C3 FRAMEWORK: INQUIRY DESIGN MODEL
“THE NUCLEAR UMBRELLA”
HOW DID WAR IN KOREA ALTER U.S. RELATIONS WITH SOUTH KOREA?

Step 1: Establishing the Curriculum Focus

Step 2: Developing Compelling Question

Step 3: Test Compelling Question
Fear of speaking is becoming #1 concern for students... Change that tune!

Part A-Time pending: Have student listen to an interview as a whole class, group or on their own.

In Class: “Cold War Dinner Party”- Analyze images and debriefing viewed interview of veteran.

Objective: This gives students a chance to share their veterans stories with others, while have a center piece to jump start the conversation which will integrate evidence from multiple relevant historical sources & their interpretations.

Group collaboration will help to develop reasoned arguments about the past and the impact the war made over all of those who were affected.
Part B: You’re Cordially Invited to The 2016 Annual Cold War Dinner Party Dimension 2 & 3
Students will sit at any one of the dinner tables up to 6 guests.

I usually do paper on the tables like they wrap the tables at Macaroni Grill; that way if students want to reflect on images, ideas to jot down to share on the table they can! (Also a way to quickly survey students understanding & suggestions for the activity as well)

Also place in the middle of the table a bowl of Tootsie Rolls as a delicacy and share with them the famous story of the Tootsie Roll Air Drop at the Battle of Chosin Reservoir.
Students will bring notes they have taken from the interview. List of questions provided in the toolkit on [www.kwdhproject.org](http://www.kwdhproject.org) you can access to customize your questions (all interviews are different. Many students bring their own to group.

Give each student 1 minute to respond to questions at table (dice if you want them to roll), and use their with the follow questions:

A. How did participating in this conflict impact them as a person (then/now?  
B. What specific stories/event did you find the most valuable in your understanding about war?  
C. What relation do you think US soldiers had with ROK soldiers?  
D. Describe elements soldiers faced during war?  
E. What difference could these events have made to impact the outcome of war?  
F. Why was this war necessary?
DIMENSION 3/PART C NUCLEAR UMBRELLA: HOW DID WAR IN KOREA AFFECT U.S. RELATIONS WITH SOUTH KOREA?

Construct using a large piece of butcher paper that expands a large portion of wall. Students will place key political, social, & economic events (color coded) regarding the Cold War, and include a minimum of 5 images used from the [www.kwvdm.org](http://www.kwvdm.org) website, and 3-5 quotes used from the interview about the veterans experience on the timeline.

Making Connections: How will your experience through the eyes of the veterans & events surrounding US/ROK Relations will impact future generations?
Part D: “Like A Phoenix Rising From the Ashes”

Various enrichment projects you can do to expound on students knowledge gained from their experience throughout the Cold War Unit and with the Korean War Veterans Digital Memorial & the Korean War Digital History Project.
Dimension #4
Our journey...

Korean Broadcasting System ROK

Larry Kinard President KWVA

Victory Garden 625+
1500+ lbs of Veggies in 12wks!
Students applied to over 15 scholarships this year, referenced KWLF

Electronic Cookbook
VA Hospital
#PledgeToRemembe
future

“Realizing it’s larger than me.”

Scholarship

Korea Revisit Program
2016

Experience