

Lesson Plan 5: Korea and the Korean War
 A Social Studies Lesson Plan developed for
 Upper Elementary-Level Students (grades 4-6)

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Instructor:

Lesson Title: Korea and the Korean War

Grade Level: 4th-6th

Curriculum Area: Social Studies

Estimated Time: This lesson can be divided
 into two or more class periods

Date:

Standards Connection:

Alabama Course of Study Social Studies Standards

SS 4.15 Identify major world events that influenced Alabama since 1950, including the Korean Conflict, the Cold War, the Vietnam War, the Persian Gulf War, and the War on Terrorism.

Alabama Course of Study ELA Standards

4th Grade

4. 4) Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

16.) Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. [RI.4.7]

6th Grade

32.) Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. [SL.6.2]

Alabama Course of Study Technology Standards:

3-5. 5.) Practice safe use of technology systems and applications

Learning Objectives:

Students will

1. Analyze pictures in the document [Students' Material: Korea and the Korean War](#) and learn to draw conclusions about events from the pictures.
 - a. Identify North Korea and South Korea on a map and name the countries that are close to North Korea and South Korea.
 With the pictures, they will be introduced to
 - b. Basic facts about Korea's history and the Korean War
 - c. The armistice and the creation of the DMZ
 - d. An Alabamian who participated in the Korean War
 - e. The 38th Parallel
2. Become familiar with the term, "Cold War"

3. Participate in two writing assignments after research using safe internet sites.

Evaluation of Learning Objectives:

The students will be formatively assessed throughout the lesson. The teacher will use anecdotal notes, random questioning and group assessments to monitor student activity.

The writing assignments can be assessed for a grade or evaluated as an oral report.

Learning Design

Before beginning this lesson, the teacher will need to read [Teachers' Document Part One: Korean War](#) and [Teachers' Document Part Two: Cold War](#) in order to help summarize and explain the material to the level of his or her students' understanding as they progress through this lesson plan. This reading material and/or content may be too advanced for many elementary students to read. However, it can be copied and given to the students if it is appropriate.

Engagement:

The teacher will engage the students by asking questions for a brief discussion: "Have any of you been to Korea?" "Do you know anyone who has been?" "Does anyone know any facts about Korea?" "Do you know anyone who was fighting in the Korean War?" After this discussion, tell the students that in this lesson they will learn more about the history of Korea and the Korean War.

Teaching Script:

1. The pictures in the document, [Students' Material: Korea and the Korean War](#) can be copied and given to the students or displayed for group viewing.
2. The first picture is the map of North and South Korea. Ask students to find North Korea and South Korea. Ask them to name the countries that are close to Korea.
3. The teacher will need to explain that before World War II, the land now known as the two countries of North Korea and South Korea was one country. However, after World War II, the land was divided into two countries; the northern part became North Korea that was supported by Russia that had a communist government; the southern part became South Korea that was supported by the United States and has a democratic government. This would be a good opportunity to explain to the students the difference between a communist government and a democratic government. Select facts from [Teachers' Document Part Two: Cold War](#) about the Cold War; explain the term and discuss why people were so scared that the communist governments might hurt the other countries that were not communist.
4. The next picture in the [Students' Material: Korea and the Korean War](#) gives a graphic example of how the United States saw communism spreading across the world. Ask the students what they see in this picture that they can identify (octopus, globe, land, water, etc.) Ask if they can read the words where the tentacles of the octopus end. Ask what words are written on the octopus's head. After the students have commented, the teacher can explain that people in the United States were afraid that the communist governments of China and other

countries in that area would take over many other countries. If this happened, the democratic governments, including the government of the United States might be threatened.

5. The teacher can now read or have a student read the section in [Students' Material: Korea and the Korean War](#) about The War; stress that the United States sent troops to South Korea. Almost 40,000 Americans were killed.

6. Project the picture of General Douglas MacArthur. General MacArthur was a very famous military officer who led the troops in the Korean War. The United States postal service created a special stamp to honor him.

7. After three years of fighting the countries came to an agreement. Show the next two pictures and ask for student comments. Questions for students: "What do you see in these pictures?" "What could be the reason for this after the war?" "Does anyone know what a buffer zone is?" (a space that protects an area). After the students have given opinions about these pictures, take some time to explain how the buffer zone works in Korea.

- a. Have the students imagine a forest that is two and one-half miles wide
- b. Next have them imagine that the forest is as long as 150 miles.
- c. On one side of the 2 ½ mile wide forest which is South Korea are fences that have been built for the many miles.
- d. On the other side of the 2 ½ mile wide forest which is North Korea are fences for many miles.
- e. Along both sides hundreds of soldiers march and guard the fences. This 2 ½ mile wide forest is called the DMZ or Demilitarized Zone and no one is allowed to enter this zone.

8. Read the text that accompanies the pictures of the fences and the information about the DMZ over the last 60 years. Project the picture of the Amur Gorals and ask the students, "Why do you think this picture is in this lesson?"

9. Show the picture of the map of the tunnels that were created by North Korea, trying to attack and conquer South Korea. Explain that although the war has been over for more than 60 years, North Korea and South Korea cannot cooperate and will not allow their citizens to cross to the other country. North Korea has even tried to build underground tunnels to get to South Korea. No one is allowed to go from North Korea to South Korea. Have the students comment on the text beside the tunnel map. Have them imagine digging and blasting underground for more than a mile. Visitors to South Korea today can visit some of these tunnels where South Korea has blocked them so North Korea cannot enter their country.

10. **Activity of Research and Writing:** Students can research and write 10 facts about South Korea, the DMZ, and/or the tunnels from websites such as Encyclopedia Britannica (<https://www.britannica.com/place/South-Korea>). The purpose of this research is for a writing assignment. Explain to the students that while doing the research they are to pretend that they are a visitor in South Korea. Their assignment is to write a letter to a family member describing some of the things they saw and some information they learned while there. After the letters are written, let several students read their letters to the class. They can later be submitted to the teacher for an evaluation of this part of the lesson.

11. **Activity Research and Writing:** Students will research North Korea at <https://www.britannica.com/place/North-Korea> and write 10 facts. Tell the students that they are looking for ways that North Korea is different from South Korea. After the research, allow the

students to give their facts that show the differences between the two countries. This research may be more effective if the students work in small groups.

12. Show the picture of “Chappie” James in [Students’ Material: Korea and the Korean War](#) and ask students what they see in the picture. After the comments, ask a student to read the explanation next to the picture. Lieutenant James was a famous pilot from Alabama who fought in the Korean War. He also fought in two other wars.

13. Show the “MASH” picture and ask, “Does anyone recognize these people?” Read the information about “M*A*S*H.”

Additional Activity of Writing and Research on other famous Alabama soldiers: students can use the Alabama Veterans Memorial Park website’s links for Medal of Honor recipients (www.alabamaveterans.org/medal-of-honor) as a starting point to research one of the three Alabama recipients of the Medal of Honor from the Korean War and write a paragraph about him, using the [Medal of Honor Report Guide](#) as a format for their report. The three recipients from Alabama are

Alford McLaughlin (<http://www.cmohs.org/recipient-detail/3156/mclaughlin-alford-l.php>),
Ola Mize (<http://www.cmohs.org/recipient-detail/3161/mize-ola-l.php>) and
Harold E. Wilson (<http://www.cmohs.org/recipient-detail/3207/wilson-harold-e.php>).

The teacher will allow students to present their reports on the Medal of Honor recipients to the class.

14. Using the Vocabulary Words section in [Students’ Material: Korea and the Korean War](#), show the picture of the World: discuss the equator and the parallels of latitude. Korea is divided into North and South Korea approximately along the 38th Parallel.

Closure:

The teacher will collect all assignments associated with the lesson. Ask, “Who can tell me the name of the Korean buffer zone between North and South Korea? (DMZ or Demilitarized Zone) “Who can tell me the name of the government of North Korea?” (communist) “South Korea?” (democratic)