons.wikimedia.org/wiki/File:Busan_Bridge_20200522_001.jpg

Evidence of Change and/or Continuity



Port of Busan, 2005.
https://commons.wikimedia.org/wiki/File:Busan_Port.JPG

Evidence of Change and/or Continuity



Gwangbok-dong Cultural & Fashion Street at night in Busan, 2018.

https://commons.wikimedia.org/wiki/File:Gwangbok-dong_Cultural_%26_Fashion_Street_at_night_1.jpg

Evidence of Change and/or Continuity

What other information would you need to effectively analyze change and/or continuity in Busan? Explain why this information would be helpful.

IN-CLASS ACTIVITY MATERIALS

ACTIVITY 3, GROUP 2 - STUDENT HANDOUT

Many years have passed since the Korean War began. Examine each of the sources for evidence of change and/or continuity.



Incheon Bridge, 2008

https://commons.wikimedia.org/wiki/File:Incheon_Bridge_under_construction.jpg

Evidence of Change and/or Continuity



Incheon International Airport, 2016.

https://commons.wikimedia.org/wiki/File:Incheon_International_Airport_IBC.jpg

Evidence of Change and/or Continuity



Incheon Chinatown, Main Gate, 2019.

https://commons.wikimedia.org/wiki/File:%EC%9D%B8%EC%B2%9C_%EC%B0%A8%EC%9D%B4%EB%82%98%ED%83%80%EC%9A%B4_%EC%A0%95%EB%AC%B8_Incheon_chinatown,_Main_gate.jpg

Evidence of Change and/or Continuity



Eulwangri Beach, near Incheon International Airport, 2014.

https://commons.wikimedia.org/wiki/File:Eulwangri_Beach,_near_Incheon_Airport.jpg

Evidence of Change and/or Continuity



Train Station, Incheon, 2016.

https://commons.wikimedia.org/wiki/File:Q497898_Incheon_B05.jpg

Evidence of Change and/or Continuity

What other information would you need to effectively analyze change and/or continuity in Busan? Explain why this information would be helpful.

IN-CLASS ACTIVITY MATERIALS

ACTIVITY 3, GROUP 3 - STUDENT HANDOUT

Many years have passed since the Korean War began. Examine each of the sources for evidence of change and/or continuity.



Along the DMZ, separating North and South Korea, run several levels of highly guarded fences, 2008.

https://commons.wikimedia.org/wiki/File:DMZ_-_Eulji_Observatory_highly_guarded_fences.jpg

Evidence of Change and/or Continuity



Yanggu Fire Station, 2019.

https://commons.wikimedia.org/wiki/File:Yanggu_Fire_Station.JPG

Evidence of Change and/or Continuity



Dootayeon fall in Yanggu-gun, Gangwon Province, 2010.

[https://commons.wikimedia.org/wiki/File:Ecological_peace_belt_to_be_built_in_DMZ_\(4491340111\).jpg](https://commons.wikimedia.org/wiki/File:Ecological_peace_belt_to_be_built_in_DMZ_(4491340111).jpg)

Evidence of Change and/or Continuity



Yanggu-gun office, 2019.

https://commons.wikimedia.org/wiki/File:Yanggu-gun_office.JPG

Evidence of Change and/or Continuity



Entrance to the 4th Infiltration Tunnel, Korean DMZ, 2009.

https://commons.wikimedia.org/wiki/File:Entrance_to_the_4th_Infiltration_Tunnel,_Korean_DMZ.jpg

Evidence of Change and/or Continuity

What other information would you need to effectively analyze change and/or continuity in Yanggu-gun? Explain why this information would be helpful.

IN-CLASS ACTIVITY MATERIALS

EXIT TICKET

Using evidence from the sources, explain the degree to which the Korean War has changed Korea.

In your opinion, were the sacrifices made by those who served in Korea worth the outcome? Explain.

CHAPTER 4

ART

ART: ANALYSIS OF THE KOREAN WAR VETERANS MEMORIAL



FOCUS

DISCIPLINARY SKILLS: Art Analysis

GUIDING QUESTION: How do I analyze works of art?

LESSON OVERVIEW:

Students will learn about an analytical framework helping them formally analyze art through Form, Function, Content, and Context. Each of the four components allows artists to create meaningful work and helps audiences interpret their work. Form involves the deployment of seven visual elements of art: line, shape, form, color, space, texture, and value. Function speaks to the purpose and possible utility of a work. Content describes the subject matter of the “story” being told in a work. Context provides a larger look at factors that could influence both artist intent and audience interpretation like cultural factors. In this lesson, students will practice art analysis of three main parts of the Korean War Veterans Memorial. Students will begin by examining the 19 statues of soldiers through video; still image audio from the sculptor, Frank Gaylord; and text from one of the two architects, William Lecky. Next, using a combination of still images, video and text excerpts from the designer of the Korean War Veterans Memorial Mural, Louis Nelson, students will formally analyze the Mural Wall and the newly designed and constructed Wall of Remembrance. Students will then analyze and evaluate how the memorial’s components honor the sacrifices of those who served in a quick writing exercise.



LEARNING TARGET: I can analyze a work of art to evaluate its effectiveness as a memorial.



CHECK FOR UNDERSTANDING

How do the separate components of the Korean War Veterans Memorial work together to honor the sacrifice of those who served? What choices by the artists helped best achieve the purpose and spirit of honoring sacrifice?

MATERIALS NEEDED FOR:

HOMEWORK

- ▶ Seven Elements of Art Handout
- ▶ Handout #1 Components of Art Analysis

IN CLASS ACTIVITY

- ▶ Warmup- Memorial Statues Analysis
- ▶ Handout #2 - Art Analysis Memorial Statue worksheet
- ▶ Handout #3 - Korean War Veterans Memorial Mural Wall
- ▶ Handout #4 - Art Analysis Memorial Mural worksheet
- ▶ Handout #5 - Art Analysis Wall of Remembrance worksheet
- ▶ Summative Assessment - Memorial Quick Write
- ▶ Key - Art Analysis Statue
- ▶ Key - Art Analysis Mural Wall
- ▶ Key - Art Analysis Wall of Remembrance

LESSON FOCUS: ART ANALYSIS OF THE KOREAN WAR VETERANS MEMORIAL

Guiding Question: How do I analyze works of art?

SEQUENCE OF INSTRUCTION

HOMework: ELEMENTS OF ART

HOMework OVERVIEW: THE SEVEN ELEMENTS OF ART (30 MINUTES):

Using the Seven Elements of Art Handout, students will watch the seven short videos linked within, and take quick notes on something learned about each element. Total viewing time - 27:07 minutes.

TEACHER NOTES

Formal art elements may be foreign to most students. Rather than simply having students read definitions of each, these videos contextualize the elements by explaining each in relation to their use in actual works of art. Students will be analyzing a work of art in class to warmup using their newfound knowledge of each.



TEACHING TIP

The homework assignment asks students to make short notes as they are watching each video. These do not have to be extensive and are merely an attempt to engage students in a task as they watch. Students can make personal reflections about each element, add defining words to clarify what they see on the handout, and/or take notes on artists they enjoy learning about in the context of each element.

CLASS ACTIVITY: WARMUP/INTRODUCTION

WARMUP/INTRODUCTION (15 MINUTES):

ACTIVITY 1: MEMORIAL STATUES ANALYSIS

Using their Seven Elements of Art homework and the Components of Art Analysis handout, students in small groups will analyze the Statues of the Korean War Veterans Memorial using the KWVM Statues Google slide (<https://tinyurl.com/2p8f47ae>).

PROCEDURE

- ▶ Students should first read the Components handout. Each of the four components will be a point for analysis. Use the Seven Elements of Art handout to refamiliarize yourself with the elements you will use to analyze Form.
- ▶ Students will view the first slide of the KWVM Statues slides together in a large group. Play the videos to see the Memorial statues in their setting. There are two videos included. The first one is 1:15 minutes and walks around the memorial and sculptures as if the student were at the site narrated by a veteran. The second slide is narrated by Frank Gaylord, the sculptor, and lasts 45 seconds.
- ▶ Students will view the third slide in small groups. Using the still image and the text from one of the two principal architects, William Lecky, students will dive deeper into the analysis of all four components.
- ▶ Student will use the Art Analysis Memorial Statues Worksheet to record the thinking for each component. Note that the group will need at least two elements for FORM.

- ▶ In a large group, share small group findings for each component. Instructors can use this key to guide discussion as needed.
- ▶ When they have finished the four components, students complete the final question

Which COMPONENT OR ELEMENT do you think was most impactful?

TEACHER NOTES

The goal of this exercise is for students to apply their new knowledge of the formal elements of art to a monument to build confidence in art analysis. Elements used and arguments for each may vary. Tell students that they are engaged in the analysis of FORM, one of the four components of Art Analysis, when commenting on the seven elements. After attempting FORM, groups can use the text next to the image as well as commentary from the video to analyze FUNCTION, CONTENT, and CONTEXT.

The last question - "Which COMPONENT or ELEMENT do you think was most impactful?" - may also need some further clarification for students. They can decide to interpret "impactful" in many ways. Suggest they think about the purpose of a memorial in general and then decide which COMPONENT or ELEMENT most impacts this purpose. Or ask them to react emotionally. What makes them feel sad, happy, or proud? The point of the question is to move students from identifying aspects of the memorial to thinking about how those aspects affect the viewer.



TEACHING TIP

Group students of mixed ability for this warmup. If groups seem reluctant to begin the application of the elements, assign each group 1 of the 7 to begin and then allow groups to share out what they find with the whole group before asking the same groups to analyze a second element. You can also decide to discuss FUNCTION, CONTENT, and CONTEXT together as a large group in order to save time to move onto analysis of the Korean War Veterans Memorial Mural Wall.

If students encounter challenges with CONTENT or CONTEXT due to lack of knowledge about the Korean War, provide them with some sources such as the Korean War Legacy Foundation History Resources (<https://koreanwarlegacy.org/chapters/>) or short videos like "What Caused the Korean War" (<https://youtu.be/jA9neyKI62k>) to build a better understanding. The history lesson in the DPAA lesson plans should also be a resource.

Additionally, the foundation also has a video interview with a Korean War veteran, William Weber, who served as the model/subject for statue #16. The video titled, "A Very Special Honor", (<https://koreanwarlegacy.org/interviews/william-weber/>) may interest students as he discusses how honored he was to be selected to represent all veterans and he additionally discusses how the sculptor made sure to represent veterans of different ethnicities.

CLASS ACTIVITY PART 1:

CLASS ACTIVITY (25 MINUTES): ANALYZING THE KOREAN WAR VETERANS MEMORIAL MURAL WALL

ACTIVITY 1: FORM, FUNCTION, CONTENT, CONTEXT - MURAL WALL

Using their Seven Elements of Art homework and the Components of Art Analysis handout, students in small groups will analyze the Korean War Veterans Mural Wall using the KWVM Mural Wall Google slide (<https://tinyurl.com/yy2yu2w3>).

PROCEDURE

- ▶ Students should read the Components handout. Each of the four components will be a point for analysis. Use the Seven Elements of Art handout to review the elements used to analyze Form.

- ▶ Students will view the KWVM Mural Wall slides together in a large group. Play the video to see the Memorial Mural in its entirety. Students can go back in small groups to view each again as needed.
- ▶ Unlike the prior warmup, these sources also include excerpts from the mural designer that discuss his process and thoughts on the mural and memorials in general. Use these quotes to help with analysis of the four components.
- ▶ Use the Art Analysis Memorial Mural Worksheet to record thinking for each component. Note that the group will need at least two elements for FORM.
- ▶ As a whole class, share small group findings for each component. Instructors can use this key to guide discussion as needed.
- ▶ When students have finished the four components, direct them to the final question

Which COMPONENT OR ELEMENT do you think was most impactful?



TEACHING TIP

The Context for this second analysis would not be different from the first as it is still Korean War related. The quotes from the author explain the Content as in whom/what is being pictured. For a higher-level analysis of Content, move students toward thinking about the function of grouping individuals based on their job assignment, service branch, etc. at a memorial site.

To streamline this task to avoid repetition from the statue analysis, consider focusing analysis on the components of FORM and FUNCTION. Specifically, suggest to students that they focus on the elements of line and form. The text excerpts illustrate how the portraits are arranged in diagonal lines that mimic movement when viewed moving along the wall. Students can visualize this from the video. This movement from one group to another along a diagonal works to create a pattern or form that makes the individual portraits collectively resemble the mountain ranges of Korea.

CLASS ACTIVITY PART 2:

ACTIVITY 2: FORM, FUNCTION, CONTENT, CONTEXT - WALL OF REMEMBRANCE (15 MINUTES)

Using their Seven Elements of Art homework and the Components of Art Analysis handout, students in small groups will analyze the Korean War Veterans Wall of Remembrance using the KWVM Wall of Remembrance Google slide (<https://tinyurl.com/2p9cv972>).

PROCEDURE

- ▶ Students will view the KWVM Wall of Remembrance slide together in a large group.
- ▶ Use the Art Analysis Wall of Remembrance Worksheet to record thinking for each component. Note that the group will need at least two elements for FORM.
- ▶ As a whole class, share small group findings for each component. Instructors can use the handout "Keys - Art Analysis Wall of Remembrance."
- ▶ When students finish the four components, they can complete the final question

Which COMPONENT OR ELEMENT do you think was most impactful?

TEACHER NOTES

This component of the Memorial is slated to be completed by the Memorial rededication on July 27, 2022, National Korean War Veterans Armistice Day that commemorates the cease fire that ended direct hostilities in 1953. Since it is not finished at the time of publication, the images are from architects' designs and the construction of the memorial.



TEACHING TIP

Consider shortening this portion of the analysis if time is a concern. As the images are proposed images, you may also direct students to focus on other aspects of Form, Function, Content and Context that were not as apparent from analysis of the completed statues or mural wall. For instance, students may consider shape for Form when discussing why the wall is in a circle around the pool. Similarly, ask students to analyze the possible symbolism of using a pool under the Content component or the Function of a memorializing a list of the names of the deceased.

SUMMATIVE ACTIVITY:

SUMMATIVE ACTIVITY (5-15 MINUTES): QUICK WRITE - EVALUATING THE MEMORIAL

STUDENTS WILL COMPLETE A QUICK WRITE THAT ANSWERS THIS QUESTION BELOW

1. How do the separate components of the Korean War Veterans Memorial work together to effectively honor the sacrifice of those served?
2. What choices by the artists helped to best achieve the purpose and spirit of honoring sacrifice?

The Summative Assessment - Memorial Quick Write handout provides brainstorming space and a rubric to guide writing.



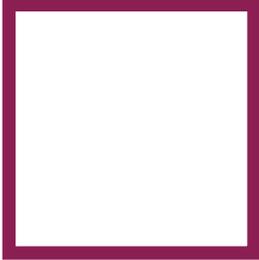
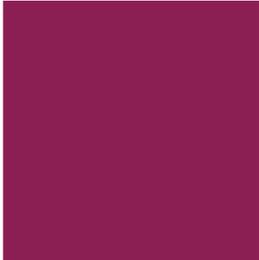
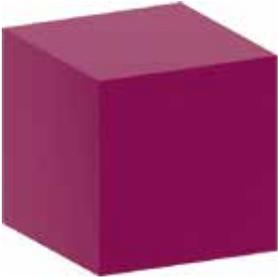
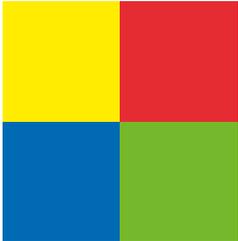
TEACHING TIP

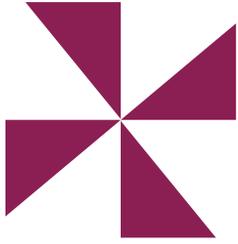
The goal of the assignment is for students to use specific art components and elements to support an argument. Through the use of these components and elements, the theme of honoring sacrifice should be featured in student answers. This may be completed as homework if class time is running short.

IN-CLASS ACTIVITY MATERIALS

HOMEWORK: SEVEN ELEMENTS OF ART

Directions: Click each link to watch short videos that further describe and help visualize each element. As you watch each video, note something you learned about each element based on the images and discussion.

	<p>https://youtu.be/BDePyEFT1gQ.</p> <p>Line is the path created when an object moves from one point to another. Line varies in direction, defines contour or the edge of an object, creates the illusion of space and form, and creates a pattern when repeated. Line has varying characteristics, such as thick and thin, long and short, and curved and straight.</p> <p>NOTE:</p>
	<p>https://youtu.be/bJzGkZwkHt4</p> <p>Shape is when the beginning of a line connects with its own end or intersects with another, a shape is formed. Shape creates patterns when repeated, can be organic or geometric, can be positive or negative, creates rhythm when repeated, creates emphasis when varied in size, creates balance when varied in placement, can be objective or non-objective, can be distorted or extended.</p> <p>NOTE:</p>
	<p>https://youtu.be/9DIPs3T2dQk</p> <p>Form is shape with an added third dimension of depth. Form takes up space in either a real or implied way, can be balanced symmetrically or asymmetrically, can be open or closed, when repeated creates a pattern, can be organic and/or geometric, and can be studied for its historical and cultural significance.</p> <p>NOTE:</p>
	<p>https://youtu.be/wWW_UbrkBEw</p> <p>Color is the light that is reflected off an object. Red, yellow and blue are primary colors that can be mixed and combined to make new colors. Green, orange and violet are secondary colors made from combinations of the three primary colors. Colors can be mixed for intensity and value, can express moods and feelings, can be warm or cool, can give the illusion of distance.</p> <p>NOTE:</p>



https://youtu.be/U11B_0FCn6o

Space is the area in which an artwork is organized. Space encompasses the area within a work of art and can also include the area immediately outside of and around a work of art. Space can be displayed by overlapping shapes, can be displayed by color, can be two or three-dimensional, can be distorted, can be positive and negative, can be shown by proposition.

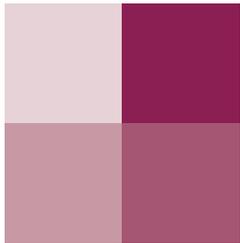
NOTE:



<https://youtu.be/YoOb3JSDAUo>

Texture is the look or feel of a surface, can be real or simulated, can be natural or man-made, can achieve emphasis, and can be affected by lighting conditions.

NOTE:



<https://youtu.be/AAwYHNo31ZQ>

Value is how light or dark a given hue is. It can be created by the manipulation of media, can be expressed through a variety of media, can create movement, can separate a surface, can create an illusion of depth, can be the lightness or darkness of media.

NOTE:

IN-CLASS ACTIVITY MATERIALS

HOMWORK: SEVEN ELEMENTS OF ART

Directions:

- ▶ Analyze the use of the seven elements of art for the Statues of the Korean War Veterans Memorial.
- ▶ Consult the Components of Art Analysis and the Seven Elements of Art handout from your homework.
- ▶ Use both the image and the text below to analyze Form, Function, Content and Context.
- ▶ You must try to use at least two elements in your Form Analysis.
 - ▷ The video is available (<https://drive.google.com/file/d/1CfapeeJVn5km2-sRDb0Qooka3uCnEWnl/>) to view as a whole class.



Narration by Frank Gaylord, Sculptor Link: <https://www.youtube.com/watch?v=6W-DuovAmu8&t=1s>

The 19 stainless steel statues were sculpted by Frank Gaylord of Barre, VT and cast by Tallix Foundries of Beacon, NY. They are approximately seven feet tall and represent an ethnic cross section of America. The advance party has 14 Army, 3 Marine, 1 Navy and 1 Air Force members. The statues stand in patches of Juniper bushes and are separated by polished granite strips, which give a semblance of order and symbolize the rice paddies of Korea. The troops wear ponchos covering their weapons and equipment. The ponchos seem to blow in the cold winds of Korea. The statues are identified at left:

Pos	Service	Duty	Weapon
1.	Army	Lead Scout	M-1
2.	Army	Scout	M-1
3.	Army	Squad Leader	M-1
4.	Army	BAR Man	BAR
5.	Army	BAR Asst	Carbine
6.	Army	Rifleman	M-1
7.	Army	Group Leader	Carbine
8.	Army	Radio Operator	Carbine
9.	Army	Army Medic	None
10.	Army	Forward Observer	Carbine
11.	USAF	Air-Ground Controller	Carbine
12.	USMC	Asst Gunner	Tripod
13.	USMC	Gunner	Mach Gun
14.	Navy	Corpsman	None
15.	USMC	Rifleman	M-1
16.	Army	Rifleman	M-1
17.	Army	Rifleman	M-1
18.	Army	Asst Group Leader	M-1
19.	Army	Rifleman	M-1





"Memorials present a unique challenge for the designer, as well as an important opportunity. They are both a place of public gathering, and for private, personal and emotional reflection. Depending on their message, they can create a place of healing for the soul, a setting for contemplation, the recall of loved ones, and, at the same time, a gathering place for the celebration of life. But there should also be a strong connection to the event, and the time in history, that they are meant to memorialize." (160)

Korean War Veterans Memorial, originally dedicated 1995, redesign dedication July 2022

Designer/Artists:

- Frank Gaylord, Sculptor, Memorial
- Louis Nelson, Designer/Artist, Mural
- Kent Cooper & William Lecky, Architects
- Gen (Ret.) Richard G. Stilwell, Chair, Advisory Board

"When generating the appropriate form for a memorial, there is frequently a vivid dichotomy in the mind of the designer. Should the memorial be created as an abstract expression or a figurative representation? Either can be done...either can be appropriate to the design intent. The question is, which is the best artistic expression for the memorial message...the Korean War Veterans Memorial represent[s] a combination of realistic figures placed in an abstract setting....The Korean War Veterans War Memorial is not so much about loss, as it is about the love of country. It's imagery of a group of young soldiers going into battle to defend a country that they didn't know because their nation asked them to, speaks to the courage and willingness to put their lives in harm's way for the betterment of mankind." (161)

Source: Lecky, William P. *Designing for Remembrance: An Architectural Memoir* (2012).

REFERENCE HANDOUT #1 - COMPONENTS OF ART ANALYSIS

Many decisions go into the creation and subsequent display of a work of art. The following four components provide an analytical framework for understanding the process of creation and to derive meaning from the final product. The components work together to build meaning for both the artist and the viewer.

Adapted from AP Art History Course and Description, Appendix C, 2015.

FORM	<p>The artist's decision as to the shape, structure, and arrangement of components like length, width, and depth of a shape.</p> <ul style="list-style-type: none">• Form uses knowledge of design elements and principles to examine fundamental visual components and their relationship to the work in its entirety [see the Seven Elements of Art Handout for a complete list of these elements and principles].
FUNCTION	<p>The artist's intended use(s) for the work and actual use(s), which may change according to context.</p> <ul style="list-style-type: none">• Functions may be for utility, decoration, communication, and/or commemoration; they may be spiritual, social, political, and/or personally expressive.
CONTENT	<p>The artist's use of interacting, communicative elements of design, representation, and presentation.</p> <ul style="list-style-type: none">• Content includes subject matter - visible imagery may involve formal depictions, representative depictions, and/or symbolic depictions.• Content may be narrative, symbolic, spiritual, historical, mythological, supernatural, and/or propagandistic.
CONTEXT	<p>The intended or unintended meaning or interpretation of the work of art due to its historical and cultural context.</p> <p>Context includes information about:</p> <ul style="list-style-type: none">• The time, place, and culture in which a work of art was created, and when, where and how audiences respond/interact with the work.• The artist's intended purpose for a work of art, the chosen site for the work, and subsequent locations.• Characteristics of the artist and audiences (e.g., aesthetic, intellectual, religious, political, social, and economic).• Patronage, ownership of a work of art, and other power relationships.

HANDOUT #2 - ART ANALYSIS MEMORIAL STATUE WORKSHEET

Record your observations and thoughts as you view the memorial. Try to be as specific as possible with what you see using the language of art.

Image source: Korean War Veterans Memorial Foundation

Text Source: *Designing for Remembrance: An Architectural Memoir* by William P. Lecky, FAIA. LDS Publishing: McLean, Virginia, 2012.



"Memorials present a unique challenge for the designer, as well as an important opportunity. They are both a place of public gathering, and for private, personal and emotional reflection. Depending on their message, they can create a place of healing for the soul, a setting for contemplation, the recall of loved ones, and, at the same time, a gathering place for the celebration of life. But there should also be a strong connection to the event, and the time in history, that they are meant to memorialize." (160)

"When generating the appropriate form for a memorial, there is frequently a vivid dichotomy in the mind of the designer. Should the memorial be created as an abstract expression or a figurative representation? Either can be done...either can be appropriate to the design intent. The question is, which is the best artistic expression for the memorial message...the Korean War Veterans Memorial represent[s] a combination of realistic figures placed in an abstract setting.... The Korean War Veterans War Memorial is not so much about loss, as it is about the love of country. It's imagery of a group of young soldiers going into battle to defend a country that they didn't know because their nation asked them to, speaks to the courage and willingness to put their lives in harm's way for the betterment of mankind." (161)

<p>FORM: line, shape, form, color, space texture, value (at least 2)</p>	<p>FUNCTION: intent, purpose, use</p>
<p>CONTENT: subject matter, imagery, symbolism</p>	<p>CONTEXT: setting, audience, history, culture</p>
<p>Which of the Four COMPONENTs or the Seven ELEMENTs do you think was most impactful? WHY?</p>	
<p></p>	

REFERENCE HANDOUT #3 - KOREAN WAR VETERANS MEMORIAL MURAL WALL

Analyze the use of the Seven Elements of Art for the Mural Wall of the Korean War Veterans Memorial. Consult the Components of Art Analysis and the Seven Elements of Art handout from your homework. Use both the image and the text below to analyze Form, Function, Content and Context. You must try to use at least two elements in your Form Analysis. Note: the video will play by clicking (<https://drive.google.com/file/d/1F1liXERbWA1PAOpsNaSzAROHBAth-O2ao/view>), otherwise view as a whole class.

Image source: <https://www.istockphoto.com/photo/squirrel-at-the-korean-war-memorial-in-washington-dc-gm458617479-20647528>

Korean War Veterans Memorial, originally dedicated 1995, redesign dedication July 2022

Designer/Artists:

- Frank Gaylord, Sculptor, Memorial
- Louis Nelson, Designer/Artist, Mural
- Kent Cooper & William Lecky, Architects
- Gen (Ret.) Richard G. Stilwell, Chair, Advisory Board

"My concept for the wall would be composed of portraits of 'American soldiers,' men and women, taken by the many American military war photographers between 1950 and 1953 in Korea....I gave Linda [artist's assistant] a specific list of occupations to find. She pulled selections of men and women, all cultures, from all the services, Army, Navy, Marines, Air Force and Coast Guard, in all jobs - truck drivers, mechanics, cooks, nurses, doctors, chaplains, gunners, armorers, ammo carriers, pilots, navigators, tank commanders and drivers, landing officers, engineers, construction and communications specialists, and more. Each would become a portrait unto itself, organized within the mural in groups of specialties in each of the branches of service." (53)

The diagonal axis lines created the zones to organize placement of the faces within each group, their relationship with adjacent groups, the flow from an aesthetic point of view between the groups, and the



flow of occupations. Over two thousand portraits. It took a long time, but we worked it out. And from a distance, this understructure of lines, the constellation diagram and composition of portraits would merge to resemble the skyline of the mountains in Korea."(63)

Text excerpts from Louis Nelson, *Mosaic: A War Monument Mystery* (New York: 239 Productions, 2021)

"I started developing a graphic understructure based on the geometry of the wall - diagonal axis lines ('force lines' was the term used by many emanating from the corners of the four-foot-wide-panels). With this change in height, from six feet to twelve feet, the angle of the diagonal line would slightly vary from one panel to another, creating its own movement. I liked this effect. With that, we could start to develop patterns and the composition would finally evolve into its own structured organization based on its inherent architecture." (62)

"Over the years, I have identified five, perhaps six attributes of a memorial. A memorial commemorates an event. It remembers a time; honors a person. It builds on our own understanding and the meaning of what happened. At best, it places the understanding in broader personal, global terms. With that understanding, it engages the viewer's imagination, for without the viewer there is no memorial. It brightens an inner meaning, held in the hearts as it touches our soul. All that being said, hopefully it inspires us to step beyond our imagination toward a refreshed vision of our tomorrow. And, in that process, a memorial heals. It is a marker for places to remember, for it is in places that we must go to gather and remember. To tell stories. And search for answers." (65)



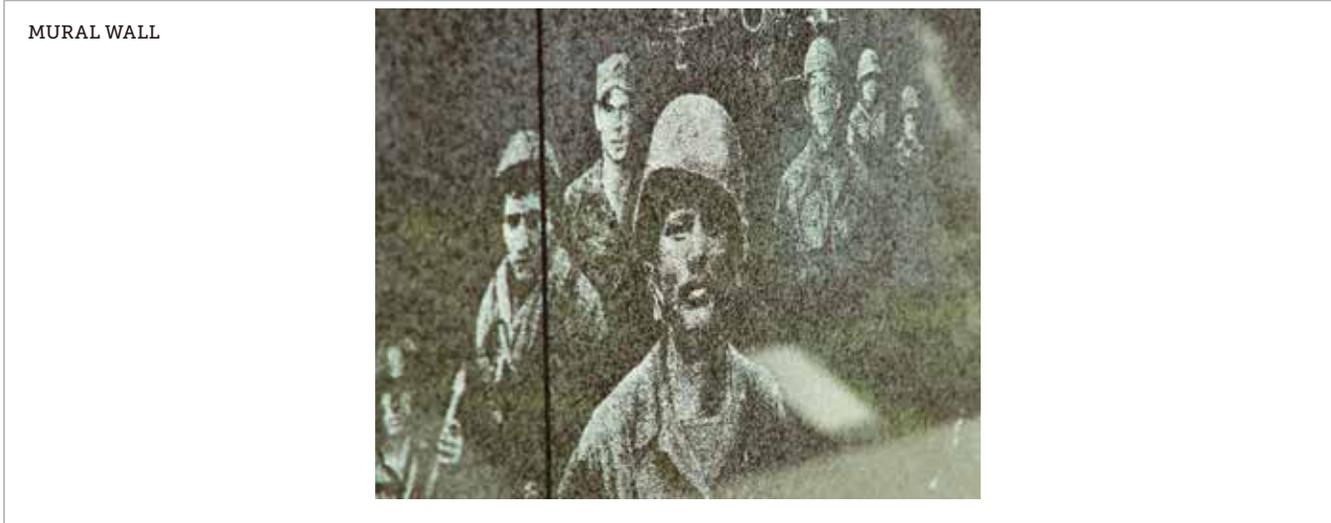
44 Second Video of Mural Wall moving from Left to Right - Link - <https://tinyurl.com/yr38jhrn>

"As I walk around a monument, I become a part of it. It requires *me* to do so. It requires *you*. It needs the active contribution of the observer, as participant transcending their feelings by devoting the time to look. Without us there is no memorial." (47)

HANDOUT #4 - ART ANALYSIS MEMORIAL MURAL WALLS WORKSHEET

Record your observations and thoughts as you view the memorial. Try to be as specific as possible with what you see using the language of art.

Image source: Korean War Veterans Memorial Foundation (<https://koreanwarvetsememorial.org/the-memorial/>)
 Source: <https://www.istockphoto.com/photo/wall-at-the-korean-war-memorial-gm458129921-16523556>

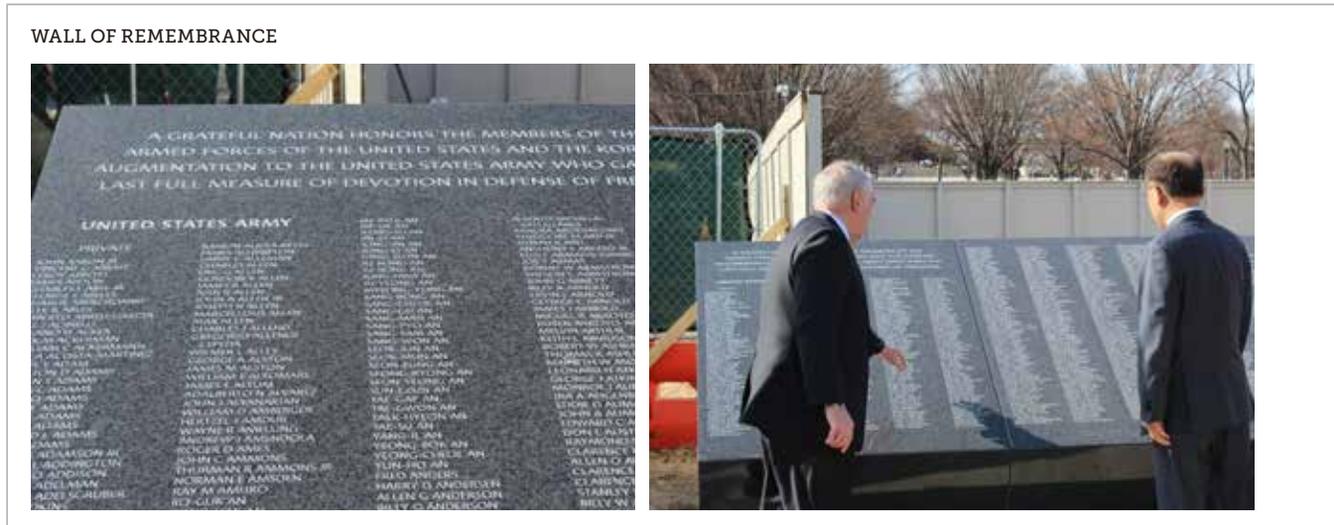


FORM: line, shape, form, color, space texture, value (at least 2)	FUNCTION: intent, purpose, use
CONTENT: subject matter, imagery, symbolism	CONTEXT: setting, audience, history, culture
Which of the Four COMPONENTs or the Seven ELEMENTs do you think was most impactful? WHY?	

HANDOUT #4 - ART ANALYSIS WALL OF REMEMBRANCE WORKSHEET

Record your observations and thoughts as you view the memorial. Try to be as specific as possible with what you see using the language of art.

Image source: National Capital Planning Commission. Korean War Veterans Memorial Wall of Remembrance Approval of Comments on Concept Plans. US Department of the Interior. September 5, 2019. Source: Korean War Veterans Memorial Foundation



<p>FORM: line, shape, form, color, space texture, value (at least 2)</p>	<p>FUNCTION: intent, purpose, use</p>
<p>CONTENT: subject matter, imagery, symbolism</p>	<p>CONTEXT: setting, audience, history, culture</p>
<p>Which of the Four COMPONENTs or the Seven ELEMENTs do you think was most impactful? WHY?</p>	
<p> </p>	

SUMMATIVE ASSESSMENT - MEMORIAL QUICK WRITE

Use the boxes below to brainstorm an answer to the prompts below. When finished brainstorming, write a well-developed paragraph on your own paper with an assertion, supported by evidence, with commentary that explains how the evidence supports your assertion. Use the rubric to help structure your response.

How do the three separate components of the Korean War Veterans Memorial (Statues, Mural Wall, Wall of Remembrance) work together to honor the sacrifice of those who served?

What choices by the artists helped to best achieve the purpose and spirit of honoring sacrifice?

	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Assertion	Assertion is specific and demonstrates a deep understanding of the prompt and work(s) (perceptive, fuller, exemplary)	Assertion accurately answers the question and goes beyond a surface level reading of the work(s) (correct, satisfactory)	Assertion demonstrates a limited understanding of the prompt and/or work(s) (partial, vague, simplified)	Assertion is incomplete or oversimplified (incorrect, unsatisfactory, developing)
Evidence	Evidence is specific and well-chosen and strongly supports the validity of the assertion (effective, convincing)	Evidence is accurate and relevant and is clearly linked to the assertion (sufficient, understandable)	Evidence provided may be uneven, inconsistent or limited (general, uneven, inconsistent)	Evidence provided may be inappropriate or vague (insufficient, vague)
Commentary	Commentary provided articulately explains the connection between the evidence and assertion and demonstrates a perceptive understanding (insightful, precise, convincing)	Commentary provided explains the connection between the assertion and the evidence and shows appropriate understanding (sufficient, understandable)	Commentary provided may be surface-level, inconsistent, limited, or general and does not fully demonstrate connection between assertion and evidence (partial, simplified)	Commentary provided may be inappropriate or vague (insufficient)

KEYS - ART ANALYSIS MEMORIAL STATUE WORKSHEET

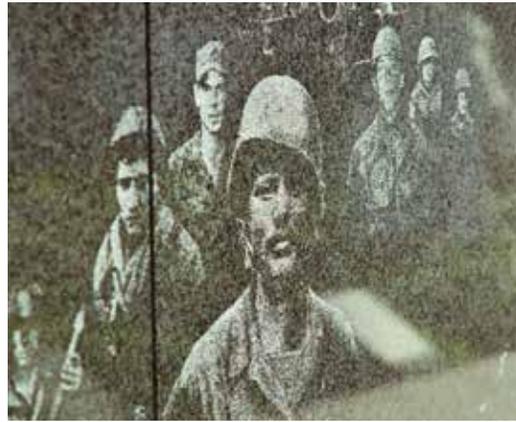
MEMORIAL STATUES



FORM: line, shape, form, color, space texture, value (at least 2)	FUNCTION: intent, purpose, use
<ul style="list-style-type: none"> • Line - folds in the poncho/raincoat create defined vertical lines that match the angular vertical lines of the soldier's nose, checks and eyebrows that emphasize height and strength (7ft tall) • Shape and form - raincoats/helmets create similar shape/form for each soldier emphasizing their common experiences and solidarity • Color - stainless steel construction allows for bright reflection and helps the statues to stand out from the green groundscape • Space - distance between soldiers to mimic spacing during a march/battle • Texture - statues are made of stainless steel but the appearance of folds and contours mimics the reality of cloth for added realism 	<p>As a memorial to the fallen and those who served, showing soldiers in combat will help veterans remember what it was like on the ground in Korea. For those who did not serve, using statues of soldiers makes the war less abstract and more personal.</p>
CONTENT: subject matter, imagery, symbolism	CONTEXT: setting, audience, history, culture
<p>The contoured and flowing ponchos emphasize the harsh living and fighting conditions that veterans experienced especially in North Korea in the winter of 1950.</p> <p>There are 19 statues in the field and when reflected in the polished mural wall can appear to be 38 symbolizing the 38th parallel that divides North and South Korea.</p>	<p>Korean winters were brutal and many veterans comment on the weather. The use of the weather gear can emphasize this. The fact that all service branches in combat with appropriate weaponry are also represented as well as soldiers from different ethnic groups adds to the realism</p> <p>The individual soldiers in the outdoor setting could remind viewers of the sacrifice of that generation to do what their country asked of them.</p>
Which of the Four COMPONENTs or the Seven ELEMENTs do you think was most impactful? WHY?	
<p>Answers will vary.</p>	

KEYS - ART ANALYSIS MEMORIAL WALLS WORKSHEET

MURAL WALL



<p>FORM: line, shape, form, color, space texture, value (at least 2)</p>	<p>FUNCTION: intent, purpose, use</p>
<ul style="list-style-type: none"> Line - soldiers are arranged along diagonal lines which helps to add depth and pull the viewer along from left to right and from front to back as they view. As the artist says, the angle of the diagonal line would slightly vary from one panel to another, creating its own movement” Shape - shapes are lifeline and organic emphasizing round shapes and curved lines Form - two dimensional so form is technically not present though the comments on line above help to achieve depth in the images from front to back Color - black and white Space - positive space filled with figures separated by negative spaces to achieve groups of people Texture - dot-matrix or pixels visible in images as composition is composed of dots etched into the granite. Closer you get the more pixelated it appears which does add a visible graininess and texture to it mimicking appearance of old photos 	<p>Arrangement of over 2000 portraits, organizes individuals into “groups of specialties in each of the branches of service” to honor the service of all involved in the war</p> <p>Louis Nelson describes purposes of memorials as:</p> <ul style="list-style-type: none"> “commemorates an event; remembers a time; honors a person.” “builds on our own understanding and the meaning of what happened. At best, it places the understanding in broader personal, global terms.” “engages the viewer’s imagination, for without the viewer there is no memorial.” “brightens an inner meaning, held in the hearts as it touches our soul.” “inspires us to step beyond our imagination toward a refreshed vision of our tomorrow.” “a memorial heals. It is a marker for places to remember, for it is in places that we must go to gather and remember. To tell stories. And search for answers.”
<p>CONTENT: subject matter, imagery, symbolism</p>	<p>CONTEXT: setting, audience, history, culture</p>
<p>Louis Nelson describes the arrangement of the groups of soldiers to resemble a constellation in the night sky and “to resemble the skyline of the mountains in Korea”. Both would be impactful to those who served as the night sky and the mountain ranges would be powerful memories of the setting of their service.</p>	<p>Louis Nelson discusses using actual photos from 1950-53 - “My concept for the wall would be composed of portraits of ‘American soldiers,’ men and women, taken by the many American military war photographers”</p>
<p>Which of the Four COMPONENTs or the Seven ELEMENTs do you think was most impactful? WHY?</p>	
<p>Answers will vary.</p>	

KEYS - ART ANALYSIS WALL OF REMEMBRANCE WORKSHEET

WALL OF REMEMBRANCE



<p>FORM: line, shape, form, color, space texture, value (at least 2)</p>	<p>FUNCTION: intent, purpose, use</p>
<ul style="list-style-type: none"> • Line - the names are arranged in columns and read from left to right allowing easy identification of individual names • Form - the wall is raised from the surface providing a higher perspective to look down at. • Color - dark granite with white lettering so the words pop off the background. Additionally, students may note the trees in the background. Though brown in the image, some may think about green appearance in the spring/summer. Colors could have symbolic value discussed in the content section below. • Space - most space is filled with text, negative or empty space is only present to separate one individual from another • Texture - the names are etched into the granite so the names have texture and can be touched and even traced 	<p>A list of those who died serving in Korea on a Wall of Remembrance seeks to honor the specific sacrifices of individuals and their families by providing direct evidence of each and every known incident.</p>
<p>CONTENT: subject matter, imagery, symbolism</p>	<p>CONTEXT: setting, audience, history, culture</p>
<p>Names of the 36,595 American servicemen and 7,174 Korean Augmentation to the United States Army (KATUSA) who died during the war</p> <p>Arranging the wall and thus the fallen in a circle could symbolize the cycle of life and death, those who have fallen are remembered from the ultimate sacrifice to allow others to continue to live and prosper</p> <p>Though this is not visible in the images, the wall surrounds a pool of remembrance and is also bordered by trees (shown in the image). The inclusion of trees utilizes symbolism that focuses on life and vitality. Water is associated with cleansing, purity and life in many cultures. In spring and summer, green trees could be similarly associated with growth and life. By using these associations, the focus of the memorial may be to emphasize the sacrifice of the heroes for the living and thus the larger purpose of service as securing life and prosperity for others.</p>	<p>The addition of the KATUSA - South Korean soldiers attached to American units - adds a new element to this part of the memorial as it includes and honors both US and South Korean service and sacrifice.</p>
<p>Which of the Four COMPONENTS or the Seven ELEMENTS do you think was most impactful? WHY?</p>	
<p>Answers will vary.</p>	

CHAPTER 5

STEM-H PART 1

STEM-H PART 1



FOCUS

DISCIPLINARY SKILLS: Source Analysis, Source Evaluation, Application Connection

GUIDING QUESTION: What role does historical analysis play in honoring the service and sacrifice of POW/MIAs?

LESSON OVERVIEW:

Students will be introduced to the Defense POW/MIA Accounting Agency (DPAA) - the work and its critical role in honoring the sacrifices of POW/MIAs through investigation, recovery, and identification. Working in groups, students will analyze one of three investigation folders centered on the Jangjin (Chosin) Reservoir, POWs, and Air Warfare. Students will work with an overview narrative, maps, Korean War veteran oral histories, and historical documents and photos to better understand the context and complexities involved in the background research phase of investigation, which is a cornerstone of DPAA's work. Students will complete investigation folder task questions and work collaboratively to draw connections to DPAA's investigative efforts.



LEARNING TARGET: I can analyze a variety of sources to better understand the work and mission of the DPAA.



CHECK FOR UNDERSTANDING

Exit Ticket Reflection: Drawing on all sources of the investigation, their analysis, and their group conversations, students will individually reflect on how the investigative efforts of DPAA honor the service and sacrifice of all POW/MIA veterans and their families.

MATERIALS NEEDED FOR:

HOMEWORK

- ▶ DPAA Overview Handout
- ▶ DPAA Agency Video (<https://youtu.be/9wQR1IepeFI>)

IN CLASS ACTIVITY

- ▶ Teacher Slides (<https://bit.ly/3EW8Sjk>)
- ▶ Investigation Folders Handouts
- ▶ Exit Ticket Reflection Handout
- ▶ Investigation Folder #1: Jangjin (Chosin) Reservoir
- ▶ Investigation Folder #2: POWs
- ▶ Investigation Folder #3: Air Warfare
- ▶ Devices for Oral History Experts
- ▶ Teacher Answer Key (<https://bit.ly/part1answerkey>)

LESSON FOCUS:

Guiding Question: What role does historical analysis play in honoring the service and sacrifice of POW/MIAs?

SEQUENCE OF INSTRUCTION

HOMework OVERVIEW: DEFENSE POW/MIA ACCOUNTING AGENCY VIDEO

PROCEDURE

- ▶ Students will view the Defense POW/MIA Accounting Agency's overview video (DPAA Agency Video: 9 minutes 15 seconds, <https://youtu.be/9wQR1IepeFI>) as an introduction to its work and overall mission to provide the fullest possible accounting for missing personnel to their families and the nation.
 - ▷ Students will utilize the accompanying DPAA Overview Handout as a viewing guide to note key aspects of Investigation, Recovery, and Identification, and to answer the accompanying question.

TEACHER NOTES

This compelling video was created by DPAA and is narrated by Kevin Costner. Through this video, students will gain a better understanding of the extensive work DPAA conducts to ultimately provide information to grieving families and return names to those still missing—a means of honoring the service and sacrifice of POW/MIAs.



TEACHING TIP

Stress the importance of this viewing with your students as it captures the spirit of DPAA's mission. The handout serves as a means of keeping students engaged during the video and will be utilized the following day. Students may not log all information for each category (Investigation, Recovery, and Identification) on their handout while viewing the video; however, the Warmup/Introduction will allow time for students to note additional information they might have missed.

CLASS ACTIVITY: WARMUP/INTRODUCTION

ACTIVITY 1: DPAA AND INVESTIGATION FOLDERS INTRODUCTION

WHOLE CLASS - DPAA OVERVIEW HANDOUT AND TEACHER SLIDES

- ▶ Teacher led and using the Teacher Slides (<https://bit.ly/3EW8Sjk>), briefly introduce students to the Korean War, the number of POW/MIA personnel who are still unaccounted for, DPAA's mission, DPAA's approach to providing the fullest possible accounting, and highlight the work DPAA and its predecessors have completed (**SLIDES 1-5**). Draw specific attention to the number of missing personnel still unaccounted for as well as the total accounted for to date specified as a means of allowing students to grasp the enormity of the ongoing DPAA mission. Inform students that remains have been recovered and repatriated through unilateral turnovers and have been disinterred through the years in an effort to provide families with the fullest accounting possible. *See Teacher Notes for terms.
- ▶ Continuing through **SLIDES 6-8** which are animated to reveal information click-by-click, have students popcorn share notes they took for each category (Investigation, Recovery, and Identification) while previously viewing the DPAA Agency Video for homework.
- ▶ Instruct students to add information to their DPAA Overview Handout that they may have missed during their initial viewing.
- ▶ Using **SLIDE 9**, ask students to share their answers to this question found on their DPAA Overview Handout they were to answer for homework: **How does the work of DPAA honor the service and sacrifice of POW/MIAs?**

- ▶ Transition to **SLIDE 10**, and inform students that the first step in the process for DPAA is often researching the events which led service personnel to be unaccounted for, whether those events were battles, airplane crashes, or detention camps. The day’s activity will center on this first step.
- ▶ Show **SLIDE 11**, and provide students with instructions for completing the Investigation Folders activity.
INSTRUCTIONS: To gain a better understanding of DPAA’s investigative research process, you will be assigned a group and an Investigation Folder. Each group member will take on a role: **Map Expert, Oral History Expert, or Documents and Photos Expert**. As you analyze your folder resources, utilize your Investigation Folder Handout to answer the task questions individually. Once individual members of your group have completed their task questions, brief your group members on the narrative and sources you were provided. Then, work collaboratively to complete the DPAA Application Questions. **(*Note: The roles of Map Expert, Oral History Expert, and Documents and Photos Expert are fictitious roles created for the delivery of this lesson and are not official DPAA roles.)**
- ▶ Group students in preparation for Class Activity Part 2 where they will engage with 1 of the 3 Investigation Folders (Jangjin (Chosin) Reservoir, POWs, and Air Warfare) which will include an overview narrative, maps, oral histories, documents, and photos.

TEACHER NOTES

SLIDE 5 Terms:

- ▶ Repatriate - to restore or return to the country of origin, allegiance, or citizenship
- ▶ Recover (in this case) - to excavate evidence and/or remains
- ▶ Unilateral Turnover - the transfer of remains
- ▶ Disinterment - the process of legally exhuming remains from a final resting place

The Progress on Korean War Personnel Accounting graphic located on **SLIDE 5** will become dated over time as DPAA continues to identify missing personnel. A link is provided along with the graphic on the slide for updating purposes.

Roles: The tasks assigned to the fictitious roles in this lesson are often performed by a single DPAA historian or analyst with a high level of expertise in the conflict being studied.

Grouping: Consider grouping students in groups of 3 which will allow each student to take on an “Expert” role either analyzing maps, oral histories, or documents and photos and complete the task questions associated individually. Another grouping strategy would be to group students in groups of 6. In groups of 6, students would be paired within the group to become “Expert Pairs” which would analyze either the maps, oral histories, or documents and photos and complete the associated task questions together.

***Throughout this lesson, the Korean naming Jangjin (Chosin) will be used.**



TEACHING TIP

Consider lower-level learner abilities when grouping. It may be best to pair students as “Expert Pairs” within groups if you feel some students may struggle with analyzing the sources and answering the associated task questions.

CLASS ACTIVITY: INVESTIGATION FOLDERS ANALYSIS - JANGJIN (CHOSIN) RESERVOIR, POWS, AND AIR WARFARE

ACTIVITY: Investigation Folders Analysis

Student Groups - Investigation Folders and Investigation Folders Handouts Utilized

- ▶ Assign students within each group a role: **Map Expert, Oral History Expert, and Documents and Photos Expert.**
- ▶ Distribute Investigation Folders (one folder per group) and the Investigation Folders Handout (one handout per student correlating with their expert role) to student groups.
 - ▷ Instruct student experts (Map Expert, Oral History Expert, or Documents and Photos Expert) to read the overview narrative associated with their role prior to analyzing the maps, oral histories, and documents and photos and answering the associated task questions.
 - ▷ Inform students they will analyze their expert role sources to answer the associated task questions.
 - ▷ Notify students that when each expert within the group has completed their questions, they will share their expert findings via a brief summary of their expert sources (maps, oral histories, or documents and photos) and findings to fellow group members.
 - ▷ Draw attention to the DPAA Application Questions on the Investigation Folders Handout, and inform students they will collaboratively complete the DPAA Application Questions within their groups once each expert has provided a brief summary of their expert sources and findings.

TEACHER NOTES

Investigation Folders Handouts - There is a handout tailored to each role: Map Expert, Oral History Expert, and Documents and Photos Expert. Ensure all experts are provided the proper handout.

Student Experts - While sources and task questions have been prepared to engage each student expert for roughly the same amount of time, some student experts may finish before others within their group. If this occurs, direct them to review their task question answers and to view one of the oral histories while waiting. If oral history experts within the groups finish early, direct them to review their task question answers and view one of their oral histories again to see if they may have missed any relevant information during their first viewing.

Groups - If some groups finish before others, instruct student experts to trade sources (maps, oral histories, and photos and documents) within their groups, and task student experts with analyzing the new sources until all groups within the classroom are finished.



TEACHING TIP

As a suggestion, allow 20 minutes for student experts to analyze their sources and to complete their associated expert task questions. Allow 15 minutes for student experts within each group to share a brief summary of their sources and findings and to collaboratively complete their DPAA Application Questions. It may be helpful to set a visible timer for students to help keep them on track. Circulating the room to check for understanding and to ensure students remain on task is advised.

CLASS ACTIVITY PART 3: EXIT TICKET REFLECTION

ACTIVITY 1: EXIT TICKET REFLECTION

- ▶ While students remain in their groups, center attention back to the whole class setting and distribute the Exit Ticket Reflection Handout.
- ▶ Instruct student groups to view the first reflection prompt on the Exit Ticket Reflection Handout and work collaboratively to prepare an appropriate statement to the prompt. Reflection prompt #1: **DPAA takes a holistic approach to research and draws from multiple lines of evidence to provide the fullest possible accounting. Using examples from the sources included in your Investigation Folder, explain how the three categories of sources compliment each other and work together to form a more complete picture in the investigative process.**
- ▶ Call upon student groups to share their reflection statements with the whole class.

ACTIVITY 2: EXIT TICKET REFLECTION CONTINUED

- ▶ Continuing work on the Exit Ticket Reflection Handout, instruct students to answer the second reflection prompt individually. Reflection prompt #2: **Using examples from the sources, explain how these investigative efforts honor the service and sacrifice of all POW/MIA veterans and their families.**
- ▶ Select students to share their reflection statements with the whole class if time remains.

TEACHER NOTES

The purpose of the Exit Ticket is to challenge students to reflect on the various categories of sources DPAA utilizes and how they complement, support, and work together to provide a more complete picture in the investigative process—a process aimed at uncovering new or confirming existing evidence regarding missing personnel. To bring this lesson full circle and back to the lesson’s guiding question, students will use evidence from the sources to explain how these investigative efforts honor the service and sacrifice of all POW/MIA veterans and their families.



TEACHING TIP

If time is limited for the Exit Ticket Reflection, reduce the number of groups you call upon to share reflection statements for the first prompt. Additionally, you may also choose to utilize the second reflection prompt as a short homework assignment.

HOMWORK AND IN-CLASS ACTIVITY MATERIALS

Name: _____ Period: _____

Directions: While viewing the DPAA Agency Video, note key aspects about each phase of the DPAA process. Answer the questions provided after viewing.

DPAA OVERVIEW HANDOUT

Defense POW/MIA Accounting Agency Mission

Provide the fullest possible accounting for our missing personnel to their families and the nation.

DPAA Overview Video Viewing Guide		
Investigation/Research	Recovery	Identification
What takes place during this continuous process? Who is involved, and what sources are collected and analyzed?	What does recovery entail? How do the sites vary? Who is involved in the recovery process?	What does the identification process entail? What are some of the challenges? When is an identification made?

How does the work of DPAA honor the service and sacrifice of POW/MIAs?

HOMEWORK AND IN-CLASS ACTIVITY MATERIALS

Name: _____ Period: _____

INVESTIGATION FOLDERS HANDOUT

Map Expert	
<p style="text-align: center;">MAP 1</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>	<p style="text-align: center;">MAP 2</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>

DPAA Application Questions
<p>1.</p> <p>2.</p> <p>3.</p>

HOMEWORK AND IN-CLASS ACTIVITY MATERIALS

Name: _____ Period: _____

INVESTIGATION FOLDERS HANDOUT

Oral History Expert	
VETERAN VIDEO CLIP 1	VETERAN VIDEO CLIP 2
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

DPAA Application Questions
1.
2.

HOMEWORK AND IN-CLASS ACTIVITY MATERIALS

Name: _____ Period: _____

INVESTIGATION FOLDERS HANDOUT

Documents and Photos Expert		
SOURCE 1	SOURCE 2	SOURCE 3
1.	1.	1.
2.	2.	
3.	3.	2.
4.	4.	

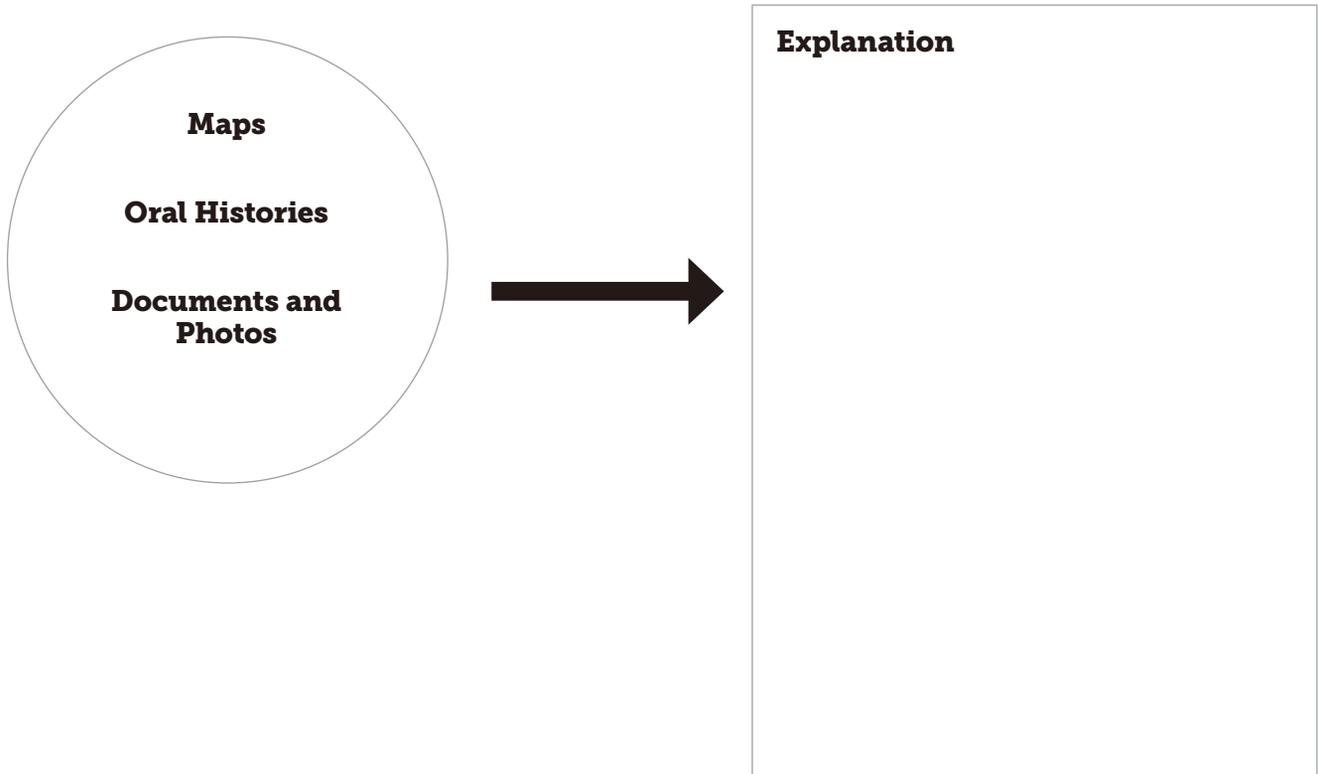
DPAA Application Questions
1.
2.
3.

HOMEWORK AND IN-CLASS ACTIVITY MATERIALS

EXIT TICKET REFLECTION

Directions: Reflect on the sources provided in the Investigation Folder you were assigned to answer the following prompts.

1. DPAA takes a holistic approach to research and draws from multiple lines of evidence to provide the fullest possible accounting. Using examples from the sources included in your Investigation Folder, explain how the three categories of sources complement each other and work together to form a more complete picture in the investigative process.



2. Using examples from the sources, explain how these investigative efforts honor the service and sacrifice of all POW/MIA veterans and their families.

INVESTIGATION FOLDER 1 MATERIALS - JANGJIN (CHOSIN) RESERVOIR

MAPS IN HISTORICAL ANALYSIS (SPATIAL)



A column of troops and armor of the 1st Marine Division move through communist Chinese lines during their successful breakout from the Jangjin (Chosin) Reservoir in North Korea.

A column of troops and armor of the 1st Marine Division move through communist Chinese lines during their successful breakout from the Jangjin (Chosin) Reservoir in North Korea. <https://commons.wikimedia.org/wiki/File:Chosin.jpg>

OVERVIEW: The Jangjin (Chosin) Reservoir is a man-made lake located in the northeast of the Korean peninsula. From the end of November to mid-December 1950, it was the site of one of the most brutal battles between the United Nations (UN), which included U.S. forces, and Chinese Communist Forces (CCF) during the Korean War. For approximately 17 days, roughly 30,000 UN soldiers and marines faced an enemy force estimated at around 120,000 over rugged terrain in lethally cold weather. UN forces were forced to withdraw from the Jangjin (Chosin) Reservoir to the port of Heungnam where they were evacuated.

Drawing information from multiple sources, DPAA historians continuously analyze, manipulate, and create maps through a great deal of effort in order to narrow the scope of remains locations and provide families with the fullest possible accounting of loved ones.

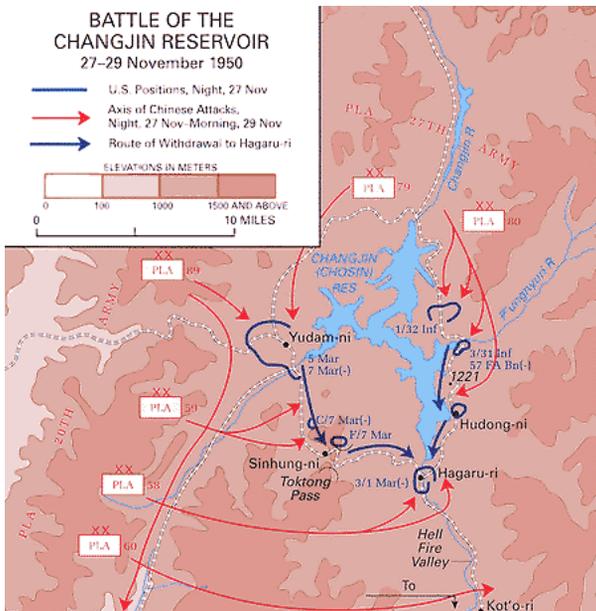
TASK

Analyze the two Jangjin (Chosin) Reservoir Maps provided. Consider the following while viewing: the collective number of U.S. positions, area concentration, withdrawal distances, and the topography.

Overview narrative sourced and adapted from <https://dpaa-mil.sites.crmforce.mil/dpaaFamWebInChosinRsrv>

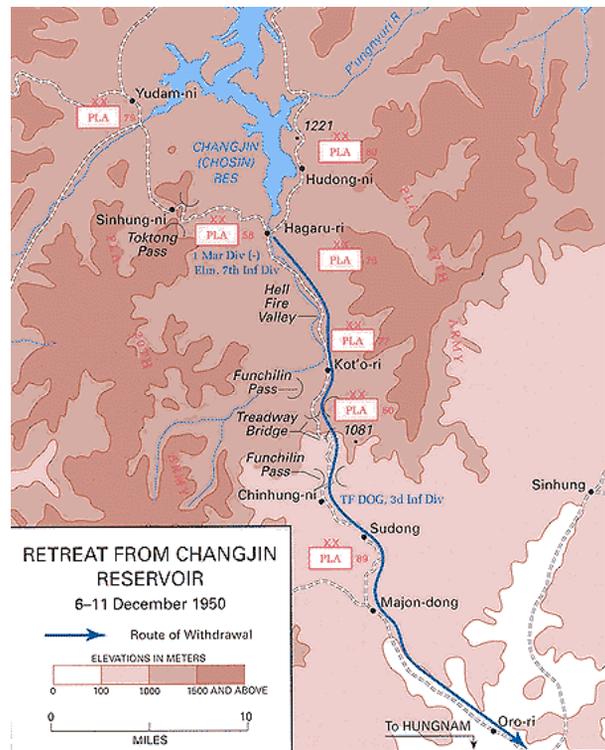
Jangjin (Chosin) Reservoir Maps

MAP 1



Battle of the Changjin Reservoir
<https://commons.wikimedia.org/wiki/File:Chosin-Battle.png>

MAP 2



Retreat from Changjin Reservoir
<https://commons.wikimedia.org/wiki/File:Chosin-Retreat.png>

Jangjin (Chosin) Reservoir can also be spelled Changjin Reservoir.

MAP 1 QUESTIONS

1. Using the key as a guide, what story is told in this map?
2. What can you infer about the physical geography of the area based on the key?
3. Describe the locations and patterns of Chinese Communist Forces.
4. Describe the locations and patterns of U.S. positions.

MAP 2 QUESTIONS

1. What new information is presented in the map?
2. Compare the concentration of U.S. forces in Map 1 to the positions of U.S. forces in Map 2, and explain the vulnerabilities of each.
3. Using the key, estimate the length of the visible withdrawal route in the map.
(**Note:** A portion of the withdrawal route to the port of Heungnam is not shown.)
4. How might a lengthy withdrawal complicate transporting Killed in Action (KIA) and wounded service personnel?

DPAA Application Questions

Directions: Answer these questions with your group once all experts have completed their tasks and have shared a brief overview of their sources.

1. Identify potentially valuable information maps can provide in aiding recovery and identification efforts.
2. Describe some of the limitations of using these maps to analyze sites for recovery and identification efforts.
3. Explain challenges (e.g., physical, economic, social, cultural, political, time, etc.) the battle sites and withdrawal routes might pose for future POW/MIA recovery and identification efforts.

INVESTIGATION FOLDER 1 MATERIALS - JANGJIN (CHOSIN) RESERVOIR

ORAL HISTORIES IN HISTORICAL ANALYSIS



Marines Engaging the Chinese

https://en.wikipedia.org/wiki/Battle_of_Chosin_Reservoir#/media/File:Marines_engage_during_the_Korean_War.jpg

OVERVIEW: Over a thousand U.S. Marines and Soldiers were killed during the Jangjin (Chosin) Reservoir Campaign, and thousands more were wounded in battle or incapacitated by cold weather. Many men were buried where they fell, and due to the cold weather and the retreat of UN Forces from the area, hundreds of fallen Marines and Soldiers were unable to be immediately recovered. Others were captured and marched as POWs to holding sites and prison camps. Through the years, information has been gathered and recorded from U.S. veterans in ongoing investigative research efforts to recover and identify more remains.

TASK

View James Jolley and Carl House's oral histories and answer the questions provided. Consider the following while viewing: types of information the veterans offer, timespan between the event and documentation, value of eyewitness accounts, and relevance to research efforts.

Overview narrative sourced and adapted from <https://dpaa-mil.sites.crmforce.mil/dpaaFamWebInChosinRsrv>

VETERAN VIDEO CLIP 1: JAMES JOLLEY



James Jolley Interview Screen Capture from Korean War Legacy Foundation

<https://koreanwarlegacy.org/interviews/james-jolly/>

VIDEO CLIP: Cold at Chosin (<https://bit.ly/coldatchosin>)

VIDEO CLIP TIME: 4 minutes 09 seconds

VIDEO CLIP TIMESTAMP ON YOUTUBE: 29:25 - 33:34

TRANSCRIPT:

Interviewer - Everybody tells me about this winter, cold winter.

James - It was very, very. Very cold.

Interviewer - Describe in your terms, personal terms that students can understand.

James - The average temperature was twenty degrees below zero. We had a lot of snow, about two-three feet, and we didn't have any winter clothing yet, and after about two weeks of being up there, they did airdrop us a bunch of parkas, so that helped, and a bunch of real nice sleeping bags.

Interviewer - You had a sleeping bag? How cold is it? Describe it.

James - Well, we had some people that froze to death. It was that cold. We had a Chinese platoon surrender to us because they all had rubber sandals. They had good upper clothing, but rubber sandals. And their feet were frozen solid. So, they

Interviewer - Sandal?

James - Yeah, they had rubber sandals, and their feet were frozen solid. So they just surrendered to us. And the worst was when we finally got the word, we had about three weeks of steady fighting up there. And we finally got the word that we were supposed to withdraw. Of course, we were going to have a hard time doing that because the bridge had been blown out at Funchilin Pass. So our engineers had to rebuild the bridge before we could get out or we couldn't have brought out our dead and wounded which is what we did, most of them. I don't know if we ever did recover.

We buried about one hundred up there at Kotori, and I don't know if we ever did get them back yet. But the night we finally decided we were going to have to break out, it was forty degrees below zero.

Interviewer - Forty degrees?

James - This is all documented, yeah, and a wind chill of sixty degrees below zero, and a blizzard. You know what the star of Kotori is?

Interviewer - Yep. Tell them please.

James - It's about, it was on the eighth of December, 1950, ten o'clock at night.

Interviewer - When was it?

James - The eighth of December

Interviewer - Eighth of December

James - 10:00 at night, and the clouds broke open enough that a single star showed through, and by that time we, out of the fifteen thousand Marines, we had three thousand dead, six thousand had frostbite, five thousand wounded and when that star broke through, we all just thought it was a miracle and that God was going to lead us out, and he did. It was a tough fight to get down to Heungnam, but it only took us three days to get down there after that, and it gave us the strength.

Interviewer - Did you see that?

James - Oh yes

Interviewer - Did you see that the star just coming out of it?

James - Yep, yeah. We all, almost all of us saw it. It was just something absolutely wonderful. We all thought holy smoke, we got us a Christmas miracle. I know this sounds nuts, but it happened, and it gave us the strength, even in that cold, to get up and get ready to break out of there, out of that entrapment the next morning.

VETERAN VIDEO CLIP 1 QUESTIONS

1. According to James, what were the weather conditions like at the Jangjin (Chosin) Reservoir?
2. How did the weather conditions impact service personnel there?
3. What challenges does James describe them facing during the withdrawal from the Jangjin (Chosin) Reservoir?
4. How many dead, frostbitten, and wounded Marines were there by the time they reached Kot'o-ri during the withdrawal?
5. Describe the story surrounding the "Star of Kot'o-ri".

VETERAN VIDEO CLIP 2: CARL HOUSE



Carl House Interview Screen Capture from Korean War Legacy Foundation

<https://koreanwarlegacy.org/interviews/carl-w-house/>

VIDEO CLIP: Surrounded at Jangjin: Last Line of Defense (<https://bit.ly/surrounded-jangjin>)

VIDEO CLIP TIME: 4 minutes 29 seconds

VIDEO CLIP TIMESTAMP ON YOUTUBE: 22:29 - 26:58

TRANSCRIPT:

Carl - When they unloaded us out those trucks, we were in, at the Chosin Reservoir.

Interviewer - Hm hum.

Carl - Now, I don't know who made the mistake, but when we got out of those trucks that night they told us that, uh, not to worry about anything; we could have coffee if we wanted it, make us a fire, there was no enemy around.

Interviewer - Hmm.

Carl - For at least fifteen miles, the liaison plane had checked the area all over; there wasn't anything around to worry about. And that night before I crawled in my sleeping bag, I looked around at those, that mountainside, and it looked like a small city with all the little fires around, people making coffee and, and visiting. And about three o'clock the next morning, the Chinese opened up on us. And what we did was move right up in a horseshoe circle they had formed that we just went right up in the middle of it, and they just closed it behind us. We fought'em for three days. Uh, that morning I was, some reason I, I, knew that it was necessary to get back to the artillery which was down in the valley, and, ugh, I had in mind if we could get back to that. And we fought our way back down into that valley, and the Chinese was all over us. I mean it was difficult because you didn't know, in the early morning hours, you didn't know who to, who was the enemy and who wasn't. I mean it, you know, it was so mangled. They was all, all mangled in with us. They killed a lot of our boys in the sleeping bag, you know, that morning. And, uh, anyway, we managed to get back down to where this artillery was, and I remember, uh, asking if anybody knew how to fire those, I believe they were 105s. And, uh, there was one guy said, yeah, I can. And I said, well we better get it going because the Chinese were, just swarms of them. They

was, we can see them coming, and that guy was, he knew what he was talking about because he put them shells where they needed to be. I, I'm telling you, we, there's no telling how many that we killed that, that, day that these big shells would hit, and it just seemed like it made a big hole in the, in the group. But they just closed it back up and just keep coming. And that went on for three days, we, we fought them there before we run out of ammo. They made an airdrop into us, uh, and it missed. It, uh, fell into the enemy over the mountain, and we didn't get it. Well the next morning then they said well we're, we're gonna have to try to make it, get out of here, get back. And I, that morning, uh, I looked up and seen everybody was headed down, back, trying to get out of there. And I hollered at some of them and asked what was going on, and they said, well it's every man for hisself, we, we're all about out of ammo. So I started trying to get back to, and I run into the captain. And he was standing down in the road as I got back down there. And he said, are you 4th Platoon? And I said, yes. He said well you're rear guard. So, he told me that we, my group would set up a line of fire there, and they would move on around about one hundred twenty-five yards from us. And then they gonna to set up a line of fire, and we could move back. So we did, and that's when I got hit. I, shot through my left arm and, uh, broke it. Uh, so, I was, I was really caught up for the rest of the day then, trying to, uh, about all I could get, get a hold of would be a 45 or a carbine. They were laying around; a lot of guys got killed, you know, and so you just kinda of pick up and do what you could, which wasn't a lot. But I did what, I did what I could.

VETERAN VIDEO CLIP 2 QUESTIONS

1. What mistake does Carl highlight that endangered his and other service personnel's lives?
2. Describe the timing of the first Chinese attack and the movement of Chinese forces.
3. What difficulties did they face in the early morning hours during battle?
4. Explain what happened after they ran out of ammunition.
5. What happened to Carl, and how might his circumstances have complicated his ability to continue fighting during the withdrawal?

DPAA Application Questions

Directions: Answer these questions with your group once all experts have completed their tasks and have shared a brief overview of their sources.

1. Describe potentially valuable evidence that could be gained from oral histories to help narrow the search for remains of missing personnel.
2. Explain the limitations of oral histories in aiding future POW/MIA recovery and identification efforts.

INVESTIGATION FOLDER 1 MATERIALS - JANGJIN (CHOSIN) RESERVOIR

DOCUMENTS & PHOTOS IN HISTORICAL ANALYSIS

OVERVIEW: In late November through mid December 1950, roughly 30,000 United Nations (UN) Soldiers and Marines faced an enemy force estimated at around 120,000 over rugged terrain at the Jangjin (Chosin) Reservoir in lethally cold weather. UN forces were forced to withdraw from the Reservoir to the port of Heungnam where they were evacuated.



Soldiers at the Exchange Site. US Army Photo.
<https://dpaa-mil.sites.crmforce.mil/dpaaFmWbInOperationGlory>

During Operation Glory in 1953 and 1954, the North Korean government returned over 500 isolated burials from the Jangjin (Chosin) battlefield. From 1990 to 1994, the North Korean government returned 47 additional containers of remains which they attributed to the Jangjin (Chosin) campaign, and DoD teams conducted investigative and recovery operations in the Jangjin (Chosin) Reservoir's eastern sector from 2001 to 2005.

Complicating efforts, no names were provided with the returned remains, and DPAA has conducted years of investigation in its pursuit to identify the remains. Many remains have yet to be identified from the Jangjin (Chosin) Reservoir Campaign and others have yet to be recovered.

Historical records, photographs, and other documents are collected from multiple sources and analyzed during the investigative research process. This is no small feat as historians and researchers are tasked with scrutinizing thousands of sources in an effort to collect enough evidence to support or confirm previous findings regarding remains, recommend a site for field investigation, or advocate for disinterment.

TASK

Review the photos and document excerpt, and answer the questions provided. Consider the following while reviewing: credibility, last known location, information that could point towards another source.

Overview narrative sourced and adapted from <https://dpaa-mil.sites.crmforce.mil/dpaaFamWebInChosinRsrv>

SOURCE 1: MARINES AT JANGJIN (CHOSIN)



First division leathernecks counter fire with fire when attacked by well-entrenched Chinese reds during division's historic breakout from Jangjin (Chosin). Department of Defense. Department of the Navy. U.S. Marine Corps. - (Most Recent)

<https://catalog.archives.gov/id/5891315>

SOURCE 1 QUESTIONS

1. What do you notice about the location and terrain?
2. What supplies and gear do the Marines appear to have with them?
3. Based on this photo, describe the weather conditions those fighting at the Jangjin (Chosin) Reservoir faced.
4. Explain how this particular photo can help us better understand experiences during war.

SOURCE 2: YUDAM-NI/HAGARU-RI TO HEUNGNAM



Korea – Campaigns – Yudam-ni/Hagaru-ri to Heungnam *Photo back description: The road back...Astonished Marines of the 5th and 7th Regiments, who hurled back an onslaught by three Chinese communist divisions, hear that they are to withdraw! In five days and nights of below-zero winds and icy roads, from Nov. 28 to Dec. 3, they fought back 15 miles through Chinese hordes to Hagaru-ri, on the southern tip of Jangjin (Chosin) Reservoir, where they reorganized for the epic, 40 mile fight down mountain trails to the sea. They brought out their wounded and their equipment. Department of Defense. Department of the Navy. U.S. Marine Corps. - (Most Recent)

<https://catalog.archives.gov/id/74244446>

SOURCE 2 QUESTIONS

1. What do you notice about the location and terrain?
2. Describe what you see taking place.
3. Considering the conditions (e.g., weather, location, etc.), what challenges might U.S. and UN Forces have faced transporting and/or attempting to honorably bury those who had died in the Jangjin (Chosin) Reservoir Campaign?
4. Explain how this particular photo can help us better understand experiences during war.

SOURCE 3: EXCERPT FROM CENTRAL INTELLIGENCE AGENCY - DAILY KOREAN SUMMARY

1 December 1950

MILITARY SITUATION GROUND

Enemy activity on the Eighth Army front slackened during the period. Elements of the US 2nd Division were forced to fight their way south through a strong enemy roadblock. The US 1st Cavalry Division, protecting the Eighth Army's right flank, reported no enemy contact during the period. Air observation reports extremely heavy traffic moving south toward the northwest front from Sinuiju and Kanggye. In the central sector the US 1st Marine Division and elements of the US 7th Division are under continuing heavy attack in the area of the Changjin Reservoir. Enemy roadblocks on the main supply route from Hamhung to the reservoir pose a serious threat to the UN troops in this area. Elements of the US 1st Marine Regiment suffered heavy casualties while attempting to keep this road open. Two isolated battalions of the US 7th Division are immobilized because of the difficulty of moving 480 wounded. The US 3rd Division in the Wonsan area, the US 7th Division on the Manchurian border, and the ROK Capital Division in the Changjin area in the northeast have been ordered to establish a defense perimeter around the twin industrial cities of Hamhung and Heungnam on the east coast.

Central Intelligence Agency - Daily Korean Summary

<https://www.cia.gov/readingroom/docs/CIA-RDP91T01172R000200040002-5.pdf>
Jangjin (Chosin) Reservoir can also be spelled Changjin Reservoir.

SOURCE 3 QUESTIONS

1. List FIVE challenges U.S. Soldiers and Marines faced on 1 December 1950.
2. Explain how a government record (the Daily Korean Summary above) can help us better understand the timeline of events during war.

DPAA Application Questions

Directions: Answer these questions with your group once all experts have completed their tasks and have shared a brief overview of their sources.

1. Describe potentially valuable evidence that could be gained from photos and documents to help narrow the search for remains of missing personnel.
2. Explain the limitations of photos and documents in aiding future POW/MIA recovery and identification efforts.

INVESTIGATION FOLDER 2 MATERIALS - PRISONERS OF WAR

MAPS IN HISTORICAL ANALYSIS (SPATIAL)



Camp 5 Ground Level Photo - NARA photo supplied by the Defense POW/MIA Accounting Agency

OVERVIEW: Throughout the war in Korea, U.S. and United Nations (UN) troops were taken as POWs by the North Korean People's Army (NKPA) or Chinese Communist Forces (CCF). There were many camps and holding points littered across North Korea; different camps became more populated at different times of the conflict. As battles increased and territory changed hands amid advances and withdrawals during the phases of the war, U.S. and UN POWs were forcefully marched along the peninsula, often in harsh weather conditions. Those who collapsed or could not continue on these marches were killed by guards. Those who died along march routes were often given isolated burials at unrecorded locations, if buried at all. Significant research has been conducted by historians to map the locations of holding and prison camp sites and march routes.

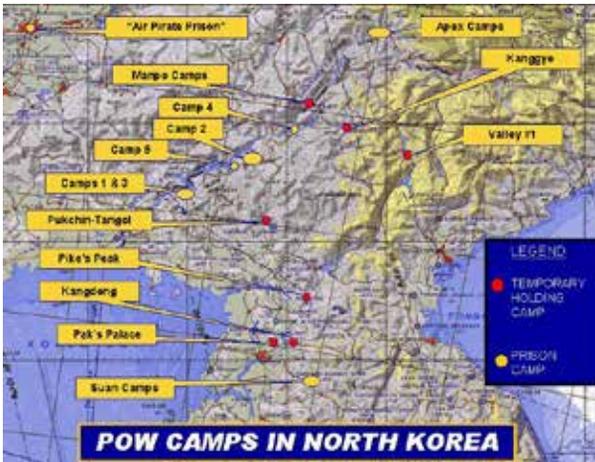
TASK

Analyze the "POW Camps in North Korea", "POW March Routes and United Nations Cemeteries", and Camp 5 maps to answer the questions provided. Consider the following while viewing: the collective number of holding and prison camps, march route distances, topography,

Overview narrative sourced and adapted from <https://dpaa-mil.sites.crmforce.mil/dpaaFamWebInChosinRsrv>

Prisoners of War Maps

MAP 1



Defense POW/MIA Accounting Agency
https://www.dpaa.mil/portals/85/images/Korea/map_camps.jpg

MAP 2



Camp 5 - NARA aerial photo supplied by the Defense POW/MIA Accounting Agency



*UN cemeteries include fallen soldiers from any of the 22 countries who came to South Korea's defense and aid during the war.
 Defense POW/MIA Accounting Agency

https://www.dpaa.mil/portals/85/images/Korea/map_routes.jpg



Hand-drawn Map of Camp 5 by Former POW - NARA photo supplied by the Defense POW/MIA Accounting Agency

MAP 1 QUESTIONS

1. What information does each map present?
2. Describe the locations and patterns of the prison camps.
3. What challenges (e.g., marching distances, terrain, weather conditions, etc.) might POWs have faced along the march routes?
4. Aside from UN cemeteries, hypothesize where POW/MIA remains might be found.

MAP 2 QUESTIONS

1. Compare and contrast the aerial photo and hand-drawn map of Camp 5.
2. What do you notice about the topography of Camp 5 and surrounding area?
3. What descriptions are included on the hand-drawn map of Camp 5?
4. How might the aerial photo and hand-drawn map of Camp 5 complement each other?

DPAA Application Questions

Directions: Answer these questions with your group once all experts have completed their tasks and have shared a brief overview of their sources.

1. Identify potentially valuable information maps can provide in aiding recovery and identification efforts.
2. Describe some of the limitations of using these maps to analyze sites for recovery and identification efforts.
3. Explain challenges (e.g., physical, economic, social, cultural, political, time, etc.) the march routes and holding and camp sites might pose for future POW recovery and identification efforts.

INVESTIGATION FOLDER 2 MATERIALS: PRISONERS OF WAR

ORAL HISTORIES IN HISTORICAL ANALYSIS

OVERVIEW: As U.S. and UN forces advanced up the Korean peninsula during the war, the North Korean People's Army (NKPA) was forced to retreat farther north and evacuate their prisoners with them. In late October of 1950, over 800 POWs left Manpo for village camps closer to the Chinese border near Chungung, known as the Apex Camps. This movement became known as the "Tiger Death March," so called for the brutal treatment that the prisoners suffered at



Soldiers at the Exchange Site. US Army Photo.

<https://dpaa-mil.sites.crmforce.mil/dpaaFmWbInOperationGlory>

the hands of the North Korean colonel who was in charge, himself nicknamed "The Tiger."

Many prisoners died during this 100-mile march through difficult terrain. The "Tiger Group" stayed at the Apex camps until October of 1951, when they were moved to more permanent camps further south on the banks of the Yalu River. At that point, less than half of the prisoners who had left Manpo a year earlier were still alive. Disease ran rampant at the camps, with many prisoners succumbing to malaria and beriberi due to the inadequate medical treatment they received. Those who died at camps were buried at nearby camp or hospital cemeteries.

Many of the remains returned to U.S. custody

during the postwar exchange of dead, Operation Glory, were recovered from these burial sites near POW camps. Information provided on returned remains was not always accurate, and DPAA historians and analysts were responsible for the research effort that allowed for later disinterment and identification efforts. Drawing from multiple lines of sources including oral histories, DPAA historians and analysts continue their research efforts to provide further accounting for remains still unidentified.

TASK

View Jack Goodwin and Nick Nishimoto's oral histories, and answer the questions provided. Consider the following while viewing: types of information the veterans offer, timespan between the event and documentation, value of eyewitness accounts, and relevance oral histories are to research efforts.

Overview narrative sourced and adapted from <https://dpaa-mil.sites.crmforce.mil/dpaaFamWebInKoreanWarPOW>

VETERAN VIDEO CLIP 1: JACK GOODWIN



Screen capture from Korean War Legacy Foundation
<https://koreanwarlegacy.org/interviews/jack-goodwin/>

VIDEO CLIP: People Who Fall in a Death March (<https://bit.ly/peoplewhofall>)

VIDEO CLIP TIME: 3 minutes 50 seconds

VIDEO CLIP TIMESTAMP ON YOUTUBE: 14:58 - 18:48

TRANSCRIPT:

Interviewer - Tell me about the Death March because audiences are not aware of that. Tell me details: When did it start? How, how it

Jack - Well, it started, it started November the first 1950.

Interviewer - Uh-huh

Jack - And we, we got three day fire that we was, well let me go back about, let me go back about a week. We were staying in an old Japanese, uh, school building, whether the Japanese used to train years ago. And the, the, Chinese come, come out, and they, they took us all outta that building, put us in, put us out, and we were street people. And we'd live in the fields, and the snow on the ground, we was sleeping in fields.

Interviewer - Huh

Jack - And about three or four days, we was sleeping on the snow in a field.

Interviewer - Did you have a blanket?

Jack - No

Interviewer - Nothing?

Jack - No

Interviewer - Just sleeping over snow?

Jack - Yeah

Interviewer - On the snow?

Jack - Yeah, and we, lot of guys were dying, freezing to death. And then a guy, guy, named, we don't know his, well I know his name, but I don't know his real name. Anyway a, a, a guy took, took us over, and we call him the Tiger because he was mean

Interviewer - Tiger

Jack - We called, called him the Tiger.

Interviewer - That's a North Korean officer, right?

Jack - Right

Interviewer - Yeah

Jack - I don't, I do, I don't think he was in the army. I think he was in a police, in a police outfit.

Interviewer - That's right.

Jack - And, uh, he, he, took us over on November the first and, uh, we, we lined up in thirteen sessions, and about fifty in each section. And we started, started marching. We marched about, well he told, he, he threatened us anyway. We, we walked, I guess, half a mile or a mile or two and everybody's, and of course a lot of guys were wounded you see. A lot of guys didn't have shoes or shirts, and, uh, we would have a bunch of a screw, all screwed up. And they, they started, started drifting like this, you know, everyone walking, and uh, and the t-Tiger stopped us and wanted to know who was in charge of certain, these right here. And Lieutenant Thornton said he was, and he, he pulled him out and said well we're going to try you. And he tried him right there, and said, alright, who thinks he's innocent? And of course all the guards said he isn't innocent, so he shot him.

Interviewer - Right there?

Jack - Shot him. Shot him in the back of the head. And then, uh, of course we all got scared here, and then we started marching in, and we marched for eight or nine days. And they fed us maybe once a day of millet, base, or millet, or maze, and we, we lost, we lost, uh, I think it was eighty-six men died.

Interviewer - By what time? What day?

Jack - This was between, this was between, uh, November first and November the ninth.

Interviewer - November ninth.

Jack - Yeah

Interviewer - How many men you lost?

Jack - There's, bout eighty-six I think. They's all shot.

Interviewer - All of them shot or just dead of the hunger?

Jack - Well, s-some, some died, but, uh, then they were, then they were shot. But if you fell back, you were shot.

Interviewer - Uh-huh

Jack - Yeah. And, uh, plus that, we had, we had seven hundred fifty people, we had eighty-one civilians with us. We had a, a bunch of, bunch of nuns and priests. And, uh, a, and a bunch of people they captured down in Seoul, uh, some engineers and some politicians, and, and m-most of them were n-nuns and priests.

Interviewer - And that's from Manpo to where? Where did you march into?

Jack - I, I, I, I, I'll, I'll have to look up the name of the town.

Interviewer - And that's

Jack - It's, it's, no it's north.

Interviewer - North.

Jack - Yeah

Interviewer - Toward the Yalu River, right?

Jack - Toward the Yalu

Interviewer - Yes

Jack - We, we ended right up on the Yalu. We, we was, we was right across, fact we, we watched the Chinese come across river, see.

Interviewer - Yeah

VETERAN VIDEO CLIP 1 QUESTIONS

1. Describe Jack and fellow prisoners' living conditions (e.g., setting, weather, clothing, etc.) prior to the "Death March."
2. What happened to the wounded who fell behind on the march?
3. According to Jack, how many people died on the march?
4. Beyond service personnel, what other prisoners joined the march?
5. Identify the locations Jack and fellow prisoners marched from and where they arrived at the end of the march.

VETERAN VIDEO CLIP 2: NICK NISHIMOTO



Screen capture from Korean War Legacy Foundation
<https://koreanwarlegacy.org/interviews/nick-nishimoto-2/>

VIDEO CLIP: North Korean Guard Allows Burial (<https://bit.ly/allowsburial>)

VIDEO CLIP TIME: 3 minutes 43 seconds

VIDEO CLIP TIMESTAMP ON YOUTUBE: 26:14 - 29:57

TRANSCRIPT:

Nick - So when my buddy died, uh, I was lucky to have a North Korean guard. So just by chance, he told me [Japanese communication], I told him [Japanese communication], ah, so we talked a little bit.

Interviewer - In Japanese?

Nick - Yes. And, uh, this was I think March 19-1951. It's only about two months after we got into our camp.

Interviewer - Uh-huh

Nick - So, uh, we, my roommates, uh, we had stretches, and I was lucky that, uh, only about two or three guys died that night. So this North Korean guard asked me [Japanese communication] way I want to go. Everybody, almost everybody walk on the ice, and at the end of the ice, that's where they buried them.

Interviewer - Oh

Nick - All they did was cover them up with, uh, ice and rocks. For about two-three hours they dig, then they would just go into ice. Whereas, uh, the North Korean asked me where I want to go, [Japanese communication] on the hillside. [Japanese communication] So, I took my buddy up there. We got on the side, uh, the sun was shining, and the dirt was soft. I didn't have to fight with

Interviewer - Hm

Nick - So we went down about three foot. And when I buried him, I took his field jacket off and his boots because he didn't need it. And, uh, at that time as we were covering him up, I just sat on the side and cried like a baby

Interviewer - Ah

Nick - because that was the last... When he was dying and, uh, I didn't mind as long as I was next to him. But when I started, they started throwing the dirt on him, I cried because I knew it was the last time I'm going to see him. But before I did that, I took his jacket off. I took, he had a pocket Bible; he was a Catholic. Then I took his dog tag off. He had two. And dog tag in, uh, second world war and Korea had a notch in the, uh, dog tag. So I kept one, and the second one, I put in his mouth.

Interviewer - Ah

Nick - The notch, you can put on and catch the teeth, and you close the jaws.

Interviewer - Hmm

VETERAN VIDEO CLIP 1 QUESTIONS

1. What connection did Nick have with his North Korean guard?
2. Describe how prisoners were buried (e.g., location, difficulties, materials, etc.) during the winter months.
3. How did Nick's connection with his North Korean guard aid him?
4. Compare how Nick buried his friend (e.g., location, difficulties, materials, etc.) to how other prisoners were buried.
5. What did Nick do with his friend's clothing and, specifically, his dog tags (i.e., identification tags)?

DPAA Application Questions

Directions: Answer these questions with your group once all experts have completed their tasks and have shared a brief overview of their sources.

1. Describe potentially valuable evidence that could be gained from oral histories to help narrow the search for remains of missing personnel.
2. Explain the limitations of oral histories in aiding future POW recovery and identification efforts.

INVESTIGATION FOLDER 2 MATERIALS - PRISONERS OF WAR

DOCUMENTS & PHOTOS IN HISTORICAL ANALYSIS



Photograph of General Mark W. Clark and Major General Thomas W. Herren Awaiting Prisoner of War Exchange
Department of Defense. Defense Audiovisual Agency. 6/21/1979-9/30/1985 <https://catalog.archives.gov/id/148727558>

OVERVIEW: Though held in many different places, American POWs in North Korea suffered from harsh treatment. They received little to no food or water and were often forced to trek long distances through severe weather. Those who collapsed or could not continue on these marches were killed by guards. Those who died along march routes were often given isolated burials at unrecorded locations, if they were buried at all. Disease ran rampant at the camps. Many prisoners came down with malaria and beriberi due to the inadequate medical treatment they received. Those who died at camps were buried at nearby camp or hospital cemeteries.

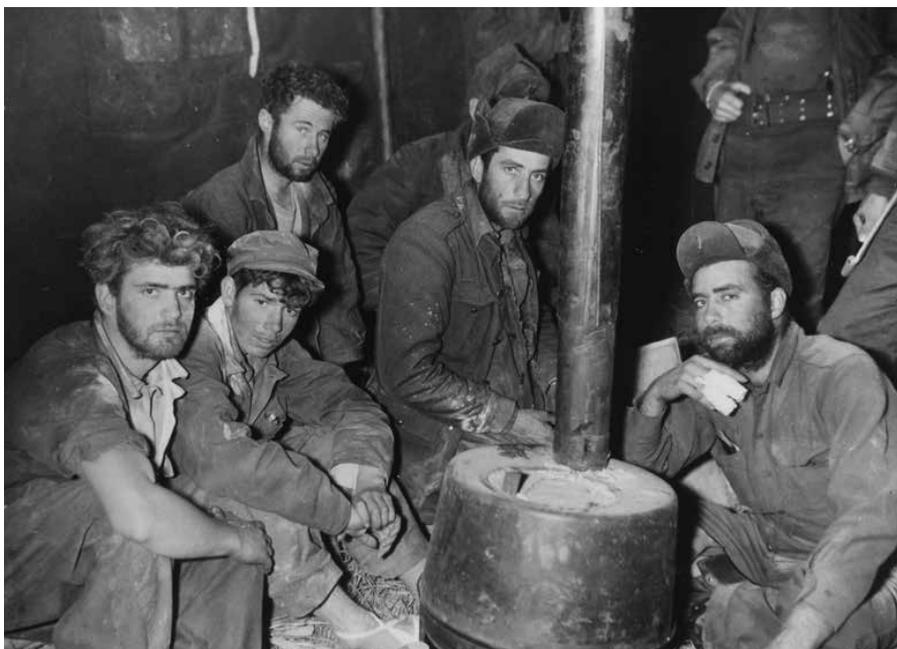
Historical records, photographs, and other documents are collected from multiple sources and analyzed during the investigative research process. This is no small feat as historians and researchers are tasked with scrutinizing thousands of sources in an effort to collect enough evidence to support or confirm previous findings regarding remains, recommend a site for field investigation, or advocate for disinterment.

TASK

Review the photos and document excerpt, and answer the questions provided. Consider the following while reviewing: credibility/reliability, last known location, and information that could point towards another source.

Overview narrative sourced and adapted from <https://dpaa-mil.sites.crmforce.mil/dpaaFamWebInKoreanWarPOW>

SOURCE 1: POWs RELEASED BY CHINESE COMMUNISTS DURING KOREAN WAR

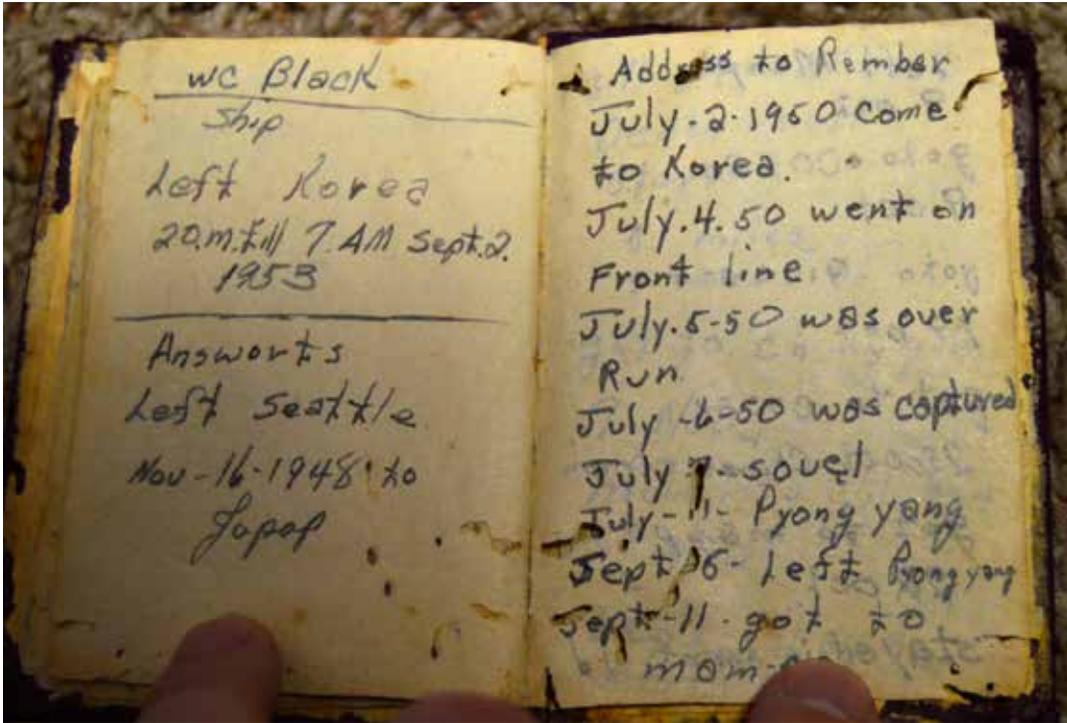


Chang, S.F.C. Al United States Army Harry S. Truman Library & Museum
<https://www.trumanlibrary.gov/photograph-records/2007-473>

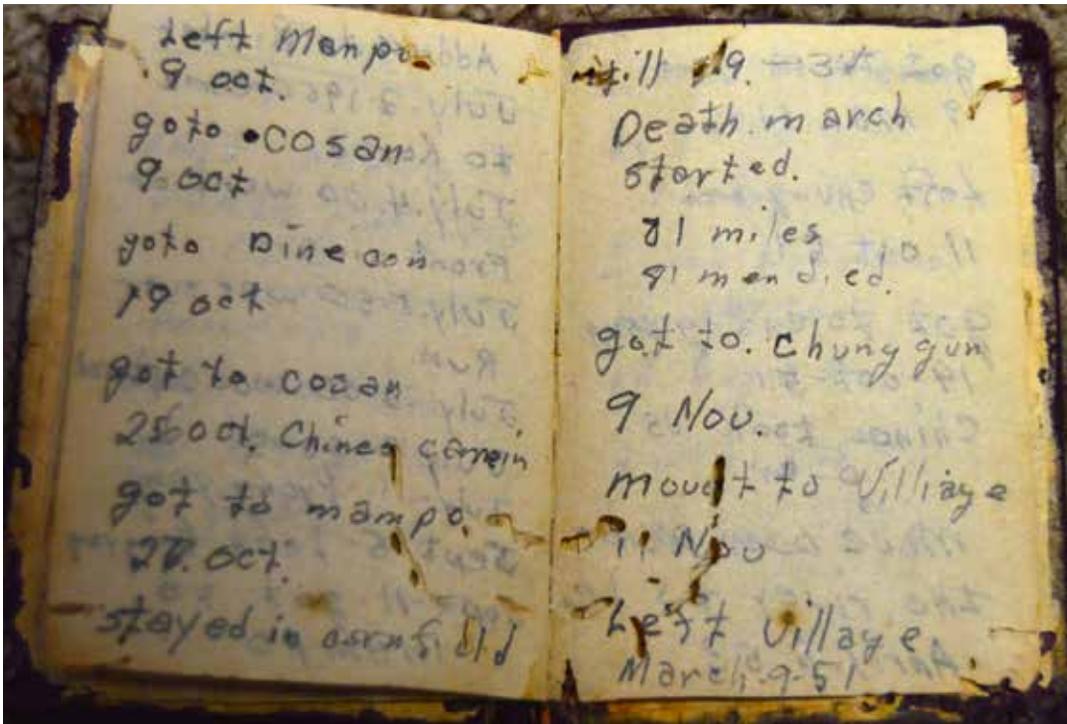
SOURCE 1 QUESTIONS

1. What story does this photo tell?
2. What can you infer about the time of year and hardships these Prisoners of War may have faced?
3. Describe the condition (e.g., clothing, cleanliness, health, perceived emotional state, etc.) these released Prisoners of War appear to be in.
4. Explain how this particular photo can help us better understand the experiences of Prisoners of War.

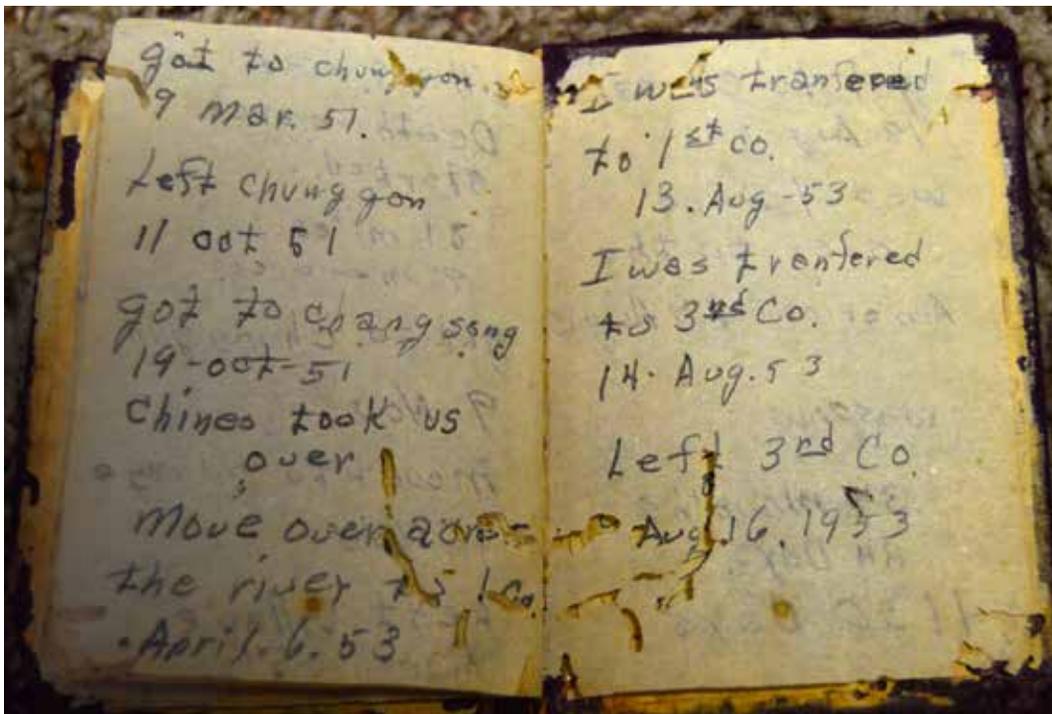
SOURCE 2: JACK GOODWIN DIARY SUBMISSION



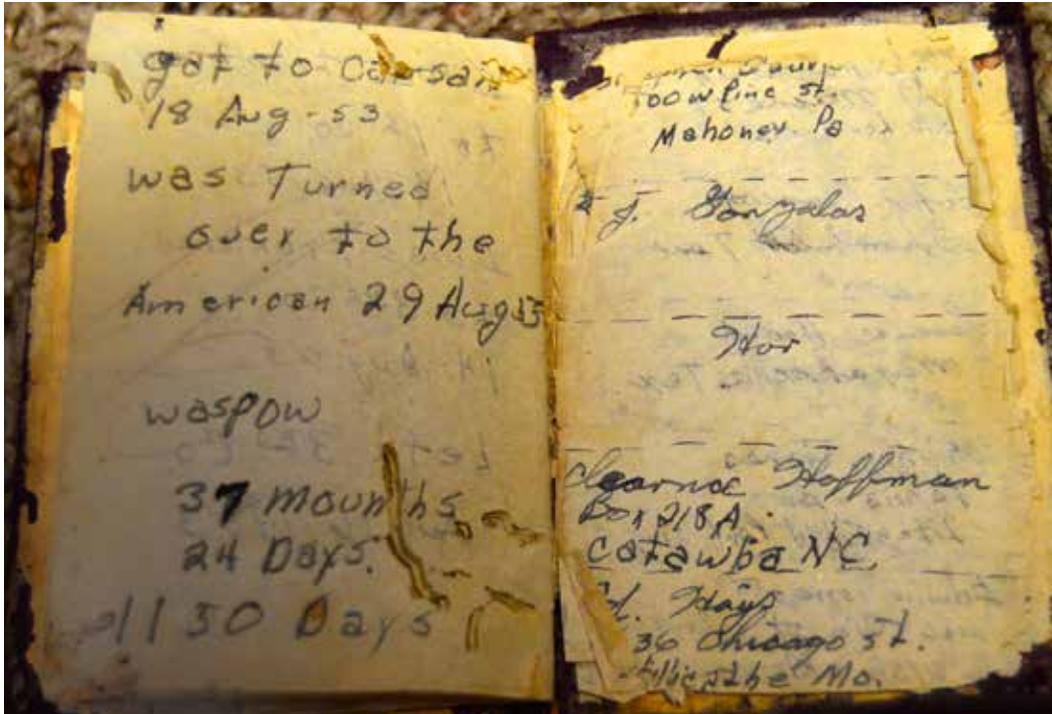
*Note the fingers that reveal the size of the diary. Korean War Legacy Foundation
<https://koreanwarlegacy.org/interviews/jack-goodwin/>



Korean War Legacy Foundation
<https://koreanwarlegacy.org/interviews/jack-goodwin/>



Korean War Legacy Foundation
<https://koreanwarlegacy.org/interviews/jack-goodwin/>



Korean War Legacy Foundation
<https://koreanwarlegacy.org/interviews/jack-goodwin/>

SOURCE 2 QUESTIONS

1. What details was Jack Goodwin collecting in his diary?
2. According to Jack Goodwin, how many people died on the "Death March"?
3. How long was Jack Goodwin a Prisoner of War?
4. Explain how diary entries can tell us about the experiences of Prisoners of War.

SOURCE 3: EXCERPT FROM KOREAN WAR ATROCITIES: SENATE REPORT, 1954

It was determined that the usual procedure was to march the prisoners from the point of capture to a temporary collecting point. The stay at these points varied from 2 weeks to 5 months, then another march would be undertaken to a more permanent prisoner of war camp.

Shortly after capture the Communists confiscated the heavy outer garments and the combat boots of the Americans, forcing them to march barefoot. The suffering was intense as the weather was extremely cold, and many prisoners froze their feet. The average food ration consisted of one rice ball a day and little or no water. Many died from malnutrition, dysentery, beri-beri and pneumonia. Beatings, lack of food, and inadequate medical attention to the wounded resulted in numerous deaths. The prisoners were forced to parade through towns and villages for display before the civilian populace.

Prisoners who were unable to continue the marches because of exhaustion were killed by the Communist guards. Many suffered an appalling loss of weight, and it was not unusual for one man to lose as much as 45 pounds.

More than a thousand Americans died on these death marches, the figure being impossible to establish until all American personnel are interviewed.

Korean War Atrocities: Senate Report

https://www.loc.gov/rr/frd/Military_Law/pdf/KW-atrocities-Report.pdf

INVESTIGATION FOLDER 3 MATERIALS - AIR WARFARE

MAPS IN HISTORICAL ANALYSIS (SPATIAL)



F-86 Sabre

<https://commons.wikimedia.org/wiki/File:F-86F.jpg>



MiG-15 Being Hit Over Korea c1953

https://commons.wikimedia.org/wiki/File:MiG-15_being_hit_over_Korea_c1953.jpg

OVERVIEW: The Korean War air campaign largely centered around three main roles: Air superiority/ interdiction, strategic bombardment (organized bombing of specific sites), and close air support (support for troops on the ground). UN Command (UNC) flew some 700,000 sorties (US pilots accounting for 93% of these sorties) compared to the 90,000 sorties (missions) flown by Communist forces. Most contests for air supremacy, which entailed duels between the new Soviet-developed MiG-15 jet-powered aircraft and the U.S.-developed F-86 Sabre jet-powered fighter, were concentrated near the northwest Democratic People's Republic of Korea/People's Republic of China border (i.e., the Yalu River). This region came to be known as MiG Alley.

Officially, the UNC prohibited "hot pursuit" of Communist aircraft operating north of the Yalu River. However, in theater, this limitation was often ignored with UNC airmen quietly pursuing Soviet/ DPRK/CCF aircraft inside Manchuria (present day China), patrolling Manchurian airspace for targets of opportunity, and engaging CCF bases and air defenses.

The following maps depict historical locations and potential locations of U.S. air losses during the Korean War based on DPAA analysis of available records. Significant efforts by DPAA historians and analysts have gone into the creation of the maps

utilized to narrow the scope of potential locations. Due to the nature of the available information, the air loss locations depicted may represent documented crash sites, the last sighting of the aircraft before it went missing, or the last known radio/radar contact.

TASK

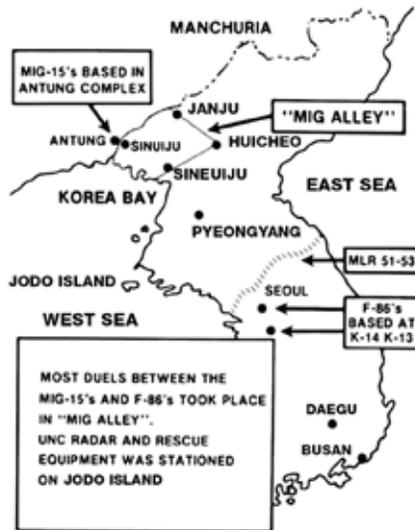
Analyze the "MiG Alley" and "U.S. Air Losses During the Korean War" maps to answer the questions provided. Consider the following while viewing: the collective number of air losses, "hot pursuit" challenges, and the topography.

Overview narrative sourced and adapted from <https://dpaa-mil.sites.crmforce.mil/dpaaFamWebInKoreanAirBattles>

Air Battles Maps

MAP 1

MIG ALLEY

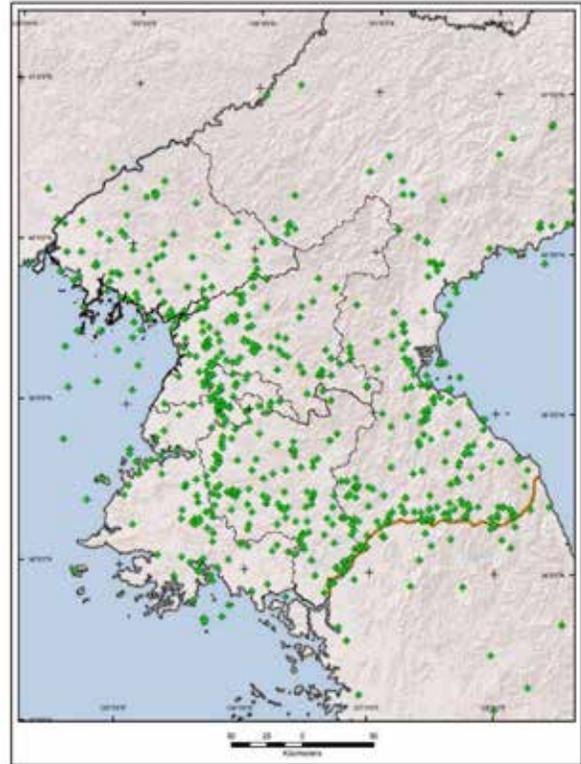


By US Army

http://korea50.army.mil/history/factsheets/air_f_fs.shtml, archived at https://web.archive.org/web/20021205125255/http://korea50.army.mil/history/factsheets/air_f_fs.shtml, Public Domain, <https://commons.wikimedia.org/w/index.php?curid=4831117>

MAP 2

U.S. AIR LOSSES DURING THE KOREAN WAR



Defense POW/MIA Accounting Agency

https://www.dpaa.mil/Portals/85/Korean%20War%20Air%20Losses%20Updated_1.pdf

MAP 1 QUESTIONS

1. What information is presented in the map?
2. Hypothesize why "MiG Alley" ends abruptly at the Manchurian border.
3. Compare and contrast the distance from United Nations (UN) operated air bases, K-14 and K-13, to "MiG Alley" and the distance from the Communist forces operated air base, Antung Complex, to "MiG Alley."
4. Hypothesize the potential benefits and drawbacks of having United Nations Command (UNC) radar and rescue equipment stationed on Jodo Island.

MAP 2 QUESTIONS

1. What new information is presented on the map?
2. Why might air losses be concentrated in certain areas of the map?
3. Compare the number of air losses in MiG Alley to those lost along the current day Demilitarized Zone (orange line).
4. Hypothesize why most air losses are concentrated at and above the current day Demilitarized Zone (orange line).

DPAA Application Questions

Directions: Answer these questions with your group once all experts have completed their tasks and have shared a brief overview of their sources.

1. Identify potentially valuable information that maps can provide in aiding recovery and identification efforts.
2. Describe some of the limitations of using these maps to analyze sites for recovery and identification efforts.
3. Explain challenges (e.g., physical, economic, social, cultural, political, time, etc.) the air loss sites might pose for future POW/MIA recovery and identification efforts.

INVESTIGATION FOLDER 3 MATERIALS - AIR WARFARE

ORAL HISTORIES IN HISTORICAL ANALYSIS



Defense POW/MIA Accounting Agency

<https://dpaa-mil.sites.crmforce.mil/dpaaFamWebInKoreanAirBattles>

OVERVIEW: During the Korean War air campaign, the U.S. suffered 2,714 aircraft destroyed and 4,055 service personnel killed. A number of downed pilots throughout the war were rescued while others were captured, marched, and detained at POW holding and/or camp sites where they suffered alongside fellow UN soldiers.

The circumstances of air losses in the Korean War drive much of the ongoing research focus. While much of the early war was fought within the Republic of Korea (ROK), the majority of the conflict—especially the air war—was fought within the Democratic People’s Republic of Korea (DPRK). Through the years, information has been gathered and recorded in ongoing investigative research efforts to further understand the circumstances of air losses and potential loss locations.

TASK

View Roy Aldridge and Paul Hummels’s oral histories, and answer the questions provided. Consider the following while viewing: types of information the veterans offer, timespan between the event and documentation, value of eyewitness accounts, and relevance to research efforts.

Overview narrative sourced and adapted from <https://dpaa-mil.sites.crmforce.mil/dpaaFamWebInKoreanAirBattles>

VETERAN VIDEO CLIP 1: PAUL HUMMEL



Paul Hummel Screen Capture from Korean War Legacy Foundation

<https://koreanwarlegacy.org/interviews/paul-hummel/>

VIDEO CLIP: Always Have a Backup Plan (<https://bit.ly/havebackupplan>)

VIDEO CLIP TIME: 3 minutes 31 seconds

VIDEO CLIP TIMESTAMP ON YOUTUBE: 25:03 - 28:35

TRANSCRIPT:

Interviewer - At the time the US Soldier were withdrawn

Paul - Oh, yeah, yeah full time yeah trying to get the heck out of it, they had a hard time.

Interviewer - Any of your mission was regard to the, uh, Chosin Few?

Paul - Uh, we were up in that area. I can't remember the, all the geographic locations, but we were up there all over North Korea. I knew North Korea like the back of my hand. You get down there, and we knew where we were. We didn't have all the sophisticated navigation stuff they have nowadays, but we knew the geography of the area very well. I can't remember all the towns and locations of it, uh.

Interviewer - Any battle that you remember that you, the Air Force, US Air Force was helping and supporting the withdrawal of US forces?

Paul - Yeah, well, we did a lot of that all over the place but was, uh, was it Hamhung?

Interviewer - Yes, Hamhung

Paul - We were flying full support in that area. That was later on when all of our troops are trying to get the heck out of there and we're trying to protect him and not damage our own people and try to intersect the, uh, the enemy there, but we had missions way up above. And we had always, um, a secondary mission. If we couldn't find the enemy directly,

we had alternative mission was, uh, titled "Armed Interdiction". We'd scout the area to find targets of opportunity and hit them. And so we had complete control of the air our Air Force Navy and all the rest during the whole period of time cause the MiGs were there to cause trouble that they couldn't dominate. They couldn't hurt. Their air force I don't think ever hit our forces on the ground, not that I'm aware of.

Interviewer - Exactly

Paul - Yeah, so that helped a tremendous amount right there. So we did our best, but, uh, you know when you're up in the air you can't see exactly what's there. You have to be careful if you don't hit your, with friendly fire, your own people. So we tried our best on that, but, uh, we had an excellent technique for frontline support. Had what they called mosquito pilots. Have you heard of that term?

Interviewer - Yep, yep, yep

Paul - Yeah. So we worked with them. They had the AT-6 Air Force pilot up front, Army radio man in the back. The army radio man knew what was going on the ground.

Interviewer - Yeah

Paul - And he could talk to the pilot. Pilot would be back here, come down AT-6 shoot a two inch smoke rocket down. It would hit, a puff of white smoke. Okay, your target was so many yards this way or that way from the smoke. So we'd dive down. We'd hit them with whatever we had. When we first went in there, you'd make pass after pass until all your munitions were gone, all your machine guns, everything, was gone. By the time we left there in June of 50, you made one pass. You got out of there because their anti-aircraft fire, uh, really improved tremendously over those few months.

Interviewer - I see. Can you describe the first moment, occasion where you face the MiG-15, and do you remember that moment. And can you describe your feeling, emotion? Were you scared?

Paul - Not really because the adrenaline was there, and I had tremendous confidence in my own flying ability, that I could do anything that was required. And I had less fear in my mind fighting the MiGs because I could see everything then. When I was on ground targets, the guns are down there anyplace shooting at me, you know, so I couldn't see where the enemy was or who was shooting at me. So I had much more confidence flying up in the sky than I did on ground support.

VETERAN VIDEO CLIP 1 QUESTIONS

1. According to Paul, what did he and fellow pilots know very well?
2. Describe what fighter pilots would do if they could not find the enemy directly.
3. What technique for frontline support was used?
4. Why were fighter pilots forced to shift from making multiple passes to only one?
5. What reason does Paul give for having more confidence against the MiGs than flying ground support?

VETERAN VIDEO CLIP 2: ROY ALDRIDGE



Roy Aldridge Screen Capture from Korean War Legacy Foundation
<https://koreanwarlegacy.org/interviews/roy-aldridge/>

VIDEO CLIP: Surprised in the Air (<https://bit.ly/surprisedinair>)

VIDEO CLIP TIME: 3 minutes 21 seconds

VIDEO CLIP TIMESTAMP ON YOUTUBE: 25:04 - 28:25

TRANSCRIPT:

Roy - I had this special fuse training and, uh, it was designed for a special, a special new type of photo flash bomb which was like a king-sized flashbulb. It would generate something a little over four million candlelight power for just less than, uh, half a second. But, they wanted it to go off cause at night photography, and they're flying reconnaissance missions and they wanted to go off at a certain altitude so they'd get bigger spread. Well, the bombs were going off too low or too high and, uh, and they were electronically set. So they asked me, being I was specially trained on them, to do a, a, fly this mission. And it was supposed to be what we called a milk run, little or no resistance. I said sure. So I put on my parachute and got in this airplane

Interviewer - How many were in the airplane?

Roy - There was four

Interviewer - Like you?

Roy - of us.

Interviewer - Just four of you?

Roy - Yeah, um hm.

Interviewer - Wow.

Roy - Yeah.

Interviewer - So two pilots?

Roy - And the guys in the backseat that had the electronics

Interviewer - And you?

Roy - Actually there was five. They had about a bomb sight, bombardier.

Interviewer - So you are the only one who were older to experiment this, um,

Roy - Yeah. Uh, I, uh, yeah

Interviewer - Special fuse

Roy - I was, I was the only one trained, specially trained for it. The rest of the class hadn't come, you know. And, uh, so we went on this, uh, what they call a milk run with little or no opposition supposedly. Well, I hate to see a, cause I swear to you, you could get out and walk on that stuff at night. It just flash, flash, flash, flash, flash, and all of a sudden the airplane just, just, boom, just shuddered, and the pilot immediately hit the bail out switch, uh, the, it's a, it's a bell, and I had a parachute on the whole time because I didn't, wasn't, and, uh, I was a passenger, and I opened up and I kick the hatch out of the bomb bay doors, and I dropped out. I think I tumbled

Interviewer - How 'bout others?

Roy - When I opened my chute, when I tumbled, just, as I opened my chute, I saw the aircraft disintegrate.

Interviewer - So rest of them died in the air?

Roy - I was the only one survivor.

Interviewer - Only survivor.

Roy - I was the only survivor. And everybody's asked me how high were we. All I can say is when my chute opened, I swung about three times and hit the ground in a rice paddy. Good Korean brown earth and, uh, before I could get my chute completely off, I was, they had me.

VETERAN VIDEO CLIP 2 QUESTIONS

1. What special training did Roy have?
2. What is a photoflash bomb, and what were they used for?
3. Describe the air mission Roy was asked to join.
4. What happened to the plane, Roy, and the other service personnel onboard?
5. How does Roy describe the altitude the plane had reached?

INVESTIGATION FOLDER 3 MATERIALS - AIR WARFARE

DOCUMENTS & PHOTOS IN HISTORICAL ANALYSIS



A B-29 Fortress Bomber Dropping Its Bombs
https://en.wikipedia.org/wiki/Korean_War#/media/File:WarKorea_B-29-korea.jpg

OVERVIEW: While air power played a vital role in the Korean War, its function is often portrayed as less significant than that experienced in WWII. However, quick dismissal of the air war must be tempered by the understanding that vital historical resources remain inaccessible in foreign government archives and that the conduct of the air war has never been subject to detailed historical analysis. Furthermore, resources which are available bias towards their disclosure preferences or are concealed within larger service/historical narratives.

The Korean War air campaign largely centered around three main roles: Air superiority/interdiction, strategic bombardment (organized bombing of specific sites), and close air support (support for troops on the ground). Thousands of sorties (missions) were flown throughout the war by U.S. and United Nations (UN) forces, and while there were many successes in the air, there were also aircraft losses.

Historical records, photographs, and other documents are collected from multiple sources and analyzed during the investigative research process. This is no small feat as historians and researchers are tasked with scrutinizing thousands of sources in an effort to collect enough evidence to support or confirm previous findings regarding remains or recommend a site for field investigation.

TASK

Review the photos and document excerpt, and answer the questions provided. Consider the following while reviewing: credibility, last known location, information that could point towards another source.

Overview narrative sourced and adapted from <https://dpaa-mil.sites.crmforce.mil/dpaaFamWebInKoreanAirBattles>

SOURCE 1: TO HEUNGNAM



Korea - Campaigns - Yudam-ni/Hagaru-ri to Heungnam. Department of Defense. Department of the Navy. U.S. Marine Corps. 9/18/1947- (Most Recent)
<https://catalog.archives.gov/id/74244544>

SOURCE 1 QUESTIONS

1. What story is being told in this photo?
2. How might the plane (look closely within the smoke) be aiding the troops on the ground?
3. What danger might the aircraft encounter at such a low altitude?
4. How does this particular photo help us understand the vital role air power played in the Korean War?

SOURCE 2: STRATEGIC BOMBARDMENT



Lt. R. P. Yeatman, from the USS Bon Homme Richard, is shown rocketing and bombing Korean bridge. November 1952. (Navy) NARA FILE #: 080-G-639948

https://commons.wikimedia.org/wiki/File:Lt._R._P._Yeatman,_from_the_USS_Bon_Homme_Richard,_is_shown_rocketing_and_bombing_Korean_bridge_HD-SN-99-03100.jpg

SOURCE 2 QUESTIONS

1. What story is being told in this photo?
2. How might an air mission of this nature aid the war effort?
3. With Source 1 in mind, how does this particular photo help us develop a more complete picture of the role air power played during the war?
4. This aircraft is a USS Bon Homme Richard (a now decommissioned U.S. Navy aircraft carrier) aircraft. How might a Navy aircraft loss differ from an Air Force aircraft loss (e.g., loss location)?

SOURCE 3: EXCERPT FROM CENTRAL INTELLIGENCE AGENCY - DAILY KOREAN SUMMARY

1 November 1950

MILITARY SITUATION AIR

UN aircraft continued to provide close support for ground forces flying 446 effective sorties, including 178 combat and 216 transport. Enemy artillery was attacked at Kusong with good results, and enemy troops, vehicles, and supply points were hit in the Onjong-Usan area. The US 5th Air Force reports an unsuccessful attack on a flight of F-51's by six to nine jet aircraft, tentatively identified as MIG-15's (a Russian-type fighter); a red star marking was observed on the right wing of one of these attacking aircraft.

2 November 1950

MILITARY SITUATION AIR

The US 5th Air Force reports that three unidentified aircrafts made passes at a UN observation plane; the pilot described the craft as a jet type with modified swept back wings. There were three isolated incidents of light enemy aerial bombing and strafing of US 24th Division positions. UN aircraft flew 503 sorties, including bombing strikes on Changjin, Nanam, and Kanggye.

10 November 1950

MILITARY SITUATION AIR

UN Air Force pilots reported at least five separate encounters with MIG-15 type enemy fighter aircraft in groups of four to ten. One US B-29 was shot down, but at least four enemy aircraft were reported damaged, and two probably damaged. Enemy aircraft consistently broke off contact and evaded further action by crossing the border into Manchuria.

Central Intelligence Agency - Daily Korean Summary

<https://www.cia.gov/readingroom/docs/CIA-RDP91T01172R000200040002-5.pdf>
Jangjin (Chosin) Reservoir can also be spelled Changjin Reservoir.

SOURCE 3 QUESTIONS

1. What new information is provided about the MiG-15 and its actions each day?
2. Explain how a government record (the Daily Korean Summary above) can help us better understand how some aircraft losses occurred during the Korean War.

CHAPTER 6

STEM-H PART 2

STEM-H PART 2

FOCUS

DISCIPLINARY SKILLS: Scientific and Mathematical Reasoning

GUIDING QUESTION: How do the experts at the Defense POW/MIA Accounting Agency (DPAA) utilize the academic disciplines of STEM-H to honor the sacrifice of missing personnel from the Korean War by working to investigate, recover, and identify their remains?

LESSON OVERVIEW:

The work of the DPAA is a complex, interdisciplinary team effort to complete the task of investigating, recovering, and identifying the remains of service members lost in the Korean War. In this lesson, students will build on the work from the folder groups established in the STEM-H Part 1 lesson by exploring and practicing with analytical tools similar to those employed by DPAA experts throughout the process. Teachers may choose to have students complete each of the different disciplinary tasks in this lesson or only the ones they feel are most pertinent to their particular instructional setting. The analytical components of the lesson include calculating estimated locations of aircraft losses based on data from hypothetical combat missions using the range and air speed of Korean War era military aircraft. The air loss portion of the lesson includes a field search exercise evaluating potential crash site locations. Students will be challenged to develop a hypothesis, gather data, and test their hypothesis while considering the relationship between limb segment measurements and a person's stature (height). Students will use examples of modern formulas for calculating the approximate height of fictional air crew members based on skeletal measurements. Further, students will evaluate the value of various types of DNA evidence in excluding possible identities of missing personnel. As the lesson culminates, students will reflect on the identification of service personnel through these skills as each group will be asked to complete tasks based on a fictional air crew in the context of their portion of the lesson.



LEARNING TARGET: I can utilize data to draw conclusions and evaluate the usefulness of that data in the identification process.



CHECK FOR UNDERSTANDING

Students will demonstrate their scientific and mathematical reasoning skills through their calculations, analysis, and evaluations recorded on the handouts provided. Additionally, they will complete analytical reflections at the conclusion of each process.

MATERIALS NEEDED FOR IN CLASS ACTIVITY:

- ▶ DPAA Lab Tour Video (DPAA Lab Tour Video: 9 minutes 21 seconds, <https://vimeo.com/635558160>)
- ▶ DPAA Overview Handout
- ▶ Copies of Handouts from the Lesson Plan
- ▶ Tape Measure in Centimeters
- ▶ Calculators
- ▶ Colored Pencils or Crayons

LESSON FOCUS: HONORING SACRIFICE THROUGH THE APPLICATION OF SCIENTIFIC AND MATHEMATICAL ANALYSIS

Guiding Question: How do the experts at the Defense POW/MIA Accounting Agency (DPAA) use the academic disciplines of STEM-H to honor the sacrifice of missing personnel from the Korean War by working to investigate, recover, and identify their remains?

SEQUENCE OF INSTRUCTION

HOMework OVERVIEW: DEFENSE POW/MIA ACCOUNTING AGENCY LAB TOUR VIDEO

- ▶ Prior to the lesson activities students should view the Defense POW/MIA Accounting Agency's Lab Tour Video (DPAA Lab Tour Video: 9 minutes 21 seconds, <https://vimeo.com/635558160>) as an introduction and to understand the Agency's work and overall mission to provide the fullest possible accounting for our missing personnel to their families and the nation. (This is a different video that complements the DPAA Agency Video that students would have viewed as part of STEM-H Part 1.)
- ▶ Students will utilize the accompanying DPAA Overview Handout as a viewing guide to note key aspects of Investigation, Recovery, and Identification as well as to answer the accompanying questions. This is the same handout as for STEM-H Part 1.

TEACHER NOTES

These STEM-H lessons (Part 1 and Part 2) have been created to complement each other; however, they also may be completed separately. In either case, understanding the mission of the DPAA is key to putting the activities of this lesson in appropriate context. The DPAA Lab Tour Video will help students gain a better understanding of the investigation, recovery, and identification process, while the DPAA Agency Video in Part 1 focuses on the extensive work DPAA conducts in an effort to maximize the number of missing personnel accounted for while ensuring timely, accurate information is provided to their families. In both of these ways, the Agency fulfills our obligation to those individuals, their families, and the nation, to honor the sacrifices of all service members.



TEACHING TIP

Stress the importance of viewing these videos with your students as they capture the spirit of DPAA's mission. The handout, which may be used with either or both videos, serves as a means of keeping students engaged during the video. Students may not log all information for each category (Investigation, Recovery, and Identification) on their handout while viewing the video; however, the Warmup/Introduction will allow time for students to note additional information they might have missed.

CLASS ACTIVITY: WARMUP/INTRODUCTION - ON THE TOPIC OF RECOVERY OR DISINTERMENT

ACTIVITY 1: REVIEW THE DPAA PROCESS AND INTRODUCE SELECTED MISSING PERSONNEL WHO HAVE BEEN IDENTIFIED THROUGH THE PROCESS

WHOLE CLASS

- ▶ Make sure that students are in the same folder groups from the STEM-H Part 1 Lesson. If students have not completed, or are not completing, Part 1, then assign them into three groups related to the topics of Air Losses, Prisoners of War (POWs), and the Battle of Jangjin (Chosin) Reservoir.

- ▶ Using the Investigation Folders Teacher Slides from STEM-H Part 1, briefly remind students of the following key items:
 - ▷ phases of the Korean War.
 - ▷ the number of personnel from the Korean War who are still unaccounted for (approximately 7,600).
 - ▷ the Mission of the DPAA to provide the fullest possible accounting for those missing personnel to their families and the nation.
 - ▷ highlight the work DPAA and its predecessors have completed.

Reinforce the number of missing personnel still unaccounted for as a means of allowing students to grasp the enormity of the ongoing DPAA mission. Inform students that remains from the Korean War have been recovered by members of the Grave Registration Service (GRS) of the U.S. military during the war, field work excavations by DPAA and its predecessors, and unilateral turnovers of remains to the United States. As part of the investigation and identification process, some remains that were previously buried have been disinterred.

- ▶ Inform students that while the process may have been presented as investigation, then recovery, and then identification, each case is unique, and the order of those steps may vary depending on the unique nature of each case. The investigation step in the process, including analysis of the events which led service members to be unaccounted for, whether those events were battles, detention in Prisoner of War (POW) camps, or air losses, was the focus of STEM-H Part 1.
- ▶ STEM-H Part 2, this lesson, focuses on skills related to investigation, recovery, and identification. Distribute the handouts to students in each of the folder groups (Air Losses, POWs, and the Jangjin (Chosin) Reservoir). These groups have been placed in a different order from STEM-H Part 1 to follow the flow of activities for this lesson. Handouts for each folder group will include a press release regarding previously missing personnel related to those events who have been identified and the appropriate exercises for that folder group.

GROUP WORK

- ▶ In their folder groups, have students read the DPAA press releases telling the story of missing personnel who have been identified (W. Mauldin, E. Kapaun, and D. Dowler).
- ▶ Ask them to reflect on the following:
 - ▷ How were these missing personnel investigated, recovered, and identified by the DPAA according to the press release?
 - ▷ How does the work described in the press release demonstrate a commitment to providing the fullest possible accounting for our missing personnel to their families and the nation?
- ▶ While every identification by the DPAA is dependent on multiple lines of analysis, ask each folder group to identify what they believe was the key analytical tool(s) that led to the identification in the press release that they were asked to read.

TEACHER NOTES

Depending on class size, consider utilizing the expert groups of three (Maps, Oral Histories, and Documents and Photos) from STEM-H Part 1 and pairing two of those together for the STEM-H Part 2 activities. Another grouping strategy would be to split the folder groups into pairs for the Air Loss and DNA activities and in half for the Skeletal Analysis activity so that struggling students could have the assistance of stronger students, particularly in setting up the equations on the Air Loss section.

Throughout this lesson, the Korean naming Jangjin (Chosin) will be used.

HOMWORK MATERIAL

Name: _____ Period: _____

Directions: While viewing the DPAA Lab Tour Video (<https://vimeo.com/635558160>) or DPAA Agency Video (<https://youtu.be/9wQR1IepeFI>), note key aspects about each phase of the DPAA process. Answer the provided guiding questions.

DPAA OVERVIEW HANDOUT

Defense POW/MIA Accounting Agency Mission

Provide the fullest possible accounting for our missing personnel to their families and the nation.

DPAA Overview Video Viewing Guide		
Investigation/Research	Recovery	Identification
What takes place during this continuous process? Who is involved, and what sources are collected and analyzed?	What does recovery entail? How do the sites vary? Who is involved in the recovery process?	What does the identification process entail? What are some of the challenges? When is an identification made?

How does the work of DPAA honor the service and sacrifice of POW/MIAs?

IN-CLASS ACTIVITY MATERIALS

PRESS RELEASE #1 - AIR LOSS GROUP

PRESS RELEASE | July 3, 2008

PILOT MISSING IN ACTION FROM THE KOREAN WAR IS IDENTIFIED (MAULDIN)

The Department of Defense POW/Missing Personnel Office (DPMO) announced today that the remains of a U.S. serviceman, missing in action from the Korean War, have been identified and will be returned to his family for burial with full military honors.

He is Capt. William K. Mauldin, U.S. Air Force, of Pickens, S.C. He will be buried on July 18 in Easley, S.C.

On Feb. 21, 1952, Mauldin departed Kimpo Air Base, South Korea, on an aerial reconnaissance mission of enemy targets in the Democratic People's Republic of Korea (D.P.R.K.). While over Odong-ni, Mauldin's RF-51 Mustang was hit by enemy fire and crashed near Sinan-ri, Hoeyang County, D.P.R.K. An aerial search of the crash site was conducted that day and the next, but found no evidence that Mauldin escaped the aircraft before it crashed.

Between 1991-94, North Korea turned over to the U.S. 208 boxes of remains believed to contain the remains of 200-400 U.S. servicemen. One set of remains turned over in 1993 included fragments of aircrew life-support equipment and were reported to be those of an American pilot recovered near Sinan-ri.

Among other forensic identification tools and circumstantial evidence, scientists from the Joint POW/MIA Accounting Command and the Armed Forces DNA Identification Laboratory also used mitochondrial DNA in the identification of Mauldin's remains.

For additional information on the Defense Department's mission to account for missing Americans, visit the DPMO web site at <http://www.dtic.mil/dpmo> or call (703) 699-1169.

*NOTE- This identification was made by the Joint POW/MIA Accounting Command (JPAC) and the Armed Forces DNA Identification Laboratory prior to the creation of the DPAA. JPAC was a predecessor of the DPAA that also sought to provide the fullest possible accounting of missing American personnel.

IN-CLASS ACTIVITY MATERIALS

PRESS RELEASE #2 - POW GROUP

PRESS RELEASE | May 14, 2021

CHAPLAIN ACCOUNTED FOR FROM KOREAN WAR (KAPAUN, E.)

WASHINGTON – The Defense POW/MIA Accounting Agency (DPAA) announced today that Army Chaplain (Capt.) Emil J. Kapaun, of Pilsen, Kansas, who died as a prisoner of war during the Korean War, was accounted for March 2, 2021.

After serving in World War II, Kapaun returned to active duty in the U.S. Army and served in the Korean War with the 8th Cavalry Regiment, 1st Cavalry Division. On November 2, 1950, his unit was near Unsan when they came under heavy fire from Chinese forces and received orders to withdraw. Approximately a quarter of the unit's soldiers made their way back to friendly lines. The others, including many wounded soldiers, became trapped. Kapaun volunteered to stay with the wounded, and was soon captured and taken to a Chinese-run prison camp on the Yalu River's south bank known as Camp 5.

Even after he became gravely ill, Kapaun continued to serve as a spiritual leader for his fellow prisoners, encouraging them to faithfully await their release and regularly defying his captors to bolster the collective morale of the POWs. Due to prolonged malnutrition, he died on May 23, 1951, after which the other POWs buried him in one of the camp's cemeteries.

As part of the 1953 Korean Armistice Agreement, Kapaun's remains were among the 1,868 who were returned to U.S. custody as part of Operation GLORY, but they were not able to be identified. The Army declared his remains non-recoverable in January 1956. At the end of the identification process, 848 unidentified remains, including one designated X-14550 Operation GLORY, were interred at the National Memorial Cemetery of the Pacific, also known as the Punchbowl, in Honolulu, Hawaii.

In 1993, Pope John Paul II declared Kapaun a Servant of God, the first stage toward possible canonization, which is the culmination of the Roman Catholic Church's recognition of a deceased person as a saint.

At a White House ceremony on April 11, 2013, President Barack Obama posthumously awarded Kapaun the Medal of Honor for extraordinary heroism and selflessness.

X-14550 Operation GLORY was disinterred as part of the DPAA's Korean War Disinterment Project on Aug. 19, 2019, and was transferred to the DPAA Laboratory at Joint Base Pearl Harbor-Hickam, Hawaii.

To identify Kapaun's remains, scientists from DPAA used dental and anthropological analysis, as well as circumstantial evidence. Additionally, scientists from the Armed Forces Medical Examiner System used mitochondrial DNA (mtDNA) analysis.

Kapaun's name is recorded on the Courts of the Missing at the Punchbowl, along with the others who are still missing from the Korean War. A rosette will be placed next to his name to indicate he has been accounted for.

Kapaun will be buried Sept. 29, 2021, in Wichita, Kansas.

For family and funeral information, contact the Army Casualty Office at (800) 892-2490.

DPAA is grateful to the Department of Veterans Affairs and the Department of the Army for their partnership in this mission.

To see the most up-to-date statistics on DPAA recovery efforts for those unaccounted for from the Korean War, go to the Korean War fact sheet on the DPAA website at: <https://www.dpaa.mil/Resources/Fact-Sheets/Article-View/Article/569610/progress-on-korean-war-personnel-accounting/>.

For additional information on the Defense Department's mission to account for Americans who went missing while serving our country, visit the DPAA website at www.dpaa.mil, or find us on social media at www.facebook.com/dodpaa or <https://www.linkedin.com/company/defense-pow-mia-accounting-agency>.

Kapaun's personnel profile can be viewed at <https://dpaa-mil.sites.crmforce.mil/dpaaProfile?id=a0Jt00000004mBjEAI>.

IN-CLASS ACTIVITY MATERIALS

PRESS RELEASE #3 - JANGJIN (CHOSIN) RESERVOIR GROUP

PRESS RELEASE | Dec. 21, 2021

SOLDIER ACCOUNTED FOR FROM KOREAN WAR (DOWLER, D.)

WASHINGTON – The Defense POW/MIA Accounting Agency (DPAA) announced today that Army Pfc. Don D. Dowler, Jr., 18, of Clarinda, Iowa, killed during the Korean War, was accounted for Sept. 23, 2021.

In late 1950, Dowler was a member of Company D, 1st Battalion, 32nd Infantry Regiment, 7th Infantry Division. He was reported missing in action on Dec. 2, 1950, after his unit was attacked by enemy forces as they attempted to withdraw near the Chosin Reservoir, North Korea. Following the battle, his remains could not be recovered.

On July 27, 2018, following the summit between President Donald Trump and North Korean Supreme Leader Kim Jong-un in June 2018, North Korea turned over 55 boxes, purported to contain the remains of American service members killed during the Korean War. The remains arrived at Joint Base Pearl Harbor-Hickam, Hawaii on Aug. 1, 2018, and were subsequently accessioned into the DPAA laboratory for identification.

To identify Dowler's remains, scientists from DPAA used anthropological and isotope analysis, as well as circumstantial evidence. Additionally, scientists from the Armed Forces Medical Examiner System used mitochondrial DNA (mtDNA) and autosomal DNA (auSTR) analysis.

Dowler's name is recorded on the Courts of the Missing at the National Memorial Cemetery of the Pacific in Honolulu, along with the others who are still missing from the Korean War. A rosette will be placed next to his name to indicate he has been accounted for.

Dowler will be buried in Santa Maria, California. The date has yet to be determined. For family and funeral information, contact the Army Casualty Office at (800) 892-2490.

To see the most up-to-date statistics on DPAA recovery efforts for those unaccounted for from the Korean War, go to the Korean War fact sheet on the DPAA website at: <https://www.dpaa.mil/Resources/Fact-Sheets/Article-View/Article/569610/progress-on-korean-war-personnel-accounting/>

For additional information on the Defense Department's mission to account for Americans who went missing while serving our country, visit the DPAA website at www.dpaa.mil, or find us on social media at www.facebook.com/dodpaa or <https://www.linkedin.com/company/defense-pow-mia-accounting-agency>. Dowler's personnel profile can be viewed at <https://dpaa-mil.sites.crmforce.mil/dpaaProfile?id=a0Jt000000cV31PEAS>.

CLASS ACTIVITY PART 1: AIR LOSS CALCULATIONS AND ANALYSIS

ACTIVITY 1-1: DIRECT INSTRUCTION ON THE FORMULAS AND PRACTICE AS A WHOLE GROUP

GROUP WORK

- ▶ Explain the formulas that are central to this activity and walk students through the examples provided in the materials. Demonstrate the relationship between the variables in the formula and how the calculations may vary depending on which information has been established as part of the investigation.
- ▶ Discuss with students the variation in characteristics between the two aircraft included in the activities (higher speeds for the fighter jets in comparison to the propeller-driven bomber and a longer range for the aircraft with larger fuel capacity).

ACTIVITY 1-2: PRACTICE OF APPLYING THE MATHEMATICAL FORMULAS AND ANSWERING ANALYTICAL QUESTIONS

GROUP WORK

- ▶ Students analyze the hypothetical scenarios based on the Korean War and then calculate answers based on application of the formulas that have been included in this activity.
- ▶ Students will use the insights gained from their calculations to answer analytical questions about potential air losses in the Korean War. They should, as part of the activity, consider how the scope of a potential search area could be impacted.

ACTIVITY 1-3: FIELD SEARCH EXERCISE - APPLYING SKILLS TO IDENTIFICATION

GROUP WORK

- ▶ DPAA often begins its search for missing aircrews by looking for information on any crash sites within a certain distance/radius of their aircraft's last known location. Figure 1-3A shows the flight path and last known location of the hypothetical B-26 Invader that left Pusan East (K-9) Air Base on a bombing mission against targets near Jangjin (Chosin) Reservoir.
- ▶ The map also shows a 25-mile radius search circle around the location where the plane was last seen on the radar.
- ▶ Using Figure 1-3B, students will consider the evidence surrounding several possible crash sites to draw conclusions about which site is most likely the crash of our B-26 Invader. At the bottom of the map, they will write their answer regarding which site they picked and why.

IN-CLASS ACTIVITY MATERIALS

AIR LOSS CALCULATIONS (ACTIVITY 1) HANDOUT

Name: _____ Period: _____

One major focus of the DPAA's current work is to research air losses during the Korean War. Even in cases of unilateral turnovers of remains and disinterment cases related to air losses, these types of calculations will be performed to narrow the short list of potential identities for a set of remains. As part of that task, the analysts must consider factors such as range, fuel consumption, target locations and possible causes of loss for various American aircraft that saw combat. The range, cruise speed, and fuel capacity of two key aircraft in the Korean War are listed in the table below.

Plane	Range	Cruise Speed	Fuel Capacity
F-86 Sabre (Jet)	785 miles	672 mph	437 US gal
B-26 Invader (Prop Plane)	1,400 miles	373 mph	925 US gal



F-86 Sabre



B-26 Invader

https://commons.wikimedia.org/wiki/File:F-86_Sabre_hertiage_flight.jpg

https://en.wikipedia.org/wiki/Douglas_A-26_Invader#/media/File:Douglas_A26_Invader-2362.jpg

In trying to locate and assess aircraft losses, the DPAA must calculate, among other factors:

- ▶ Flight times
- ▶ Distances
- ▶ Fuel Consumption

To find the time it takes to travel a given distance, the formula used is the following:

$$\text{Distance} \div \text{Speed} = \text{Time}$$

To calculate distance traveled the formula used is the following:

$$\text{Speed} \times \text{Time} = \text{Distance}$$

Using these two formulas and the aircraft specifications listed above, answer the following questions about hypothetical sorties (missions) in the Korean War.

Example: If an F86 Sabre traveled for 45 minutes from its last known position at cruising speed, how far would it travel?

$$(.75 \text{ hour}) = (x \text{ miles}) / (672 \text{ mph})$$

$$(x \text{ miles}) = (672) \times (.75)$$

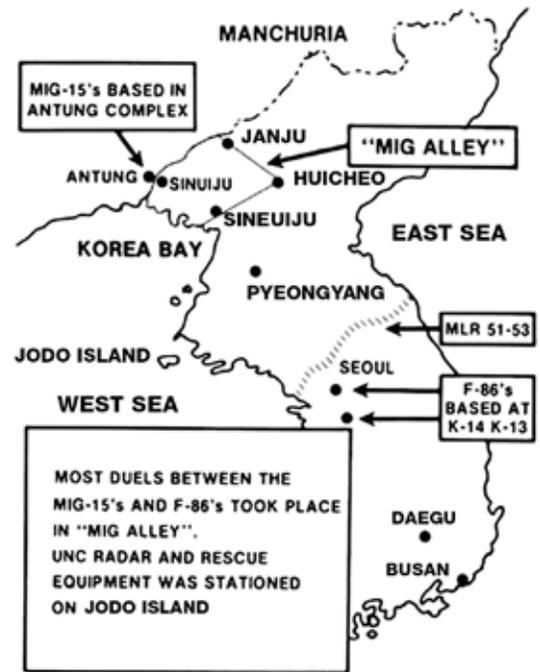
$$\text{Answer} = 504 \text{ miles traveled}$$

MISSION CALCULATIONS:

1. One of the key air battle zones of the Korean War was the Northwest corner of North Korea, nicknamed MiG Alley by American pilots because of their encounters with Soviet-built MiG-15 fighter jets along the Yalu River. If an F-86 Sabre pilot took off from Kimpo (K-14) Air Base near Seoul, how long would it take the plane to reach MiG Alley 200 miles to the northwest?



<https://dpaa-mil.sites.crmforce.mil/dpaaFamWebInKoreanAirBattles>



Defense POW/MIA Accounting Agency

2. If the F-86 Sabre sought to return to Kimpo (K-14) Air Base from MiG Alley and the pilot radioed in that his aircraft had been struck by anti-aircraft fire 12 minutes after leaving the vicinity of the Yalu River (240 miles northwest of Kimpo), calculate how far northwest of Kimpo (K-14) Air Base the aircraft is likely to be found.



https://commons.wikimedia.org/wiki/File:F-86_Sabre_hertiage_flight.jpg



<https://media.defense.gov/2005/Dec/27/2000573072/-1/-1/0/050428-F-1234P-002.JPG>

3. If a B-26 Invader (light bomber) left Pusan East (K-9) Air Base on a bombing mission targeting North Korean infrastructure near the Jangjin (Chosin) Reservoir 420 miles to the north-northwest, was last spotted on radar 45 minutes into its flight, and never reached its intended target near Jangjin (Chosin) Reservoir, how many miles north-northwest of Pusan East (K-9) Air Base should we start the search for the plane?



<https://media.defense.gov/2005/Dec/27/2000573072/-1/-1/0/050428-F-1234P-002.JPG>



IN-CLASS ACTIVITY MATERIALS

FIELD SEARCH EXERCISE: APPLYING SKILLS TO IDENTIFICATION (ACTIVITY 1)

Name: _____ Period: _____

Figure 1-3A. Flight path of the B-26, with 25-mile radius search circle around its last known location.



DPAA often begins its search for missing aircrews by looking for information on any crash sites within a certain distance/ radius of the aircraft's last known location. Figure 1-3A shows the flight path and last known location of the hypothetical B-26 Invader that left Pusan East (K-9) Air Base on a bombing mission against targets near Jangjin (Chosin) Reservoir mentioned in Question 3.

4. DPAA researchers and investigators have identified four crash sites near the last known location of the B-26 from Question 3. Using the information provided in Question 3 above and the crash site locations depicted on Figure 1-3B, which of the following crash sites is most likely to be the crash site of the B-26 and why?

Crash Site A: aircraft wreckage consistent with a B-26 that was carrying no bombs, indicating it was flying back towards Pusan East Air Base after attacking the target, when it crashed.

Crash Site B: aircraft wreckage consistent with an F-86.

Crash Site C: aircraft wreckage consistent with a B-26 that was still carrying bombs, indicating it was flying towards its target when it crashed.

Crash Site D: aircraft wreckage consistent with a B-26 that was still carrying bombs, indicating it was flying towards its target when it crashed.



Figure 1-3B. Close-up of the vicinity of the B-26’s last known location, with 25-mile search radius and known nearby aircraft crash sites.

Answer:

After locating the correct crash site, DPAA archaeologists conducted an archaeological excavation of the site and recovered human skeletal remains, believed to belong to the B-26’s crew members, as listed in this table:

Crew Member Name	Position	Age	Stature
Captain Abel	Pilot	30	70.5 inches
First Lieutenant Baker	Navigator/Bomber	23	67.75 inches
Staff Sergeant Fox	Gunner	19	76.0 inches

(This data is entirely made up and not derived from any actual cases. Names are derived from the phonetic alphabet in use during the Korean War era. It will be used by your peers in other groups as they work on the skills specific to their section of the lesson.)

CLASS ACTIVITY PART 2: SKELETAL ANALYSIS - ESTIMATING STATURE

ACTIVITY 2-1: DEVELOPING A HYPOTHESIS

GROUP WORK

- ▶ Have students look at a skeletal chart of the human body, and as a group (POW group from STEM-H Part 1) or more likely a subgrouping of that folder group, hypothesize whether the bones of the upper limbs (arms) or lower limbs (legs) might be best suited to estimate stature (height) of the missing personnel whose skeletal remains have been recovered.
- ▶ Have the subgroup explain why they believe that either the upper or lower limbs would be the most useful to estimate stature.



TEACHING TIP

You may wish to facilitate the discussions with students depending on their level of comfort in developing their hypothesis. It is recommended to check students' hypothesis ideas and direct them to the long bones of the leg (femur or tibia) as these are the most appropriate bones for estimating stature. This should make it more logical for the students to measure the limb segment corresponding to the tibia bone. If necessary, based on student numbers, regroup students in this folder group to ensure adequate data for each subgroup.

ACTIVITY 2-2: DATA COLLECTION AND ANALYSIS

GROUP WORK

- ▶ While students may select different extremities, have them test a hypothesis based on the lower extremities by measuring the limb segment corresponding to the tibia bone (in cm) and testing it as a tool for estimating height. Have each member measure their own leg segment from the medial condyle of the tibia (the bony bump on the inside of the shin below the knee joint) to the medial malleolus of the tibia (the bony bump on the inside of the shin above the ankle joint). Have students record this data for each of the subgroup members except for one subgroup member whose data will be used for hypothesis testing.
- ▶ Students measure the height of each subgroup member except the one subgroup member who will be used for hypothesis testing.
- ▶ Students record the subgroup members' names, length of limb segment corresponding to the tibia (cm) and height (cm) in the chart provided on their handout.
- ▶ Students calculate a ratio of the length of the limb segment corresponding to the tibia bone (cm) to the height for each member of the subgroup by dividing height by length of the limb segment.
- ▶ Students average the ratios for each subgroup member by adding the ratio numbers together and dividing by the number of subgroup members.
- ▶ Students record the ratio number in the formula provided of **estimated height = limb segment length x average of the ratios.**

ACTIVITY 2-3: HYPOTHESIS TESTING:

GROUP WORK

- ▶ Have the remaining student in the subgroup measure the length of their limb segment corresponding to their tibia bone (cm).
- ▶ Using the formula created in the data analysis section, calculate and record an estimated height of the remaining subgroup member (estimated height = limb segment length x average of the ratios).
- ▶ Measure and record the actual height of that remaining subgroup member.
- ▶ Compare the estimated height to the actual height of the remaining subgroup member.
- ▶ Identify and explain factors that could make their formula less accurate for estimating height, particularly of missing personnel from the Korean War.



TEACHING TIP

Students may struggle and need some prompting regarding factors. Some factors could include the following: 1) Missing personnel were overwhelmingly male, 2) Missing personnel were adults rather than kids, 3) Average heights were shorter 70 years ago, 4) Measuring the actual bone in skeletal remains would be very different than trying to measure it on a live subject, 5) There is significant variation in leg segment lengths of people with the same height, etc.

ACTIVITY 2-4: APPLYING SKILLS TO IDENTIFICATION - UTILIZING ESTABLISHED SCIENTIFIC FORMULAS

GROUP WORK

- ▶ Students use the formulas provided on the handout to calculate the estimated heights of hypothetical missing personnel.
- ▶ Students identify limitations that might exist with the usefulness of the stature estimations.

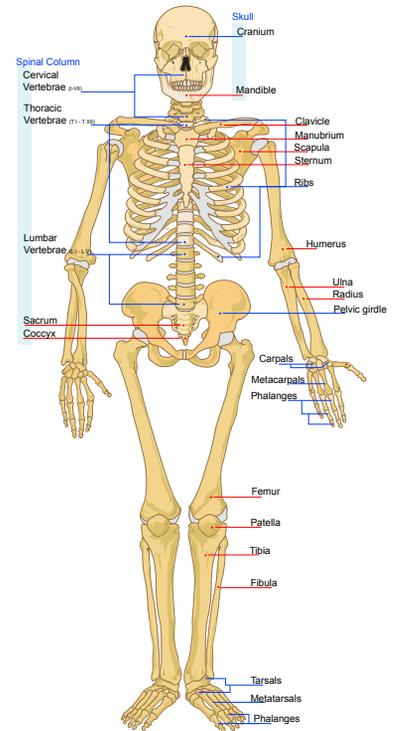
IN-CLASS ACTIVITY MATERIALS

SKELETAL ANALYSIS (ACTIVITY 2) HANDOUT

Name: _____ Period: _____

DEVELOPING A HYPOTHESIS:

1. In considering human anatomy, hypothesize whether the upper limbs or lower limbs might be best suited to estimate stature (height) of missing personnel whose skeletal remains have been recovered. Explain why you believe that body region would be most useful to estimate stature. **Answer:**



STUDENT DATA COLLECTION AND ANALYSIS:

2. Using the limb segment corresponding to the tibia bone, have each group member except one measure the length of their own leg segment. The member should measure their own limb segment from the medial condyle of the tibia (the bony bump on the inside of the shin below the knee joint) to the medial malleolus of the tibia (the bony bump on the inside of the shin above the ankle joint). See the image below of the tibia. Measure the height of each team member except one as well, and record those results in the following chart.

https://commons.wikimedia.org/wiki/File:Human_skeleton_front_en.svg (by Maria Ruiz Villareal)

Name	Limb Segment Length (cm)	Height (cm)	Ratio=Height/ Limb Segment
AVERAGE OF RATIOS:			



https://commons.wikimedia.org/wiki/File:Tibia_-_frontal_view.png (Source: Anatomography) (Note: Tibia is depicted in red)

3. Based on your data, calculate the ratio between the length of the limb segment corresponding to the tibia measured by your team members to their height.
 - ▷ Ratio = (height of team member in cm/limb segment length in cm).
 - ▷ Divide each of those fractions, and record a number in the last column of the chart above.

Average of Ratios = the ratio for each group member divided by the number of group members

Example: $(\text{Ratio Student \#1} + \text{Ratio Student \#2} + \text{Ratio Student \#3} + \text{Ratio Student \#4}) \div 4$

- ▷ Record that average of ratios in the box at the bottom of the table.
- ▷ Complete the following formula with that average of ratios:

Estimated Height = Length of limb segment in cm x _____

HYPOTHESIS TESTING:

4. Test your hypothesis by using the formula that you have established in Question #3.

- ▷ Have the remaining group member measure the same limb segment corresponding to their tibia bone (cm).
- ▷ Plug that measurement into the formula that you made in Question #3.

Estimated Height = _____ (length of limb segment) x _____ (Average of ratios)

- ▷ Record the estimated height calculated using the formula in the box below.
- ▷ Measure the remaining team member's actual height in cm and record that in the chart.

Estimated Height:	Actual Height:
--------------------------	-----------------------

5. Identify and explain any challenges that might make your estimated height less accurate.

6. Identify and explain variables that might make your formula less accurate for the identification of remains from the Korean War.

IN-CLASS ACTIVITY MATERIALS

SKELETAL ANALYSIS: APPLYING SKILLS TO IDENTIFICATION (ACTIVITY 2)

Name: _____ Period: _____

UTILIZING SCIENTIFIC FORMULAS:

The study of human anatomy has determined that physical stature (height) can be estimated based on the length of long bones such as the femur, humerus, and tibia. The science of forensic anthropology has advanced dramatically since its beginnings in the 19th century, when early scientists sought to develop formulas such as the ratio formula you created. World-renowned experts from the DPAA and its predecessor organizations, such as Dr. Mildred Trotter, have been instrumental in the advancement of these formulas. Dr. Trotter's formulas, developed in her work identifying Korean War service members, take into account hundreds of data points like those you gathered in the previous exercise, but more importantly, the formulas account for variables such as the variation that exists in the relationship between height and bone length. For the next activity you will use formulas similar to those developed by Dr. Trotter.

Femur: Measure the length of the femur in centimeters then multiply that by 2.38 and add 61.41 = stature of the individual +/- 3.27 cm

Humerus: Measure the length of the humerus in centimeters then multiply that by 3.08 and add 70.45 = stature +/- 4.05 cm

Tibia: Measure the length of the tibia then multiply that by 2.52 and add 78.62 = stature +/- 3.37 cm

Using each of the formulas above, calculate the stature of hypothetical remains DPAA archeologists recovered from the fictional B-26 crash site that your classmates in the Air Loss group identified.

Example: If femur was 41 cm, then estimated height would be calculated as follows:

- ▷ $41 \times 2.38 = 97.58 + 61.41 = 158.99$ (with a margin of error of +/- 3.27 cm)
- ▷ So the range would be from (155.72 cm - 162.26 cm), with the average height of **158.99 cm**.

	Bone Measurement	Estimated Height Range
Unknown #1	Femur: 49 cm	
Unknown #2	Humerus: 40 cm	
Unknown #3	Tibia: 37 cm	

The service records of our hypothetical crew provide us the following data:

Crew Member	Position	Age	Stature
Captain Abel	Pilot	30	70.5 inches
First Lieutenant Baker	Navigator/Bomber	23	67.75 inches
Staff Sergeant Fox	Gunner	19	76.0 inches

Based on this information and your estimated height calculations, which set of remains most like represent each of the missing B-26 crew members?

Remains	Estimated Stature	Likely Identity
Unknown #1		
Unknown #2		
Unknown #3		

What limitations might exist in using stature estimates in identification?

CLASS ACTIVITY PART 3: DNA ANALYSIS ACTIVITIES

ACTIVITY 3-1: LEARNING ABOUT DNA AND COMPLETING ORGANIZER

GROUP WORK

- ▶ Students read and mark up the text regarding various types of DNA that is based on DPAA work with DNA samples from bones of missing personnel.
- ▶ Students complete the graphic organizer about the three key types of DNA being discussed in this activity.
- ▶ Students reflect on where DNA samples come from and the fact that samples from the Korean War will likely consist of bones, bone fragments, and teeth.

ACTIVITY 3-2: PEDIGREE CHART AND ANSWERING ANALYTICAL QUESTIONS REGARDING HEREDITY

GROUP WORK

- ▶ Based on their understanding of heredity and the various types of DNA explained in the materials provided, students will trace and shade various portions of the provided pedigree chart to reflect patterns of inheritance for various types of DNA.
- ▶ Students answer a series of analytical questions intended to connect the concepts of shared DNA and how it is passed from one generation to the next and what significance that would have in the identification process.

ACTIVITY 3-3: APPLYING SKILLS TO IDENTIFICATION – COMPARING NUCLEOTIDE BASE SEQUENCES FOR CREW IDENTIFICATION

GROUP WORK

- ▶ Students will compare letter sequences designed to represent the order of nucleotide bases in a fragment of DNA material. The activity is intended to reinforce that certain individuals within a pedigree chart would have identical mtDNA while others would have a different sequence depending on their consanguinity (fact of being descended from the same ancestor).
- ▶ Students answer a series of analytical questions intended to connect the concepts of shared DNA and how it is passed from one generation to the next and what significance that would have in the identification process.

IN-CLASS ACTIVITY MATERIALS

DNA ANALYSIS (ACTIVITY 3) HANDOUT

Name: _____ Period: _____

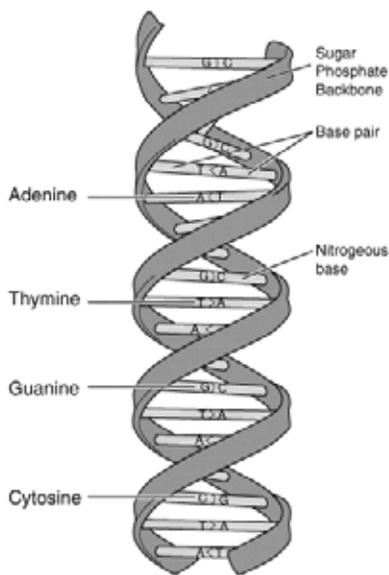
Excerpt adapted from the DPAA Website:

Deoxyribonucleic Acid (DNA) is a double stranded molecule of helical structure containing the genetic code that makes you who you are. You inherit your DNA from your parents and it determines certain characteristics such as hair color, eye color, and other physical attributes. All DNA is constructed of the same four nucleotide bases: Adenine (A), Guanine (G), Cytosine (C), and Thymine (T), which are organized in two complementary helical strands.

All human cells with a nucleus contain two types of DNA:

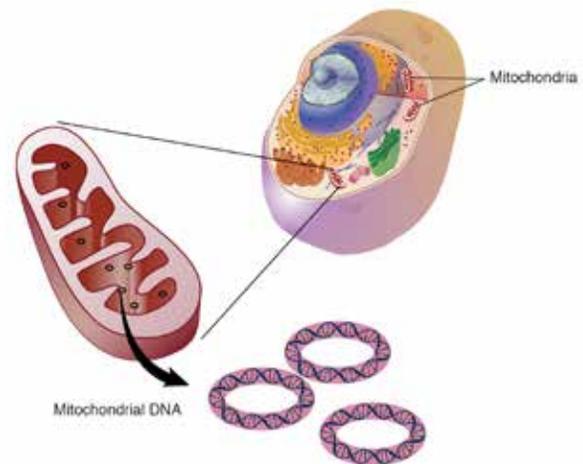
Nuclear DNA nucDNA

(FOUND IN THE CELL NUCLEUS)



Mitochondrial DNA mtDNA

(FOUND IN MITOCHONDRIA)



Source: National Human Genome Research Institute

<https://commons.wikimedia.org/wiki/File:DNA-structure-and-bases.png>

<https://www.genome.gov/genetics-glossary/Mitochondrial-DNA>

Both nucDNA and mtDNA can be utilized for human identification and forensic testing.

NUCLEAR DNA

Nuclear DNA, which is found as a single copy within all nucleated cells, is made up of 23 pairs of chromosomes (22 pairs of autosomes and one pair of sex chromosomes) for a total of 46 individual chromosomes. There are two types of DNA in the nucleus which are used by the DPAA in DNA testing:

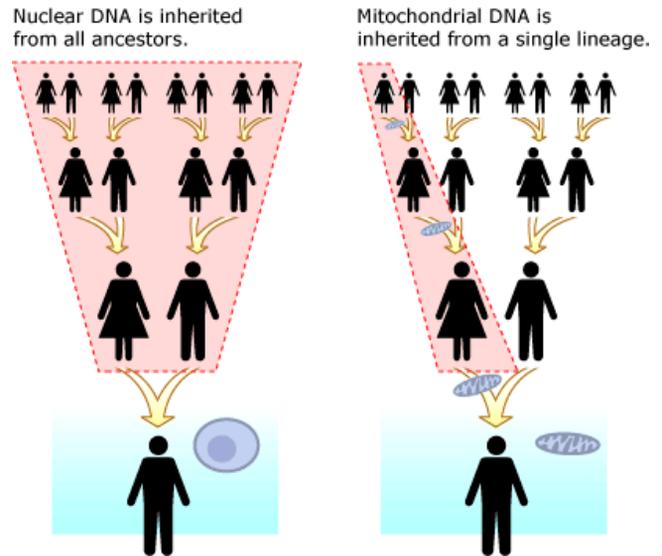
- ▷ Autosomal DNA (auDNA)
- ▷ Y chromosomal DNA (Y-DNA)

Autosomal DNA testing uses specific locations, which are found throughout the 22 pairs of autosomal chromosomes and the sex determining chromosomes (the X and Y). Each location consists of a short sequence, commonly referred to as an autosomal short tandem repeat (auSTR), and the quantity of these repeats determines a specific numerical value associated with each location. The numeral values for each location are combined to make up your STR profile. You will always share half of your numerical values with each biological parent, but you may not share any numerical values with your siblings.

Y-DNA analysis is only possible on male individuals, as it is an analysis of short tandem repeats of locations on the Y-chromosome. The 23rd chromosome pair is responsible for determining the sex of an individual, with females having two X chromosomes (XX) and males having one X chromosome, which is donated from the mother, and one Y chromosome, which is donated from the father (XY). Y chromosomal DNA is passed from father to son through the paternal lineage. It is extremely stable, does not change from generation to generation, and is rich in well-defined short tandem repeats. Although Y-DNA is not unique to a specific person - as all individuals in a family's paternal lineage share it - it is exceptionally useful since any male of the paternal lineage can serve as a reference.

MITOCHONDRIAL DNA

Mitochondrial DNA (mtDNA) is the second type of DNA found within human cells that can be used for identification. It is often used in identification of war remains because it is more likely to survive in degraded samples. It is located in the mitochondria of the cell. Within a single cell, hundreds to thousands of mtDNA molecules can be found. Mitochondrial DNA, like Y-DNA, is a lineage marker; however, it is only transmitted through the maternal line. What this means is that you and your siblings will share the same mtDNA profile as your biological mother, but if you are a male, your children will have their biological mother's mtDNA. This sharing among a maternal lineage makes it extremely useful when dealing with cases where viable nuclear DNA references are unavailable. One limitation, however, is that mtDNA sequences may be shared by thousands of individuals within a population, so it may be shared by people who are so distantly connected by consanguinity so as to be essentially unrelated.



Source: University of California Museum of Paleontology's Understanding Science

https://commons.wikimedia.org/wiki/File:Mitochondrial_DNA_versus_Nuclear_DNA.gif

The three primary categories of DNA testing used by the DPAA:

Nuclear DNA	Mitochondrial DNA
<ul style="list-style-type: none">• Autosomal DNA (auDNA)• Y chromosomal DNA (Y-DNA)	<ul style="list-style-type: none">• Mitochondrial DNA (mtDNA)

Each type presents opportunities and challenges in identifying the missing.

DNA ANALYSIS HANDOUT: GRAPHIC ORGANIZER

Directions: Complete the graphic organizer using the reading on DNA types.

DNA Type	Location in the cell	Number of copies per cell	How unique is the sequence? (Who might share the same sequence?)
auDNA			
Y-DNA			
mtDNA			

- Based on the pedigree chart, how many known living relatives could potentially provide a Family Reference Sample of mtDNA?
- Based on the pedigree chart, how many known living relatives could potentially provide a Family Reference Sample of Y-DNA?

COMPARING NUCLEOTIDE BASE SEQUENCES: APPLYING SKILLS TO IDENTIFICATION (ACTIVITY 3)

As part of these activities, each of the groups have been given fictional data of a hypothetical archaeological excavation of a crash site and where DPAA archaeologists recovered a number of human skeletal remains, believed to belong to a B-26's crew members, as listed in this table:

Crew Member Name	Position	Age	Stature
Captain Abel	Pilot	30	70.5 inches
First Lieutenant Baker	Navigator/Bomber	23	67.75 inches
Staff Sergeant Fox	Gunner	19	76.0 inches

(This data is entirely made up and not derived from any actual cases. Names are derived from the phonetic alphabet in use during the Korean War era.)

In our hypothetical scenario a series of bone samples were processed at the lab from the crash site and produced the following nucleotide sequences of mtDNA:

Bone #1: GAACTGCAACTTCAGGGACATACCTCGACTCTGGATACTCAG

Bone #2: GATCTGCCACTTCAGGGTCTTACCTGGACTCTCCATACTCAG

Bone #3: GAACTGCCAATTCAGCCAGATTCCTCCAGTCAGGATAGTCAG

Bone #4: GATCTGCCACTTCAGGGTCTTACCTGGACTCTCCATACTCAG

Bone #5: GAACTGCAACTTCAGGGACATACCTCGACTCTGGATACTCAG

You also have the following Family Reference Samples (FRS) of mtDNA, for Captain Abel, First Lieutenant Baker, and Staff Sergeant Fox:

GATCTGCCACTTCAGGGTCTTACCTGGACTCTCCATACTCAG = Abel FRS

GAACTGCAACTTCAGGGACATACCTCGACTCTGGATACTCAG = Baker FRS

GAACTGCCAATTCAGCCAGATTCCTCCAGTCAGGATAGTCAG = Fox FRS

- Explain what you might conclude about the five bone samples that were recovered from the crash site.
- In the scenario with the fictional B-26 crew, where you recovered remains and you knew the names of the three members of the crew (a closed population of missing individuals from a specific incident), which type(s) of DNA could be used to connect names with the unaccounted-for service members? Why?

CLASS ACTIVITY PART 4: CONCLUSION AND WRAP-UP

ACTIVITY 4-1: TEACHER FACILITATED DEBRIEF

WHOLE CLASS

- ▶ Have one expert from each of the three groups briefly explain the skill that they practiced and how it is relevant to the process of recovery, and/or identification of missing personnel.
- ▶ Ask an expert from each group to explain a limitation of their analytical activity (e.g., stature measurements have a built-in error factor, and unless the subject is very tall or very short, stature would not distinguish one person from another; mtDNA is not unique to each individual and may be shared by thousands of people who trace common matrilineal ancestry; limited information regarding the air loss group could make it difficult to narrow the scope of a potential crash area). Have each group also discuss how their skill applied to the fictional B-26 crew's recovery and identification.
- ▶ Student groups should then return to the press releases from the beginning of the lesson and share out with the whole class the story of their identification from the press release. Have students identify how the skills they practiced would have helped in the investigation, recovery, or identification of the missing personnel.

ACTIVITY 4-2: EXIT TICKET

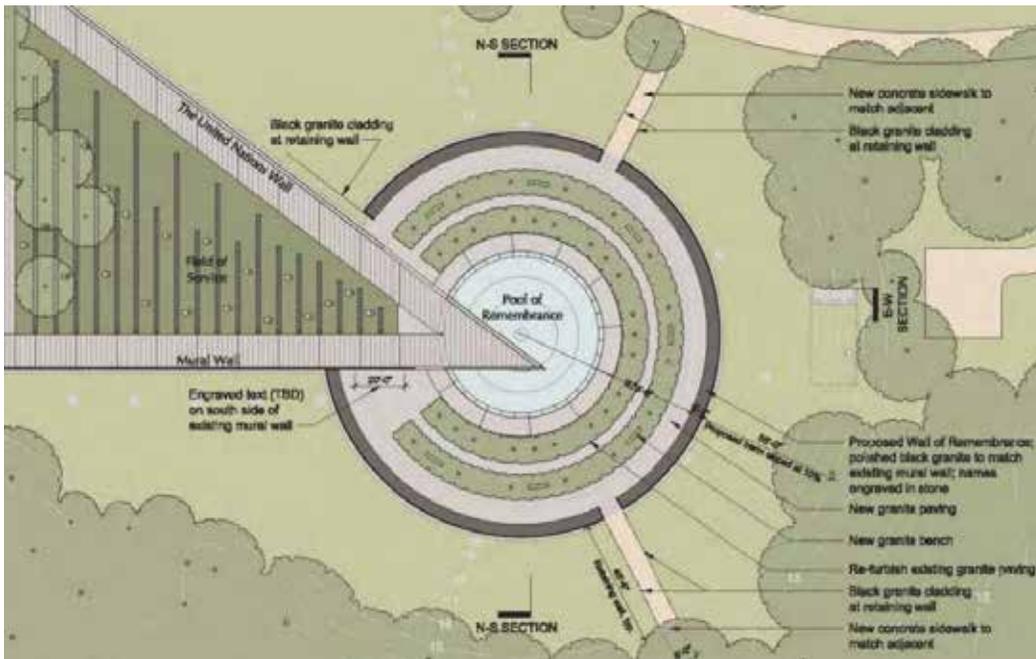
INDIVIDUAL WORK

- ▶ Now that students have practiced disciplinary skills that could be applied to the investigation, recovery, and identification of missing personnel have them complete the following exit ticket:
- ▶ **The people of the United States feel a sense of identity and loyalty to our shared imagination of community as Americans. How does the work of the DPAA to provide the fullest possible accounting for every missing service member and their family work to build and strengthen our willingness to sacrifice and serve the fellow members of that imagined community?**

CHAPTER 7

EXPERIENTIAL LEARNING

KOREAN WAR VETERANS MEMORIAL - EXPERIENTIAL LEARNING HANDOUT



The Korean War Veterans Memorial is located near the Lincoln Memorial on the National Mall in Washington, D.C. It was dedicated on July 27, 1995. The Memorial was designed and financed by private contributions and erected under the auspices of the Korean War Veterans Memorial Advisory Board composed of Korean War veterans. The memorial was redesigned in 2021-22 with the addition of the Wall of Remembrance and was rededicated on July 27, 2022. The memorial commemorates the sacrifices of the 5.8 million Americans who served in the U.S. armed services during the three-year period of the Korean War. The Memorial consists of four parts: the Statues, the Mural Wall, the Wall of Remembrance and the United Nations Wall.¹

The 19 stainless steel statues were sculpted by Frank Gaylord of Barre, VT and cast by Tallix Foundries of Beacon, NY. They are approximately seven feet tall and represent an ethnic cross section of America. The advance party has 14 Army, 3 Marine, 1 Navy and 1 Air Force members. The statues stand in patches of Juniper bushes and are separated by polished granite strips, which give a semblance of order and symbolize the rice paddies of Korea. The troops wear ponchos covering their weapons and equipment. The ponchos seem to blow in the cold winds of Korea.

The Mural Wall was designed by Louis Nelson of New York, NY, and fabricated by Cold Spring Granite Company, Cold Spring, MN. The muralist, sculptor and architect worked closely to create a two-dimensional work of art adjacent to the three-dimensional statues. The wall consists of 41 panels extending 164 feet representing those forces supporting the foot soldier, depicting Army, Navy, Marine Corps, Air Force and Coast Guard personnel and their equipment. The etchings are arranged to give a wavy appearance in harmony with the layout of the statues. The reflective quality of the Academy Black Granite creates the image of a total of 38 statues, symbolic of the 38th Parallel and the 38 months of the war. When viewed from afar, it also creates the appearance of the mountain ranges of Korea.

1 ADAPTED FROM THE KOREAN WAR VETERANS MEMORIAL FOUNDATION WEBSITE.

The Memorial has a reflective pool which is at the far terminus of the Memorial site. Circling the pool is the Wall of Remembrance. It lists the names of the 36,595 American servicemen and 7,174 Korean Augmentation to the United States Army (KATUSA) who gave their lives defending the Republic of Korea.

To the left of the Mural Wall is a walkway on which are engraved markers that list the 22 nations that contributed troops to the United Nations efforts in the Korean War.

As you explore the memorial, record 5-10 observations in the spaces below. These observations could be related to the actual components of the memorial (such as the art itself or the text that accompanies it), people's interactions with and/or reactions to the memorial, or your own feelings about each component.

<p style="text-align: center;">Statues</p>	<p style="text-align: center;">Mural Wall</p>
<p style="text-align: center;">Wall of Remembrance</p>	<p style="text-align: center;">United Nations Wall</p>

Reflection Questions

How does visiting the memorial enhance your experience compared with seeing pictures or video online?

What emotions does the memorial elicit around the topic of the veterans' sacrifices during the Korean War?

How does the memorial inspire you, appeal to patriotism, and/or create a greater sense of an American community?

DPAA EXPERTS TABLE

Historian/Analyst	Historians and analysts collect and interpret historical background information, military medical and personnel records, unit histories, official correspondence, maps, photographs, and other evidence. They conduct large scale research on relevant geographic areas and trace historic remains recovery efforts. They then analyze all available information to inform the next steps to be taken in advancing a particular case to a research conclusion, a disinterment of unknown remains, or further work in a field setting. These experts have advanced degrees in historical research, geospatial information systems, archival and library science, or relevant experience in military intelligence.
Archeologist	Archeologists are involved in site investigation and excavation. Teams routinely travel through and work in dense jungles, on mountains and glaciers, even sometimes rappelling down cliffs to reach sites. Sites can be as small as a few meters for individual burial sites, to areas exceeding the size of several football fields for aircraft crashes with large debris fields. Specialists in underwater archeology use a unique blend of investigative methods and specialized technologies to include technical dive operations, remote sensor capabilities, and Unmanned Underwater Vehicles (UUVs).
Forensic Anthropologist	The DPAA Laboratory is the largest and most scientifically diverse forensic skeletal laboratory in the world. It is internationally accredited and lab staff have advanced degrees in anthropology. Anthropologists use all available lines of evidence to establish the identification of unaccounted-for individuals; these include skeletal biology, chest radiographic comparisons, histology, material evidence, life support materials, and all possible types of DNA.
Forensic Odontologist	Forensic odontologists specialize in dental identification. They examine the dentition of human remains in comparison to historic dental records and other lines of evidence to make identification recommendations.
Other Experts	The DPAA is composed of and supported by experts including archivists, GIS specialists, linguists, planners and logisticians, policy experts, photographers, medics, material evidence experts, Explosive Ordnance Disposal (EOD) technicians, and Aircraft Wreckage Subject Matter Experts (LSI).

(Information derived from DPAA Mission & History Pamphlet)

