

**World History Digital Education**

Lesson Plan

Role of Investigative Reporting

**AUTHOR INFORMATION**

**Author:** Jaime Jarvis

**GENERAL INFORMATION**

**Lesson Grade Span:** 10-12

**Targeted Grade Level:** 11

**Targeted Course:** U.S. History

**Estimated Time to Complete Lesson:** 7-9 class periods (40 minute periods)

**Brief explanation of content connection and/or inspiration of lesson from Discover**

**Korea Research Fellowship:** While touring the No Gun Ri museum and site of the location, I was drawn to the connections between how the massacre was overlooked or even hidden from the U.S. population until more attention was brought to it by the Associated Press. This reminded me of the role the media played in bring attention to the massacres that took place during the Wars with Natives and uncovering the atrocities during the Vietnam War, such as the My Lai Massacre.

**FOCUS QUESTION**

What role can investigative reporting play in uncovering human rights violations and shaping public perceptions and calls for action?

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

Historical Thinking and Analysis (Standard II):

- Introduce how investigative reporting relates to historical analysis.
- Evaluate sources and understand their historical impact.
- Evaluate understanding of media impact on historical and civic contexts.

Civic Ideals and Practices (NCSS Standard VI):

- Discuss the role of journalism in shaping democracy and civic engagement.
- Evaluate understanding of media impact on historical and civic contexts.

Global Connections (NCSS Standard V):

- Explore how these incidents were perceived globally and their international impact.

State of Maine Standards 9-12

## World History Digital Education

### Lesson Plan

Civics & Government 2: (F3) Evaluating how people influence government and work for the common good, including voting, writing to legislators, performing community service, and engaging in civil disobedience.

Civics & Government 3: (F1) Explaining basic civic aspects of historical and/or *current issues* that involve unity and diversity in Maine, the United States, and other nations.

History Standard 1: (F1) Explaining that history includes the study of the past based on the examination of a variety of *primary and secondary sources* and how history can help one better understand and make informed decisions about the present and future.

History Standard 2: (D1) Identifying and critiquing issues characterized by unity and diversity in the history of other nations, and describing their effects, using primary and secondary sources.

#### LEARNING TARGETS/OBJECTIVES

- Students will provide comparisons and insights into three significant events (Wounded Knee Massacre, No Gun Ri and My Lai) during which U.S. forces were under pressure and civilian human rights were violated.
- Using the assigned atrocities, students will analyze and compare the role of investigative reporting in exposing human rights violations and atrocities while also shaping public perception.
- Students will analyze and compare the role of investigative journalism in influencing governmental actions regarding these human rights violations.
- Students will examine the global implications and connections of these human rights violations and how international perspectives influenced or were influenced by investigative journalism.

#### LESSON SUMMARY (brief paragraph)

Students will work independently and in small groups to develop an overview of the events of the Wounded Knee Massacre, No Gun Ri Massacre and My Lai Massacre. Through small group discussions, they will compare and contrast the causes and effects of these atrocities. Through their investigation they will discuss the role investigative journalism played in exposing the events to the American and International community. This will lead them to a culminating assignment in which they are tasked with explaining the role investigative journalism can play in exposing human rights violations and shaping public perceptions and calls for action?

#### LESSON PROCEDURES (step by step teacher instructions)

## World History Digital Education

### Lesson Plan

Day 1: As a class, the students and teacher will define investigative reporting and its importance in uncovering hidden truths and injustice. The teacher will set the stage for the No Gun Ri incident by introducing the historical contexts of the No Gun Ri incident. It is recommended that this be completed during a unit focused on the Korean War.

Day 2: During a whole class activity and using “Overview of the No Gun Ri Incident” provided in the Korea-U.S. History Teachers Peace Academy Resource, students will map out the events of the No Gun Ri Massacre. Part of this discussion could also include highlighting how the victims may have been perceived as inhuman to the soldiers, which will allow them to draw connections between the other massacres they will compare.

Day 3 & 4:: As a class, students will view two videos an excerpt of Bill Cohen acknowledging the No Gun Ri incident from C-SPAN and an intro to the A Little Pond film through the voice of Yang Hae-chan, a survivor of the No Gun Ri Massacre and President of the Nogeun Village Victim Family Members' Association. In small groups, while the teacher is rotating around the room, students will discuss the similarities and differences between what was provided in the overview and the video. Students should identify how the incident/massacre became publicly recognized by the U.S..

Day 5 & 6 : Through outside research, students will draw comparisons between No Gun Ri, Wounded Knee and My Lai. Divide the class into two groups. Half of the students will outline the causes, events and effects of the Wounded Knee Massacre and the other half will outline the causes, events and effects of the My Lai Massacre. There should be specific attention to how the American public were made aware of the events and the impact.

Day 7: Students will complete a jigsaw activity in small groups. Groups will be organized with half of the students sharing their information about Wounded Knee and the other half sharing their findings about the My Lai Massacre. Students are tasked with taking notes about each massacre.

Day 8: Through a whole class discussion or in small groups, students will discuss the significance of studying these incidents in relation to the power of investigative journalism. Students should create a visual through a jamboard or on paper to document their responses to the guiding questions. Guiding questions will include:

- What are the similarities and differences we see for the impact of investigative reporting on these three events?
- What are key takeaways about the role of investigative journalism in uncovering historical injustices and shaping social and political change.
- What comparisons do we see between the global response to these atrocities?
- Discuss the ongoing relevance of investigative journalism in holding institutions accountable and advocating for human rights.

Assessment: Students will complete individual written reflections/essays analyzing the role investigative reporting can play in uncovering human rights violations and shaping public perceptions and calls for action?

Extension: If time allows, students can also view the dramatic recreation of the events at No Gun Ri, A Little Pond (2009).

## World History Digital Education

### Lesson Plan

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

- Copies or access to attached resource, Overview of the No Gun Ri Incident.
- Access to C-SPAN No Gun Ri Investigation clip: C-SPAN, director. *No Gun Ri Investigation* [C-SPAN]. 2001. 2001, <https://www.c-span.org/video/?c5013500/user-clip-cohen-gun-ri>. Accessed 11 August 2024.
- Access to clip from: K-CineFlex, director. "A Little Pond" *LISTEN TO THE SCENE*. Episode 55 ed., 2021. *YouTube*, [https://www.youtube.com/watch?v=K6-IGY\\_6tco](https://www.youtube.com/watch?v=K6-IGY_6tco). Accessed 11 August 2024.