



ENQUIRY 3 IMPACT AND MEMORY. HOW SHOULD THE KOREAN WAR BE REMEMBERED?

A three-lesson enquiry by Andrew Wrenn

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ENQUIRY OUTLINE

SUMMARY

The Korean War (if it is studied at all) is usually presented as part of the Cold War or from the point of view of particular nationalities who fought in it. In contrast, this resource aims to explore the impact that the war had on a variety of participants at the time.

It also considers how memory of the war became 'lost', in Britain at least, and then how the memory was recovered by British military veterans.

The resource then broadens its focus to consider which participants in the war or victims of the war students might include in a memorial and for what reasons.

KEY AREAS OF FOCUS

- The immediate impact of the Korean War on military veterans, civilians and participating countries.
- The extent to which British military veterans 'forgot' about the war between 1953 and the 1980s.
- The subsequent process of gradual memorialisation of a neglected war.
- Design of a new British Korean War memorial.

TARGET AGE RANGE

Lessons are designed for use with Key Stage 3. But they could also be used to complement a study of the Korean War at GCSE.

SCHOLARLY RATIONALE

In her major work *The Korean War in Britain: Citizenship, Selfhood and Forgetting* (2018: also summarised in her introductory article in this publication), Grace Huxford has lucidly explained both the reasons why the Korean War was little studied or talked about in Britain in the decades following the war, and also the process by which that began to change from the 1980s.

The research points to various factors: that the war was presented as a UN policing action (despite the reality on the ground) – which consequentially diminished media interest; that it was morally dubious; and that it was inconclusive – it ended with a tense ceasefire, a score draw, rather than victory. Many UK veterans found little interest in their war stories when they came home, and for the British public and media the whole conflict was overshadowed by the still-recent memory of the Second World War.

Huxford then documents how the veteran voice finally emerged from the shadows. Around the time of their retirement in the 1980s, many military veterans in Britain and the United States found time to

recall this conflict of their youth and wished it marked in some way. This recovery of interest was strongly linked to the 50th anniversary of the Korean War in 2003, which helped to prompt the creation of new memorials. Some veterans also made sponsored visits to newly democratised and grateful South Korea, which validated their war experience in ways that had not usually occurred in their home countries. Therefore, we see that the act of commemoration and of memorialisation was both a result of and a reason why Korean veterans found their voice. This is the context for this enquiry, which seeks to understand the power of memorialisation both to drive and reflect understanding of past conflict and to validate, yet also challenge, popular perceptions of war.

A second strand to this enquiry is to ensure that the death and destruction suffered by civilians are acknowledged. The damage and casualties were no great secret – Seoul was captured by the two sides several times, for example, and was left in ruins by the end of the war. But this story did not particularly fit with the narrative that each side wanted to promote. In essence, the Americans promoted a narrative of containing communism. South Korea promoted a narrative of national survival. North Korea and China promoted a narrative of heroic resistance against American imperialist aggression. None of the sides were particularly anxious to acknowledge the horrific cost of the war. Up to three million civilians died from bombing, massacres, crossfire and revenge killings. Over a million soldiers on both sides died in battle, from exposure to the elements or as prisoners of war.

However, this amnesia in the historical record was to some extent challenged by the Truth and Reconciliation Commission in South Korea from 2005 to 2009, which aimed to give public voice to the trauma experienced by many Korean families during the war. This was sometimes the first time these stories were heard (Choe Sung Han, 2007). Tasha Kitcher, in her supporting article in this publication, notes that 'The Commission gave a voice to many whose stories had not been told for years under authoritarian leadership. Despite this, the Commission was seen as slow, unproductive, and costly... the Commission estimated that 100,000 South Koreans died at the government's hands – systematically slaughtered by the army.' The Truth and Reconciliation Commission's work unearthed a picture of devastation.

In this enquiry, the final outcome is for the students to design their own new war memorial. The process is carefully designed to ensure that they look at these scholarly concerns regarding memorialisation and perception of the war. It was not possible to encompass the work of the Commission without extending this enquiry still further; however, civilian suffering is essential background to the key issue of Lesson 3.3, which is for the students to consider whether, and if so how, to memorialise civilian as well as military dead.

CURRICULAR RATIONALE

This resource would be suitable as part of a study of the twentieth century at Key Stage 3 in the English National Curriculum for history.

Equally, it could be used as part of a study of British history, where it could consolidate students' understanding of substantive core knowledge about warfare in general and growing knowledge of Britain's place in geo politics over time.

The resource is also designed to build a deeper understanding of specific terms such as 'memorial' and 'memorialisation'.

In terms of second-order concepts or disciplinary knowledge, pupils would be revisiting important foci that they should be experiencing over time, both because these form part of National Curriculum expectations and because, at Key Stage 3, they anticipate related GCSE concepts. In this enquiry, the specific concepts of handling evidence, change and continuity, historical interpretations, and similarity and difference (diversity) will feature prominently but will also overlap with other concepts such as significance.

Each of the three lessons could stand alone, and even within each lesson some activities could be omitted or used self-standing. There is a lot of material packed into these three lessons and you will need to select carefully for the time you have available.

REFERENCES

- Huxford, G. (2016) 'The Korean War never happened: forgetting a conflict in British society and culture' in *Twentieth Century British History*, 27, no. 2, pp. 195–219.
- Huxford, G. (2018) *The Korean War in Britain: citizenship, selfhood and forgetting*, Manchester: Manchester University Press.
- Huxford, G. (2018) 'State power, cultural exchange and the "Forgotten War": British veterans of the Korean War, 1953–2013', in Á. Alcalde and X. M. Núñez Seixas (e), *War Veterans and the World After 1945: Cold War politics, decolonization, memory*, Abingdon: Routledge.
- New York Times (2007) 'Unearthing war's horrors years later in South Korea', 2 December. www.nytimes.com/2007/12/03/world/asia/03korea.html

SCHEME OF WORK

OVERVIEW

Students will gauge the depth of impact of the Korean War on British military veterans, US military veterans at the Battle of Jangjin (Chosin) Reservoir, victims of a massacre of Korean civilians and participating countries in general.

They will trace the process by which many British military veterans ‘forgot’ the conflict between 1953 and the 1980s, before deliberately ‘recovering’ the memories of their lost youth on retirement. This process will be set against evidence of the war’s place (or lack of it) in British culture and public life since 1953.

Lastly, students will design a new British Korean War memorial, considering whether it should just be restricted to British veterans or whether it should be widened to include participants from other United Nations allies, veterans of communist states and Korean civilian victims.

Lesson	Key content
<p>Lesson 1:</p> <p>Who was most deeply affected by the Korean War between 1950 and 1953?</p>	<p>The main objective of this lesson is for students to gauge which types of people and which countries might have been most deeply affected by the Korean War 1950–53. They will do this through investigations of:</p> <ul style="list-style-type: none"> British military fatality two wider episodes from the war itself details of casualties, country by country
<p>Lesson 2:</p> <p>Why did some British military veterans forget the Korean War and deliberately remember it again years afterwards?</p>	<p>In this lesson, students trace how the Korean War was largely forgotten by many British veterans between 1953 and the 1970s, but how afterwards their memories were gradually recovered through the process of commemoration.</p> <p>Students will complete a living graph where they plot the way in which veterans’ attitudes changed over time and how they came to terms with their wartime experiences. This is contrasted with the level of awareness from the wider British public.</p>
<p>Lesson 3:</p> <p>Who should be remembered on our memorial and how?</p>	<p>The aim of this lesson is for students to design an appropriate new memorial. They take their inspiration from a range of other memorials from around the world.</p> <p>They will also have to debate and decide which groups of people encountered in the previous two lessons might be commemorated in this new British memorial.</p> <p>This debate will be deliberately complicated by the possible inclusion of Korean civilian casualties and casualties, and veterans from all participating states, including China and North Korea.</p>

LESSON 3.1 BREAKDOWN: WHO WAS MOST DEEPLY AFFECTED BY THE KOREAN WAR BETWEEN 1950 AND 1953?

STARTER: WHO WAS AFFECTED BY THE DEATH OF CORPORAL BELSAY? (SLIDES 1–7)

Reveal **Slides 4–6** quickly, and in sequence, zooming in on the location, the small village of Bickleigh in Devon (**Slide 4**), the church and the memorial (**Slide 5**) and then details of Corporal Belsay's death (**Slide 6**). Draw attention to two particular details:

- that he went missing in action and his body was never recovered
- that he had recently married Joyce West – shortly before he went to Korea

Give out a copy of Resource sheet 3.1A, which is a large version of **Slide 6**. Ask students to draw lines or use letters to mark on the scale the people who would be affected by this day and the degree. NB this is not evidenced. They are thinking about it as a human being from their experience.

Draw out two further points:

- The vast number of and range of people who are affected by a single death. Once you add up all the relatives, colleagues and friends, you have a long list already. The British casualties may not have been enormous in Korea, but every death is significant to a large number of people.
- Most obviously, that the degree of effect depends on how close they were to him.

In Activity 1, students are going to find out more about the Battle of Jangjin (Chosin) where Corporal Belsay went missing, presumed dead.

ACTIVITY 1: WHO WOULD PROBABLY HAVE BEEN MOST DEEPLY AFFECTED BY FIGHTING CONDITIONS AT THE BATTLE OF JANGJIN (CHOSIN) RESERVOIR? (SLIDES 8–10)

Slide 8 introduces the geographical location of Jangjin (Chosin) Reservoir, and the photograph shows the mountainous terrain of Korea.

Slide 9 reminds students that this was the battle where Corporal Belsay went missing while British troops and other United Nations forces were retreating in dreadful winter conditions, forced back by Chinese communist forces, who had recently entered the war for the first time.

Play the video from the link provided. The clip graphically describes the freezing conditions in which soldiers of both sides fought and perished. It shows black and white photographs and film of frozen bodies.

This comes from the reputable and internationally produced documentary *Korea: The Never-ending War*, which was shown by the BBC in 2019 (watch from 50'33" to 57'22").

www.youtube.com/watch?v=DoSRwmuVYyl

Slide 10 describes groups of people on both sides of the conflict who would have been affected by the fighting at Jangjin (Chosin) Reservoir. They are also on Resource sheet 3.1C as sorting cards. Give a set to each pair of students (along with Resource sheet 3.1B, showing an impact line). Ask them to place the cards on the impact line to show the extent to which each group might have been affected by the battle.

Finally, discuss whether having greater knowledge of the fighting conditions in which Corporal Belsay died might change students' minds about their answers to the starter activity.

BEFORE YOU START

You will need:

- Lesson PowerPoint 3.1
- Resource sheet 3.1A (For starter)
- Resource sheet 3.1B (Degree of impact scale used for Activity 1 and 2. Print at A3.)
- Resource sheet 3.1C (Impact cards for impact of the Battle of Jangjin (Chosin) Reservoir, Activity 1)
- Resource sheet 3.1D (Impact cards for impact of No Gun Ri incident, Activity 2)
- Resource sheet 3.1E (Impact cards for casualties, Activity 3)

ACTIVITY 2: WHO WOULD PROBABLY HAVE BEEN MOST DEEPLY AFFECTED BY THE NO GUN RI INCIDENT IN JULY 1950? (SLIDES 11–13)

(This activity follows exactly the same pattern as Activity 1, so one way of streamlining this lesson to make it manageable if you are short of time will be to make Activity 1 and 2 alternatives. One half of the class tackle Activity 1, on the Battle of Jangjin (Chosin) Reservoir, and the other half tackle this activity, the No Gun Ri incident.)

Slide 11 shows the bridge at No Gun Ri where crowds of South Korean refugees sheltered. As the slide explains, numerous South Korean witnesses testified that they were fired on by US forces from the air and by infantry who feared that North Korean soldiers and spies might be concealed in their midst.

Slide 12: From the link provided, show a second clip, which comes from the same documentary *Korea: The Never-Ending War* that featured in Activity 1. It contains graphic eyewitness testimony of the incident (watch from 32'47" to 37'25").

www.youtube.com/watch?v=DoSRwmuVYyl

Atrocities were committed against Korean civilians through the course of the war by both sides, but this famous incident is well presented in this clip.

Slide 13 describes individuals or groups of people who were, or might have been, affected by the incident. They are on Resource sheet 3.1D as a card sort. Print out a set for each pair. As in the previous activity, students agree the extent to which they think each person or group of people described might have been affected by the incident and place them on the impact line on Resource sheet 3.1B.

ACTIVITY 3: WHICH COUNTRIES WERE MOST DEEPLY AFFECTED BY THE KOREAN WAR BETWEEN 1950 AND 1953? (SLIDES 14–16)

Slides 15–16 detail the casualties of each combatant country (and a few non-combatant ones still participating).

They are on Resource sheet 3.1E as a card sort. Once again, give out a set to each pair to organise into order, starting with the country most deeply affected at the top, to the country least affected at the bottom.

Lead class discussion about the order in which different pairs have placed the cards and take a vote on the most-agreed order, particularly those they have put in their two, three or four positions.

PLENARY (SLIDE 17)

Slide 17 is deliberately untitled. It shows a US bombing raid on North Korea. Simply show it and ask students' views as to why we have selected this slide to sum up the lesson.

It should be obvious in the discussion that the country (or countries) that suffered most from the Korean War were North and South Korea and in particular, the civilians of both, who saw parts of the Peninsular reduced to rubble amid great suffering.

Bombing was not the whole story of civilian impact, of course, as you will find out from other enquiries.

LESSON 3.2 BREAKDOWN: WHY DID SOME BRITISH MILITARY VETERANS FORGET THE KOREAN WAR AND DELIBERATELY REMEMBER IT AGAIN YEARS AFTERWARDS?

STARTER (SLIDES 1–4)

Slide 3 shows a photograph of Bill Speakman in 1953 and of a Victoria Cross. Bill Speakman was awarded a Victoria Cross (VC), Britain's highest award for military bravery, for his service in the Korean War.

Play the clip from the Pathé Newsreel for February 1952, which shows Speakman returning to his home town of Altrincham in Cheshire, following the announcement of the award of the Victoria Cross.

www.britishpathe.com/video/VLVAZHBB7SPKNLWPHS9CYWMJBD77-HERO-WILLIAM-SPEAKMAN-RETURNS-FROM-KOREA/query/Speakman

Then allow pairs a limited amount of time to discuss the questions on **Slide 4** before leading some class discussion based on student comments.

ACTIVITY 1: THE BILL SPEAKMAN STORY (SLIDES 5–6)

This activity is a bridge between the starter and the rest of the lesson. The starter should have aroused students' interest in Bill Speakman. **Slide 5** continues his story in five highlights (or lowlights), including a video report on the arrival of his ashes in Korea.

Slide 6 then gets students used to using the graph (on Resource sheet 3.2A – ideally print this out A3 size) that will be used in all the main activities for the lesson, as they plot Bill Speakman's relationship with and attitude to his Korean War experiences. The exact placement is unimportant, but it is vital that:

- Students get a V-shape of some sort, reflecting the nadir when he sold his VC and (arguably) a peak when his ashes were welcomed back to Korea as, once again, a hero.
- They understand the two axes – the bottom is time, the upright is degree of remembrance.

Point out the aim of the lesson, which is to consider some wider evidence to plot two more lines on their graph. The intention is to use two different colours to plot what students think happened to:

- veteran memories of the war over time (more generally – was Speakman's line typical?)
- the British public awareness of and memory of the war over time

ACTIVITY 2: WHAT WERE ATTITUDES TO THE WAR IN 1953? (SLIDES 7–10)

Activity 2 is entirely focused on where students start their graph.

(NB Given the time constraints that you are probably under and the importance of getting to Activity 4, you could fast-forward through this activity by simply telling students where to start their graph on the remembrance axis. Quite high, we suggest, or wherever they pitched it for Bill Speakman. But if you have the time this gives you more evidence and some fascinating video resources relating to 1953 and 1954.)

Lead discussion about where each line might start on the vertical axis if the only available evidence was the Pathé newsreel from the starter about Bill Speakman's reception in Altrincham.

Now move on to some new video evidence – another newsreel. **Slide 8** explains some important background information and definitions.

Play the Pathé newsreel clip on **Slide 9**. This shows the public welcome in September 1953 (two months after the armistice that halted fighting) of former British prisoners of war, together with interviews with some returnees playing down rumours of communist brainwashing.

www.britishpathe.com/video/pows-home-aka-korea-p-o-w-s-return-to-lyneham

BEFORE YOU START

You will need:

- Lesson PowerPoint 3.2
- Resource sheet 3.2A (Living graph template. Use in all activities – ideally printed at A3)
- Resource sheet 3.2B (Evidence cards A–M for Activity 3)
- Resource sheet 3.2C (Evidence cards 1–24 for Activity 4)

Lead class discussion of the questions on **Slide 9**.

Finally move on to a third piece of video evidence. **Slide 10** provides a clip from a British feature film from 1956, *A Hill in Korea*. Play the first three minutes.

<https://archive.org/details/ahik5345435>

Lead class discussion of the questions on **Slide 10** and also discuss where the two clips taken together show that the British public's awareness or memory of the war might start on the vertical axis of the living graph.

ACTIVITY 3: WHY DID SOME BRITISH MILITARY VETERANS FORGET THE KOREAN WAR BETWEEN 1953 AND THE 1970S? (SLIDES 11–14)

(NB The most obvious way to fit this lesson into a tighter time frame is for students to only plot one line – either the 'veteran memory line' or the 'wider public awareness line' – and then to compare their lines at the end of the activity. This halves the amount of evidence that they have to consider and reduces the complexity of the plotting.)

Resource sheet 3.2B has the evidence on **Slides 12–14** as a card sort. They have to sort them and use them to plot two lines on their graph (Resource sheet 3.2A). This evidence relates to the first two decades after the war – to the mid-1970s.

Point out that some cards refer to a particular date, which could be marked with a cross on the graph, while others refer to a trend over time, which can be used to help them judge the overall position of the line on the graph. Model the process for students, using a couple of cards as examples.

Students will need a fair amount of time to read and discuss all these cards. You could drip-feed the cards in three stages – just the blue ones first (which relate to the veteran line), then the red ones (the wider public) and finally the graded ones, which could be either.

Once again, remember that it is more important that they get a convincing rough shape for the line than they worry too much about the detail.

ACTIVITY 4: WHY DID SOME BRITISH MILITARY VETERANS DELIBERATELY REMEMBER THE KOREAN WAR FROM THE 1970S ONWARDS? (SLIDES 15–19)

(NB This activity is the heart of the lesson, so do make sure you get to it! Here, again, the most obvious way to fit this activity into a tighter time-frame is for students to plot either the 'veteran memory line' or the 'wider public awareness line' – and then to compare their lines at the end of the activity.)

Play the following brief clip from the popular BBC comedy *Fawlty Towers*, in which John Cleese (playing hotel owner Basil Fawlty) states that he killed four men during the Korean War. Prunella Scales, playing his wife Sybil, ridicules this by claiming that Basil poisoned them as a result of his cooking for them in the Army Catering Corps.

https://twitter.com/fawltytowers_/status/1025063852986257409?lang=en-gb

Lead a brief discussion about whether this clip alters their living graph for the early 1970s.

Now give out Resource sheet 3.2C (which reproduces evidence cards on **Slides 16–19**). These cover the second period of the graph, the period from the 1980s to the present.

Once again, with 21 evidence cards students will need a good amount of time to read them **and** sort them and plot them on their graph. So once again you could drip-feed it in three stages – just the blue ones first (for the veteran line), then the red ones (the wider public) and finally the graded ones, which could be either.

PLENARY

Allow time for pairs to **compare** their graphs (in broad shape, not in detail).

If time allows, you should also finally agree a whole-class version of the living graph, for the entire period and with both lines.

Finally, use Slide 20 to return to the story of Bill Speakman from the starter. Consider how far his life fits the pattern they have plotted for veterans more generally. How typical is his story?

PREPARATION/HOMEWORK FOR NEXT LESSON

Note that there is a suggestion for preparatory homework before Lesson 3.3. If you are doing that, then brief it now – give each student one of the Korean memorials (Resource sheets 3.3A) and the list of questions to ask about memorials (Resource sheet 3.3B). NB Discourage students from going online to find out about their memorial. We want them to approach it as it stands, without context, in the first instance.

LESSON 3.3 WHO SHOULD BE REMEMBERED ON OUR MEMORIAL AND HOW?

BEFORE YOU START

There is a lot of flexibility in this lesson. It all depends on how seriously you want to take the creative commission of designing the memorial. Doing that properly could take a couple of extra lessons. And if you also deeply consider the issues of who should be remembered, that will add to the time you need. So, we offer two tracks in this lesson plan:

- **The fast-track**, which should fit in a normal lesson (with preparatory homework).
- **The expanded version** (online only), which significantly expands Activity 2.

PREPARATORY HOMEWORK

Another way to help fit this material into a lesson is with some preparatory homework. Well before the lesson, give each student one of the Korean memorials (Resource sheet 3.3A) and the list of questions to ask about memorials (Resource sheet 3.3B). This will speed up the starter and Activity 1 a lot – leaving you enough time for the rest of the lesson. NB Discourage students from going online to find out about their memorial. We want them to approach it as it is stands, without context, in the first instance.

STARTER (SLIDES 1–5)

Slide 3 shows one of the British memorials, the Korean Veterans Memorial, at the National Memorial Arboretum, Staffordshire, UK. **Slide 4** has some information about it. Ask any students who had this as their homework image to give their assessment of it.

Ask:

- Is it a good memorial? Why?
- Does it do justice to the people and issues that we have been examining? Why?

Slide 5 then introduces the commission for the lesson, which is to design a new memorial for the National Memorial Arboretum in Staffordshire for the 70th anniversary of the Korean War Armistice in 2023.

BEFORE YOU START

You will need:

- Lesson PowerPoint 3.3 Fast-track
- Resource sheet 3.3A (Memorial images for homework)
- Resource sheet 3.3B (Questions to ask about memorials for homework and lesson)

ACTIVITY 1: WHAT CAN WE LEARN FROM OTHER KOREAN WAR MEMORIALS?

(SLIDES 6–16)

(Once again, preparatory homework can give you a running start on this activity.)

Slides 7–16 introduce another five memorials from around the world. Each image is followed by an information slide. Show each in turn and ask one student who has studied this either for homework or in class time to share their opinions on this memorial.

Once all memorials have been viewed, allow time for groups/pairs to consider which memorial most appeals to them and why. Lead class discussion, taking student comments.

Get them to note down any key features of the memorials they would like to use in their own memorial.

ACTIVITY 2: WHO SHOULD BE REMEMBERED ON OUR NEW MEMORIAL? (SLIDE 17)*(This is where the expanded version departs from the fast-track version. Fast-track reduces the issue of who should be commemorated to a single slide instead of a sequence of three activities with video support.)*

Slide 17 offers six categories of people who were impacted by the war as combatants or civilians. They were all studied in some way in the previous two lessons. This task reviews that prior learning by students giving supported views on who should be commemorated.

Encourage debate and stress that there is no right answer. Students could all do it differently if they wished.

If you follow the expanded version there are six slides for Activity 2 covering these decisions:

- Should the memorial commemorate just British casualties or all UN casualties?
 - Should the memorial commemorate Chinese and North Korean casualties?
 - Should the memorial commemorate the millions of Korean civilians who died?
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ACTIVITY 3: HOW SHOULD THEY BE REMEMBERED? (SLIDES 18–19)

The rest of the lesson should be devoted to students sketching out or describing their ideal memorial. There won't be time in a single lesson to draw it or model it in detail (that could be a follow-up homework if you have that luxury!). The emphasis needs to be on the choices they have made and the reasons for those choices.

They have already decided who should be on their memorial, so they now have to create a memorial befitting those people. **Slide 18** repeats the commission/briefing.

Slide 19 encourages them to focus on:

- **Materials** (what will the memorial be made of so that it lasts/matures over time?)
- **People** (should it show people, and if so, what kind of people and how should they be represented? Realistic, like statues, or symbolic or abstract?)
- **Symbols** (e.g. flags, icons?)
- **Words** (quotes from veterans, inspirational texts, religious texts, names of the dead, statistics, information about the war?)

The important thing is that whatever choice they make, they make it for a reason, based on their study of the Korean War: the veteran stories and the civilian stories.

Some may wish to prepare alternative designs. Encourage this. The commission will be interested in a range of ideas to choose from.

PLENARY (SLIDES 16–17)

This should focus on students feeding back on their work - explaining the choices they have made.

As a possible model for your feedback, **Slide 20** introduces an interview with a Year 9 student, Felix, from Cottenham Village College in Cambridgeshire, talking about his design for a British memorial to the United Nations forces. It could be a slightly intimidating piece in many classrooms. With his erudition and thinking, he sets the bar quite high. But his explanation of the reasons for his design are an exemplary model! And because he finished his memorial to 3D model stage, it gives something concrete for a plenary discussion, as it is likely that the students will only have got to the early stages of design in the time available.

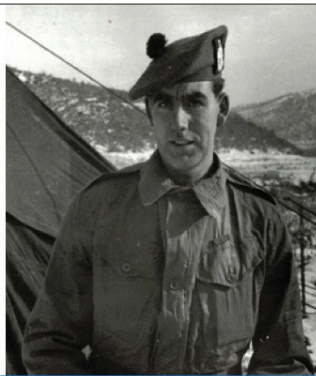
Finally, **Slide 21** reintroduces Bill Speakman, VC from Lesson 3.2.

- What might he (or his relatives) think of the various proposed designs?
- Who else do you think would like or dislike your memorial?

SELECTED LESSON POWERPOINTS**LESSON 3.1**

Enquiry 3: Impact and memory

How has the Korean War been remembered?



Exploring and Teaching the Korean War | Lesson 3.1 1

Enquiry overview: How has the Korean War been remembered?

<p style="color: #0070C0; font-weight: bold; font-size: small;">Lesson 3.1</p> <p style="font-weight: bold; font-size: x-small;">Who was most deeply affected by the Korean War between 1950 and 1953?</p>	<p style="font-size: x-small;">Lesson 3.2</p> <p style="font-size: x-small;">Why did some British military veterans forget the Korean War and deliberately remember it again years afterwards?</p>	<p style="font-size: x-small;">Lesson 3.3</p> <p style="font-size: x-small;">Who should be remembered on our new memorial and how?</p>
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Exploring and Teaching the Korean War | Lesson 3.1 2


Lesson 3.1 Overview

<p style="color: white; font-weight: bold; font-size: x-small;">Lesson 3.1</p> <p style="font-weight: bold; font-size: small;">Who was most deeply affected by the Korean War between 1950 and 1953?</p>	<p style="font-size: x-small;">Content covered in this lesson:</p> <ul style="list-style-type: none"> The death of Corporal Belsay The Battle of Jangjin (Chosin) Reservoir The No Gun Ri Incident Casualties
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Exploring and Teaching the Korean War | Lesson 3.1 3

The home village of Corporal Belsay

Starter
Who was affected by the death of Corporal Belsay?



Exploring and Teaching the Korean War | Lesson 3.1 4

LESSON 3.1 (continued)

The memorial to Corporal Belsay



Badge of the Royal Marines



Cpl J. E. Belsay R. M.



The death of Corporal Belsay

Rank and name	Corporal Jarvis Edward Belsay, Royal Marines
Age at death	21
Circumstances of his death	<ul style="list-style-type: none"> 29 November 1950 At the Battle of Jangjin (Chosin) Reservoir, Korea Missing in action, body never recovered
Commemoration	<ul style="list-style-type: none"> No known grave Name commemorated on a United Nations plaque in Korea
Family details	<ul style="list-style-type: none"> Lived in Devon Had been recently married in September 1950 to Joyce West in Tavistock, Devon



Who would have been most deeply affected by the death of Corporal Belsay?

- Not really affected at all
- Directly but not deeply affected
- Moved but not directly affected
- Quite deeply affected
- Most deeply affected

- A. His wife, Joyce
- B. His parents
- C. His fellow soldiers, who may only have known him for a little time
- D. The enemy soldier who may have killed him
- E. His former school friends
- F. The postman who brought news of his death to his wife and parents
- G. The local priest who may have comforted his wife and parents (remember, his name is on the local church memorial)
- H. His brothers or sisters
- I. His grandparents
- J. His aunts, uncles and cousins
- K. His adult friends from Devon
- L. His parents' friends
- M. Other local people who knew him by sight
- N. A local reporter who reported his death

Here is a list of people who might be affected by the death of Corporal Belsay. Mark on the impact scale (Resource sheet 3.1B), with a letter or by drawing a line, how affected you think they would be. (You have no evidence for this – only your common sense as a human being.)



Battle of Jangjin (Chosin) Reservoir
27 November to 13 December 1950



Battle of Jangjin (Chosin) Reservoir

- This is the battle where Corporal Belsay died.
- British troops were supporting their US and South Korean allies.
- United Nations forces had been advancing towards the Yalu River (the border with China) when they were forced back in dreadful winter conditions by Chinese communist forces who had entered the war for the first time.
- Watch the video on the right to find out more about this battle.



Extract from a documentary, *Korea The Never-Ending War*, also shown by the BBC in 2019 (50'33" to 57'22")



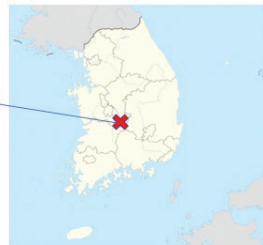
Who would probably have been most deeply affected by fighting conditions at the Battle of Jangjin (Chosin) Reservoir?

- Not really affected at all
- Directly but not deeply affected
- Moved but not directly affected
- Quite deeply affected
- Most deeply affected

- A. US and South Korean soldiers who saw the frozen bodies of soldiers from their own side whom they did not personally know.
- B. Chinese and North Korean soldiers who saw the frozen bodies of soldiers from their own side whom they knew personally.
- C. US and South Korean soldiers who had to drag dead bodies of enemy soldiers and burn them to keep warm.
- D. Chinese and North Korean soldiers who saw the frozen bodies of enemy soldiers.
- E. US, Chinese, North and South Korean soldiers who froze to death or died in the fighting.
- F. The families and friends of US and South Korean soldiers who died (they may not have known how terrible the fighting conditions were).
- G. The families and friends of Chinese and North Korean soldiers who died (they may not have known how terrible the fighting conditions were).
- H. US and South Korean soldiers who saw the frozen bodies of soldiers from their own side whom they knew personally.
- I. Chinese and North Korean soldiers who saw the frozen bodies of soldiers from their own side whom they did not personally know.
- J. Chinese and North Korean leaders, determined to win the war.
- K. US General MacArthur, who had told US soldiers that they would win the war and be home before Christmas.



The No Gun Ri Incident 26–29 July 1950



The No Gun Ri Incident

- Slide 11 shows a bridge at No Gun Ri.
- Between 26 and 29 July 1950, South Korean refugees sheltered there.
- Numerous witnesses testified that they were fired on by US forces from the air and by infantry who feared that North Korean soldiers and spies might be concealed in their midst.
- Watch the clip to find out more about this incident. The video includes eyewitness testimony.



Clip from *Korea The Never-Ending War* (32'47" to 37'25")



LESSON 3.1 (continued)

Who would probably have been most deeply affected by the No Gun Ri Incident at the time it happened in July 1950 and immediately afterwards?

Not really affected at all	13-year-old Korean refugee Yang Hye-Suk, who pulled out her own damaged eye.	Any North Korean soldiers or spies actually hiding among the refugees, fearful of discovery.	US pilots who attacked Korean refugees from the air, believing that they might be hiding North Korean soldiers or spies.
Directly but not deeply affected	The injured mother of child refugee Yang Hye-Suk, whose daughter pulled out her own damaged eye.	US commanders, officials and politicians responsible for the policy of firing on Korean refugees and determined to defeat the enemy.	Korean refugee boy Chung Koo-Doo, whose older brother and sister were killed in front of him (he was less than two years old at the time).
Moved but not directly affected	The father of Korean refugee boy Chung Koo-Doo, who saw two of his young children killed in front of his remaining child.	North Korean commanders and officials attempting to defeat the US and its allies, whatever the cost.	Korean refugees in the crowds who were not injured but were trapped for three days and nights without food and water, terrified of being attacked and seeing bodies of their fellow refugees and perhaps friends and family lying unburied.
Quite deeply affected		US soldiers on foot who fired into crowds of Korean refugees, afraid that they might hide North Korean soldiers.	
Most deeply affected			

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In terms of casualties, which countries were most deeply affected by the Korean War between 1950 and 1953?

The next two slides detail the casualties of each combatant country (and a few non-combatants still participating).

Organise these into an order, starting with the country most deeply affected (at the top) and ending with the country least affected at the bottom.

War graves in Seoul National Cemetery 26th Sanctuary, South Korea

Exploring and Teaching the Korean War | Lesson 3.1 14



LESSON 3.2

Lesson 3.2 Overview

Lesson 3.2
Why did some British military veterans forget the Korean War and deliberately remember it again years afterwards?

Content covered in this lesson:

- Use video evidence to make a living graph of the Korean War experience of Bill Speakman VC.
- Make a living graph to compare the changing attitudes to the war of the British public and of British veterans who served in the war.
- Compare Bill Speakman's story with other veterans' stories.

Exploring and Teaching the Korean War | Lesson 3.2 2

Private Bill Speakman VC

Exploring and Teaching the Korean War | Lesson 3.2 3

What can Pathé News tell us about Bill Speakman and attitudes to the Korean War?

Starter
What impression does the newsreel give of:

- Bill Speakman?
- Speakman's family?
- Altrincham, Speakman's home town?
- Support for the Korean War among the British public?

How does it give these impressions through:

- Music?
- The voiceover (main script)?

Exploring and Teaching the Korean War | Lesson 3.2 4

The Bill Speakman story

- In 1968, Bill Speakman VC finally left the British Army.
- In 1969, he stole £120 from a woman's purse in Edinburgh. He returned the money and probably only escaped punishment because of his medal. Soon afterwards, he sold his Victoria Cross to pay for a new roof (the medal was later replaced). Bill had trouble controlling his alcoholic drinking.
- In 2010, Bill Speakman VC visited Korea for the first time since the 1950s, on a trip paid for by the South Korean government. He was very moved by it.
- In 2015, Bill Speakman VC gave his medals (including his replacement Victoria Cross) to the South Korean government and people to show his gratitude for how he had been treated.
- In June 2018, Bill died.
- In 2019, his ashes were buried in South Korea at his own request.

This video describes the reception in Korea.

Exploring and Teaching the Korean War | Lesson 3.2 5

LESSON 3.2 (continued)

Plotting Bill Speakman's story

Activity 1
This lesson is about how the Korean War was forgotten and then remembered by veterans and the public. You will be using a graph like this (Resource sheet 3.2A). To get used to using it, plot the events of Bill's life that you have just found out about.

Exploring and Teaching the Korean War | Lesson 3.2 6

Video evidence 2: Pathé newsreel

Activity 2B
What impression does the newsreel give of:
A. British prisoners of war returning from Korea in September 1953 (two months after the armistice that ended it)?
B. Crowds waiting to greet the men?
C. Public suspicion about them?
Is the newsreel as positive about the war as the earlier one about Speakman in Altrincham?
Now you have two pieces of evidence, where would you start your line?

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Video evidence 3: Feature film, 1954

Activity 2C
What can the 1954 feature film *A Hill in Korea* tell us about attitudes towards the Korean War?
• How is the music intended to make the audience feel?
• Who is the film dedicated to?
• How are the soldiers introduced? What impression does it give about them?
Now you have three pieces of evidence, where would you start your line?

Exploring and Teaching the Korean War | Lesson 3.2 10

Why did some British military veterans forget the Korean war between 1953 and the 1970s?

Activity 3
You will be given Evidence cards A-M (Resource sheet 3.2B). These will help you to plot the first two decades of your graph from 1953–1970s.
You have to decide where the evidence cards belong on your graph. To do this, you will have to read your cards carefully.

Example Evidence card
E. On 31 July 1953 (when the Armistice ended the Korean War), there was more reporting in the newspapers about the Ashes cricket matches between England and Australia than the end to fighting.

- What date does it refer to?** This will tell you where it belongs on the bottom axis.
 - Some cards have a particular date that could be marked with a cross on the graph.
 - Others refer to a trend over time, which can help you to judge the overall position of the line on the graph.
- Who is the evidence about?** Veterans' attitudes – coloured blue? Public attitudes – coloured pink? Or both? This will tell you which line it belongs on.
- Is the war forgotten or remembered?** This will tell you how high or low to put it.

For example, where would you put this card on your graph?
Once you have plotted your graph, discuss the relationship between the two lines.

Exploring and Teaching the Korean War | Lesson 3.2 11

Why did some British military veterans deliberately remember the Korean War from the 1970s onwards?

Activity 4
• Does this clip alter your living graph for the early 1970s?
• Look at Evidence cards 1–26 (Resource sheet 3.2C), which cover the period from the 1980s to the present.
• Use these to plot the rest of your graph from the 1970s onwards.
• Try to agree a whole-class version of the living graph.

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EVIDENCE CARDS

20. In 1990, Iraq invaded and occupied Kuwait in the Middle East (North Korea also invaded South Korea without warning in 1950). In 1991, British forces helped the United States to drive out the Iraqis in what was called the Gulf War. British prime minister John Major never mentioned any comparisons between the Gulf War and Britain's involvement in the Korean War in resisting aggression by one country against another.

21. On the sixtieth anniversary of the end of the Korean War, in July 2013, around 300 British Korean War veterans paraded past the Cenotaph (the British memorial to the dead of the First World War) in London. They attended a national service of remembrance at Westminster Abbey, along with British government ministers and members of the Royal Family. These events and details of the Korean War appeared in British news reports.

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LESSON 3.3

Lesson 3.3 Overview

Lesson 3.3
Who should be remembered on our new memorial and how?

- Content covered in this lesson
- Compare Korean War memorials from around the world
 - Decide who should be commemorated on your memorial
 - Design your new memorial and write an explanation of your design



Korean Veterans Memorial, National Memorial Arboretum, Staffordshire, UK

Starter

Study the information about this memorial on the next slide.

- Do you think this is a good memorial? Why?
- Does this memorial do justice to the people and issues that we have been examining? Why?



Information about the memorial

- The memorial includes **four boulders**, each representing one of the four years in which the British Armed Forces participated in the Korean War from 1950 to 1953.
- Each boulder has a **metal plaque** on it, explaining what happened in each year.
- There are **three flags** flying, those of Britain, South Korea and the United Nations.
- Surrounding the memorial are **25 trees** that typically grow in Korea.
- The memorial was **opened in 2000** by the Korean Veterans Association on the fiftieth anniversary of the outbreak of the Korean War in 1950.



Design a new Korean War memorial

Your commission

Suppose that the existing Korean Veterans Memorial is to be replaced but on the same site.

- Your task is to design a new memorial that will be ready for opening in 2023 on the seventieth anniversary of the end of the Korean War.
- You should be able to justify:
 - Who you have included or excluded from the memorial and why.
 - What materials, symbols, images and words you have included and why.
- You can make more than one design if you wish to cover different options.



Learn from other Korean War memorials

Activity 1

- Study the war memorials on Slides 7–16. Use these questions to guide you.
- Which memorial most appeals to you and why?

Note: You may not be able to answer all these questions about every memorial.

Symbols:

What flags or symbols are visible? Why have they been included?

Words:

What words can you see? Why have they been chosen?

Location:

Where is the memorial? What kind of environment surrounds it?

Audience:

Who is meant to see it? Might someone be offended by it? If so, who and why?

People:

What human figures are shown? What are they doing? Who are they?

Materials:

What is the memorial made from (e.g. wood, stone, metal)?

Impact:

What overall impression does it give you?

Funding:

Who paid for it and why?

Date:

When was it made?



Part of a Chinese communist memorial to the Korean War



Information: Chinese communist memorial to the Korean War

- The memorial shows General Peng Dehuai leading Chinese soldiers across the Yalu River from the border city of Dandong in October 1950.
- The soldiers were sent to help North Korea fight UN forces, who were close to the Chinese border and might threaten communist China itself. Chinese troops helped to push back the UN troops.
- The soldiers were officially known as 'volunteers', which avoided the Chinese government having to declare war against UN forces.
- 'For Peace' is written in English and Chinese at the foot of the statue. Chinese support for North Korea was meant to end the war and so bring peace to the whole of Korea.
- The Chinese saved North Korea from defeat. In China, the Korean War is known as the 'War to resist US aggression and aid Korea'.
- The memorial forms part of a museum about Chinese involvement in the Korean War.
- The museum was built in Dandong in the 1990s.



The Statue of Brothers in Seoul



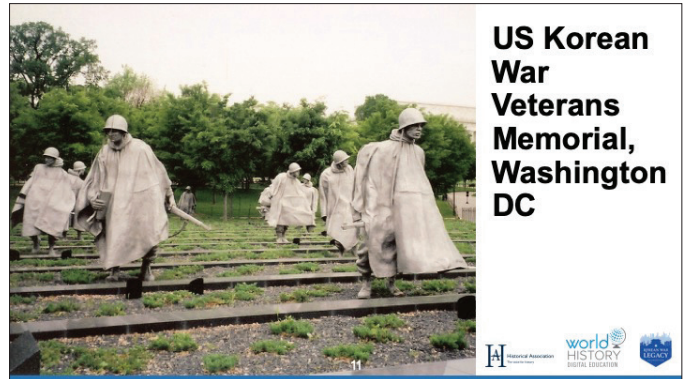
LESSON 3.3 (continued)

Information: The Statue of Brothers war memorial in Seoul

- The statue shows two Korean soldiers from the Korean War embracing across a split concrete dome.
- The taller, well-armed soldier with a helmet represents a South Korean soldier reunited on a battlefield with his younger, unarmed smaller brother from the North Korean Army.
- The split concrete dome represents a Korea still divided between two states.
- The inside of the dome includes a floor map showing 16 allies from United Nations forces who assisted South Korea in its war with North Korea and communist China.
- The memorial is intended to show the past sufferings of the Korean people and their determination to achieve national harmony, unity and prosperity.
- The memorial was opened in 1994, after South Korea became a democracy in 1987.

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US Korean War Veterans Memorial, Washington DC

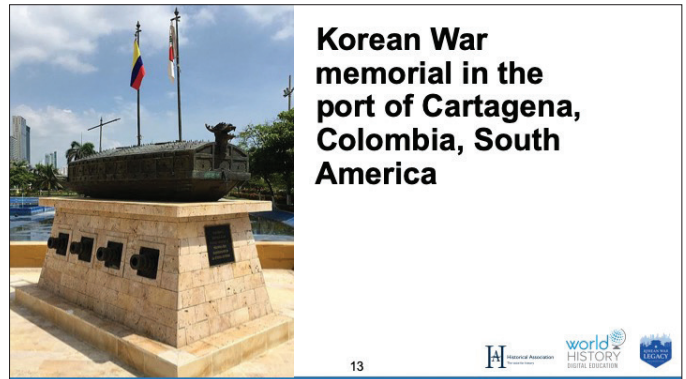


Information: US Korean War Veterans Memorial, Washington DC

- This memorial shows 19 larger-than-life stainless steel statues of members of the US Armed Forces in combat gear, warily crossing a field during the Korean War.
- The ground is planted with low-lying juniper bushes to look like a Korean rice paddy field.
- The statues deliberately include all the different ethnic groups who served in the American Army, e.g. African-Americans, Native Americans, etc.
- There are no statues of other nationalities or of South Korean civilians (although the countries who took part as US allies are listed on another part of the memorial).
- The memorial was opened in 1995 by the US and South Korean presidents.
- In 2015, Samsung, a South Korean company, paid money for the maintenance of the monument.

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Korean War memorial in the port of Cartagena, Colombia, South America

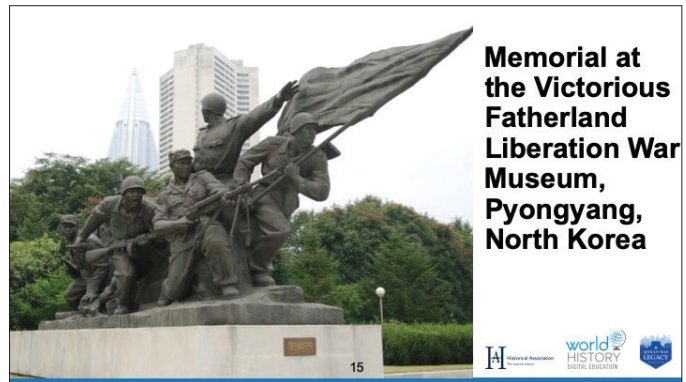


Information: Korean War Memorial in the port of Cartagena, Colombia, South America

- The metal sculpture shows a sixteenth-century Korean ship called a Geobukseon (a turtle ship). This was used to defend the country against a Japanese invasion.
- The ship stands on a stone platform, which includes a plaque and sculptures of cannons.
- Two flagpoles come out of the ship flying the Colombian and South Korean flags.
- The memorial is located in Cartagena because Colombian troops who were sent to support United Nations forces started their sea journey to Korea from Cartagena. Colombia was the only South American country to take part in the Korean War.
- The memorial links how Korea resisted Japanese aggression in the sixteenth century with how Colombia helped South Korea to resist North Korean aggression in the twentieth century.
- The memorial was paid for by the South Korean government and built in 2016.

Exploring and Teaching the Korean War | Lesson 3.3

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Memorial at the Victorious Fatherland Liberation War Museum, Pyongyang, North Korea



Information: Memorial at the Victorious Fatherland Liberation War Museum, Pyongyang, North Korea

- This group of larger-than-life statues shows North Korean soldiers charging fiercely behind a North Korean flag.
- In North Korean propaganda, the Korean War is referred to as a war of liberation to free South Korea from its puppet government and US occupation.
- It is described as a victorious war, thanks to the brilliant leadership of Kim Il-sung, North Korea's first communist dictator. At different times since the war, North Korea has sometimes mentioned Chinese military support, which helped it to survive, and sometimes claimed victory just for itself.
- The museum was built on its present site in 1963.

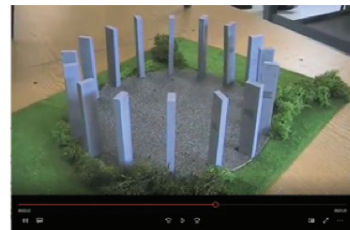
Exploring and Teaching the Korean War | Lesson 3.3

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Here's one I made earlier!

In this video, Felix from Cottenham Village College explains the design that he came up with for his new Korean War memorial.



Exploring and Teaching the Korean War | Lesson 3.3

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