



September 14, 2018 | Agenda

9:00—10:00 a.m.: Opening Session, Taylor Education Building Auditorium

- Why Korea? Why Now? (Ryan New)
- A Brief but Spectacular Overview of the Korean War (Thomas Clouse/Bonnie Lewis)
- Teaching Korea through Inquiry (Kathy Swan)
- Korean War Legacy Project (KWLP) (Grant Stringer/Kenny Stancil)
- Welcome, Introductions, and Instructions for the Day (Ryan Crowley, Carly Muetterties, and Emily Rentschler)

10:15—11:00 a.m.: Breakout Sessions I

Session	Title	Presenter(s)	Location
1A	Why is the Korean Peninsula divided, and with what consequences? Using historical and digital maps to analyze the two Koreas <i>*Technology Session</i>	Kenny Stancil	TEB 246
1B	How should history be made? Using oral history to add dimension and perspective to our understanding of the Korean War. <i>*Technology Session</i>	Grant Stringer	DH 323
1C	How can we use sources to better our instruction? Using sources to examine and dismantle North Korean Propaganda	Ryan New Maddie Sheppard	DH 135
1D	How do we remember? Using community memorials for historical inquiry	Carly Muetterties Emily Rentschler	DH 331
1E	Does GDP tell the right story? What the data tells us about Korea’s economy today	Kathy Swan Ryan Crowley	DH 109

TEB: Taylor Education Building; DH: Dickey Hall

**UKY MIC students need to attend 2 of the three technology sessions for Dr. Gerry Swan’s class*

11:15 a.m.—12:00 p.m.: Breakout Sessions II

Session	Title	Presenter(s)	Location
1A	Why is the Korean Peninsula divided, and with what consequences? Using historical and digital maps to analyze the two Koreas <i>*Technology Session</i>	Kenny Stancil	TEB 246
1D	How do we remember? Using community memorials for historical inquiry	Carly Muetterties Emily Rentschler	DH 331
1E	Does GDP tell the right story? What the data tells us about Korea’s economy today	Kathy Swan Ryan Crowley	DH 109
1F	What is the story of democracy in South Korea? What photographs can tell us about how democracy is formed and maintained	Thomas Clouse Bonnie Lewis	DH 323
1G	Literacy, Justice, and the Korean War: Using Visual Texts and Poetry for Critical Thinking and Empathic Citizenship	Les Burns	TEB 108

12:00—1:00 pm: Lunch and Keynote: “Stony: One Man’s Korean War Legacy,” Taylor Education Building Auditorium**Dr. Jared Stallones, Professor and Chair of the Department of Curriculum and Instruction at the University of Kentucky**

Jared R. Stallones is a Professor of Education and Chair of the Curriculum and Instruction Department at the University of Kentucky. He taught social studies in Texas for nearly two decades before moving into higher education. His father was a Korean War Veteran, upon whom the war left an indelible mark, and who in turn left an indelible mark on American public health.

1:15—2:00 p.m.: Breakout Session III

Session	Title	Presenter(s)	Location
1C	How can we use sources to better our instruction? Using sources to examine and dismantle North Korean Propaganda	Ryan New Maddie Sheppard	DH 135
1B	How should history be made? Using oral history to add dimension and perspective to our understanding of the Korean War. <i>*Technology Session</i>	Grant Stringer	TEB 140
1E	Does GDP tell the right story? What the data tells us about Korea’s economy today	Kathy Swan Ryan Crowley	DH 109
1F	What is the story of democracy in South Korea? What photographs can tell us about how democracy is formed and maintained	Thomas Clouse Bonnie Lewis	DH 323
1G	Literacy, Justice, and the Korean War: Using Visual Texts and Poetry for Critical Thinking and Empathic Citizenship	Les Burns	TEB 108

2:15—3:00 p.m.: Closing Session, Taylor Education Building Auditorium**Descriptions of Sessions****Session 1A: Why is the Korean Peninsula divided, and with what consequences? Using historical and digital maps to analyze the two Koreas**

ESRI is a leader in Geographic Information Systems (GIS) that makes frequent contributions to social studies curriculum. One of their products, Story Maps, offers abundant opportunities for students to explore the historical geographic context of various phenomena. One of these digital maps, titled “[The Two Koreas](#),” provides an excellent jumping-off point for educators. To the extent that “The Two Koreas” focuses on the consequences of the 1945 subdivision of Korea, it is a valuable resource. However, by treating the partitioning of Korea itself as a largely unexamined starting point of peninsular conflict, it misses an opportunity to interrogate the factors underlying the separation of Korea at the arbitrary 38th parallel, including the emergence at the end of World War II of a fierce geopolitical competition between the Soviet Union and the United States as well as the history of Japanese colonization. This session seeks to highlight how teachers might work with and even supplement Story Maps (much like textbooks) with historical maps and other sources in order to facilitate more critical student understandings of the past and present.

Kenny Stancil is a social studies teacher at Lafayette High School in Lexington, Kentucky, where he currently teaches U.S. History and World History. He is a member of KCSS and a 2017 graduate of the secondary social studies MIC program at the University of Kentucky. He was also extremely fortunate to participate in the KWLP-sponsored Korea Research Trip in the summer of 2017, where he learned about Korean history and culture as well as the complex dynamics of the Korean War and its ongoing aftermath.

Session 1B: How should history be made? Using oral history to add dimension and perspective to our understanding of the Korean War.

The KWLP website features short oral history veteran videos from the 800 interviews that have already been collected by historians on the project and then transcribed, curated by classroom teacher fellows. This resource is a treasure trove of primary sources that can shed light on the personal impact of war through the eyes of those who lived it. The emotional power of these first-hand narratives are met with their limitations. Are these memories accurate? Whose version of an event is most trustworthy? How do historians corroborate historical accounts? If all history is perspectival, then oral history allows us to examine its construction. In this session, we will search the KWLP Memory Bank archive and listen to the personal accounts of war. We will also consider memory as a disciplinary source that provides a window into the past. And, lastly, we will consider the unique opportunity we have with oral history as well as the limitations we face when using oral history to construct interpretations of events. This workshop is designed to provide a clearer understanding of how to apply oral histories and narratives within the classroom to help students understand Korea's dynamic nature.

Grant Stringer is a social studies teacher at Scott County High School in Georgetown, Kentucky and currently teaches Psychology and Government. As a recent graduate of the secondary social studies MIC program, he found the opportunity to become involved with the KWLP and traveled to South Korea as a part of the organization-sponsored research trip. Outside the classroom, he continues his work for KWLP as a teacher fellow for the project and member of KCSS.

Session 1C: How can we use sources to better our instruction? Using sources to examine and dismantle North Korean Propaganda

Sources provide an avenue for understanding perspective, delivering content, sparking curiosity for students, but they also provide unique challenges to teachers. By selecting and shaping sources, teachers seek to use the source to build historical thinking skills that range from close reading to cause and effect. In this session we will focus on how to teach sources using late 20th century North Korean propaganda as a model for approaching sources more generally. Be prepared to work together in collaborative groups as we construct meaning through leveraging sources to meet instructional and curricular goals around inquiry-based learning.

Ryan New is the Instructional Lead for Social Studies for the Jefferson County School District, a doctoral student at the University of Kentucky, and is the President of the Kentucky Council for the Social Studies. With nearly a decade of classroom experience, he was named as the National Council for the Social Studies Outstanding Secondary Teacher of the Year in 2017 and was the 2017 Kentucky Teacher of the Year Semi-Finalist. He was a standards writer for the upcoming Kentucky Academic Standards for Social Studies. He became involved with KWLP as an AP World History teacher and is currently working on building curriculum that aligns to the AP World History course.

Maddie Sheppard is in her 5th year in Education as a Deeper Learning Resource Teacher in Jefferson County, Kentucky. In previous years Maddie taught grades 2-5 in all subject areas, though social studies has proved to be Maddie's passion. Currently, Maddie works with teachers across the district to empower teachers to be co-designers of learning experiences alongside learners. Maddie employs a variety of strategies to ignite shifts in classrooms aimed at providing opportunities for learners to have more ownership and agency over deep and authentic learning experiences; PBL and IDM are just a few of these. Finally, she is the president elect for the Kentucky Council for the Social Studies.

Session 1D: How do we remember? Using community memorials for historical inquiry

People memorialize the past in many different ways. One way that communities tangibly represent historical memory is through public monuments. The Kentucky Korean War Veterans Association recently built a monument in Lexington, intentionally challenging the Korean War's indelible title of the "Forgotten War." This session will explore ways to propel inquiry through assessing historical monuments as artifacts of history. The lack of memorialization, and the messages communicated through silence, will also be considered.

Carly C. Muetterties is a doctoral candidate at the University of Kentucky focusing her research on civics education and world history. She taught high school social studies for several years before beginning her work at UK, where she has taught social studies methods and education policy courses. She serves as the managing editor of C3 Teachers, secretary of the Kentucky Council for the Social Studies, and has had fellowships with the Korean War Legacy Project and Southern Poverty Law Center.

Emily Rentschler is a doctoral student at the University of Kentucky and a former MICer. She taught seven years at Bryan Station High School and is excited about returning to the university to pursue her Ph.D. in social studies education with a focus on global citizenship. While never having traveled to Korea, she used to teach about the Korean War in her high school classes and she had fun shopping for the Korean snacks that shared during this workshop.

Session 1E: Does GDP tell the right story? What data can tell us about Korea's economy today

Gross Domestic Product (GDP) is often referred to as “the mother of all economic indicators” and is used by nations around the world to measure their economic activity. Because GDP is so important and so widely used, many people often think of GDP as the best way to represent the well-being of a nation. But is this true? In this session, we will use a series of economic data to examine whether or not GDP tells the right story about Korea's economy.

Kathy Swan is a professor of social studies education at the University of Kentucky and is co-chair of the secondary social studies MIC program. Her father was a Korean War Veteran and she used to live in Seoul, South Korea where she taught IB economics and US History at Seoul Foreign School. Kathy serves as Director of Curriculum for the Korean War Legacy Project.

Ryan Crowley is an assistant professor of social studies education at the University of Kentucky and is co-chair of the secondary social studies MIC program. Ryan taught a variety of secondary social studies courses during his eight years as a teacher in Texas, including several years teaching economics. Ryan has never been to Korea but would love to go! He also really enjoys *dolsot bibimbap*.

Session 1F: What is the story of democracy in South Korea? What photographs can tell us about how democracy is formed and maintained

Courses that focus on a linear progression of events through the use of the textbook treat history as something that is in the past, static, and done. Photographs allow for educators to engage students in analyzing the past through a modern medium and assess the way that images are framed, but also how their distribution can magnify the meaning and importance of an event. In this session we will use a set of photographs in order to piece together the story of democratization in the South Korea.

Thomas C. Clouse is a doctoral candidate at the University of Kentucky focusing his research in geography education. He teaches middle level social studies methods and has also served as a teaching assistant for both secondary and elementary social studies methods courses. He serves as a fellow for the Korean War Legacy Project and C3 Teachers and just returned from Seoul, South Korea--a trip sponsored by KWLP where he learned to say, “*anyoung haseyo*”!

Bonnie Lewis teaches Government, World History, and United States History at Scott County High School in Georgetown, Kentucky. She is a 2016 graduate of the MIC program and has presented on Inquiry in the classroom at NCSS and KCSS. Her grandfather is a Korean War Veteran, which sparked her interest in the Korean War Legacy Project. This past summer, she had the opportunity to travel to South Korea with the KWLP.

Session 1G: Literacy, Justice, and the Korean War: Using Visual Texts and Poetry for Critical Thinking and Empathic Citizenship

Non-print texts and images offer powerful and important opportunities for teachers and learners to both study history and learn through literate practices such as writing and discussion to think critically and operate as global-minded citizens. Such learners and their teacher have significant opportunities to use such studies to increase their knowledge, and also act with greater empathy and understanding history and culture in their day-day lives as a result. In this session, participants will view, discuss, analyze, and write poetry to realize how social studies and literacy can interact to enhance student engagement and learning.

Leslie David Burns is an Associate Professor of Literacy and Program Chair of English Education at the University of Kentucky. Les's father served in military intelligence as a cryptographer in the aftermath of the Korean War. Les is a specialist in curriculum design, language arts pedagogy, literacy, and social justice education. He has taught for 25 years in high school and university-level education, and currently serves as co-editor of Peter Lang Publishing's series *Social Justice Across Contexts in Education*.