



<b>Secretary of State</b> <i>Tom Weyman</i>	<h1 style="margin: 0;">Legacy Washington</h1>
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## Before visiting the exhibit

### Lesson A

<b>Essential Questions/ Objectives</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> EQ: What was the “Forgotten War”?</li> <li><input type="checkbox"/> EQ: How can we remember the “Forgotten War” and the people who served in it?</li> </ul> <p><b>At the end of this lesson students will...</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Know the geography of the Korean War.</li> <li><input type="checkbox"/> Have an understanding of the timeline of events that led up to, occurred during, and resulted in a truce for the Korean War.</li> <li><input type="checkbox"/> Begin to develop questions that will guide their research/interaction with the Korea 65 Exhibit.</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Map and timeline of the Korean War</li> <li><input type="checkbox"/> Map of Korea for reference (not provided)</li> <li><input type="checkbox"/> Color pencils, crayons, and/or markers (not provided)</li> <li><input type="checkbox"/> Readings, individual timeline and map</li> </ul>
<b>Standards</b>	<p><b>Common Core Reading:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</li> <li><input type="checkbox"/> CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</li> </ul> <p><b>Common Core Writing:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> CCSS.ELA-LITERACY.WHST.6-8.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li><input type="checkbox"/> CCSS.ELA-LITERACY.WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</li> </ul> <p><b>State Social Studies Standards:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Geography: Understands the geographic context of global issues.</li> <li><input type="checkbox"/> History: Understands historical chronology.</li> </ul>

**Before the Lesson:**

- Before this lesson you may want to share some basic background information about the Korean War. This could be through textbook readings, film, or direct instruction.
- You may want to read through the excerpts and pull vocabulary that you may want to pre-teach to your students. Vocabulary is not a learning objective of this lesson, but may help the students have a better understanding of the readings.

**Entry Task:**

- Have the students brainstorm ideas about the effects of war.
  - You could have the students assume different roles (soldier, civilian, homefront, etc.).
  - This brainstorm could be done as a whole class activity where ideas are captured at the front of the class, or in smaller groups where students write their ideas on paper (sticky notes, note cards, scratch paper) and share them that way.
- At the end of the entry task, students should have a list of ways that war impacts the different groups involved.

**Timeline and Map Activity** (the timeline on this activity is excerpted from the *Korea 65* exhibit):

- This activity can be done individually or in pairs.
  - More advanced students might be able to complete this activity on their own.
  - For elementary students, this may work best as a whole class activity.
- Have students read through the timeline of events of the Korean War.
  - For each of the four maps, have the students shade it in using the key.
  - Have students show the bolded events from the timeline on the map.

**Summary Activity** (the excerpts are from articles written about people from Washington who were involved in the Korean War):

- This activity should be done in groups of 2-4 to divide the reading:
  - Students with a more proficient reading level may be able to complete this activity on their own.
  - For elementary students this lesson may be best done as a class or in two groups (with each group working on one reading).
  - For elementary you may also want to excerpt the reading to best meet the needs of your students.
  - You may want to model the summary writing with one of the readings for your students.
- Have student read through the excerpts.
- For the summary of the article have the students:
  - Highlight or underline key ideas on the reading.
  - Using those ideas, have the students pick 2-3 important ideas that they want to be sure to include into their summary.
  - Have the students write a complete and well-thought-out summary of the reading.
- For the timeline have the students:
  - Use the line provided to create a timeline for the person and events from the reading.
  - Not all events will have specific dates. Students should be able to approximate dates when needed.
- For the map have the students:
  - Plot the events on the map of Korea.



**Formative  
Assessment**

**Formative assessment:**

- The completion of the summary activity could be the formative assessment for this lesson.

**Exit ticket ideas:**

- Have students make a list of 3 things that they learned today, 2 things that they found interesting, and 1 question they still have.
- Have students write one question that they would ask Jim Evans or Patsy Surh O'Connell about their experience during the war.



### Map and Timeline of Korean War

Name:

Directions: As you review the timeline of the Korean War, show the major events on the map. Events to put on the map are in bold.

Map Key

Locate and Label (on each map)

		Seoul Pusan Inchon	Panmunjom Pyongyang China	Yellow Sea Sea of Japan
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SEPTEMBER 2, 1945:

- Japan surrenders, ending World War II.
- **The Korean peninsula is divided at the 38th parallel.**
- Soviet troops occupy the north, U.S. troops the south.

DECEMBER 24, 1948:

- Soviet Union withdraws troops, but gives latest weapons to North Korean leader Kim Il Sung.

JUNE 1949:

- U.S. removes troops from peninsula, finding South Korea of "little strategic value."

JUNE 25, 1950:

- **North Korea launches massive surprise attack across 38th parallel.**
- Two days later, President Truman orders U.S. forces to Korea; 21 members of the United Nations commit to the cause.



JUNE 28, 1950:

- **Seoul falls to communists.**
- The capital city will change hands another three times during the conflict.

JULY 5, 1950:

- First U.S. ground action of war.
- U.S. Army nurses arrive at Pusan.

AUGUST 4, 1950:

- **U.N. forces retreat far south, establish defensive perimeter outside Pusan.**





SEPTEMBER 15, 1950:

- **Commander of U.N. forces, General Douglas MacArthur turns tide of war with bold amphibious landing at the Port of Inchon near Seoul.**

OCTOBER 19, 1950:

- U.S. 8th Army captures North Korea's capital, Pyongyang; pushes north toward Chinese border.

OCTOBER 25, 1950:

- **Red China enters war. A month later 200,000 Chinese troops attack the 8th Army.**



NOVEMBER 27, 1950:

- American troops are surrounded by the enemy as temperatures plummet to 35 below zero around the Chosin Reservoir (Changjin in Korean).
- **Their escape, a 78-mile retreat, is the longest in U.S. military history.**

JULY 10, 1951:

- Armistice talks begin; soon falter. Both sides agree on 38th parallel as line of demarcation.
- War lapses into brutal hill-fighting stalemate.

MAY 28, 1953:

- Chinese launch major attack on U.S. outposts even as truce nears.

JUNE 30, 1953:

- U.S. F-86 Sabre jet pilots shoot down 16 Russian-made MiG-15s in one day.

JULY 27, 1953:

- **Armistice signed. (Label the truce line.)**



### Personal experiences in the Korean War

Name:

**Directions:** Read excerpts from stories of two people who you will see at the *Korea 65* exhibit.

For each person you will:

- write a summary of their experience.
- complete a timeline of events that they share.
- label a map with the locations that they mention.

## Jim Evans

(Excerpt)



ON NOVEMBER 8, 1950, Pfc. Evans stepped ashore at Wonsan, a strategic North Korean port. He had just turned 23. The only present he got was live ammunition. The Marines of the 1<sup>st</sup> Battalion, 1<sup>st</sup> Regiment, 1<sup>st</sup> Division—“1-1-1” for short—were now nearly a hundred miles north of the 38<sup>th</sup> parallel. Evans was one of the replacement troops.

Six weeks earlier, General MacArthur’s daring amphibious invasion at Inchon on the west side of the peninsula was an unequivocal triumph. “Except at high tide, the port was reduced to wide, oozing, gray mud flats.” MacArthur’s timing was perfect.

Marines led the way as U.N. forces scrambled ashore at daybreak on September 15, catching the enemy by surprise. By nightfall, the North Koreans had been routed, with more than

35,000 casualties to 3,279 for the U.N. forces. By Sept. 25, Seoul was back in U.N. hands, together with a nearby prize—Kimpo airfield. The U.S. 8<sup>th</sup> Army, meanwhile, had broken out of the Pusan Perimeter. The North Korea Army, its supply lines interdicted, was in retreat, though still full of fight. The communist capital, Pyongyang, fell to the U.S. Army on October 19.

As U.N. troops advanced toward the Chinese border, [the leader of Communist China] had seen enough.

At Unsan near the Chinese border, the [Chinese Army] overwhelmed a South Korean infantry division moving toward a dam. Then, by accident, came the first encounter between Chinese and American troops. Swarming into battle on the night of November 1, 1950, the Chinese proceeded to crush the cavalry regiment on the U.S. 8<sup>th</sup> Army’s right flank.

After five days, the Chinese suddenly disengaged. Though they were low on food and ammunition, it was also a [part of their plan].

OBLIVIOUS TO EVENTS way above their pay grade, Evans and Jerry Antich, Jim’s pal from Aberdeen, were now members of a new Baker Company. They were replacements for some hapless Marines who had been bayoneted in their sleeping bags. If ever there was a cautionary tale, that was it, Evans says.

“I don’t think you ever get enough training to make you feel fully combat ready,” Evans says. “There were a few guys all filled with bravado... But when they issue you live ammo and you’re in a truck headed to the front with darkness falling, you realize what it means to be a Marine in combat. I was now 100 percent alert, looking around the hills for any sign of the enemy. That was the start of the escalation of that feeling that staying alert and composed under fire was a matter of life or death. You’d better learn that in a hurry.”

Evans was assigned as an ammo bearer in Baker Company’s machine gun platoon, lugging two 250-round cans that weighed 25 or 30 pounds.

On the morning of November 27, an estimated 180,000 Chinese troops descended on the wounded 8<sup>th</sup> Army, which was outnumbered practically 10-to-1. That night, some 15,000 soldiers of the 10<sup>th</sup> Corps found themselves encircled by an enemy force of 120,000.



The Chinese became “a human battering ram of one massed infantry regiment following another on a narrow front, heedless of casualties as the Americans poured on everything they had: rifle fire, machine-gun fire, artillery firing nearly at point-blank range,” Arthur Herman wrote. “Then slowly, inevitably, the Americans would give ground, gathering up their casualties, and fall back to the next line of hills as the Chinese would regroup and begin the attack again.”

Breaking out from the Chosin Reservoir would cost the Marines 200 men per mile. When a war correspondent called it a retreat, General Smith shot back, “Retreat, hell! We’re just advancing to the rear.” Along the way, the 1<sup>st</sup> Division inflicted far heavier casualties on the enemy. Marine Corps historians call it the Corps’ finest hour.

### Jim Evans Summary

1. Highlight or underline the most important information in the excerpt.
2. Using the information that you highlighted or underlined, what are the 2-3 big ideas that you want to include in your summary?

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3. Using your big ideas, write a short summary of the excerpt:



## Timeline

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## Map





### Patsy Surh O’Connell

(excerpt)



After years of exile in Shanghai, Patsy Surh O’Connell’s family made its way back to Seoul when Japan’s surrender in 1945 ended World War II. At one point American soldiers gave them a lift. For long stretches, however, they trudged along dirt roads, lugging their possessions. “My mother was eight months pregnant with my brother Freddy, so she was unable to carry anything very heavy. And there I was, not yet walking, still in diapers, riding atop my father’s backpack. They told me years later that they hid things in my diapers.”

Patsy’s grandfather, aunts and uncles also arrived in Seoul before long. They all set up housekeeping in a three-story building. The men sought work; the women foraged for food; the children went back to school. Patsy’s father found a succession of good jobs. By 1950 he was the first general manager of the fledgling Korean National Airlines. Patsy went to a Catholic-school kindergarten and lived in a handsome, four-bedroom house with a sizable yard.

Everything changed overnight on June 25, 1950. Artillery shattered the morning calm as panzer-like divisions of North Korean troops plowed across the 38<sup>th</sup> Parallel. “Our enemies looked just like us,” Patsy says. “For a child, it was all beyond comprehension. Soldiers moved into our house. My father went into hiding. Why was this happening?”

Patsy was 7 when the fighting erupted. Patsy and her big brother, Ronny, climbed onto the roof every time they heard the telltale drone of approaching bombers. “B-29! B-29!” they’d shout. “Americans are here!” In the sky above at least. The communists were literally downstairs. The North Koreans appropriated the Surh family’s comfortable two-story house as a command post when they captured Seoul. Each day began with the soldiers hup-hopping around the room to the strains of a rousing marching tune on the Victrola. For the first few days, Patsy scampered downstairs to join in. Then her mother, voice hushed, pinched her little arm and said there’d be no more of that. They were in mortal danger.

Mrs. Surh was pretending to be a widow. Her husband, an electrical engineer and successful capitalist who spoke excellent English, was in hiding, lest he be killed or taken prisoner. Whenever the coast was clear, they’d drape a blanket over the balcony rail. At first, it seemed to Patsy that “it was all a big adventure.”

Pretty soon the North Koreans declared they needed the whole house. Patsy remembers her mother’s fortitude—and a close call: “She begged them, ‘You have to find me somewhere else for us to stay.’ So they found us a place two houses down in the same neighborhood. It had one room with an outdoor kitchen.” Patsy’s father usually hid in the ceiling until it was dinner time. Then, making sure there were no soldiers around, he’d slither down and eat rice with his family.

*One day, my mother was late returning from her regular trip to the market, so we went ahead with dinner. When someone knocked on the door, my father hurried back to*



*his hiding place. So it was just me, my two brothers and our maid. A strange man came inside. He was a North Korean agent. Somebody had told the officials my mother was not a widow. So they sent this guy to find out if there was a husband. Freddy, my cute younger brother, was 5 years old. He had some rice stuck around his face. The stranger put him on his lap and began gently plucking the rice off his cheeks. "Where's your father?" he said. In that instant I realized Freddy might point to the ceiling, so I said, "We don't have a father!" The man slapped my face. "I didn't ask you!" By then we were all just frozen in place...*

IT WAS TIME to flee. Patsy's father hopped a plane because he was safeguarding an American friend's funds. The rest of the family boarded a packed refugee train headed 250 miles south to Pusan where the U.S. military and its allies had established a defensive perimeter. Today, high-speed trains whisk travelers to the port city of 3.6 million in 2½ hours. In 1950, it took days, danger ever-present.

The excitement of her first train trip evaporated when Patsy realized she was privileged to be inside the train. Hundreds of other refugees were on top, holding on for dear life. "At night it was so cold for small children and elders. I heard horror stories about what people on top of the train had to go through." If a bone-tired adult clutching a child fell asleep, the child might slide over the side to almost certain death. Old people died the same way.

### **Patsy Surh O'Connell Summary**

1. Highlight or underline the most important information in the excerpt.
2. Using the information that you highlighted or underlined, what are the 2-3 big ideas that you want to include in your summary?

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3. Using your big ideas, write a short summary of the excerpt:

## Timeline

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## Map





# Before visiting the exhibit Lesson B

<p><b>Essential Questions/ Objectives</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> EQ: How do we make the forgotten war unforgettable?</li> <li><input type="checkbox"/> EQ: How was the forgotten war experienced differently by different groups?</li> <li><input type="checkbox"/> EQ: What makes a good question for research?</li> </ul> <p><b>At the end of this lesson students will...</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Choose a lens of focus for their inquiry.</li> <li><input type="checkbox"/> Design questions to guide the display visit to the Korea 65 display as well as further research.</li> </ul>
<p><b>Materials</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Handout: Lens of Focus</li> <li><input type="checkbox"/> Shortened Question Formulation Technique (QFT)</li> </ul>
<p><b>Standards</b></p>	<p><b>Common Core Reading:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</li> </ul> <p><b>Common Core Writing:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> CCSS.ELA-LITERACY.WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</li> </ul> <p><b>Common Core Speaking and Listening:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> CCSS.ELA-LITERACY.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</li> </ul> <p><b>State Social Studies Standards:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> History- Understands that there are multiple perspectives and interpretations of historical events.</li> </ul>

**Entry Task - Eight Step Quiz Exchange**

1. All students should write a “quiz” question related to information learned yesterday about the Korean War.
2. Students stand with quiz question in hand, walk at least eight steps in any direction, and then partner up.
3. Partners then quiz each other (if they don’t know the answer, they “teach” it).
4. After quizzing, partners exchange questions and take eight steps in another direction to partner up with a new person.
5. Repeat steps 3 and 4 for five rounds.
6. After activity, ask students if there was any clarifying questions for review that they ended up with after the eight step quiz exchange.

**Lens Selection (see handout)**

1. Assign or have students select a partner. They will work as a team to prepare for the exhibit visit. Afterward, the partners will analyze the exhibit and research and create the final project.
  - a. For elementary students – teachers may choose to have the class do one lens all together and lead the group through this brainstorm and the next question creation process as a whole group.
  - b. For high school students – teachers may choose to have each individual student pick a lens and create their own questions.
2. Read the background information as a class (in reading partners, as a whole class, or whatever structure works best in your classroom)
3. Partners will pick a focus lens of analysis and complete the *Think we know, Want to find out* brainstorm sheet. This can be very general about the groups of focus or very specific about things they know about the Korean War in particular.
  - a. Teachers – Encourage an approximately equal number of groups to focus on each of the different lenses, if possible. However, student choice can be a powerful motivator.
  - b. Students – It is ok to be wrong on a brainstorm. It is a collection of our best-informed guesses, ideas and questions that we have at this moment. You’ll get more specific and clarify any misconceptions in your learning later.

**Question Formulation**

1. Students should follow the Question Formulation Technique as outlined on the handout. Teacher should determine the right division of time for students to complete each step in their partnerships.
  - a. Create Essential Question using question stem and chosen lens.
  - b. Create Supporting Questions.
  - c. Improve Supporting Questions.
  - d. Prioritize Supporting Questions.
2. Preview visit to display, use of questions, and goal of product after display visit.
3. Collect/approve/share out lenses and questions.
  - a. If teacher wants to ensure quality questions or score the completion of the task, it should be collected.
  - b. If there is some time left in the class period when questions are created, place 3-4 partnerships together to share their lenses/questions and start to predict what they think they’ll find out in the display visit and add these ideas to their brainstorm from earlier.



**Formative  
Assessment**

- Knowledge demonstrated in Entry Task
- Chosen Lens
- Essential Question and four Supporting Questions developed in preparation for a visit to the Display



## Handout: Lens of Focus

### Background:

Historians understand that they can never know everything about a historical time period. Because of this, they pick specific topics to focus on. One key skill historians practice and use regularly is to compare and contrast experiences of the same event or time period. The Korean War was experienced differently by every individual involved, but there are some important commonalities and differences we can notice across groups and time frames. You will be visiting the Korea 65 display with a partner, which highlights a variety of people’s experiences of the war. As you do so, you’ll focus on one pair of groups to analyze similarities and differences between the two.

### Your options are:

Lens option #1	Women’s Experiences of the War	Men’s Experiences of the War
Lens option #2	Children’s Experiences of the War	Adult Experiences of the War
Lens option #3	People of Color’s Experiences of the War	White People’s Experiences of the War
Lens option #4	Experiences During the War	Post-War Experiences
Lens option #5	Korean Experiences of the War	American Experiences of the War
Lens option #6	Combatant Experiences of the War	Civilian Experiences of the War

Names of Partners:	
Lens of Focus:	
What we already think we know:	Information we want to find out:



### Shortened Question Formulation Technique (QFT)

Steps
<p><b>#1 - Create Essential Question</b>  Chosen Lens of Focus = _____</p> <p>Turn into Essential Question using question stem:  <i>How is the war remembered by _____ and _____ ?</i></p> <p><b>Ex: How is the war remembered by those who fought in the war and those who were civilians? (Lens 6)</b></p>
<p><b>#2 - Supporting Question Creation</b>  <b>Rules for creating supporting questions</b></p> <ul style="list-style-type: none"> <li>• Work with partner.</li> <li>• Ask as many questions as you can.</li> <li>• Do not stop to discuss, judge or answer the questions.</li> <li>• Write down every question exactly as it is stated.</li> <li>• Change any statement into a question.</li> </ul>
<p><b>#3 - Improve Questions</b>  Background info: Questions can be open- or closed-ended: Closed-ended questions <u>can</u> be answered with <i>yes, no</i> or with <i>one word</i>. Open-ended questions require an explanation and <u>cannot</u> be answered with <i>yes, no</i> or with <i>one word</i>.</p> <ul style="list-style-type: none"> <li>❖ <b>3a - Categorize</b> questions as closed or open-ended: Find closed-ended questions and mark them with a C. Find open-ended questions and mark them with an O.</li> <li>❖ <b>3b - Discuss</b> the value of each type of question: Identify advantages and disadvantages of closed-ended and open-ended questions.</li> <li>❖ <b>3c - Change</b> questions from one type to another: Change at least three closed-ended questions to open-ended and at least three open-ended questions to closed-ended.</li> </ul>
<p><b>#4 - Prioritize Questions</b>  Choose four Supporting questions that...</p> <ul style="list-style-type: none"> <li>• You consider most important.</li> <li>• Will help with your exploration of the Essential Question.</li> <li>• Explore different aspects of the chosen lens.</li> <li>• Can be answered by the display and some further reading.</li> </ul> <p>Discuss and share why you selected their priority supporting questions.</p>
<p><b>#5 - Next Steps</b></p> <ol style="list-style-type: none"> <li>A. You will visit the <i>Korea 65</i> Display with your Essential Question and Supporting Questions in mind</li> <li>B. While visiting the display, you will collect notes that help answer your questions and plan for further research.</li> <li>C. After visiting the display and collecting notes, you will have a chance to work together to do further research and make the lens you chose unforgettable by completing a project.</li> </ol>

Adapted with permission from [therightquestion.org](http://therightquestion.org)





 Secretary of State <i>Tom Hoyer</i>	<h1 style="margin: 0;">Legacy Washington</h1>
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## During the visit to the exhibit

<b>Essential Questions/ Objectives</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> EQ: How does the information from the <i>Korea 65</i> exhibit answer your question?</li> <li><input type="checkbox"/> EQ: What information is missing from the <i>Korea 65</i> exhibit that would help you answer your question?</li> </ul> <p><b>At the end of this lesson students will...</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use the <i>Korea 65</i> exhibit to answer their question.</li> <li><input type="checkbox"/> Have an understanding of what groups or events are not included in the <i>Korea 65</i> exhibit.</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Field Notes for <i>Korea 65</i> Exhibit booklet</li> </ul>
<b>Standards</b>	<p><b>Common Core Reading:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> CCSS.ELA-LITERACY.RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</li> <li><input type="checkbox"/> CCSS.ELA-LITERACY.RH.6-8.5: Describe how a text presents information (e.g., sequentially, comparatively, causally).</li> </ul> <p><b>Common Core Writing:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> CCSS.ELA-LITERACY.WHST.6-8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</li> </ul> <p><b>State Social Studies Standards:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> History: Understands and analyzes the causal factors that have shaped major events in history.</li> </ul>





<b>Activity</b>	<p><b>Entry Task:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Finalize inquiry questions for the exhibit. Make sure that students' questions are open-ended and are at a high level.</li></ul> <p><b>Korea 65 Exhibit:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Hand out the field note exhibit booklet and have students attach their finalized questions and predictions to the notes sheet.</li><li><input type="checkbox"/> Have the students explore the exhibit.<ul style="list-style-type: none"><li><input type="checkbox"/> Make sure that the students look at the timeline, personal stories, and the connection to Washington state.</li></ul></li><li><input type="checkbox"/> While they are in the exhibit, have them take notes on their individual sheets focusing on key details of each segment of the exhibit and how those details can help them answer their focus question.<ul style="list-style-type: none"><li><input type="checkbox"/> It may be helpful to have students do this process in pairs. They could explain their focus question to partners, then talk through each display segment and what key details relate to the focus question.</li></ul></li><li><input type="checkbox"/> When each person/pair has spent time analyzing and taking notes at each display segment, they should spend time contemplating how the display as a whole helps answer their focus question.</li><li><input type="checkbox"/> Have students summarize and synthesize their notes (final page of the booklet).<ul style="list-style-type: none"><li><input type="checkbox"/> Students need to pay special attention to thinking of any follow-up questions that they may have.</li></ul></li></ul>
<b>Formative Assessment</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Review the final sheet of the booklet. This will give you an idea of what scaffolding you will need to do in order to support students when they do their research project.</li></ul>


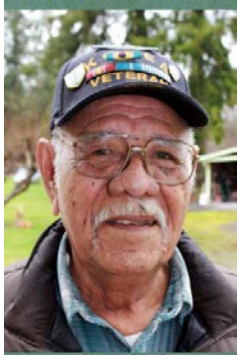


	<p>Introduction Panel</p>	
<p>Field Notes for <i>Korea 65</i> Exhibit Name(s):</p> <p>Essential Question:</p>	<p>What can you learn from the text?</p>	<p>What can you learn from the images?</p>
<p>Supporting Questions:</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul> <p>Use the information from the exhibit to take notes that help to answer you answer your essential question and/ or supporting questions. You may not use all the exhibits pieces.</p>	<p>How does this information answer your essential/ supporting questions?</p>	


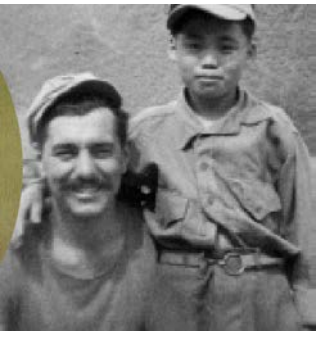


<p>Richard Fraley</p>		<p>Barbara Nichols</p>	
<p>Role in the Korean War:</p>		<p>Role in the Korean War:</p>	
<p>What can you learn from the text?</p>	<p>What can you learn from the images?</p>	<p>What can you learn from the text?</p>	<p>What can you learn from the images?</p>
<p>How does this information answer your essential/ supporting questions?</p>		<p>How does this information answer your essential/ supporting questions?</p>	





<p>Pat Martin</p>				<p>Sotero Soto</p>		
<p>Role in the Korean War:</p>			<p>Role in the Korean War:</p>			
<p>What can you learn from the text?</p>	<p>What can you learn from the images?</p>		<p>What can you learn from the text?</p>	<p>What can you learn from the images?</p>		
<p>How does this information answer your essential/ supporting questions?</p>			<p>How does this information answer your essential/ supporting questions?</p>			





<p>Nam Pyo Park</p>		<p>Jim Evans</p>	
<p>Role in the Korean War:</p>		<p>Role in the Korean War:</p>	
<p>What can you learn from the text?</p>	<p>What can you learn from the images?</p>	<p>What can you learn from the text?</p>	<p>What can you learn from the images?</p>
<p>How does this information answer your essential/ supporting questions?</p>		<p>How does this information answer your essential/ supporting questions?</p>	





<p>Dan Keenan</p>				<p>George Drake</p>	
<p>Role in the Korean War:</p>			<p>Role in the Korean War:</p>		
<p>What can you learn from the text?</p>	<p>What can you learn from the images?</p>	<p>What can you learn from the text?</p>	<p>What can you learn from the images?</p>		
<p>How does this information answer your essential/ supporting questions?</p>			<p>How does this information answer your essential/ supporting questions?</p>		





<p>Patsy Surh O'Connell</p>				<p>Moonbeam Kupa</p>			
<p>Role in the Korean War:</p>				<p>Role in the Korean War:</p>			
<p>What can you learn from the text?</p>	<p>What can you learn from the images?</p>		<p>What can you learn from the text?</p>	<p>What can you learn from the images?</p>			
<p>How does this information answer your essential/ supporting questions?</p>				<p>How does this information answer your essential/ supporting questions?</p>			





Jonathan Kupa				Cindy Ryu			
Role in the Korean War:				Role in the Korean War:			
What can you learn from the text?	What can you learn from the images?		What can you learn from the text?	What can you learn from the images?			
How does this information answer your essential/ supporting questions?				How does this information answer your essential/ supporting questions?			



<p>Joan Kim</p>			
<p>Role in the Korean War:</p>		<p>What can you learn from the text?</p>	<p>What can you learn from the images?</p>
<p>What can you learn from the text?</p>	<p>What can you learn from the images?</p>	<p>How does this information answer your essential/ supporting questions?</p>	



## Summary and Synthesis

Your Lens:

Group 1:

Group 2:

Key Ideas

Key Ideas

What other information do you need?

What new questions do you have?



Secretary of State <i>Tom Weyman</i>	<h1 style="margin: 0;">Legacy Washington</h1>
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## After visiting the exhibit

<b>Essential Questions/ Objectives</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> EQ: How can remember the “Forgotten War” and the people that served in it?</li> <li><input type="checkbox"/> EQ: How can we choose and present stories and information in a way that people will remember it?</li> </ul> <p><b>At the end of this lesson students will:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Plan, create, and present a product that helps make the experience of groups of people involved with the Korean War unforgettable.</li> <li><input type="checkbox"/> Summarize and compare various products of groups.</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assignment and Rubrics</li> <li><input type="checkbox"/> Note Catcher for presentations</li> </ul>
<b>Standards</b>	<p><b>Common Core Reading:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</li> </ul> <p><b>Common Core Writing:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> CCSS.ELA-LITERACY.WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</li> </ul> <p><b>Common Core Speaking and Listening:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> CCSS.ELA-LITERACY.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts and issues, building on others' ideas and expressing their own clearly.</li> </ul> <p><b>State Social Studies Standards:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> History- Understands that there are multiple perspectives and interpretations of historical events.</li> </ul>

**Entry task: Review learning**

- Students should get out their field notes from the visit to the exhibit and review the notes they took. They should choose four things from their notes to share with peers:
  - a. Which essential/supporting questions did they find good information about?
  - b. Which two individual profiles from the exhibit had the strongest relationship with the lens they chose? Explain.
  - c. What questions do they still have?
  - d. Which three profiles are you most interested in reading about in more depth and what do you hope to learn from them?
- Students or teacher should form mixed groups of four and those groups should share a.-d. above with one another. Students should then offer feedback/ideas they think of to help each other out.

**Research, product creation and presentation:**

The research extension and presentation of product portions of this lesson could be designed in a number of ways. Teachers will need to decide how best to structure student creation of their products. A suggested assignment and rubrics are included, but teachers should adjust based on the educational needs of their students.

Option #1 - Accommodation for younger students or for shortened time - A Focus on excerpted and scaffolded readings.

Option #2 - Core Assignment (aimed at middle school students)

- Teacher will need to decide how much time students will get to produce their products and include a clear indicator for students so they can make a plan for each day of work available.
- Hand out and go over the Assignment and Rubrics
  - Teachers could read through it directly or have students read it and then take questions.
  - Or, Teachers could have students read through and then participate in a Socratic seminar with a focus on the question *What is our task, how are we graded, and how will we accomplish it?*
- Student groups should develop a plan of action using the handout below.
- Each day of work, the teacher should check with student groups at the start of class to ask daily goals and at the end of class to check progress and next steps. Teacher should be a resource and support throughout the work time.
- A potential timeline could be:
  - 2 days information gathering (Use full length profiles\*)
  - 2 days product creation (Use rubrics to self-assess)
  - 1-3 days of presentations (Use peer note catcher and rubrics)

\*Please note that the full profile about Evans includes inappropriate language, including one reference to a racial slur about Koreans (use teacher discretion regarding this).

Option #3 - Extension for highly capable or older students - Research Beyond Profiles

- Using suggested resources, students should take an extra day to research beyond the profiles to answer any unanswered questions.



	<p><b>Presentation Day(s)</b></p> <ul style="list-style-type: none"><li>● All presentation options should require non-presenting students to take notes from other displays about what is most memorable (least forgettable).</li><li>● Presentations could be delivered to the whole class one at a time (multiple days).</li><li>● Or, the teacher could set up small groups with four different lenses to take turns presenting to one another (one day).</li><li>● Or, the teacher could make the assignment digital and groups could share presentations with one another and spend time perusing each other’s presentations individually (one day).</li><li>● Or, the teacher could assign the presentations to happen ‘science fair’ style and group members can take turns explaining their display while the other visits the other displays (one day).</li></ul> <p><b>Socratic Seminar</b></p> <ul style="list-style-type: none"><li>● Using details noted from peer presentations, seminar on the question:<ul style="list-style-type: none"><li>○ <i>What elements of peer presentations will do the most to make the forgotten war unforgettable?</i></li></ul></li></ul>
<p><b>Formative Assessment</b></p>	<ul style="list-style-type: none"><li>● Field Notes</li><li>● Plan of Action</li><li>● Daily progress check ins</li><li>● Completed presentation</li><li>● Peer presentation notes and discussion</li></ul>



### Project Plan of Action

Team Members:	Lens of Focus:
Essential Question:	Supporting Questions:
What we know we want to include:	What we need to find out:
Action steps needed (by when):	
Team Member #1 Responsibilities	Team Member #2 Responsibilities

Next meeting - day/time:









## How can remember the “Forgotten War” and the people that served in it?

### Background:

Just before dawn on June 25, 1950, North Korean troops stormed across the 38th Parallel, the border that divides the communist north from the capitalist south. The U.S. quickly intervened, backed by other U.N. members. Seoul would change hands four times. When the truce was finally signed in 1953, the entire peninsula lay in ruins.

Nearly 37,000 Americans lost their lives in a conflict over communism. History remembers it as a forgotten war. Often eclipsed by World War II and Vietnam, the Korean War caused more than 2.8 million casualties—from the southern port of Pusan to the mountains of North Korea.

Sixty-five years after an armistice ended the fighting, veterans and civilians remind us why the conflict is worth remembering.

### Your Task:

Your team has been assigned to learn about and prepare a strategy to help make the forgotten war unforgettable. You may do so by producing one of several products:

1. Design a public display that highlights the experiences of different groups impacted by the Korean War.
2. Design a presentation that highlights the experiences of different groups impacted by the Korean War.
3. Design a booklet or book insert that highlights the experiences of different groups impacted by the Korean War.
4. Design another option that accomplishes the same goals (get approval of your teacher).

### Essential elements to include in your product:

- Give historical background of the groups you chose as focus lens.
- Develop essential and supporting questions to guide research related to focus lens.
- Answer essential and supporting questions with evidence:
  - Include related visuals: Photos, Maps, Charts, Graphs, Editorial Cartoons, etc.
  - Use multiple individual experiences of the war to compare those of different groups.
  - Analyze and explain similarities and differences of how two focus groups experienced the war.



**Rubrics**

<b>Project Planning Guide</b>				
	Meets Standard		Approaching Standard	Far Below Standard
EXPLANATION	Clearly explains answers to essential and supporting questions (or information they would need to develop further to fully answer).		Explanation of answers is unclear or confusing.	Does not explain answers or does not answer some questions
PRODUCT	The product is visually interesting, well organized, and clearly communicates information.		The product lacks one of the following: <ul style="list-style-type: none"> <li>• Visuals</li> <li>• Organization</li> <li>• Clarity</li> </ul>	Product lacks two or more: <ul style="list-style-type: none"> <li>• Visuals</li> <li>• Organization</li> <li>• Clarity</li> </ul>
<b>Research Graphic Organizer</b>				
	Exceeds Standard	Meets Standard	Approaching Standard	Far Below Standard
EVIDENCE	Uses concrete details & evidence that clearly support the display	Evidence and detail, but some does not clearly support the display (2+ visuals, 3+ individual profiles)	Evidence included, but is confusing or inaccurate.	No evidence provided.
ELABORATION (explanation)	Clearly explains the meaning of the evidence related to essential and supporting questions.	Explains some of the evidence related to essential and supporting questions.	Explanation is unclear or confusing as related to essential and supporting questions.	Does not explain the evidence.
CITATIONS	Clearly states where the evidence is from for ALL sources.		Clearly states where the evidence is from of SOME sources.	

### Excerpts for Elementary

**Jim Evans  
(Excerpt)**



ON NOVEMBER 8, 1950, Pfc. Evans stepped ashore at Wonsan, a **strategic** North Korean port. He had just turned 23. The only present he got was live **ammunition**. The Marines of the 1<sup>st</sup> **Battalion**, 1<sup>st</sup> **Regiment**, 1<sup>st</sup> Division—“1-1-1” for short—were now nearly a hundred miles north of the 38<sup>th</sup> Parallel. Evans was one of the replacement troops.

Six weeks earlier, General MacArthur’s daring **amphibious invasion** at Inchon on the west side of the peninsula was an **unequivocal**

**triumph**. “Except at high tide, the port was reduced to wide, oozing, gray mud flats.” MacArthur’s timing was perfect.

Marines led the way as U.N. forces **scrambled** ashore at daybreak on September 15, catching the enemy by surprise. By nightfall, the North Koreans had been routed, with more than 35,000 **casualties** to 3,279 for the U.N. forces. By Sept. 25 Seoul was back in U.N. hands, together with a nearby prize—Kimpopo **airfield**. The U.S. 8<sup>th</sup> Army, meanwhile, had broken out of the Pusan **Perimeter**. The North Korea Army, its supply lines **interdicted**, was in retreat, though still full of fight. The communist capital, Pyongyang, fell to the U.S. Army on October 19...

As U.N. troops advanced toward the Chinese border, [the leader of Communist China] had seen enough...

At Unsan near the Chinese border, the [Chinese Army] **overwhelmed** a South Korean infantry division moving toward a dam. Then, by accident, came the first encounter between Chinese and American troops. **Swarming** into battle on the night of November 1, 1950, the Chinese **proceeded** to crush the cavalry **regiment** on the U.S. 8<sup>th</sup> Army’s right **flank**.

After five days, the Chinese suddenly disengaged. Though they were low on food and ammunition, it was also a [part of their plan]...

OBLIVIOUS TO EVENTS way above their pay grade, Evans and Jerry Antich, Jim’s pal from Aberdeen, were now members of a new Baker Company. They were replacements for some **hapless** Marines who had been **bayoneted** in their sleeping bags. If ever there was a cautionary tale, that was it, Evans says.

“I don’t think you ever get enough training to make you feel fully combat ready,” Evans says. “There were a few guys all filled with **bravado**... But when they issue you live ammo and you’re in a truck headed to the front with darkness falling, you realize what it means to be a Marine in combat. I was now 100 percent alert, looking around the hills for any sign of the enemy. That was the start of the **escalation** of that feeling that staying alert and composed under fire was a matter of life or death. You’d better learn that in a hurry.”

Evans was assigned as an ammo bearer in Baker Company’s machine gun **platoon**, lugging two 250-round cans that weighed 25 or 30 pounds...

On the morning of November 27, an estimated 180,000 Chinese troops **descended** on the wounded 8<sup>th</sup> Army, which was outnumbered practically 10-to-one. That night, some 15,000 soldiers of the Tenth Corps found themselves encircled by an enemy force of 120,000...

**strategic** related to a plan to reach a goal  
**ammunition** bullets  
**Battalion** Military unit/large number  
**Regiment** Military unit  
**amphibious** land and water  
**invasion** sudden, uninvited entry into a place  
**unequivocal** definite  
**triumph** victory

**scrambled** moved quickly  
**casualties** deaths  
**airfield** airport runway  
**Perimeter** Outside border  
**interdicted** prevented from moving  
**overwhelmed** overloaded and surrounded with too much of something  
**Swarming** moving in huge numbers  
**proceeded** went ahead  
**regiment** military unit  
**flank** side  
**hapless** unlucky  
**bayonet** knife at the end of a rifle  
**bravado** bravery  
**Escalation** increase  
**platoon** group of soldiers

**descended** moved downward



The Chinese became “a human **battering** ram of one massed infantry regiment following another on a narrow front, **heedless** of casualties as the Americans poured on everything they had: rifle fire, machine-gun fire, **artillery** firing nearly at point-blank range,” Arthur Herman wrote. “Then slowly, **inevitably**, the Americans would give ground, gathering up their casualties, and fall back to the next line of hills as the Chinese would regroup and begin the attack again.”

Breaking out from the Chosin **Reservoir** would cost the Marines 200 men per mile. When a war **correspondent** called it a retreat, General Smith shot back, “Retreat...! We’re just advancing to the rear.”

Along the way, the 1<sup>st</sup> Division **inflicted** far heavier casualties on the enemy. Marine Corps **historians** call it the Corps’ finest hour.

**battering** beating  
**heedless** wild and  
careless

**artillery** big guns  
**inevitably** unavoidably  
**Reservoir** Holding area  
for water  
**correspondent** reporter  
**inflicted** caused  
**historians** history  
experts

**Richard Frailey**  
(excerpt)



Frailey’s **squadron**, the 334<sup>th</sup>, was based at K-14, an airbase at Kimpo near **beleaguered** Seoul. Between December of 1952 and the summer of ’53, Frailey prowled “**MiG Alley**” along the Yalu, 225 miles north, often crossing into China. There was a MiG base at Antung, just across the river. If you could “bounce” a flight of MiGs just as they were taking off, so much the better. On many missions Frailey flew wing to a **legendary** fighter pilot. Jim Jabara didn’t look like a Central Casting top gun. He was short and **swarthy**, the cigar-chomping son of Lebanese **immigrants**.

**Dueling** with the **Luftwaffe** during World War II, “Jabby” was a tiger in the cockpit of the P-51 Mustang, the last great propeller warbird. When Jabara shot down his fifth MiG over North Korea in the spring of 1951 with an F-86 he became the first American ace of the jet age. Before it was over, thanks in no small part to squadron mates like Frailey, Jabara had 10 more victories, a chest full of medals and a song celebrating his **exploits** as “The Ceegar Kid,” a triple ace. Few, however, have ever heard the whole story of the day Jabara and Frailey had a **rendezvous** with **ignominy**. The Air Force certainly tried to cover it up.

Happily, 2017 finds Frailey alive and well at 90 in Tumwater—still fearless after all these years. And he knows the whole truth about war: It’s madness...

...The greenhorns got one welcome-to-Korea flight before they went to war for real. “We flew up north about 40 miles, and the experienced guy would do a lot of wild **maneuvers**, like flying upside down. He’d say you’d better stay on his wing in the pattern. Or else it was goodbye. That was your introduction,” Frailey says. “After that, we went north. You were always in a group. Guys who were your friends. Guys you trusted. And with guys like Jim Jabara, if you screwed it up you’d be there one day and gone the next.”...

...What happened to Frailey and Jabara on June 15, 1953, made some noise inside the F-86 wings. It’s one of the **quirkiest**, near-**tragic** stories of the Korean War—one the general public never heard, for reasons you’ll soon understand. In fact, few military **aviation aficionados** have heard Frailey’s first-hand account. He believes “somebody was looking out” for him that day:

“We were heading home from China when I saw aeroplanes behind me. I knew they were F-86s—certainly not MiGs. Suddenly, wham, that sucker opened fire! Some say it was eight bursts, others nine. At least three hit me.”

The .50-**caliber** bullet that shattered the canopy whizzed between Frailey’s right arm and chest before smashing the **instrument panel**.

That sucker was Jabara. He had mistaken Frailey for a MiG.

**squadron** large group  
**Beleaguered** tired from being attacked  
**MiG** Soviet made fighter jet used by North Koreans and Chinese  
**legendary** famous  
**swarthy** sunburned-look  
**immigrants** people who enter a country  
**Dueling** Fighting between two people  
**Luftwaffe** German Air force  
**exploits** bold or daring acts  
**rendezvous** meeting  
**ignominy** disgrace  
**maneuvers** smart and effective movements  
**quirkiest** weirdest  
**tragic** sad  
**aviation** airplane-related things  
**aficionados** fans  
**caliber** gun size  
**instrument panel** display which shows details about a vehicle's operation



“Jabara’s **formation** had made a wider swing and came out behind us. So when he looked ahead and saw all those contrails from planes that had just left China he figured it was MiGs.” At first, Frailey didn’t realize who was trying to kill him.

“**Cease fire!** Cease fire!” came the frantic cries over the radio from the other pilots in Frailey’s flight. “We’ve got friendlies firing at Sabres!”

**Ironically**, Frailey was flying Jabara’s airplane. A brand new F-86 had arrived and Jabara took it.

“Now things are really getting hot,” Frailey remembers, shaking his head. “No instruments, so I’m flying the thing with the trim tabs. Another guy in my formation says, ‘You’d better go now, Dick. Looks like you’re going to blow up.’”

Frailey **groused** that he was going to lose his new camera, which was strapped across his chest.

“[Forget] the camera!” Jabara, beside himself, shouted over the radio. “I’ll buy you a new one.”

As the cockpit filled with smoke, “I was losing **altitude**. It wouldn’t fly. It was pretty toasty in there, and I couldn’t see a damn thing. To get out of that thing was no easy matter. You’re supposed to have all your belts tightened first. Then your shoulder straps. Then you turn a lever that blows the canopy. Then you have to blow the seat. I’m doing all that by feel.”

Jolted by the ejection, Frailey struggled free of the seat and found himself in a sickening free fall. “I finally found the D-Ring for the parachute and popped it. I hardly swang by the straps before I hit the water. The chute came down over my head and I couldn’t find my one-man dinghy. When I untangled myself, my life vest wasn’t working because it had a bullet hole through it. Chinese guys on the shore were popping away at me at the mouth of the Yalu River.

“But I [was surprised], as soon as I got myself straightened out and looked up, there’s an Air Force SA-16 Albatross **amphibious** aircraft coming at me. *I can’t believe it.* It plops down on the Yalu and taxies up beside me. A big guy from the rescue **squadron** gave me a smile, stuck his hand down, grabbed mine and just jerked [me] right out of the river! They had ‘jet bottles’ on that thing to make quick takeoffs. The Albatross pilot punched the number and that thing took off like a goosed goose. Boy, up and away to home!”

**formation** group of planes

**Cease fire** Stop to fighting

**frantic** rushing and upset

**Sabres** American F-86 Jets

**Ironically** something happened that's the opposite of what is expected

**groused** complained

**altitude** height

**amphibious** land and water

**squadron** large group

**Patsy Surh  
O’Connell**



Patsy was 7 when the fighting **erupted** in the summer of 1950. Patsy and her big brother, Ronny, climbed onto the roof every time they heard the telltale drone of approaching bombers. “B-29! B-29!” they’d shout. “Americans are here!” In the sky above at least. The communists were literally downstairs. The North Koreans **appropriated** the Surh family’s comfortable two-story house as a command post when they **captured** Seoul. Each day began with the soldiers hup-hopping around the room to the strains of a **rousing** marching tune on the Victrola. For the first few days, Patsy

**scampered** downstairs to join in. Then her mother, voice hushed, pinched her little arm and said there’d be no more of that. They were in **mortal danger**. Mrs. Surh was pretending to be a widow. Her husband, an electrical engineer and successful **capitalist** who spoke excellent English, was in hiding, **lest** he be killed or taken prisoner. Whenever the coast was clear, they’d drape a blanket over the balcony rail. At first, it seemed to Patsy that “it was all a big adventure.”...

After Japan’s **surrender** in 1945, the Surh family made its way back to Seoul by boat, truck, train and on foot. At one point American soldiers gave them a lift. For long stretches, however, they **trudged** along dirt roads, lugging their possessions. Five-year-old Ronny had a little backpack of his own. “My mother was eight months pregnant with my brother Freddy, so she was unable to carry anything very heavy. And there I was, not yet walking, still in diapers, riding **atop** my father’s backpack. They told me years later that they hid things in my diapers.”

Patsy’s grandfather, aunts and uncles also arrived in Seoul before long. They all set up housekeeping in a three-story building. The men **sought** work; the women **foraged** for food; the children went back to school... By 1950 he was the first general manager of the **fledgling** Korean National Airlines. Patsy went to a Catholic-school kindergarten and lived in a handsome, four-bedroom house with a sizable yard...

EVERYTHING CHANGED overnight on June 25, 1950. **Artillery** shattered the morning calm as panzer-like divisions of North Korean troops plowed across the 38<sup>th</sup> Parallel. “Our enemies looked just like us,” Patsy says. “For a child, it was all beyond **comprehension**. Soldiers moved into our house. My father went into hiding. Why was this happening?”

Pretty soon the North Koreans declared they needed the whole house. Patsy remembers her mother’s **fortitude**—and a close call: “She begged them, ‘You have to find me somewhere else for us to stay.’ So they found us a place two houses down in the same neighborhood. It had one room with an outdoor

- erupted** suddenly started
- appropriated** took as their own
- captured** taken by force
- rousing** emotional/exciting
- scampered** ran
- mortal danger** very serious danger
- capitalist** person who uses money to make more money
- lest** because of fear that the following will happen
- surrender** giving up in a fight
- trudged** walked heavily
- atop** on top of
- sought** searched for
- foraged for** searched for (food, etc.)
- fledgling** not yet developed
- Artillery** Big guns
- comprehension** understanding
- fortitude** strength





kitchen.” That their maid remained with them was **incongruous** but a **godsend**. The poor woman had nowhere else to go and they needed her.

Patsy’s father usually hid in the ceiling until it was dinner time. Then, making sure there were no soldiers around, he’d slither down and eat rice with his family.

*One day, my mother was late returning from her regular trip to the market, so we went ahead with dinner. When someone knocked on the door, my father hurried back to his hiding place. So it was just me, my two brothers and our maid. A strange man came inside. He was a North Korean agent. Somebody had told the **officials** my mother was not a widow. So they sent this guy to find out if there was a husband. Freddy, my cute younger brother was 5 years old. He had some rice stuck around his face. The stranger put him on his lap and began gently **plucking** the rice off his cheeks. “Where’s your father?” he said. In that instant I realized Freddy might point to the ceiling, so I said, “We don’t have a father!” The man slapped my face. “I didn’t ask you!” By then we were all just frozen in place...*

IT WAS TIME to **flee**. Patsy’s father hopped a plane because he was safeguarding an American friend’s **funds**. The rest of the family boarded a packed **refugee** train headed 250 miles south to Pusan where the U.S. military and its allies had established a **defensive perimeter**. Today, high-speed trains whisk travelers to the port city of 3.6 million in 2½ hours. In 1950, it took days, danger ever-present.

The excitement of her first train trip **evaporated** when Patsy realized she was **privileged** to be inside the train. Hundreds of other refugees were on top, holding on for dear life. “At night it was so cold for small children and **elders**. I heard horror stories about what people on top of the train had to go through.” If a bone-tired adult **clutching** a child fell asleep, the child might slide over the side to almost certain death. Old people died the same way...

**incongruous** surprising and weird

**godsend** very good thing

**officials** people in charge of something

**plucking** pulling

**flee** run away from  
**funds** money

**Refugee** people who have left their home during hard times

**defensive** actions that protect against attack  
**perimeter** outside border

**evaporated** disappeared

**privileged to** lucky and very thankful to

**elders** older people

**clutching** holding



**Moonbeam Kupa**  
(excerpt)

JUST BEFORE DAWN on June 25, 1950, an **estimated** 90,000 well-trained North Korean troops crossed the 38<sup>th</sup> parallel in carefully coordinated **strategic** thrusts. ...The Truman **administration**—**accused** by Republicans of being soft on communism—**swiftly committed** American troops to come to Rhee’s rescue. Other U.N. members sent soldiers as well, including Great Britain, Canada, France and the Philippines.

Moonbeam remembers the fear and **urgency** in the grownups’ voices as the children were told to gather up belongings:

*On June 28 my mother’s brother told her, “Sis, you better get out right away or you’re going to die because the communists are already entering Seoul.” I **vividly** remember walking over the Han River Bridge and hearing the loud noises of war all around us. At the time there was only one bridge over the Han. Here I am a little girl and everybody is carrying things, running and shouting. My mother has a baby on her back. And it’s so hot! My feet are hurting and I’m crying, “I cannot walk!” And my dad says, “OK, you can stay there and you can die!” At least he carried my little backpack. I was so hot and tired. I remember being so afraid.*

...That first day of **fleeing**, the Moon family made it halfway to Suwon, some 20 miles south of Seoul. When they stopped to rest, a passing **platoon** of American GIs gave them some soda crackers. “That’s all we had: soda crackers and water,” Moonbeam says. “Now every time I’m eating a soda cracker I remember that day. It seemed like there were thousands and thousands of **refugees**. We couldn’t stop. We had to keep walking.” Once, when they heard machine guns chattering and spotted a clump of communist soldiers heading their way, they **scrambled** into a farmer’s field.

In June, the tomato plants are already getting tall, so we’re hiding between the tomato plants. I could see bandaged, wounded soldiers being carried away. My dad kept saying, “Head down! Head down!” I don’t remember how long we were hiding there, but we were hungry again. So my dad said, “Eat these green tomatoes!” They weren’t ripe. Hard as rocks. I can still taste those green tomatoes in the back of my mouth. It makes my tongue crinkle. I don’t know how many I ate. But

**estimated** guessed number  
**strategic** planned to reach a goal  
**administration** management  
**accused** charged with a crime  
**swiftly** quickly  
**committed** reserved for use  
**urgency** extreme importance

**vividly** clearly and colorfully

**fleeing** running away from  
**platoon** group of soldiers

**refugees** people who have run away from their own countries because of bad treatment

**scrambled** moved quickly



when you are hungry you can eat just about anything...I'm never eating green tomatoes again!

When they reached Suwon, refugees were **frantically** trying to stuff themselves into an already overloaded train bound for Taegu, 130 miles southeast. "No more room inside," Moonbeam remembers, "but if we waited for the next train, it might be too late to escape from the communists. We climbed up on the roof of the train car. There was a rope you could hold onto because the roof was sloped. And if you're sliding down and off it's, 'Oh well, can't help them. That's too bad!'"

As the train chugged into a tunnel, Moonbeam's family was holding on for dear life, cinders stinging their faces and **singeing** their clothes. When they **emerged**, Moonbeam looked up to see her father's face black with soot. "All you see was his shining eyes. I **realized** we all looked that way. You'd wipe off your face, then there'd be another tunnel."

Finally they made their way to the strategic port city of Pusan, where the Americans and their U.N. **allies** were **establishing** a [protective border]. Issued Army tents, the refugees set up camp at Haeundae, which is now a popular beachfront vacation spot. The summer of 1950 was no picnic. "At first, the only thing we had to eat was what we could catch from the sea, using bamboo sticks or our hands. It was fish, small crabs and seaweed."

U.N. soldiers arrived by the boatload. Pusan [had a store], medical facilities and [other supplies]. The **famished** refugees opened boxes of C-rations to discover tins and packets filled with strange food. Moonbeam was **astounded** by the powdered milk. She choked down her first oatmeal. "When we finally got SPAM, holy cow, it was a luxury."

Hundreds of children— orphaned or otherwise separated from their parents—scrounged the hills around Pusan. Many were "adopted" by U.S. Marines, who were suckers for the... kids.

**frantically** in a rushed and upset way

**singeing** burning a little  
**emerged** came out

**realized** understood

**allies** friends  
**establishing** beginning and building on

**famished** extremely hungry  
**astounded** surprised

**Barbara Nichols  
(excerpt)**



To Barb Nichols, the **Cadet** Nurse Corps was a dream come true. “I would have had to get a loan to pay for college. The Nurse Corps would pay for everything! I liked science. I liked helping people. We were in the middle of a war and they needed nurses. It was an easy decision.” She raised her right hand and **pledged**: “I will keep my body strong, my mind alert, and my heart **steadfast**; I will be kind, tolerant, and understanding; Above all, I will dedicate myself now and forever to the **triumph** of life over death; As a Cadet nurse, I pledge to my county my service in **essential** nursing for the **duration** of the war.”

Besides books and uniforms, “we got \$5 a month in spending money,” Nichols says, **chuckling** at the memory of how far \$5 would go in 1944.

She took her training at Everett General Hospital and the city’s new junior college in a converted elementary school. “The Cadet Nurse Corps was a three-year program,” Barb recalls, “and I think it was much better hand’s-on training than student nurses get today. Our training was more in depth, in the classroom and on the hospital floor...”

Barbara Jean Nichols was the **valedictorian** of the nursing class of 1947 at Everett General Hospital. She was...a second lieutenant in the U.S. Army Nurse Corps on December 2, 1948, and assigned to Madigan General Hospital at Fort Lewis... Nichols helped care for soldiers who had suffered terrible **deprivations** in Japanese POW camps...

When Nichols landed at Pusan on October 29, General MacArthur’s daring **amphibious** landing at Inchon had the communists on the run and the capital back in friendly hands...

Nichols was ordered to catch the night train to Seoul, then make her way “by any means possible, given the **exigencies** of war,” to join the 8055<sup>th</sup> Mobile Army Surgical Hospital, which had **pitched** its tents somewhere along the 38<sup>th</sup> Parallel dividing the two Koreas.

“**Supposedly** it would be a short trip—only about 200 miles,” Nichols remembers, “except that a lot of the railroad bridges had been damaged and whole sections of track blown up. So instead of an overnight trip it took us several days to get to the capital, which was in rubble.” The train chugged north past rivers of **refugees**, **possessions** strapped to backs or being pushed on **makeshift** carts. Seoul would change hands four times in three years of **warfare**.

**Cadet** trainee at a military academy

**pledged** promised  
**steadfast** unstoppable  
**triumph** victory  
**essential** extremely important  
**duration** length of time

**chuckling** laughing

**valedictorian** person with the highest grades  
**deprivations** not having needed things  
**amphibious** land and water  
**exigencies** important things/emergencies  
**pitched** set up  
**Supposedly** probably  
**refugees** people who have run away from their own countries because of bad treatment  
**possessions** things people own  
**makeshift** temporary/quickly made  
**warfare** war fighting



“I reported for duty with the 8055<sup>th</sup>. Before long, however, I was informed they needed me more at Pusan, given my experience as a surgical nurse. So off I went, right back to where I’d landed—...

Before long, however, Nichols ended up at the U.S. Army’s 3<sup>rd</sup> Field Hospital, a collection of tents and Quonset Huts on the **outskirts** of Pusan. The medical staff consisted of three officers and 16 **enlisted** men. The 3<sup>rd</sup> would merge with the 14<sup>th</sup> Field Hospital and grow from 892 patients in the fly-**infested** summer of 1950 to 10,548 in the cold, dark first days of 1951—most of them prisoners of war.

After three months of 16-hour days, Nichols was named chief nurse for the 3<sup>rd</sup> Field Hospital. She also received a battlefield promotion. It had taken her only a little over two years to advance from a second lieutenant with a junior-college nursing degree to seasoned combat-theater captain.

Early in her nurse’s training, Nichols was **gratified** to discover she wasn’t **squeamish**. **Compound fractures** and bone-deep **lacerations** were taken in stride. None of that, however, prepared her for the battlefield casualties she saw in Korea: Sucking chest wounds; blackened frostbit toes that snapped right off; multiple **traumatic amputations**. Another nurse—one who’d seen the worst of World War II—wrote in her diary that “in all my 17 years of experience I’ve never seen such patients. Blind, or with legs, [or] arms ...blown off.” Nichols can’t shake the memory of one **writhing**, hollow-eyed GI who arrived on a litter... On another day, they brought us a fella whose head was nearly **severed**... There was only one **artery** intact. We thought, ‘How could he still be alive?’ ” He was airlifted to Japan. They never heard if he survived...

**outskirts** outer areas  
**enlisted** joined the military  
**infested** filled with lots of something

**gratified** pleased  
**squeamish** afraid and uncomfortable  
**Compound fracture** Bad bone break  
**lacerations** cuts  
**traumatic** terrible and upsetting  
**amputations** cutting off of legs, arms, etc.  
**writhing** wriggling in pain

**severed** cut off  
**artery** blood vessel from the heart



**Korea 65 Full Profiles and Lens of Focus Crosswalk**

<b>Lens:</b>	<b>Women/Men</b>	<b>Adult/child</b>	<b>POC/White</b>	<b>During/after</b>	<b>Korean/US</b>	<b>Combat/non</b>
<b>Nichols</b>	Women	Adult	White	During	US	Non Combat
<b>Evans</b> *inappropriate language included, including one racial slur	Men	Adult	White	During	US some Korean	Combat
<b>Kupka (Moonbeam)</b>	Women	Child	People of Color	During as child After as adult	Korean	Non Combat
<b>Surh</b>	Women	Child	People of Color	During as child After as adult	Korean	Non Combat
<b>Frailey</b>	Men	Adult	White	During	US	Combat
<b>Kupka (Johnathon)</b>	Men	Child (after war)	People of Color	After	Korean American	Non Combat
<b>Soto</b>	Men	Adult	People of Color	During	US	Combat
<b>Ryu</b>	Women	Child	People of Color	After	Korean American	Non Combat
<b>People in Korea 65 Display, but no extended profile:</b> Pat Martin, Nam Pyo Park, Dan Keenan, George Drake, Joan Kim						

**Resource List**

<b>Resource Title</b>	<b>Description</b>	<b>Link</b>
Washington State Library	Search of “Korean War” at the state library. Might be necessary to refine search.	<a href="https://www.sos.wa.gov/office/search.aspx?q=Korean%20War">https://www.sos.wa.gov/office/search.aspx?q=Korean%20War</a>
Washington State Archives	Search of “Korean War” at the state archives. Might be necessary to refine search.	<a href="https://www.sos.wa.gov/office/search.aspx?q=Korean%20War">https://www.sos.wa.gov/office/search.aspx?q=Korean%20War</a>
Korean War Era in Washington	From Historylink.org the free online encyclopedia of Washington State History	<a href="http://www.historylink.org/File/11103">http://www.historylink.org/File/11103</a>
U.S. Military Fatal Casualties of the Korean War for Home-State-of-Record: Washington	List of casualties from Washington State with home city and country	<a href="https://www.archives.gov/files/research/military/korean-war/casualty-lists/wa-alpha.pdf">https://www.archives.gov/files/research/military/korean-war/casualty-lists/wa-alpha.pdf</a>
Library of Congress	Search of “Korean War” at the Library of Congress. Might be necessary to refine search.	<a href="https://www.loc.gov/search/?in=&amp;q=korean+war&amp;new=true&amp;st=">https://www.loc.gov/search/?in=&amp;q=korean+war&amp;new=true&amp;st=</a>
Korean War Project	“The Korean War Project began in 1979 as part of a family history. The founder is Hal Barker, a photojournalist, writer, designer/inventor/ carpenter, a graduate of North Carolina State University in History, and founder and initial contributor to establish the Korean War Veterans Memorial in Washington, D.C., administered by the American Battle Monuments Commission.”	<a href="https://www.koreanwar.org/">https://www.koreanwar.org/</a>