

AUTHOR INFORMATION

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GENERAL INFORMATION

Lesson Grade Span: 9-12

Targeted Grade Level: 10-11

Targeted Course: Global History, AP World, US History, AP US History

Estimated Time to Complete Lesson: one 45 minute period (or two periods if time permits) plus homework follow-up

Brief explanation of content connection and/or inspiration of lesson from Discover Korea Research Fellowship: After visiting the site of the massacre of No Gun Ri, I was deeply moved by this incident of which I knew nothing about and yet the bullet holes on the walls of the caves remained with me long after the trip. I wondered why this incident was little taught in school although the My Lai Massacre in Vietnam was more widely known.

FOCUS QUESTION

Students would be reading excerpts of the journal article, "Silencing Survivors' Narratives: Why Are We 'Again: Forgetting the No Gun Ri Story?" from *Rhetoric and Public Affairs*, vol. 11, no. 3, 2008, pp. 367–88. *JSTOR* and looking at 2 main focus questions:

1. Why do you think historical stories or events can be remembered differently by different people?" and

2. What happens when a significant event is forgotten or overlooked?"

NATIONAL STANDARDS, STATE STANDARDS, AND/OR AP CED EKS

<https://www.nysed.gov/sites/default/files/programs/curriculum-instruction/ss-framework-9-12.pdf> (from **New York State Framework** standards)

Section 11.9(a) requires teachers to examine the consequences of Truman's decision to fight a limited war in defense of South Korea.

For the AP US History course, Key Concept-8.1.I.B.i (from the college board)

"Concerned by expansionist Communist ideology and Soviet repression, the United States sought to contain communism through a variety of measures, including major military engagements in Korea."

LEARNING TARGETS/OBJECTIVES

- The Objective is for students to first understand why the United States got involved in the Korean War conflict and what they helped to gain militarily from their involvement.
- Students will focus more specifically on how individual citizens (in this case refugees) are impacted by military decisions and how humanitarian crises are not often brought to light during the time period they occur.
- Students will address what can be done after war is over to ensure that not only are tragedies not repeated, but that stories of those impacted by war are memorialized for all time and what (if any) measures should be taken now to "repair" our involvement in such a massacre.

LESSON SUMMARY (brief paragraph)

Objective: Students will critically analyze Suhi Choi's article to understand how historical narratives are shaped and the consequences of silencing survivors' stories. They will discuss the significance of historical memory and how it influences public perception.

LESSON PROCEDURES (step by step teacher instructions)

1. For homework the night before the lesson, students would watch the youtube video (linked below) to give students some background on America's involvement in the Korean War and the No Gun Ri incident itself. For the video, students would answer:

1. **What were the United States (and UN's reasons) for being in Korea?**
2. **How could the US being led by inexperienced and insufficiently trained officers affect a war?**
3. **What could be one reason the US shot at these refugees?**
4. **Why do you think that the story remained a secret for so long?**
5. **What happened in 1999 that the story finally came to light?**
6. **How did the US army categorize the massacre?**
7. **How does this categorization lessen what happened in No gun ri?**
8. **President Clinton issued a "statement of regret" about the No Gun Ri incident? Why use these words and not an outright apology?**

2. Students would also have been given excerpts from the article (linked below) about 3-4 days before the lesson along with questions asking them to annotate the article and come in with notes on an index card with the author's main points for why the author wrote the article.

3. Warm-Up Activity: Begin with a brief discussion on the importance of historical narratives. Ask students:




- “Why do you think historical stories or events can be remembered differently by different people?”
- “What happens when a significant event is forgotten or overlooked?”

4. Timeline: Provide students a timeline of the Korean War so they know in a broader context (see timeline link below) why the US got involved.

5. Context Setting: Introduce the No Gun Ri incident and explain that it’s a Korean War event where South Korean civilians were killed by U.S. troops. Ask students to briefly refer to their index card on the article and ask students what they thought were the most important points that the author was trying to make by writing the article. Explain that AP reporters brought the incident to light and that President Clinton issued a "statement of regret". Moreover, show students (my personal) pictures of the Peace Park in Korea.

6. Wrap Up: Ask students (for homework after lesson if run out of time), "what should be done now for the survivors of the massacre and how do we ensure that what occurred here does not happen in the future and whether reparations should be offered.

SUPPORTING MATERIALS (links, resources, handouts, etc.)

1. Choi, Suhi. “Silencing Survivors’ Narratives: Why Are We ‘Again’ Forgetting the No Gun Ri Story?” *Rhetoric and Public Affairs*, vol. 11, no. 3, 2008, pp. 367–88. *JSTOR*, <http://www.jstor.org/stable/41940374>. Accessed 4 Aug. 2024.
2.  No Gun Ri Massacre (1950)
3.  Chimamanda Ngozi Adichie: The danger of a single story | TED
4.  timeline of Korean War

World History Digital Education
Lesson Plan

