

Korean War: The Untold Story

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Congratulations!

You have chosen a learning program that will actively motivate your students AND provide you with easily accessible and easily manageable instructional guidelines designed to make your teaching role efficient and rewarding.

The AIMS Teaching Module provides you with a video program keyed to your classroom curriculum, instructions and guidelines for use, plus a comprehensive teaching program containing a wide range of activities and ideas for interaction between all content areas. Our authors, educators, and consultants have written and reviewed the AIMS Teaching Modules to align with the Educate America Act: Goals 2000.

This ATM, with its clear definition of manageability, both in the classroom and beyond, allows you to tailor specific activities to meet all of your classroom needs.

RATIONALE

In today's classrooms, educational pedagogy is often founded on Benjamin S. Bloom's "Six Levels of Cognitive Complexity." The practical application of Bloom's Taxonomy is to evaluate students' thinking skills on these levels, from the simple to the complex: Knowledge (rote memory skills), Comprehension (the ability to relate or retell), Application (the ability to apply knowledge outside its origin), Analysis (relating and differentiating parts of a whole), Synthesis (relating parts to a whole), and Evaluation (making a judgment or formulating an opinion).

The AIMS Teaching Module is designed to facilitate these intellectual capabilities, AND to integrate classroom experiences and assimilation of learning with the students' life experiences, realities, and expectations. AIMS' learner verification studies prove that our AIMS Teaching Modules help students to absorb, retain, and to demonstrate ability to use new knowledge in their world. Our educational materials are written and designed for today's classroom, which incorporates a wide range of intellectual, cultural, physical, and emotional diversities.

ORGANIZATION AND MANAGEMENT

To facilitate ease in classroom manageability, the AIMS Teaching Module is organized in four sections. You are reading Section 1, Introduction to the Aims Teaching Module (ATM).

SECTION 2,

INTRODUCING THIS ATM

will give you the specific information you need to integrate the program into your classroom curriculum.

SECTION 3,

PREPARATION FOR VIEWING

provides suggestions and strategies for motivation, language preparedness, readiness, and focus prior to viewing the program with your students.

SECTION 4,

AFTER VIEWING THE PROGRAM

provides suggestions for additional activities plus an assortment of consumable assessment and extended activities, designed to broaden comprehension of the topic and to make connections to other curriculum content areas.

FEATURES

INTRODUCING EACH ATM

SECTION 2

Your AIMS Teaching Module is designed to accompany a video program written and produced by some of the world's most credible and creative writers and producers of educational programming. To facilitate diversity and flexibility in your classroom, your AIMS Teaching Module features these components:

Themes

The Major Theme tells how this AIMS Teaching Module is keyed into the curriculum. Related Themes offer suggestions for interaction with other curriculum content areas, enabling teachers to use the teaching module to incorporate the topic into a variety of learning areas.

Overview

The Overview provides a synopsis of content covered in the video program. Its purpose is to give you a summary of the subject matter and to enhance your introductory preparation.

Objectives

The ATM learning objectives provide guidelines for teachers to assess what learners can be expected to gain from each program. After completion of the AIMS Teaching Module, your students will be able to demonstrate dynamic and applied comprehension of the topic.

PREPARATION FOR VIEWING

SECTION 3

In preparation for viewing the video program, the AIMS Teaching Module offers activity and/or discussion ideas that you may use in any order or combination.

Introduction To The Program

Introduction to the Program is designed to enable students to recall or relate prior knowledge about the topic and to prepare them for what they are about to learn.

Introduction To Vocabulary

Introduction to Vocabulary is a review of language used in the program: words, phrases, usage. This vocabulary introduction is designed to ensure that all learners, including limited English proficiency learners, will have full understanding of the language usage in the content of the program.

Discussion Ideas

Discussion Ideas are designed to help you assess students' prior knowledge about the topic and to give students a preview of what they will learn. Active discussion stimulates interest in a subject and can motivate even the most reluctant learner. Listening, as well as speaking, is active participation. Encourage your students to participate at the rate they feel comfortable. Model sharing personal experiences when applicable, and model listening to students' ideas and opinions.

Focus

Help learners set a purpose for watching the program with Focus, designed to give students a focal point for comprehension continuity.

Jump Right In

Jump Right In provides abbreviated instructions for quick management of the program.

AFTER VIEWING THE PROGRAM

SECTION 4

After your students have viewed the program, you may introduce any or all of these activities to interact with other curriculum content areas, provide reinforcement, assess comprehension skills, or provide hands-on and in-depth extended study of the topic.

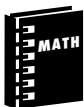
SUGGESTED ACTIVITIES

The Suggested Activities offer ideas for activities you can direct in the classroom or have your students complete independently, in pairs, or in small work groups after they have viewed the program. To accommodate your range of classroom needs, the activities are organized into skills categories. Their labels will tell you how to identify each activity and help you correlate it into your classroom curriculum. To help you schedule your classroom lesson time, the AIMS hourglass gives you an estimate of the time each activity should require. Some of the activities fall into these categories:



Meeting Individual Needs

These activities are designed to aid in classroom continuity. Reluctant learners and learners acquiring English will benefit from these activities geared to enhance comprehension of language in order to fully grasp content meaning.



Curriculum Connections

Many of the suggested activities are intended to integrate the content of the ATM program into other content areas of the classroom curriculum. These cross-connections turn the classroom teaching experience into a whole learning experience.



Critical Thinking

Critical Thinking activities are designed to stimulate learners' own opinions and ideas. These activities require students to use the thinking process to discern fact from opinion, consider their own problems and formulate possible solutions, draw conclusions, discuss cause and effect, or combine what they already know with what they have learned to make inferences.



Cultural Diversity

Each AIMS Teaching Module has an activity called Cultural Awareness, Cultural Diversity, or Cultural Exchange that encourages students to share their backgrounds, cultures, heritage, or knowledge of other countries, customs, and language.



Hands On

These are experimental or tactile activities that relate directly to the material taught in the program. Your students will have opportunities to make discoveries and formulate ideas on their own, based on what they learn in this unit.



Writing

Every AIMS Teaching Module will contain an activity designed for students to use the writing process to express their ideas about what they have learned. The writing activity may also help them to make the connection between what they are learning in this unit and how it applies to other content areas.



In The Newsroom

Each AIMS Teaching Module contains a newsroom activity designed to help students make the relationship between what they learn in the classroom and how it applies in their world. The purpose of In The Newsroom is to actively involve each class member in a whole learning experience. Each student will have an opportunity to perform all of the tasks involved in production: writing, researching, producing, directing, and interviewing as they create their own classroom news program.



Extended Activities

These activities provide opportunities for students to work separately or together to conduct further research, explore answers to their own questions, or apply what they have learned to other media or content areas.



Link to the World

These activities offer ideas for connecting learners' classroom activities to their community and the rest of the world.



Culminating Activity

To wrap up the unit, AIMS Teaching Modules offer suggestions for ways to reinforce what students have learned and how they can use their new knowledge to enhance their world view.

VOCABULARY

Every ATM contains an activity that reinforces the meaning and usage of the vocabulary words introduced in the program content. Students will either read or find the definition of each vocabulary word, then use the word in a written sentence.

CHECKING COMPREHENSION

Checking Comprehension is designed to help you evaluate how well your students understand, retain, and recall the information presented in the AIMS Teaching Module. Depending on your students' needs, you may direct this activity to the whole group yourself, or you may want to have students work on the activity page independently, in pairs, or in small groups. Students can verify their written answers through discussion or by viewing the video a second time. If you choose, you can reproduce the answers from your Answer Key or write the answer choices in a Word Bank for students to use. Students can use this completed activity as a study guide to prepare for the test.

CONSUMABLE ACTIVITIES

The AIMS Teaching Module provides a selection of consumable activities, designed to specifically reinforce the content of this learning unit. Whenever applicable, they are arranged in order from low to high difficulty level, to allow a seamless facilitation of the learning process. You may choose to have students take these activities home or to work on them in the classroom independently, in pairs or in small groups.

CHECKING VOCABULARY

The Checking Vocabulary activity provides the opportunity for students to assess their knowledge of new vocabulary with this word game or puzzle. The format of this vocabulary activity allows students to use the related words and phrases in a different context.

TEST

The AIMS Teaching Module Test permits you to assess students' understanding of what they have learned. The test is formatted in one of several standard test formats to give your students a range of experiences in test-taking techniques. Be sure to read, or remind students to read, the directions carefully and to read each answer choice before making a selection. Use the Answer Key to check their answers.

ADDITIONAL AIMS MULTIMEDIA PROGRAMS

After you have completed this AIMS Teaching Module you may be interested in more of the programs that AIMS offers. This list includes several related AIMS programs.

ADDITIONAL READING SUGGESTIONS

AIMS offers a carefully researched list of other resources that you and your students may find rewarding.

ANSWER KEY

Reproduces tests and work pages with answers marked.

Korean War: The Untold Story

THEMES

Korean War: The Untold Story explores America's military role in the Korean War. It addresses the physical and emotional effects of the war, as well as the events that led to a truce. Important military figures involved in the Korean conflict and major strategic events are also discussed.

OVERVIEW

Five years after the end of World War II, violence broke out between the communists of North Korea and South Korea, which was controlled by the U.S. This was America's first undeclared war and the first direct combat between American and communist troops. The South Korean capital, Seoul, was captured immediately. American troops launched an improbable campaign to recapture the city. It succeeded, and Americans were sure the conflict would be over soon. However, China joined the war on the North Korean side, and the fighting continued until a truce was signed in 1953. This truce is still in effect today.

OBJECTIVES

- ▶ To help students understand the political influences of the Korean War.
- ▶ To identify important names, places and battles of the Korean War.
- ▶ To help students learn how the Korean War affected those who served.

Use this page for your individual notes about planning and/or effective ways to manage this
AIMS Teaching Module in your classroom.

Our AIMS Multimedia Educational Department welcomes your observations and comments.
Please feel free to address your correspondence to:

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Chatsworth, California 91311-4409

INTRODUCTION TO THE PROGRAM

Before starting the program, ask students what they know about the Korean War. How did it begin? What countries were involved?

(The Korean War began when North Korea invaded South Korea in 1950. China fought on the North Korean side. Many UN nations gave military support to South Korea, although 90 percent of the troops and military equipment were from the United States.)

Where is Korea located? What countries or bodies of water is it near?

(Korea is located on a peninsula that extends south from northeastern China. It is surrounded by the Sea of Japan on one side and the Yellow Sea on another. Japan lies near the southern tip of Korea.)

INTRODUCTION TO VOCABULARY

Ask students to think about the words "truce" and "treaty." Although a truce was signed at the end of the Korean War, a treaty has never been passed. What do the two words have in common? How are they different?

(A truce is a suspension of fighting for a certain period of time by agreement of opposing forces. It is similar to a cease-fire or a time-out. A treaty is a formal, written contract that outlines a permanent agreement, such as peace.)

DISCUSSION IDEAS

Why was U.S. involvement in the Korean War known as a "police action"? (The United States was not directly affected by the invasion of North Korea. America's aim was to protect South Korea from communist aggressors. This led to the term "police action." The U.S. was committing itself to protect others from harm.)

What other conflicts has the U.S. entered on the basis of "police action"? (On behalf of other nations, the U.S. has been involved in conflicts with North Vietnam, Grenada, Panama and Iraq.)

FOCUS

Ask students to think for a moment about the political climate that followed World War II. Many people were frightened by the emergence of atomic power, and by the threat of World War III. This fear had an effect on many things, including President Truman's decision to contain the Korean War. Tell students to keep this atmosphere in mind while studying the Korean War.

JUMP RIGHT IN

HOW TO USE THE *KOREAN WAR: THE UNTOLD STORY* AIMS TEACHING MODULE

Preparation

- ▶ Read *Korean War: The Untold Story* **Themes, Overview,** and **Objectives** to become familiar with program content and expectations.
- ▶ Use **Preparation for Viewing** suggestions to introduce the topic to students.

Viewing *KOREAN WAR: THE UNTOLD STORY*

- ▶ Set up viewing monitor so that all students have a clear view.
- ▶ Depending on your classroom size and learning range, you may choose to have students view *Korean War: The Untold Story* together or in small groups.
- ▶ Some students may benefit from viewing the video more than one time.

After Viewing *KOREAN WAR: THE UNTOLD STORY*

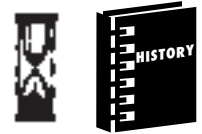
- ▶ Select **Suggested Activities** that integrate into your classroom curriculum. If applicable, gather materials or resources.
- ▶ Choose the best way for students to work on each activity. Some activities work best for the whole group. Other activities are designed for students to work independently, in pairs, or in small groups. Whenever possible, encourage students to share their work with the rest of the group.
- ▶ Duplicate the appropriate number of **Vocabulary, Checking Comprehension,** and consumable activity pages for your students.
- ▶ You may choose to have students take consumable activities home, or complete them in the classroom, independently, or in groups.
- ▶ Administer the Test to assess students' comprehension of what they have learned, and to provide them with practice in test-taking procedures.
- ▶ Use the **Culminating Activity** as a forum for students to display, summarize, extend, or share what they have learned with each other, the rest of the school, or a local community organization.

SUGGESTED ACTIVITIES

Connection to History

Allow students to choose one of the following Korean War topics. Ask them to learn more about the topics using encyclopedias and library texts. Have them report their findings to the class in a short oral presentation.

Inchon Landing
Pusan Perimeter
Battle for the Hills
General MacArthur
Truce Talks and Signing



Extended Time

Writing

What was it really like for American soldiers who fought overseas in Korea? Have students use an encyclopedia to find out more about the climate, landscape and culture of Korea. Ask them to pretend they are soldiers serving in the Korean War, and have them write a letter to a friend or relative describing what their service is like.

The more students learn about Korea and the events of the Korean conflict, the more accurate and interesting the letters will be. When all of the letters are handed in, allow students to vote on the one they think is the most realistic and moving.



60 Minutes

Meeting Individual Needs

Ask students to make sentences with the following words. Make sure they display an understanding of each word as it relates to the Korean War. Encourage them to use a dictionary if necessary.

asylum (protection given by a nation to refugees from another country)
repatriation (sending or bringing back citizens to their country of origin)
truce (suspension of fighting by both sides of a conflict)
subjugate (to force citizens to submit to a government's policies)



20 Minutes

Cultural Exchange

Modern Korea is an interesting and unique land. Ask students to choose one of the following areas of modern-day Korean culture. Have them find three facts in their chosen area. Then, ask each student to present their facts to the class.

- holiday traditions
- clothing
- food
- religion
- homes
- education
- art

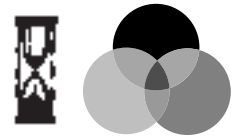
Critical Thinking

The Korean War was the first undeclared war that the United States ever fought. What does the word “undeclared” mean? How was this war different from World War II?

(Instead of officially declaring war on North Korea, the United States and other United Nations countries assisted the South Koreans by sending military aid. In World War II, the U.S. responded to a direct attack by the Japanese. In the Korean War, the U.S. was protecting a foreign nation that was being attacked by an outside aggressor.)

Does the responsibility to protect other nations from foreign aggressors still apply? When do students think the U.S. should become involved in foreign conflicts, and when should they not?

(Answers will vary.)



Extended Time



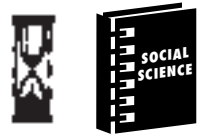
20 Minutes

Connection to Social Science

Ask students to do some investigating to answer the following questions. What is the capital of South Korea? What is the capital of North Korea? (Seoul, Pyongyang)

What is the official name of South Korea? Of North Korea? (Republic of Korea, Democratic People's Republic of Korea)

What is the official language of North and South Korea? (Korean) What is the basic unit of money? (the won)



30 Minutes

Extended Activity

Ask students to look carefully at the flag of South Korea. What do they think the red and blue circle represents?

(It is an ancient Asian symbol representing balance in the universe between opposites. This can mean day and night, life and death, or peace and turmoil.)

Ask students to look at a flag of North Korea. What does the red star represent?

(The star represents communism, the North Korean form of government.)



15 Minutes

Culminating Activity

Using what they have learned in the unit, ask each student to write a question about the Korean War. Collect the questions and use them to write a review quiz. After giving the quiz, ask students if they enjoyed designing the test. Were the questions harder or easier than normal?



Extended Time

VOCABULARY

The following terms are from *Korean War: The Untold Story*. Fill in the number of each term next to its closest definition.

- | | |
|---------------|-----------------|
| 1. amphibious | 5. Corsair |
| 2. armistice | 6. MIG |
| 3. brainwash | 7. mortar |
| 4. corpsman | 8. repatriation |

- ___ to try and force someone to give up basic beliefs and accept different ideas
- ___ fighter plane used by communist forces
- ___ sending or bringing back to the country of origin or citizenship
- ___ temporary suspension of hostilities by mutual agreement
- ___ short-barreled cannon used to fire shells at high angles
- ___ fighter plane used by U.S. forces
- ___ joint action of land, sea and air forces invading from the sea
- ___ enlisted man trained to give first aid

CHECKING COMPREHENSION

Read the following sentences and circle the letter of the word that best fills each blank.

When Japan surrendered at the end of World War II, it agreed to split Korea along the ___1___ parallel. ___2___ would occupy North Korea and the U.S. would occupy South Korea. In 1950, troops from North Korea invaded the south and took over the capital of ___3___. United States Marines landed on the dangerous shores of ___4___, where they recaptured the city from the communists. General Douglas MacArthur made a mistake by thinking that the ___5___ would not enter the war to help North Korea. Several makeshift hospitals, known as ___6___, were set up in South Korea to treat the wounded. When a marine ship carrying 14,000 North Korean refugees landed safely on Koje-do Island, it was called the ___7___. MacArthur was dismissed by President ___8___ because he criticized the president's policies. Peace talks stalled because North Korea and China wanted all ___9___ unconditionally returned. The truce signed in 1953 remained in effect until ___10___.

- | | |
|--|---|
| 1. A. 28th
B. 48th
C. 38th
D. 58th | 6. A. Corpsmen Camps
B. MASH units
C. EMCs
D. Med Sites |
| 2. A. Japan
B. The Soviet Union
C. China
D. Great Britain | 7. A. Thanksgiving Blessing
B. Peaceful Landing
C. Christmas Miracle
D. Miraculous Landing |
| 3. A. Seoul
B. Inchon
C. Hungnam
D. Pusan | 8. A. Eisenhower
B. Roosevelt
C. Kennedy
D. Truman |
| 4. A. Koje-do Island
B. Kaesong
C. Inchon
D. Yonan | 9. A. prisoners
B. children
C. tanks
D. weapons |
| 5. A. Japanese
B. Germans
C. Italians
D. Chinese | 10. A. 1968.
B. present day.
C. 1960.
D. 1989. |

KOREAN WAR MATCH-UP

Match each item on the left with the most appropriate group of words on the right.

- | | |
|------------------|---|
| 1. 38th Parallel | capital of South Korea |
| 2. China | shore where U.S. Marines first landed |
| 3. Inchon | commander of all Allied forces |
| 4. Japan | makeshift hospital in South Korea |
| 5. Koje-do | president during the Korean War |
| 6. MacArthur | country that fought for North Korea |
| 7. MASH | island where refugees landed on Christmas Day |
| 8. North Korea | line between North and South Korea |
| 9. Seoul | country that ruled Korea before World War II |
| 10. Truman | captured Seoul in 1950 |

TRUE OR FALSE

Place a T next to statements that are true and an F next to statements that are false.

1. ___ The Japanese captured Seoul, South Korea in 1950.
2. ___ Marines landed at Inchon and recaptured Seoul.
3. ___ General MacArthur was convinced that the Chinese would enter the war.
4. ___ MASH units were camps designed to keep North Korean refugees hidden.
5. ___ The Christmas miracle of 1950 involved a surprise attack on Chinese forces.
6. ___ General MacArthur criticized Truman's policies and was later dismissed.
7. ___ Peace talks stalled because of an argument over the transfer of prisoners.
8. ___ The truce signed in 1953 is still in effect today.
9. ___ Today, North Koreans can safely cross into South Korea.
10. ___ American soldiers in Korea agreed to keep quiet if they were wounded.

KOREAN TIMELINE

Place the events below in order using the numbers 1 through 7.

___ North Korea captures Seoul, the capital of South Korea.

___ MacArthur is dismissed by President Truman.

___ After World War II, Japan loses control of Korea.

___ A truce is signed in 1953, with no winner declared.

___ General MacArthur criticizes President Truman's policies.

___ Communists from North Korea invade South Korea.

___ The truce remains in effect until present day.

MAP EXERCISE

Label each of the following places on the map below.

1. The 38th Parallel: 38 degree line of latitude that separated North and South Korea before the Korean War
2. Seoul: capital of South Korea
3. Pyongyang: capital of North Korea
4. Pusan: coastal city that turned away North Korean refugees during the Christmas miracle
5. Inchon: coastal city where U.S. Marines landed before recapturing Seoul



WORD SEARCH

The following words can be found in the maze below. The letters may be arranged horizontally, vertically, diagonally or backward.

armistice
corpsman
Corsair
Inchon
Korea
MASH
mortar
Seoul
troops
Truman

K	A	K	E	O	F	D	B	T	C	H	A
C	O	R	P	S	M	A	N	R	G	P	R
G	M	R	F	Z	K	B	G	U	A	T	M
L	E	B	E	L	C	M	H	M	D	X	I
P	J	O	R	A	O	R	M	A	H	C	S
M	O	R	T	E	R	S	A	N	K	P	T
M	B	X	C	S	S	R	O	H	S	N	I
E	A	L	Z	M	A	Y	G	K	E	D	C
C	P	S	J	S	I	N	C	H	O	N	E
L	N	S	H	N	R	Q	J	A	U	Q	T
W	E	T	V	T	J	R	N	D	L	V	U
S	P	O	O	R	T	B	K	L	C	M	O

TEST

Circle the phrase which best answers each question.

1. Before 1945, Korea was ruled by:
 - China.
 - Japan.
 - the Soviet Union.
 - the United States.

2. After World War II, it was agreed that North Korea would be ruled by the Soviet Union and South Korea by:
 - Great Britain.
 - Germany.
 - Japan.
 - the United States.

3. In 1950, North Korean forces invaded South Korea and captured the capital city of:
 - Saigon.
 - Inchon.
 - Seoul.
 - Koje-do.

4. Prepared to take back the capital, United States Marines landed on the shores of:
 - Seoul.
 - Inchon.
 - Pusan.
 - Wonsan.

5. General MacArthur made a mistake when he:
 - believed that the Chinese would not enter the war.
 - closed down all MASH units in South Korea.
 - turned away North Korean refugees on Christmas Day.
 - agreed to force all North Korean prisoners to go home.

TEST (CONTINUED)

6. Some soldiers made a pact to keep quiet if they were wounded because they did not want:

- to seem cowardly.
- to lose their voices.
- the enemy to know they had hit their target.
- none of the above.

7. MASH units were makeshift hospitals that were set up:

- in North Korea.
- on Pacific Islands.
- in nearby Japan.
- in South Korea.

8. The Christmas miracle occurred when North Korean refugees landed safely on the island of:

- Koje-do.
- Pusan.
- Cheju.
- Tsushima.

9. President Truman dismissed General MacArthur because:

- MacArthur openly advocated the use of atomic weapons.
- MacArthur criticized Truman's policies.
- both of the above.
- none of the above.

10. Peace talks were stalled for fifteen months because:

- North Korea wanted all prisoners executed.
- North Korea wanted all prisoners to be free to choose their homes.
- North Korea wanted all prisoners unconditionally returned.
- South Korea wanted all prisoners executed.

ADDITIONAL AIMS MULTIMEDIA PROGRAMS

You and your students might also enjoy these other AIMS Multimedia programs:

China in Crisis: Tiananmen Square

Return to Iwo Jima

The Shifting Sands: History of the Middle East

ANSWER KEY for page 18

VOCABULARY

The following terms are from *Korean War: The Untold Story*. Fill in the number of each term next to its closest definition.

- | | |
|---------------|-----------------|
| 1. amphibious | 5. Corsair |
| 2. armistice | 6. MIG |
| 3. brainwash | 7. mortar |
| 4. corpsman | 8. repatriation |

- 3 to try and force someone to give up basic beliefs and accept different ideas
- 6 fighter plane used by communist forces
- 8 sending or bringing back to the country of origin or citizenship
- 2 temporary suspension of hostilities by mutual agreement
- 7 short-barreled cannon used to fire shells at high angles
- 5 fighter plane used by U.S. forces
- 1 joint action of land, sea and air forces invading from the sea
- 4 enlisted man trained to give first aid

ANSWER KEY for page 19

CHECKING COMPREHENSION

Read the following sentences and circle the letter of the word that best fills each blank.

When Japan surrendered at the end of World War II, it agreed to split Korea along the ___1___ parallel. ___2___ would occupy North Korea and the U.S. would occupy South Korea. In 1950, troops from North Korea invaded the south and took over the capital of ___3___. United States Marines landed on the dangerous shores of ___4___, where they recaptured the city from the communists. General Douglas MacArthur made a mistake by thinking that the ___5___ would not enter the war to help North Korea. Several makeshift hospitals, known as ___6___, were set up in South Korea to treat the wounded. When a marine ship carrying 14,000 North Korean refugees landed safely on Koje-do Island, it was called the ___7___. MacArthur was dismissed by President ___8___ because he criticized the president's policies. Peace talks stalled because North Korea and China wanted all ___9___ unconditionally returned. The truce signed in 1953 remained in effect until ___10___.

1. A. 28th
B. 48th
C. 38th
D. 58th
2. A. Japan
B. The Soviet Union
C. China
D. Great Britain
3. A. Seoul
B. Inchon
C. Hungnam
D. Pusan
4. A. Koje-do Island
B. Kaesong
C. Inchon
D. Yonan
5. A. Japanese
B. Germans
C. Italians
D. Chinese
6. A. Corpsmen Camps
B. MASH units
C. EMCs
D. Med Sites
7. A. Thanksgiving Blessing
B. Peaceful Landing
C. Christmas Miracle
D. Miraculous Landing
8. A. Eisenhower
B. Roosevelt
C. Kennedy
D. Truman
9. A. prisoners
B. children
C. tanks
D. weapons
10. A. 1968.
B. present day.
C. 1960.
D. 1989.

ANSWER KEY for page 20

KOREAN WAR MATCH-UP

Match each item on the left with the most appropriate group of words on the right.

- | | |
|------------------|---|
| 1. 38th Parallel | capital of South Korea |
| 2. China | shore where U.S. Marines first landed |
| 3. Inchon | commander of all Allied forces |
| 4. Japan | makeshift hospital in South Korea |
| 5. Koje-do | president during the Korean War |
| 6. MacArthur | country that fought for North Korea |
| 7. MASH | island where refugees landed on Christmas Day |
| 8. North Korea | line between North and South Korea |
| 9. Seoul | country that ruled Korea before World War II |
| 10. Truman | captured Seoul in 1950 |

ANSWER KEY for page 21

TRUE OR FALSE

Place a T next to statements that are true and an F next to statements that are false.

1. F The Japanese captured Seoul, South Korea in 1950.
2. T Marines landed at Inchon and recaptured Seoul.
3. F General MacArthur was convinced that the Chinese would enter the war.
4. F MASH units were camps designed to keep North Korean refugees hidden.
5. F The Christmas miracle of 1950 involved a surprise attack on Chinese forces.
6. T General MacArthur criticized Truman's policies and was later dismissed.
7. T Peace talks stalled because of an argument over the transfer of prisoners.
8. T The truce signed in 1953 is still in effect today.
9. F Today, North Koreans can safely cross into South Korea.
10. T American soldiers in Korea agreed to keep quiet if they were wounded.

ANSWER KEY for page 22

KOREAN TIMELINE

Place the events below in order using the numbers 1 through 7.

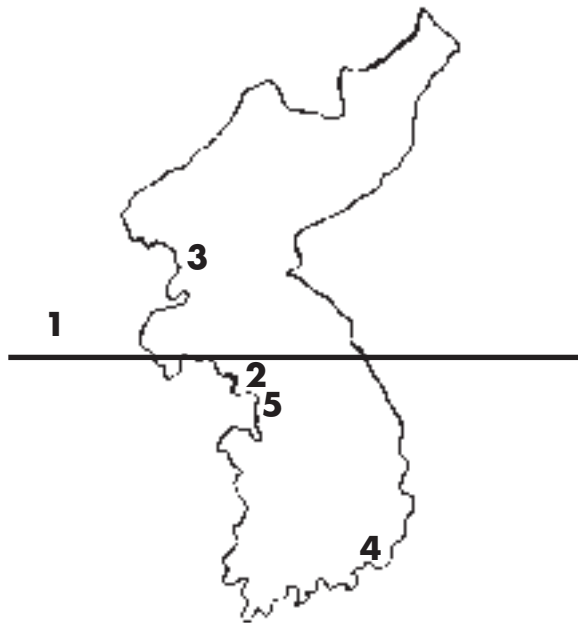
- 3 North Korea captures Seoul, the capital of South Korea.
- 5 MacArthur is dismissed by President Truman.
- 1 After World War II, Japan loses control of Korea.
- 6 A truce is signed in 1953, with no winner declared.
- 4 General MacArthur criticizes President Truman's policies.
- 2 Communists from North Korea invade South Korea.
- 7 The truce remains in effect until present day.

ANSWER KEY for page 23

MAP EXERCISE

Label each of the following places on the map below.

1. The 38th Parallel: 38 degree line of latitude that separated North and South Korea before the Korean War
2. Seoul: capital of South Korea
3. Pyongyang: capital of North Korea
4. Pusan: coastal city that turned away North Korean refugees during the Christmas miracle
5. Inchon: coastal city where U.S. Marines landed before recapturing Seoul



ANSWER KEY for page 24

WORD SEARCH

The following words can be found in the maze below. The letters may be arranged horizontally, vertically, diagonally or backward.

- armistice
- corpsman
- Corsair
- Inchon
- Korea
- MASH
- mortar
- Seoul
- troops
- Truman

K	A	K	E	O	F	D	B	T	C	H	A
C	O	R	P	S	M	A	N	R	G	P	R
G	M	R	F	Z	K	B	G	U	A	T	M
L	E	B	E	L	C	M	H	M	D	X	I
P	J	O	R	A	O	R	M	A	H	C	S
M	O	R	T	E	R	S	A	N	K	P	T
M	B	X	C	S	S	R	O	H	S	N	I
E	A	L	Z	M	A	Y	G	K	E	D	C
C	P	S	J	S	I	N	C	H	O	N	E
L	N	S	H	N	R	Q	J	A	U	Q	T
W	E	T	V	T	J	R	N	D	L	V	U
S	P	O	O	R	T	B	K	L	C	M	O

ANSWER KEY for page 25

TEST

Circle the phrase which best answers each question.

1. Before 1945, Korea was ruled by:

- China.
- Japan.
- the Soviet Union.
- the United States.

2. After World War II, it was agreed that North Korea would be ruled by the Soviet Union and South Korea by:

- Great Britain.
- Germany.
- Japan.
- the United States.

3. In 1950, North Korean forces invaded South Korea and captured the capital city of:

- Saigon.
- Incheon.
- Seoul.
- Koje-do.

4. Prepared to take back the capital, United States Marines landed on the shores of:

- Seoul.
- Incheon.
- Pusan.
- Wonsan.

5. General MacArthur made a mistake when he:

- believed that the Chinese would not enter the war.
- closed down all MASH units in South Korea.
- turned away North Korean refugees on Christmas Day.
- agreed to force all North Korean prisoners to go home.

ANSWER KEY for page 26

TEST (CONTINUED)

6. Some soldiers made a pact to keep quiet if they were wounded because they did not want:
- to seem cowardly.
 - to lose their voices.
 - the enemy to know they had hit their target.
 - none of the above.
7. MASH units were makeshift hospitals that were set up:
- in North Korea.
 - on Pacific Islands.
 - in nearby Japan.
 - in South Korea.
8. The Christmas miracle occurred when North Korean refugees landed safely on the island of:
- Koje-do.
 - Pusan.
 - Cheju.
 - Tsushima.
9. President Truman dismissed General MacArthur because:
- MacArthur openly advocated the use of atomic weapons.
 - MacArthur criticized Truman's policies.
 - both of the above.
 - none of the above.
10. Peace talks were stalled for fifteen months because:
- North Korea wanted all prisoners executed.
 - North Korea wanted all prisoners to be free to choose their homes.
 - North Korea wanted all prisoners unconditionally returned.
 - South Korea wanted all prisoners executed.