

KOREA: THE FORGOTTEN WAR

BY FIONA TAPP

GRADES:

7-8

DURATION:

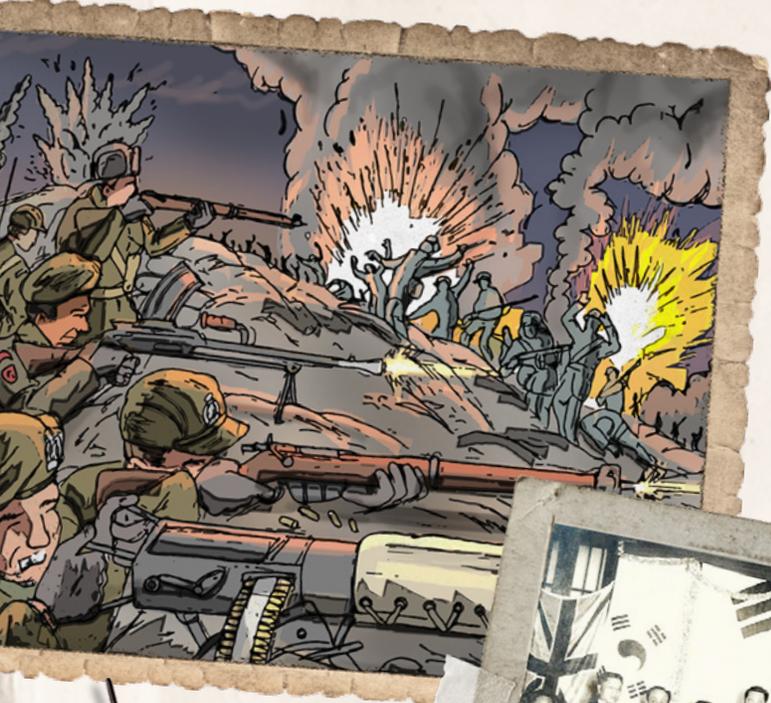
4 classes

SUBJECTS:

Geography, History, Language Arts,
and Social Studies

KEY CONCEPTS AND THEMES:

War, Influence, Conscription, Drafting,
Peace, and Armistice



EXPECTATIONS AND OUTCOMES

Students will:

- Expand their knowledge of the Korean War;
- Understand the themes of conscription and influence;
- Differentiate between peace, armistice, and war;
- Describe the differences between North and South Korea today;
- Use a variety of skills to comprehend videos and text, including using their prior knowledge and interpreting skills, and asking questions to clarify their understanding.

MATERIALS REQUIRED

- Prepared **Worksheets #1-4**
- Computers or devices with internet access
- *Korea: The Forgotten War* video series

SCAN THE QR CODE TO
ACCESS THE MATERIALS.



PART 1: CONFLICT ORIGINS

[https://vimeo.com/958626873/
8f2907a5a2](https://vimeo.com/958626873/8f2907a5a2)



PART 2: INITIAL RESPONSE

[https://vimeo.com/958627401/
95e1574f72](https://vimeo.com/958627401/95e1574f72)



PART 3: CANADIAN CONTRIBUTION

[https://vimeo.com/958628148/
9409010043](https://vimeo.com/958628148/9409010043)



PART 4: THE BATTLE OF KAPYONG

[https://vimeo.com/958628544/
9bc291e46a](https://vimeo.com/958628544/9bc291e46a)



PART 5: THE BATTLES OF HILLS 355 AND 187

[https://vimeo.com/958629193/
4790fo3b1b](https://vimeo.com/958629193/4790fo3b1b)



PART 6: CANADA AND KOREA POST-WAR

[https://vimeo.com/958630031/
odf6e3e213](https://vimeo.com/958630031/odf6e3e213)



PART 7: VETERAN LOU BAILEY

[https://vimeo.com/958630777/
8bc44b313b](https://vimeo.com/958630777/8bc44b313b)



PART 8: VETERAN JESSIE CHENEVERT

[https://vimeo.com/958630962/
e677cfdfoa](https://vimeo.com/958630962/e677cfdfoa)



PART 9: VETERAN GEORGE GUERTIN

[https://vimeo.com/958631270/
c4248b7fo8](https://vimeo.com/958631270/c4248b7fo8)

KEY VOCABULARY

Korean War (1950-1953): The conflict between North Korea (backed by China and the Soviet Union) and South Korea (supported by the United Nations, primarily the United States)

Armistice: An agreement to stop fighting; the Korean War ended with an armistice rather than a formal peace treaty

38th Parallel: The line of latitude that divided North and South Korea before the war and became a significant part of the conflict

Cold War: The geopolitical tension and rivalry between the United States and the Soviet Union that influenced global events, including the Korean War

Chinese Intervention: The involvement of Chinese troops on the side of North Korea, which led to a significant escalation of the conflict

Demilitarized Zone (DMZ): The area separating North and South Korea; it was established after the armistice and remains a heavily fortified border to this day

Legacy: The lasting impact and consequences of the Korean War on the Korean Peninsula and global politics

UN Forces: United Nations forces, which included troops from various countries sent to support South Korea during the war

BACKGROUND

Before the World War II, Korea was one unified country that had been under Japanese rule from 1910 to 1945. After the war, Korea was divided along the 38th parallel into two zones of occupation, with the Soviet Union occupying the north and the United States occupying the south.

On June 25, 1950, North Korean forces led by Kim Il-Sung invaded South Korea, aiming to reunify the country under communist rule. The United Nations condemned the invasion and called for military intervention to support South Korea.

The United States, commanded by General Douglas MacArthur, led a UN coalition that included troops from various countries to defend South Korea. China, fearing the presence of Western forces on its border, intervened on the side of North Korea in late 1950, escalating the conflict. The war reached a stalemate around the 38th parallel, with neither side gaining significant ground. Armistice negotiations began in 1951, and in 1953 an armistice was signed, effectively ending the fighting. However, no formal peace treaty was ever signed and, technically, the Korean War continues to this day.

After the war, Korea remained divided into North and South, with the Korean Demilitarized Zone (DMZ) serving as a buffer between the two. The conflict had a significant impact on the geopolitics of the Cold War, solidifying the division between communist and non-communist blocs in East Asia.



The Korean War resulted in a large number of casualties, with millions of soldiers and civilians losing their lives. The war's legacy includes the ongoing division of Korea, with North Korea remaining a communist state and South Korea developing into a prosperous democracy.

INTRODUCTION

Introduce students to the topic by reading them the background information and after, either as a class or individually, watch [Korea: The Forgotten War](#) video series.

ACTIVITY 1 WHAT IS WAR?

In pairs, have students answer the question: "Why are there two Koreas?"

Afterwards, write the word "war" on the board and have students discuss amongst themselves what war is. Explain how the conflict was never officially declared a war and that it never ended. Create a definition of "war" as a class.

Distribute **Worksheet #1** and have students complete questions 1 and 2, where they will record the class' definition of war and any words they associate with it.

Bring the class back together and talk about the experience of living with the concept of an unending war. Ask students to discuss what they think it would feel like to be in a permanent ceasefire.

End the lesson by posing the question: "What is peace and how does it differ from a ceasefire?" Allow time for students to discuss and, as a class, record definitions on the board for both "peace" and "ceasefire." Ask students to write these definitions on their worksheet under questions 3 and 4.

ACTIVITY 2 CONSCRIPTION AND INFLUENCE

Explain to the class that around 6 million soldiers fought on both sides of the Korean War. Some of these men would have already fought in World War II, while others would have been too young to enlist at that time.

Write "conscription" on the board along with this definition: "compulsory enlistment for military service." Have students discuss the meaning. Explain that the United States drafted men for service in six conflicts: the American Revolutionary War, the American Civil War, World War I, World War II, the Korean War, and the Vietnam War. Canada has drafted soldiers twice, during World War I and World War II. Tell students that some countries still have compulsory military service even when not actively at war, including South Korea.

Hand out **Worksheet #2** which contains sections of an article from the *New York Times* about South Korean boy band BTS, and their military service. After reading through the article, ask students why they think the members of BTS want to serve.



Explain how pop stars and celebrities can influence the general public. Have the class discuss if their favourite star's behaviour ever influences them. Write the phrase "celebrity endorsement" on the board. Can students give you examples of when a celebrity has influenced them to behave in a certain way, to use particular words, or to ask their parents to buy something?

Pose the following questions and have students record their thoughts on the worksheet:

1. Are BTS endorsing military service?
2. Do you think their service will influence their fans?

ACTIVITY 3 JOINING THE KOREAN WAR

Remind the class of the recent discussion about BTS and their military service. Hand out **Worksheet #3** which shows celebrities who have served in the military. Can students recognize them and draw a line from their name to their biography?

Write a short list of scenarios on the board such as:

- Wore red shoes
- Became a doctor
- Travelled to Italy
- Ran a marathon

Have students discuss their favourite pop culture icons and whether they would be influenced by the behaviours of those people. For example, if Taylor Swift wore red shoes or became a doctor or travelled to Italy or ran a marathon, how would they feel or react?

Discuss with students that the same way any individual can be motivated or influenced, so too can countries and governments. What convinced the U.S., Canada, and its allies to join the Korean War?

ACTIVITY 4 THE TWO KOREAS TODAY

Explain how, before the war, North Korea was more prosperous than the South, but now the two are very different. Today, South Korea is a democratic and economically developed nation with a market economy. It has experienced significant growth, democratization, and global influence, particularly in technology and entertainment. Whereas North Korea is a reclusive, single-party state under a centralized government, led by the Kim family. It is known for its isolation, limited freedoms, and nuclear ambitions.

Write "The Korean Demilitarized Zone (DMZ)" on the board and ask the class, "Does this border serve to keep people *in* or keep them *out*?" Have students discuss in small groups, then follow up with the questions below:

- What reasons would people in North Korea have for wanting to stay there?
- What reasons would people in North Korea have for wanting to leave?

Distribute **Worksheet #4**. Students will cut up the phrases on the third page and, in pairs, sort them into two categories: one for North Korea and one for South Korea. When they are finished, have them record their answers on the worksheet's chart.



GENERAL RUBRIC



ASSESSMENT	LEVEL 1 (50-59%)	LEVEL 2 (60-69%)	LEVEL 3 (70-79%)	LEVEL 4 (80-89%)	LEVEL 4+ (90-100%)
KNOWLEDGE AND UNDERSTANDING	Student demonstrated a limited knowledge and comprehension of the key concepts, issues, and themes.	Student demonstrated some knowledge and comprehension of the key concepts, issues, and themes.	Student demonstrated a good knowledge and comprehension of the key concepts, issues, and themes.	Student demonstrated a great knowledge and comprehension of the key concepts, issues, and themes.	Student demonstrated an outstanding knowledge and comprehension of the key concepts, issues, and themes.
THINKING AND INQUIRY	Student's planning and processing skills were not evident; student demonstrated critical and creative thinking processes with limited proficiency.	Student's planning and processing skills were somewhat evident; student demonstrated critical and creative thinking processes with some proficiency.	Student's planning and processing skills were evident; student demonstrated critical and creative thinking processes with good proficiency.	Student's planning and processing skills were very evident; student demonstrated critical and creative thinking processes with great proficiency.	Student's planning and processing skills were extremely evident; student demonstrated critical and creative thinking processes with outstanding proficiency.
COMMUNICATION	Student communicated their understanding of the key concepts, issues, and themes with limited proficiency.	Student communicated their understanding of the key concepts, issues, and themes with some proficiency.	Student communicated their understanding of the key concepts, issues, and themes with good proficiency.	Student communicated their understanding of the key concepts, issues, and themes with great proficiency.	Student communicated their understanding of the key concepts, issues, and themes with outstanding proficiency.
APPLICATION	Student used knowledge and understanding of the key concepts, issues, and themes to complete their assignments with limited proficiency.	Student used knowledge and understanding of the key concepts, issues, and themes to complete their assignments with some proficiency.	Student used knowledge and understanding of the key concepts, issues, and themes to complete their assignments with good proficiency.	Student used knowledge and understanding of the key concepts, issues, and themes to complete their assignments with great proficiency.	Student used knowledge and understanding of the key concepts, issues, and themes to complete their assignments with outstanding proficiency.

SPECIFIC RUBRIC



ASSESSMENT	LEVEL 1 (50-59%)	LEVEL 2 (60-69%)	LEVEL 3 (70-79%)	LEVEL 4 (80-89%)	LEVEL 4+ (90-100%)
ACTIVITY 1	Student demonstrated a limited understanding of the main themes of the class discussions and could not give definitions of key words.	Student demonstrated some understanding of the main themes of the class discussions and attempted to give definitions of key words.	Student demonstrated a good understanding of the main themes of the class discussions and gave suitable definitions of key words.	Student demonstrated a great understanding of the main themes of the class discussions and gave strong definitions of key words.	Student demonstrated an outstanding understanding of the main themes of the class discussions and gave strong and detailed definitions of key words.
ACTIVITY 2	Student demonstrated a limited understanding of the themes of conscription and influence and in describing experiences of being influenced by others.	Student demonstrated some understanding of the themes of conscription and influence and in describing experiences of being influenced by others.	Student demonstrated a good understanding of the themes of conscription and influence and in describing experiences of being influenced by others.	Student demonstrated a great understanding of the themes of conscription and influence and in describing experiences of being influenced by others.	Student demonstrated an outstanding understanding of the themes of conscription and influence and in describing experiences of being influenced by others.
ACTIVITY 3	Student demonstrated a limited understanding of the reasons why the U.S., Canada, and its allies joined the Korean War and in explaining the theme of influence.	Student demonstrated some understanding of the reasons why the U.S., Canada, and its allies joined the Korean War and in explaining the theme of influence.	Student demonstrated a good understanding of the reasons why the U.S., Canada, and its allies joined the Korean War and in explaining the theme of influence.	Student demonstrated a great understanding of the reasons why the U.S., Canada, and its allies joined the Korean War and in explaining the theme of influence.	Student demonstrated an outstanding understanding of the reasons why the U.S., Canada, and its allies joined the Korean War and in explaining the theme of influence.
ACTIVITY 4	Student demonstrated a limited ability in describing the differences between North and South Korea today and in understanding how people living there may feel.	Student demonstrated some ability in describing the differences between North and South Korea today and in understanding how people living there may feel.	Student demonstrated a good ability in describing the differences between North and South Korea today and in understanding how people living there may feel.	Student demonstrated a great ability in describing the differences between North and South Korea today and in understanding how people living there may feel.	Student demonstrated an outstanding ability in describing the differences between North and South Korea today and in understanding how people living there may feel.