

Unit: Cold War: Korean War— The United States involvement in Korea Lesson Plan

World History: The West and the World, Grade 12, University
Preparation CHY4U

Lesson 1: Introduction to the Cold War

a. Overview:

- We're going to be looking at what the Cold War is in general and who was involved. We're going to relate it back to the Second World War as it involves many of the issues from that war. We're going to be looking at how it started and when it started. I would acknowledge that there are different arguments for when some historians think it started.

b. Learning Goals:

- Students will be able to summarize the United States involvement in the Second World War.
- Students will know who the Presidents of the United States were between 1945 and 1953.
- Students will be able to define "Cold War."
- Students will have a basic understanding of how the Cold War started.
- Students will be able to define "Communism."
- Students will know who Stalin was and his successor, Khrushchev.
- Students will have a basic understanding of the term "spheres of influence."
- Students will be able to define the "Domino theory."
- Students will have a basic understanding of the "containment" policies.
- Students will have basic understanding of United States policies that dealt with Communism specifically.
- Students will have basic understanding of why the policies were implemented in the United States.

c. Curriculum Expectations:

- Analyze key factors that have led to conflict and war¹
- Evaluate the course and consequences of selected conflicts and wars since the sixteenth century²
- Demonstrate an understanding of the importance and use of chronology and cause and effect in historical analyses of developments in the West and throughout the world since the sixteenth century.³

Historical Thinking:

- Historical Significance, Historical Change and Continuity, Historical Evidence, and Historical Cause and Consequence.

d. Materials:

- i. Primary Sources: Appendix 1.2, 1.4, and 1.5.
Secondary Sources: 1.1., 1.3.
- ii. Instructions for Teachers: ****Important:** The start of the Cold War could be brought in as a discussion point near the end of the unit when the students have a foundation. In this case, I will use the date that the Cold War began in 1917 because that was when Communism became prevalent internationally with the Bolshevik Revolution. This new political party was initially considered novel but over time when information began to spread about what was actually occurring in the communist countries, the democratic countries became concerned, as they were worried that this would affect their economies greatly. There are also some arguments that it started in 1937 and also the argument that it started in 1945. It could be argued that it started in 1937 in that there was a growing tension in Europe and communism was prevalent but that until the end of the Second World War these issues were not made the primary focus.

¹ Ministry of Education. *The Ontario Curriculum Grades 11-12, Canadian and World Studies*. Grade 12 World History: The West and the World, University Preparation. Revised 2005, 195.

² Ministry of Education. *The Ontario Curriculum Grades 11-12, Canadian and World Studies*. Grade 12 World History: The West and the World, University Preparation. Revised 2005, 195.

³ *Ibid.*, 196.

- iii. Students: Handout for groups (Appendix 1.4.)⁴

e. Plan of Instruction

Step 1: Warm Up (1h 28mins 12s)-film

- Show film: World War II: America's War 1941-1945⁵ (Appendix 1.1.)
- Stop the film when needed to explain and have a discussion.

Step 2: Discussion (30mins)

- Have class discussion about the film and America's involvement in the Second World War. Talk about what year they entered the war. Ask the students how they think America entering the war affected the outcome?
- Ask the students what they think would happen to America after the war? What would happen to the people who made the weapons? What happened to the soldiers when they came home?
- What do you think America's relationship with Germany was after the war?
- What do you think America's relationship with the Soviet Union (Russia) was after the war?
- What was the political group in power in the Soviet Union?
- What is communism?

Step 3: Modeling (20mins)

- Show political cartoon
http://www.cvce.eu/obj/cartoon_by_illingworth_on_the_creation_of_an_area_under_soviet_influence_on_the_european_continent_16_june_1947-en-162b9b8d-5d49-4b39-b0ac-1df74c5de525.html
(Appendix 1.2.)
- Ask the students about the source itself:
- What kind of source is this?
- How was it made?
- Who made this?
- When and where was it created?

⁴ Catechetical Guild Educational Society of St. Paul, Minnesota. Originally published in 1947. <http://www.comics.org/series/57591/>

⁵ http://www.youtube.com/watch?v=-eo_wQSVpDo

→ It's important to get the students to think more critically about what they are being shown and look at who the creator was of the source.

- Model showing historical significance:
 - Ex: "I see a map.
 - I see a man lying on top of the map holding flags of a hammer and sickle.
 - I see a darkened area, I see an area with cross scratching, I see an area with horizontal lines and I see areas with white spaces.
 - I see flags with a sickle and hammer and I can infer from that they are symbols for Communism.
 - I see Stalin holding and placing the flags that symbolize communism on the map. I can infer that Stalin in this cartoon is placing the flags on the countries to make them communist.
 - What can you see?"

→ This can be done until it is discovered that this is a cartoon depicting what was known as the Soviet "spheres of influence."

Step 4: Guided Practice (20mins)

- Ask the students to try and make connections using the model that you've demonstrated.
- Show the students the chart while they are doing the exercise (Appendix 1.3)⁶.

Step 5: Independent Activity (30mins)

- Divide your class into groups. Try not to have groups any larger than 6. Give each group a copy of another political cartoon to analyze using the same model previously shown (Appendix 1.3 and 1.4⁷).
- They must look at where the document is from, who wrote it, why it would be significant to history, what consequences would this have. Make sure students use evidence to support their position.

⁶ Seixas, Peter Dr. and Tom Morton. *The Big Six: Historical Thinking Concepts*. Nelson Education Ltd. Toronto, Canada, 2013, 21.

⁷ Catechetical Guild Educational Society of St. Paul, Minnesota. Originally published in 1947. <http://www.comics.org/series/57591/>

Step 6: Sharing/ Discussion/ Teaching (30mins)

- Talk about the Domino Effect and how the political cartoons illustrate this
- Talk about United States policies and how they related to the growth in Communist countries

f. Assessment (5mins)

(Appendix 1.5.)

- Exit Slip 2 questions:
 - What do you know today that you didn't know before?
 - What are you confused about?

Lesson 2: The Communist Parties during the Cold War

a. Overview

- We will focus on the Communist Parties and their structures and policies. It's important to understand these parties and acknowledge that while they were all communist parties, each country implemented Communism differently. What the students should get out of this is the understanding the background to how each country operated so that when we get into the discussions about Korea and each country's involvement, it's easier to understand the different perspectives. It's important to view all sides to an issue and to try and get the students to form that understanding.

b. Learning Goals:

- Students will have a basic understanding of America's policies during the Cold War.
- Students will understand the reasoning behind the policies.
- Students will have a basic understanding of the Soviet Union's policies.
- Students will have a basic understanding of the structure of the Communist Party in the Soviet Union.
- Students will have a basic understanding of what the Comintern was and its relation to the Communist Party in the Soviet Union and China.
- Students will have a basic understanding of the structure of the Communist Party in China.
- Students will be able to describe the "Politburo."

c. Curriculum Expectations:

- Analyze key factors that have led to conflict and war
- Evaluate the course and consequences of selected conflicts and wars since the sixteenth century⁸
- Explain the ways in which non-Western cultures have attempted to resist the spread of Western influences⁹
- Assess the significant ideologies on the political spectrum¹⁰

Historical Thinking:

- Historical Significance, Historical Change and Continuity, Historical Evidence, and Historical Cause and Consequence.

d. Materials:

- i. Primary Sources: Appendix 2.2
Secondary Sources: Appendix 2.3
<http://chineseposters.net/posters/e13-701.php>
- ii. Note for Teachers: There will be chance to go more in depth on the two communist leaders Mao and Stalin in the next lesson so if not all is covered, there will be opportunity to cover it at a later time.
- iii. Students: Appendix 2.4. Exit Slip

e. Plan of Instruction

Step 1: Warm Up (2mins 27s)

- The Kids in the Hall: Communism (Appendix 2.1.)
<http://www.youtube.com/watch?v=83tnWFojtcY>

Step 2: Discussion (20mins)

- Have a class discussion about communism to remind them about it.

⁸ Ministry of Education. *The Ontario Curriculum Grades 11-12, Canadian and World Studies*. Grade 12 World History: The West and the World, University Preparation. Revised 2005, 195.

⁹ Ministry of Education. *The Ontario Curriculum Grades 11-12, Canadian and World Studies*. Grade 12 World History: The West and the World, University Preparation. Revised 2005, 199.

¹⁰ Ministry of Education. *The Ontario Curriculum Grades 11-12, Canadian and World Studies*. Grade 12 World History: The West and the World, University Preparation. Revised 2005, 202.

- Have a discussion about the spheres of influence and what that meant.
- Talk about the containment policies and the domino theory.
- We will be looking at the communist parties more closely. Depending on what they've learned, they may already know about the Soviet Union and Stalin from World War II and learning about the Bolshevik Revolution in the World War I unit but if the students don't remember or didn't talk about it, that will be addressed in this part of the unit.
- Talk about the Communist party structure in general and then we'll be going more in depth into the structures of the parties in the Soviet Union and China. (Korea will be dealt with in a later lesson because Korea's case is much different than these two countries.)

Step 3: Modeling (20mins)

- We'll look at two propaganda artworks of Stalin (Soviet Union leader) and Mao (China's leader). We'll start with the Stalin painting and then we'll do a guided practice with the Mao propaganda.
- Stalin painting/propaganda: Roses for Stalin. Stalin-era (1949)
http://www.marxists.org/subject/art/visual_arts/painting/exhibits/socialist-realism.htm (Appendix 2.2)
- Model historical significance and inferencing for students:
 - Example: looking at the Stalin propaganda painting—"I see a man in a white uniform. I see four boys and one girl. I see one boy holding flowers to the man. I can infer that the children admire the man because they are giving him flowers.
 - "What do you see?"—ask the students and get them involved

Step 4: Guided Practice (20mins)

- Mao Propaganda: (Appendix 2.3)
<http://chinese posters.net/posters/e13-451.php>
- Looking at the Mao propaganda, ask the students: "What do you see?"
- Try and get the students to be more involved in this part of the activity and see guide them to making proper inferences.

- They must look at where the document is from, who wrote it, why it would be significant to history, what consequences would this have.

Step 5: Independent Activity (20mins)

- Students will have choice. Either in groups or individually, the students will compare the differences and similarities between the two propagandas making a list.
- Make sure students use evidence to support their position.

Step 6: Sharing/Discussion/Teaching (40mins)

- Have volunteers share with the class their findings (or have the students pick who will be the one to speak and have each group talk about what they found) and have a discussion about it:
 - Mention the different ways that the two leaders portrayed themselves and the similarities (e.g. they both see themselves as the father of the country/children)
 - We will then look at the two leaders briefly focusing on how their parties are structured including their international group the Comintern.
 - We will then talk about how this rise in communism relates to American policies (to reiterate its importance and to make sure the students understand.)
 - We will be going more in depth on the leaders later.

f. Assessment (5mins)

- Exit Slip 2 questions: (Appendix 2.4)
 - What do you learn today?
 - What are you confused about?

Lesson 3: Mao and Stalin; People's Republic of China and Soviet Union

a. Overview

- We'll be looking at Mao and Stalin more closely so that students can have a better understanding of the perspectives of the communist leaders as well as their respective countries. We'll be looking at their policies so that it will be easier to understand their actions.

b. Learning Goals:

- Students will have a basic understanding of how Mao Zedong came into power.
- Students will have a basic understanding of Mao Zedong's policies.
- Students will have a basic understanding of how Stalin came into power.
- Students will have a basic understanding of Stalin's policies.
- Students will be able to define a "gulag."
- Students will be able to describe the "Moscow trials."
- Students will be able to describe the "Great Leap Forward."
- Students will be able to describe the "Long March."
- Students will be able to identify Leon Trotsky.
- Students will be able to define the "Politburo."
- Students will be able to identify Lenin.
- Students will be able to describe of the cult of personality of Stalin and Mao respectively.
- Students will be able to describe the "Cultural Revolution" of Mao.

c. Curriculum Expectations:

- Describe various ways in which the process of historical change can be viewed¹¹
- Analyze key factors that have led to conflict and war¹²
- Explain how and why an understanding of cause-and-effect relationships is an essential tool for historical analysis¹³

Historical Thinking:

- Evidence, historical significance, change and continuity, cause and consequence, and ethical dimensions.

d. Materials

- i. Primary Sources: Appendix 3.1., 3.3., and 3.4.
Secondary Sources: Appendix 3.2.
- ii. Instructions for Teachers: Students may be more familiar with Stalin than Mao because of learning about him through WWI or

¹¹ Ministry of Education. *The Ontario Curriculum Grades 11-12, Canadian and World Studies*. Grade 12 World History: The West and the World, University Preparation. Revised 2005, 196.

¹² Ministry of Education. *The Ontario Curriculum Grades 11-12, Canadian and World Studies*. Grade 12 World History: The West and the World, University Preparation. Revised 2005, 196

¹³ Ibid., 197.

WWII so if the students already know about him, then it may best to do just do a review so you can make sure they know what you want to know about him and then focus on Mao. Each time you show a photo to students, it's important to ask where the source came from and talk about its historical significance.

- iii. Students: Appendix 3.1., 3.2., 3.3. and 3.4.

e. Plan of Instruction

Step 1: Warm Up (20mins)

- Students will play 2 truths and a lie based on what they have learned so far. They can play in pairs or in larger groups.

Step 2: Discussion (30mins)

- Talk about what they learned before about Mao and Stalin.
- Show the propaganda pictures again and have a discussion about what the students said about them. (Appendix 3.1. and 3.2.)
- We'll be looking at the two leaders more closely.
- Ask the students what they know about them so that you can gear the lesson towards which of the leaders they are more unfamiliar with.

Step 3: Modeling (20mins)

- Soviet Union Censorship photo: removing Trotsky from history: http://www.newseum.org/berlinwall/commissar_vanishes/9_10.htm (Appendix 3.3)
- Model what you would see in the photo.

Step 4: Guided Practice (20mins)

- Ask the students what they see in the photos. Talk about the differences. Who would have taken the picture?
- Who is Lenin?
- Why would it be significant that Trotsky was taken out of the photo?
- Why would it be important for Stalin that Trotsky is not in a picture with Lenin?
- What would that do for Trotsky's credibility as an opponent to Stalin?
- Why would this be significant?

Step 5: Independent Activity (30mins)

- Students will do this same activity but with a propaganda picture from the People's Republic of China under Mao:
<http://chinese posters.net/posters/e13-701.php> (Appendix 3.4)
- They can do this in groups or individually.
- They must look at where the document is from, who wrote it, why it would be significant to history, what consequences would this have. Who or what caused this propaganda to exist?
- Make sure students can use evidence to support their position.

Step 6: Sharing/Discussion/Teaching (120mins)

- How important is it to know that there was censorship or a form of photo-shop? How does that change your perspective of history?
- Talk about Stalin and Mao's rise to power. Look at the techniques and have discussions about how they were able to do it. Were they able to do it through political manipulation or force or both? This is the kind of question you would want to lead up to but would only ask once they have gathered and understood the information, as it is an application question.

f. Assessment (20mins)

- Have students divide into groups and role-play the rise to power of the two leaders. The groups can only choose one perspective: either by force or through political manipulation.
- The question about how they came to power could also be made into an essay question if you should so wish.

Lesson 4: Korea

a. Overview:

- We will be looking at Korea and its country's history. We won't cover every single dynasty but rather look at Korea's relationship with China over history as well as with Japan. This is important so that the students will have a well rounded perspective of what was occurring in all these countries and how they related to each other. They will also begin to understand why the Korean War occurred though the war will be specifically taken up in the next part of the unit.

b. Learning Goals:

- Students will understand basic history of Korea.
- Students will understand that historically Korea was a tribute state to China.
- Students will understand that in 1910, Japan ruled over Korea.
- Students will understand that when America invaded Japan in 1945, Korea was no longer under Japanese control.
- Students will understand that the Allies divided Korea in 1945 at the Potsdam Conference.
- Students will be able to identify Kim Jong Il.
- Students will be able to identify Kim Il-Sung.
- Students will be able to identify Syngman Rhee.
- Students will have a basic understanding of the Manchurian invasion by the Soviet Union.

c. Curriculum Expectations:

- Describe various ways in which the process of historical change can be viewed¹⁴
- Analyze key factors that have led to conflict and war¹⁵
- Explain how and why an understanding of cause-and-effect relationships is an essential tool for historical analysis¹⁶

Historical Thinking:

- Evidence, historical significance, change and continuity, cause and consequence and ethical dimensions.

d. Materials:

- Primary Source: Appendix 4.6.
Secondary Source: Appendix 4.1, 4.2. 4.3. 4.4. 4.5.
- Instructions for Teachers: When doing this part of the unit, there's a website that might be helpful to remind of the main points of Korea:
http://afe.easia.columbia.edu/main_pop/kpct/kp_koreaimperialism.htm
It's a great overview of everything that would be important for the students and it's helpful to remind you what you want to be looking at.

¹⁴ Ibid., 196.

¹⁵ Ibid., 196

¹⁶ Ibid., 197.

- iii. Students: Appendix 4.3., Appendix 4.4.

e. Plan of Instruction

Step 1: Warm Up (5mins)

- When looking at Korea, ask what do the students think of?
- Show pictures (Appendix 4.1 and Appendix 4.2)
www.makewav.es and blogs.crikey.com.au
- Those are what are stereotypically thought of when thinking about Korea
- The man is in fact the leader of *North* Korea and not the entire country and his name is Kim Jong Il.
- We'll talk more about him later.

Step 2: Discussion (10mins)

- We will be looking at Korea's history today.
- What do we know about Korea?
- Does anyone know anything about the history of Korea?
- Does anyone know about Korea's relationship with China? Or the Soviet Union?

Step 3: Modeling (20mins)

- Look at document describing what Koreans had to recite in school. (Appendix 4.3.)
- Look at part one and demonstrate making inferences and showing historical significance.

Step 4: Guided Practice (20mins)

- Look at part two of document (Appendix 4.3) and allow the students to get more involved and get them to practice making inferences and talking about historical significance.
- Talk about also cause and consequence and how this was a result of colonialism and trying to assimilate the Korean population. Make sure they use evidence to support their position.

Step 5: Independent Activity (20mins)

- Students will look at document (Appendix 4.4.) and in groups or individually analyze it. They must look at where the document is from, who wrote it, why it would be significant to history, what it

would mean for a Korean person and what it means the Japanese were doing in Korea.

Step 6: Sharing/Discussion/Teaching (60mins)

- Show declaration of independence March 1919: (Appendix 4.6)
http://afe.easia.columbia.edu/ps/korea/march_first_declaration.pdf
- What does this document show?
- Why is it significant?
- What caused this declaration?
- Why did it not work?
- What do you think were the consequences of this declaration?
- What happened when Japan left Korea?
- How do you think the Korean's felt?
- What did the Koreans do when the Japanese left? Who was in government?
- Talk about the Allies decision to divide the country: specifically America and the Soviet Union
- Website on the division: (Appendix 4.5)
<http://americainthekoreanwar.weebly.com/korea-divided-at-the-38th-parallel-after-wwii.html>
- What do you think the Koreans felt when they realized that the Allies were dividing their country?
- Do you think they had a say in their division?
- Why do you think America would be interested in Korea?
- Talk about who the leaders were of the divided Korea.
- Talk about why they would want to divide Korea.

f. Assessment (10mins)

- Play 4 corners game: (Strongly Agree, Agree, Disagree, Strongly Disagree)
- Use statements such as: (e.g.)
 - Korea should have been divided.
 - Korea should have received their independence...etc.
 - You want to make statements that will get the students to choose a side. This is a good game to play so that students can get up and move around the classroom.

Lesson 5: Korean War

a. Overview:

- We'll be looking specifically at the Korean war. We'll be looking at how it started, what it entailed, who was involved.

b. Learning Goals:

- Students will know when the war started and ended: 1950-1953.
- Students will have basic understanding of the relationship between Korea and China prior to the Korean War.
- Students will have a basic understanding of why Korea is significant in the Cold War.
- Students will have a basic understanding of the structure of the Communist Party in Korea.
- Students will have a basic understanding of the Soviet Union's involvement in Korea.
- Students will be able to identify General Douglas MacArthur.
- Students will have a basic understanding of why the fighting stopped in 1953.
- Students will have an understanding of the moral and ethical dimensions of the Korean War.

c. Curriculum Expectations:

- Analyze historical events and issues from the perspectives of different participants in those events and issues¹⁷
- Describe various ways in which the process of historical change can be viewed¹⁸
- Analyze key factors that have led to conflict and war¹⁹
- Explain how and why an understanding of cause-and-effect relationships is an essential tool for historical analysis²⁰

Historical Thinking:

- Evidence, historical significance, cause and consequence, ethical dimensions.

d. Materials:

¹⁷ Ibid., 203.

¹⁸ Ibid., 196.

¹⁹ Ibid., 196.

²⁰ Ibid., 197.

- Primary Source: Appendix 5.1., 5.2., 5.4.
- Secondary Source: Appendix 5.3., 5.5., 5.6.
- Instructions for Teachers: There are videos, maps online, photographs and handouts for this lesson.
- Students: Exit slip Appendix 5.6.

e. Plan of Instruction

Step 1: Warm Up (10mins)

- Listen to: (Appendix 5.1) (23seconds)
<http://www.history.com/topics/korean-war/speeches#turman-sends-forces-to-korea-in-1950>
- What do you think about that speech?
- Does it give a good explanation as to why they are going to war?

Step 2: Discussion (20mins)

- We'll be talking about the Korean War.
- Why was America interested in Korea?
- Why would the Allies want to split Korea?
- What would be the reaction of the Koreans on the split?
- Talk about how the country was split at the 38th parallel—which country took which section.
- How did the war start?

Step 3: Modeling (15mins)

- Watch video (4mins 1s): (Appendix 5.2)
<http://www.cbc.ca/archives/categories/war-conflict/korean-war/forgotten-heroes-canada-and-the-korean-war/canadas-troops-head-to-korea.html>
- Model showing significance, stopping the video when needed to explain.
- Students must look at where the broadcast came from, who said it, why it would be significant to history, what it would mean for a Korean person and what it would mean for a Canadian.
- What would an American think listening to this broadcast?
- Ask the students what their perspective is on the war using evidence to support their answer.

Step 4: Guided Practice (20mins)

- Students will look at the photographs (Appendix 5.3):
<http://www.history.com/topics/korean-war/photos#>
- You will model making inferences looking at one of the photographs and then the students will take their turn.
- Students will make inferences and talk about the significance based on the evidence shown in the photographs.

Step 5: Independent Activity (15mins)

- Students will look at this letter to Lester Patterson: (Appendix 5.4)
<http://www.canadianletters.ca/template.php?collectionid=387&warid=5&mediaid=11404>
- In groups or individually, students will talk about the source, where it came from, who wrote it, why it is important, and what inferences they can make using the evidence from the letter.

Step 6: Sharing/Discussion/Teaching (120mins)

- Talk about how the Korean War started.
- Show map of Korean War (Appendix 5.5)
<http://www.warchat.org/history/history-asia/korean-war.html>
- Talk about when the American's got involved.
- Talk about why the Chinese got involved in the war as well.
- Talk about the Soviet Union's involvement.
- Discuss General MacArthur's role.
- Talk about President Truman and President Eisenhower and their administrations' roles in the Korean War.
- How did Stalin's death affect the outcome of the war? Or did it? What were the consequences of his death?
- Talk about why Korea is important in the Cold War.

f. Assessment

- Exit slip: 2 questions: (Appendix 5.6)
 - List 3 new things you learned?
 - What are you confused about?

Lesson 6: Impact of War on Korea: Korean War Veterans

a. Overview

- We'll be looking at the impact of the Korean War on Koreans as well as those involved in the fighting. We'll be looking at the impact on the country—it still being divided and no actual armistice being signed—so the war is technically still going even though no actual fighting is occurring—and looking at the veterans who fought in this war and the impact on them. Many of the sources I found are about Canadian soldiers involvement in the war but naturally you can choose whom ever you wish as there were Americans, North Korean soldiers, South Korean soldiers, Chinese soldiers and civilians who were caught in the crossfire. It's important to look at this with the idea that you are looking at different perspectives and acknowledging that there were people who fought and died in a war and whatever side they were on, it means lives were lost so it's a tragedy.

b. Learning Goals

- Students will have a basic understanding of the Korean War.
- Students will have an understanding of the impact of the Korean War on soldiers, civilians, and the world.
- Students will have an understanding that the Korean War has not ended but the fighting stopped in 1953.
- Students will understand the moral and ethical dimensions of the war.
- Students will understand that the Korean War is complex and has many perspectives.
- Students will understand that the Cold War is complex and has many perspectives.

c. Curriculum Expectations:

- Analyze historical events and issues from the perspectives of different participants in those events and issues²¹
- Describe various ways in which the process of historical change can be viewed²²

²¹ Ibid., 203.

²² Ibid., 196.

- Analyze key factors that have led to conflict and war²³
- Explain how and why an understanding of cause-and-effect relationships is an essential tool for historical analysis²⁴

Historical Thinking:

- Evidence, historical significance, change and continuity, cause and consequence, and ethical dimensions.

d. Materials

- Primary Source: Appendix 6.1., Appendix 6.2.
- Secondary Source: Appendix 6.3., 6.4.
- Instructions for Teachers:
- Students: Appendix 6.5.

e. Plan of Instruction

Step 1: Warm Up (10mins)

- Show pictures of Canadian Veterans—Appendix 6.1.
<http://www.veterans.gc.ca/remembers/sub.cfm?source=history/KoreaWar/photogallery>
- This is one of the results of the Korean War. These are some Canadian Veterans who served in the Korean War.

Step 2: Discussion (20mins)

- When did the war start?
- How did it start?
- How did the war end? or When did the fighting stop?
- Why did it stop?
- Have a discussion about what the students think the impact of the war was.

Step 3: Modeling (10mins)

- Korean War Veterans Memorial (Appendix 6.3.)
<http://www.abmc.gov/memorials/memorials/kr.php>
- Talk about significance and what evidence this shows and make inferences about the photos using the evidence depicted in the photos.

²³ Ibid.,196.

²⁴ Ibid., 197.

Step 4: Guided Practice (20mins)

- Look at Korean War Veterans from Canada Appendix 6.2.
<http://www.kvacanada.com/>
- Talk about significance of this site and what this evidence shows.

Step 5: Independent Activity (30mins)

- Look at Korean War Memorial in Korea (Appendix 6.4).
- Compare it to the American memorial and the Canadian Veterans website.
- Why is it significant?
- What does this evidence show?
- What inferences can you make from looking at the memorial?
How does Korea see the Korean War?

Step 6: Sharing/Discussion/Teaching (20mins)

- Talk about the impact of the war on veterans
- How has it impacted Korea?
- Why is the Korean War significant?
- How does it related to the Cold War?

f. Assessment (20mins)

- Write a letter to a Canadian Veteran of the Korean War

Lesson 7: Post-Korean War and Review

a. Overview

- We'll be looking at what happened after the Korean War. We'll touch on some of the big events that occurred during the Cold War after Korea such as the Cuban Missile Crisis, the Vietnam War, etc. There are many events that occurred during the Cold War that you might find more significant than these ones so you can focus on those instead if you wish. This will also be a chance for review for the students so if there is anything that they are still unclear about, they have another opportunity to go over the material before the final assessment.

b. Learning Goals

- Students will understand when the Korean War started and ended.

- Students will be able to identify which countries were involved in the Korean War according to historical narrative.
- Students will have an understanding of the different perspectives of the different countries on the Korean War.
- Students will understand that the Cold War is complex and has many perspectives.
- Students will have a basic understanding of the moral and ethical dimensions of the Cold War.

c. Curriculum Expectations

- Analyze historical events and issues from the perspectives of different participants in those events and issues²⁵
- Describe various ways in which the process of historical change can be viewed²⁶
- Analyze key factors that have led to conflict and war²⁷
- Explain how and why an understanding of cause-and-effect relationships is an essential tool for historical analysis²⁸

Historical Thinking:

- Evidence, historical significance, change and continuity, cause and consequence, and ethical dimensions.

d. Materials

- Primary Sources: Appendix 7.3.
- Secondary Sources: Appendix 7.1., Appendix 7.2.
- Instructions for Teachers: If you wanted to look at psychological warfare which is touched on briefly through the propaganda leaflet, there's a website I found that has a list of sources that could be useful. It is a pdf file but it has a list so it could be useful: <http://library.ndsu.edu/ndsuarhives/sites/default/files/digital/files/2010/04/KoreanWarFurtherReadingsMarch20101.pdf>
- Students: Exit Slip (Appendix 7.2)

e. Plan of Instruction

Step 1: Warm Up (20mins)

²⁵ Ibid., 203.

²⁶ Ibid., 196.

²⁷ Ibid., 196.

²⁸ Ibid., 197.

- Play 20 questions. Choose a historical figure important in the unit. The students will have to guess who you are. Once they have figured out who you are, the winner gets to pick a historical figure and then the class has to guess who they are.

Step 2: Discussion

- Get the students to explain the Korean War.
- What is the Cold War?
- Why was the Soviet Union interested in Korea?
- Why was China interested in helping Korea? Why did they intervene in Korea during the war?
- What was General MacArthur's role in the war? Why was he dismissed?
- How important was Stalin's death to the end of the fighting?

Step 3: Modeling (20mins)

- US government on Korean War: (Appendix 7.1.)
<http://history.state.gov/milestones/1945-1952/22orean-war-2>
- Who wrote this? Why is it important? What does this suggest about the Korean War?

Step 4: Guided Practice (20mins)

- Guiding them using Appendix 7.1., allow the students to answer questions about it such as:
- Do you think the description of the Korean War is balanced and objective? What inferences can you make from looking at this description? What does the title suggest?

Step 5: Independent Activity (40mins)

- Look at the political cartoon (Appendix 7.3). Students can analyze the cartoon on their own and write a paragraph using all the tools that they have learned from your modeling historical thinking. They will look at the evidence and look at what it shows in terms of historical significance, cause and consequence, ethical dimensions, and change and continuity. You can use questions to help frame the small assignment:
- Where is this source from?
- Who created it?

- Why is it significant?
- What does it show?
- What is your perspective?
- What evidence will you use to support this?

Step 6: Sharing/Discussion/Teaching (30mins)

- What do you think would have happened if the Allies hadn't divided Korea?
 - What do you think would have happened if Japan hadn't left Korea?
 - Go through the rubric for the final assessment with students.
- f. Assessment (10mins)**
- Exit slip: What do you learn today? What are you confused about? (Appendix 7.2)

Lesson 8: Conclusion—Korea Today and Assessment

a. Overview

- We'll be doing a review of the entire unit before the final assessment. We'll go over how the Cold War started. We'll go over the different leaders of the main countries in this historical narrative and talk about the different perspectives each of them might have.
We'll go over any many points and over any questions that the students may still have about the Korean War. They may even have questions about some of the earlier topics such as Mao and his policies or the transition from World War II to the Cold War.

b. Learning Goals

- Students will demonstrate their understanding of the Korean War.
- Students will apply their knowledge of the Korean War through assessment.
- Students will demonstrate their understanding of the Cold War.
- Students will apply their knowledge of the Cold War through assessment.
- Students will be able to define the term "Cold War."
- Students will be able to explain the United States involvement in the Korean War.

- Students will be able to explain China's involvement in the Korean War.
- Students will be able to explain the Soviet Union's involvement in the Korean War.
- Students will be able to explain the rise to power of Mao and Stalin respectively.
- Students will be able to explain why the fighting stopped in 1953.
- Students will be able to explain how the Korean War started in 1950.
- Students will be able to explain the significance of the Korean War to the Cold War using evidence from the unit.
- Students will be able demonstrate their understanding of the ethical dimensions of the Korean War using evidence from the unit.

c. Curriculum Expectations

- Analyze historical events and issues from the perspectives of different participants in those events and issues²⁹
- Describe various ways in which the process of historical change can be viewed³⁰
- Analyze key factors that have led to conflict and war³¹
- Explain how and why an understanding of cause-and-effect relationships is an essential tool for historical analysis³²

d. Materials

- Primary Source: Appendix 8.3.
- Secondary Source: Appendix 8.1. Appendix 8.2. , Appendix 8.4.
- Instructions for Teachers: The students will need a lot of time to do the final assessment. It will take at least 2 hours for them to complete this. Part I is individual work where the students would write short paragraphs. They can also do this on the computer or handwritten. For part II the students will need a blank piece of paper to draw on. It would be preferable if the students did this part free hand but if the students would prefer to do this on the computer as well then that would be acceptable. They do have to

²⁹ Ibid., 203.

³⁰ Ibid., 196.

³¹ Ibid.,196.

³² Ibid., 197.

write a small paragraph on the significance of that drawing so they will have to apply their knowledge.

Make sure to let the students know ahead of time of the assignment and to show them the rubric ahead of time (at least a week ahead.) Go through the rubric with the students as well to make sure they understand what is being asked of them. Change wording as needed to make the language of the rubric clearer for the students.

- Students: Final Assessment (Appendix 8.1.) Assessment Rubric Part 1 (Appendix 8.2.), Assessment Rubric Part 2 (Appendix 8.2.1. and 8.2.2)

e. Plan of Instruction

Step 1: Warm Up (30mins)

Students will create a concept map that shows very clearly the how events, people, and policies are connected. How are these connected?

- Sphere of Influence; Great Leap Forward; Domino Theory
- Containment; Potsdam Conference; Korean War

Step 2: Discussion (20mins)

- Students will discuss their concepts maps and present them to the class. There will be discussions on the topics presented to ensure that students fully comprehend the material.
- Any questions the students may have can be answered during this time.

Step 3: Modeling (20mins)

- What is a war service gratuity?
- What is the significance of the war service gratuity?
- Look at what the source is and who created it?

(Appendix 8.3)

[http://www.canadianletters.ca/template.php?collectionid=387&warid=5&medi
aid=11404](http://www.canadianletters.ca/template.php?collectionid=387&warid=5&medi
aid=11404)

Step 4: Guided Practice (20mins)

- Get the students to make inferences looking at the war service gratuity. (Appendix 8.3.)

Step 5: Independent Activity (40mins)

- Play Who Wants to be a Millionaire—on Korean War Unit (Appendix 8.4.) <http://jc-schools.net/tutorials/ppt-games/> (from this website you can download a template for millionaire as well as any other game that you can do on a powerpoint such as jeopardy, twenty questions, wheel of fortune, etc. There's even a zip file that has the music for who wants to be a millionaire so that will give the game an added level of excitement for the students.)
- Questions can be tailored to the needs of the students. Subjects that you are aware the students are still uncertain about can become topics in the game so that they can learn. The best way to play this would be to divide the class into teams.

Step 6: Sharing/Discussion/Teaching (30mins)

- Do any review that is needed for students before they do the assignment.
- Go through the rubric with the students to make sure they understood.

f. Assessment (120mins)

- The final assessment is in two parts. Appendix 8.1.

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Appendix

1.1. World War II: America's War 1941-1945. History Channel movie—
secondary source

1.2. Cold War Cartoon (map):³³



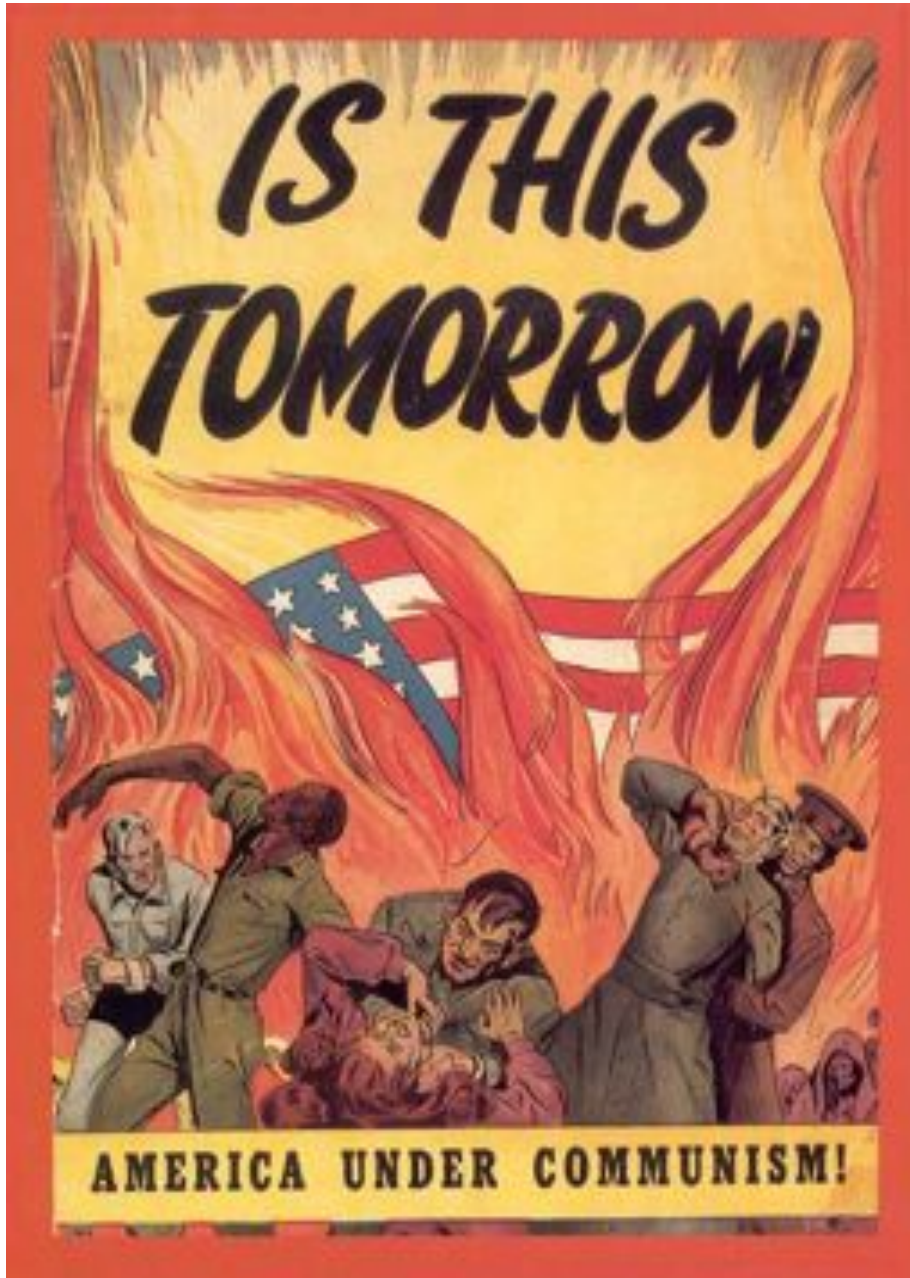
³³ *Daily Mail*. 16.06.1947. London. Copyright: (c) Leslie Illingworth Associated Newspaper / Solo Syndication, London. November 9, 2013. http://www.cvce.eu/obj/cartoon_by_illingworth_on_the_creation_of_an_area_under_soviet_influence_on_the_european_continent_16_june_1947-en-162b9b8d-5d49-4b39-b0ac-1df74c5de525.html

1.3. The Big Six: Historical Thinking Concepts: Historical Significance³⁴



³⁴ Seixas, Peter Dr. and Tom Morton. *The Big Six: Historical Thinking Concepts*. Nelson Education Ltd. Toronto, Canada, 2013, 21.

1.4. Cold War Comic Book Cover.³⁵



³⁵ Catechetical Guild Educational Society. *Is This Tomorrow: America Under Communism!* 1947. St. Paul, Minnesota.

2.1. Kids in the Hall: Communism, youtube video. ³⁶

³⁶ Kids in the Hall. Season 5, Episode 11: "Let Sleeping Dogs Lie" skit. Youtube video. 2:27. Originally aired 1993-1994 on Television. Posted by "grinc333." October 7, 2008.
<http://www.youtube.com/watch?v=83tnWfojtcY>.

2.2. Roses for Stalin. Stalin-era (1949). Painted by Boris Ieremeevich Vladimirski. *Oil on canvas, 100.5 x 141 cm.*³⁷



³⁷ Vladimirski, Boris. *Roses for Stalin*. 1949. Russian Art Gallery, London, UK. November 14, 2013. http://www.marxists.org/subject/art/visual_arts/painting/exhibits/socialist-realism.htm

2.3. Mao Propaganda:³⁸



Designer: [Sun Guocheng \(孙国成\)](#)

1974

Reporting to Chairman Mao

Xiang Mao zhuxi huibao (向毛主席汇报)

Publisher: Shanghai renmin chubanshe (上海人民出版社)

Size: 53x77 cm.

Call number: BG E13/451 (Landsberger collection)

³⁸ Guocheng, Sun. *Reporting to Chairman Mao*. 1974. Shanghai renmin chubanshe. Leiden University, Amsterdam. November 14, 2013. <http://chinese-posters.net/posters/e13-701.php>

3.1. Roses for Stalin. Stalin-era (1949). Painted by Boris Ieremeevich Vladimirski. *Oil on canvas, 100.5 x 141 cm.*³⁹



³⁹ Vladimirski, Boris. *Roses for Stalin*. 1949. Russian Art Gallery, London, UK. November 14, 2013. http://www.marxists.org/subject/art/visual_arts/painting/exhibits/socialist-realism.htm

3.2.
Mao Propaganda⁴⁰



Designer: [Sun Guocheng \(孙国成\)](#)

1974

Reporting to Chairman Mao

Xiang Mao zhuxi huibao (向毛主席汇报)

Publisher: Shanghai renmin chubanshe (上海人民出版社)

Size: 53x77 cm.

Call number: BG E13/451 (Landsberger collection)

⁴⁰ Guocheng, Sun. *Reporting to Chairman Mao*. 1974. Shanghai renmin chubanshe. Leiden University, Amsterdam. November 14, 2013. <http://chinese-posters.net/posters/e13-701.php>

3.3. Trotsky censored from photos with Lenin:⁴¹

Lenin addresses the troops, May 5, 1920 with Trotsky in foreground



⁴¹ Photo of Lenin giving speech May 5, 1920, November 14, 2013.
http://www.newseum.org/berlinwall/commissar_vanishes/9_10.htm

3.4. Mao's Red Book Propaganda



People are on Tiananmen Square in Beijing, waving [Little Red Books](#). They are looking towards the balcony where Mao appears a few times every year, for the commemoration of [the proclamation of the People's Republic on 1 October](#) or Labor Day on 1 May.⁴²

Designer: Shanghai Fine Arts Academy Work Propaganda Team, Revolutionary Committee collective work (上海市美术学校工宣队, 革委会供稿)

1970, October

Long live chairman Mao! Long, long live!

Mao zhuxi wansui! Wanwansui! (毛主席万岁! 万万岁!)

Publisher: Shanghai renmin chubanshe (上海人民出版社)

Size: 53x77 cm.

Call number: BG E13/701 (Landsberger collection)

⁴² Shanghai Fine Arts Academy Work Propaganda Team, Revolutionary Committee Collective Work. *Long Live Chairman Mao! Long, long live!* October 1970. Leiden University, Amsterdam. November 14, 2013. <http://chineseposters.net/posters/e13-701.php>

4.1. Kim Jong Il—Puppet⁴³



Kim

Jong Il as depicted in Team America Film

⁴³ Photo of Kim Jong Il jpg. November 14, 2013. blogs.crikey.com.au

4.2. Kim Jong Il—North Korean Leader (actual photo)⁴⁴



⁴⁴ Photo of Kim Jong Il, jpg. November 14, 2013. www.makewav.es

4.3. Pledges⁴⁵

Pledge of the Imperial Subjects, October 1937 (Source: Andrew Nahm, *Korea: Tradition and Transformation*, p. 255)

The memorization of these pledges was required of all Koreans.

Type A

1. We are the subjects of the great empire of Japan.
2. We shall serve the Emperor with united hearts.
3. We shall endure hardships and train ourselves to become good and strong subjects.

Type B

1. We the Imperial subjects shall serve the nation loyally and faithfully.
2. We the Imperial subjects shall, through trust and love, cooperate to strengthen our unity.
3. We the Imperial subjects will endure hardships and train ourselves to promote the Imperial way.
 - 10. Analyze the impact of reciting this pledge upon the Korean people.

⁴⁵ Miller, Linda Karen. *Japanese Colonialism in Korea 1910-1945: A Document-Based Essay Exercise*. Document 10 from: Nahm, Andrew, *Korea: Traditions and Transformation*, Seoul: Hollym, 1996, 255.

4.4. Korean Student Bulletin⁴⁶

Document 7 Korean Student Bulletin, December 1928 (Source: Andrew Nahm, *Korea: Tradition and Transformation*, p. 253)

...every position of possible income here is occupied by the Japanese. Even the running of a street car is done mostly by the Japanese...In turn, masses of able Koreans are out of work. Even many of the well-educat-ed Koreans just returning from abroad are lingering around, simply because there is no place to work...All this economic and political pressure has led the people to a state of unrest and anarchy...Education means nothing here. The young people are going to school because they have nothing else to do in the village or the city...Their graduation from a school in itself brings them nothing... (Chances for Koreans who graduated from unapproved private high schools to higher educational institutions were very poor throughout the colonial period. Most graduates of private colleges became teachers in private schools.)

⁴⁶ Miller, Linda Karen. *Japanese Colonialism in Korea 1910-1945: A Document-Based Essay Exercise*. Document 7 from: Nahm, Andrew, *Korea: Traditions and Transformation*, Seoul: Hollym, 1996, 253.

4.5. Division of Korea:⁴⁷

⁴⁷ Da Vinci Charter Academy. Student website.
<http://americainthekoreanwar.weebly.com/korea-divided-at-the-38th-parallel-after-wwii.html>.

4.6. Korean Declaration of Independence March 1919⁴⁸

Primary Source Document with Questions (DBQs) on
DECLARATION OF INDEPENDENCE (MARCH 1, 1919)
Asia for Educators | Columbia University <http://afe.easia.columbia.edu> Page 2 of 4
Longer Selection From Sources of Korean Tradition, edited by Yŏng-ho Ch'oe,
Peter H. Lee, and Wm. Theodore de Bary, vol. 2 (New York: Columbia University
Press, 2000), 337-339. © 2000 Columbia University Press. Reproduced with
the permission of the publisher. All rights reserved

⁴⁸Translated by Han-Kyo-Kim. *Korean Declaration of Independence*. edited by
Yŏng-ho Ch'oe, Peter H. Lee, and Wm. Theodore de Bary Columbia
University. 2000. November 14, 2013, 2,
http://afe.easia.columbia.edu/ps/korea/march_first_declaration.pdf

5.1. Truman Speech July 19, 1950⁴⁹

⁴⁹ Truman, Harry President. "Truman sends forces to Korea." White House. July 19, 1950. <http://www.history.com/topics/korean-war/speeches#truman-sends-forces-to-korea-in-1950>

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5.2. CBC News Report: 1950⁵⁰

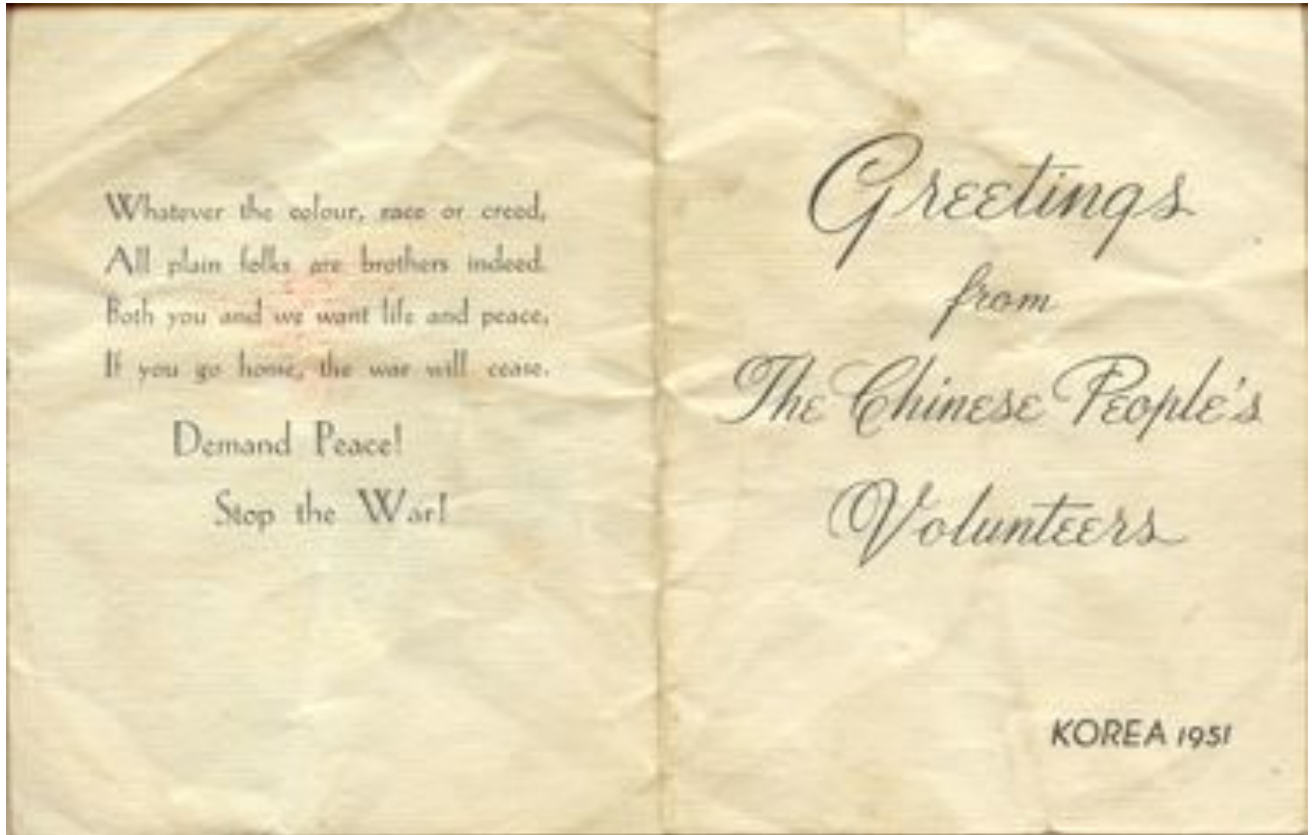
⁵⁰ *CBC News Roundup*. Radio. CBC News. Bill Herbert, Dec. 13, 1950.
<http://www.cbc.ca/archives/categories/war-conflict/korean-war/forgotten-heroes-canada-and-the-korean-war/canadas-troops-head-to-korea.html>.

5.3. Photo archives:⁵¹

⁵¹ Corbis. *The 38th Parallel* photo, Handout, Reuters, Corbis, *Kim Il-Sung* photo; Bettman, Corbis, *Syngman Rhee* photo; Bettman, Corbis, *General MacArthur* photo; Bettman, Corbis, *Chinese Communist Troops Captured 1950* photo. November 14, 2013. <http://www.history.com/topics/korean-war/photos#>.

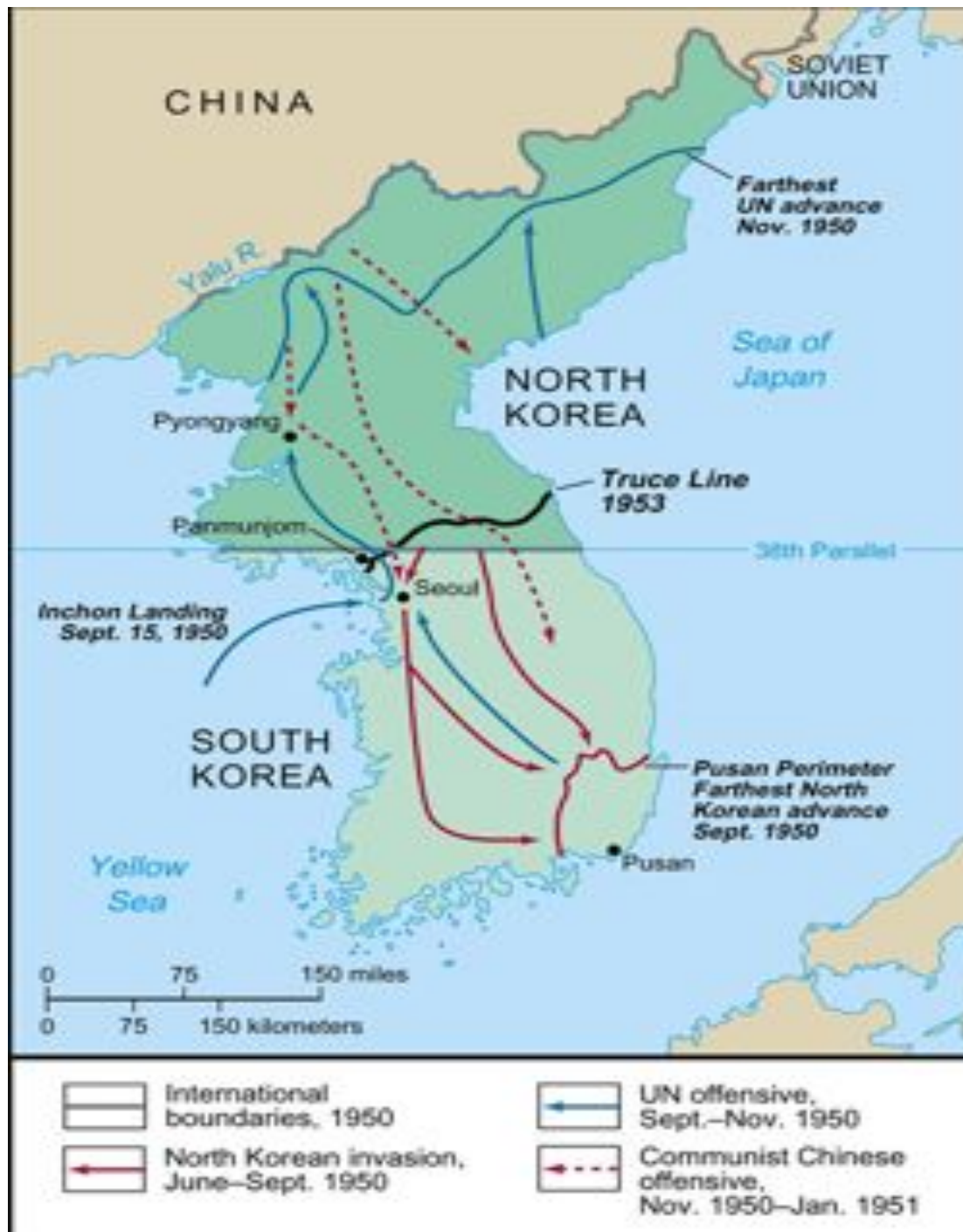
5.4. Letter from Chinese People's Volunteers to Lester Patterson during Korean War⁵²

(relate Korean war to China and the US relationship and China's involvement)



⁵² Patterson, Sheridan Lester. *Korea*. Canadian Letters and Images Project, Presented by Vancouver Island University, 2013. November 2, 2013.
<http://www.canadianletters.ca/template.php?collectionid=387&warid=5&mediaid=11404>

5.5. ⁵³Korean War Map



- ⁵³ Korean_war_map.jpg. Digital image. Korean War. Web. November 14, 2013. <http://www.warchat.org/history/history-asia/korean-war.html>.

5.6. Exit Slip

- List 3 new things you learned?

- What are you confused about?

6.1. Canadian Veteran Photo Gallery⁵⁴

⁵⁴ Canadian Veteran Photo Gallery. November 15, 2013.
<http://www.veterans.gc.ca/remembers/sub.cfm?source=history/KoreaWar/photogallery>

6.2. The Korea Veterans Association of Canada⁵⁵

⁵⁵ The Korean Veterans Association of Canada. November 15, 2013,
<http://www.kvacanada.com/>

6.3. Korean War Memorial in America⁵⁶

⁵⁶ American Battle Monuments Commission. *Korean War Veterans Memorial*.
November 15, 2013. <http://www.abmc.gov/memorials/memorials/kr.php>

6.4. War Memorial in Korea⁵⁷

⁵⁷ The War Memorial in Korea. November 15, 2013,
http://visitkorea.or.kr/enu/SI/SI_EN_3_1_1_1.jsp?cid=268131

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6.5. Write a letter to a Canadian Veteran of the Korean War

7.1. American government on Korean War⁵⁸

⁵⁸ Office of the Historian. *Milestones*. Bureau of Public Affairs, U.S. Department of State, November 15, 2013. <http://history.state.gov/milestones/1945-1952/korean-war-2>

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7.2 Exit slip:

What do you learn today?

What are you confused about?

7.3. Korean Propaganda Leaflet: Psychological Warfare 1951⁵⁹



Kim Il Sung sitting on skulls. Anniversary - Anti Morale leaflet June, 25 1951

Caption can be found:

<http://digitalhorizonsonline.org/cdm4/document.php?CISOROOT=/ndsu-korea&CISOPTR=155&CISOSHOW=152>

⁵⁹ *Anti-Morale Leaflet June 25, 1951*, jpg. North Dakota State University Archives. November 15, 2013. <http://library.ndsu.edu/ndsuarchives/korean-war-propaganda-leaflet-collection>

8.1. Final Assignment:

Part I: Answer the following questions in short paragraphs.

- Why is the Containment policy significant to the Cold War?
- What evidence can you show to support this?
- Why did China get involved in the Korean War?

Part II: On a separate piece of paper, draw the most significant event, person, or policy from this unit. Give three reasons why you think they are the most significant.

8.2. Final Assessment Rubric

Part I:

	Minimally Developed	Competently Developed	Proficiently Developed
Thinking and Inquiry	<ul style="list-style-type: none"> -Only one reason was given as to why the containment policy is significant. -Little to no connection was made to other aspects of the unit that relate to the policy. -Argument is disjointed and doesn't follow logical progression. 	<ul style="list-style-type: none"> -Two to three reasons were given why the containment policy is significant to the Cold War. -Examples are used to connect the containment policy to the rest of the unit. -Well-reasoned argument: reasons logically follow. 	<ul style="list-style-type: none"> -Three reasons were given as to why the containment policy is significant to the Cold War. -Examples used to connect the containment policy to the rest of the unit are well thought out. -Argument is well thought out. Reasons are justified and follow logical order. -Inferences using connections from student's perspective is made to support the argument.
Communication	<ul style="list-style-type: none"> The ideas are disjointed. The paragraph does not flow. The writing is awkward. 	<ul style="list-style-type: none"> The ideas logically follow. The paragraph flows well. 	<ul style="list-style-type: none"> The ideas logically follow. The writing style is

8.2.1. Final Assessment Rubric

Part II:

- Did you draw your significant event, person, or policy?

Yes	No

8.2.2. Final Assessment Rubric

- How well did you explain the significance of the event, person or policy?

	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding	The event, person, or policy is mentioned but it is clear that there is hardly or any knowledge about it.	The event, person or policy is mentioned and there is some knowledge. Some explanation is given but there is either some confusion about its significance or not enough detail to show understanding. An attempt is made to make connections to other events, policies from the unit	The event, person or policy is mentioned. The significance is explained is justified using evidence from the unit. An attempt is made to make connections to other events, people or policies from the unit.	The event, person, or policy is mentioned. The significance is explained very well and is clearly justified using evidence from the unit. They make connections with other events, people, or policies from the unit that supports their explanation well.
Communication	The ideas are unclear and hard to follow. It is hard to understand what is being explained.	The ideas are disjointed and the flow of the writing is awkward.	The ideas are easy to follow and the writing flows.	The ideas are easy to follow, and the writing style is beyond what is expected of a grade 12 student. The transitions between the points are good.

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8.3. War Service Gratuity⁶⁰

DEPARTMENT OF VETERINARY AFFAIRS
STATEMENT OF WAR SERVICE GRATUITY ANNEX GENERAL
AUTHORIZED UNDER THE SPECIAL FORCE BENEFIT REGULATIONS (P.C. 966) STATUTÉ
ANNEX

<p>1. NAME: <u>Sheridan Lester</u> FATHERSON <small>(Printed Name)</small> (Name)</p> <p>2. ADDRESS: <u>707 24th., LODY (NE) (2nd Army Regt) RCAC, Doris</u> <small>(Service, Calgary, Alberta)</small></p> <p>3. DATE OF COMMENCEMENT OF SERVICE WITH THE SPECIAL FORCE: <u>August Three</u></p> <p>4. DATE OF TERMINATION OF SERVICE WITH THE SPECIAL FORCE: <u>April Twelve</u></p>	<p>Regime No. <u>30244</u></p> <p>Service No. <u>29147042</u></p> <p>Final Rank or Rating <u>Cpl</u></p> <p>Date <u>27-7-56</u></p>																
<p>A. BASIC GRATUITY: <small>(Based on 80¢ cents for each qualifying day of service in a theatre of operations. No period of absence without leave, or leave of absence without pay, or time served while undergoing penal servitude, imprisonment or detention, or any period of service in respect of which pay is withheld is included in determining qualifying days of service.)</small></p> <p>NUMBER OF QUALIFYING DAYS IN THEATRE OF OPERATIONS: <u>597</u> x <u>80¢</u> = <u>238.50</u></p>																	
<p>B. SUPPLEMENTARY GRATUITY: <small>(Computed on the basis of seven days pay and allowances of rank for each period of 180 days of service in a theatre of operations and proportionately for any less period. In all cases "rank" will be the paid rank on final termination of service in the theatre of operations, and pay and allowances will be calculated on a 30-day month.)</small></p> <table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2" style="text-align: center;">MONTHLY RATES</th> </tr> </thead> <tbody> <tr> <td>Pay of Rank</td> <td style="text-align: right;">\$ 112.50</td> </tr> <tr> <td>Additional Pay</td> <td style="text-align: right;">\$ -</td> </tr> <tr> <td>Subsistence Allowance</td> <td style="text-align: right;">\$ 41.25</td> </tr> <tr> <td>Marriage Allowance</td> <td style="text-align: right;">\$ -</td> </tr> <tr> <td></td> <td style="text-align: right;">\$ -</td> </tr> <tr> <td colspan="2" style="border-top: 1px solid black;">7 days pay & allowances \$ 153.75 x 7 = <u>107.63</u></td> </tr> <tr> <td>Supplementary Gratuity—No. of Qualifying Days <u>597</u> x <u>81.75</u></td> <td style="text-align: right;"><u>488.15</u></td> </tr> </tbody> </table>		MONTHLY RATES		Pay of Rank	\$ 112.50	Additional Pay	\$ -	Subsistence Allowance	\$ 41.25	Marriage Allowance	\$ -		\$ -	7 days pay & allowances \$ 153.75 x 7 = <u>107.63</u>		Supplementary Gratuity—No. of Qualifying Days <u>597</u> x <u>81.75</u>	<u>488.15</u>
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<p>E. AMOUNT PAYABLE: ANNEX 49422 <u>\$160.55</u> <small>(This amount is payable in ... 3 ... monthly instalments of \$ 53.52 ...)</small></p>																	
<p>IMPORTANT (Incluse)</p> <p>In addition to above an amount equal to the basic gratuity (\$ 238.50) is to be known as a Re-establishment Credit is available to you as a grant for specified purposes in rehabilitation, provided you do not elect to take benefits under The Veterans Land Act at sameal university or vocational training. The District Office of the Department before you located at <u>WINDMILL BUILDING, CALGARY, ALBERTA.</u> will give you an receipt for information on all matters affecting your rehabilitation.</p> <p>I certify that the gratuity has been correctly computed and is payable under The War Service Gratuity Act 1944 as amended.</p> <div style="text-align: right; margin-top: 20px;"> </div>																	

⁶⁰ Patterson, Sheridan Lester. *Korea. Canadian Letters and Images Project*, Presented by Vancouver Island University, 2013. November 15, 2013.
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