

What do different stories tell us about the Korean War?



Photo: "Imjin Gardens" is the scene of a hockey game between teams of the Royal Canadian Horse Artillery officers and "Van Doos" officers, Korea, 1 Mar. 1952
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Supporting Questions

1. What can we learn about the Korean War from hockey games on the Imjin River?
2. How does Paul Tomelin's photography help us remember the Korean War?
3. How do other historical sources help us remember the Korean War?

What do different stories tell us about the Korean War?

Historical Thinking	Primary Source Evidence - Guidepost 5: Inferences made from a source can never stand alone. They should always be corroborated - checked against other sources, primary or secondary. ¹ (<i>The Big Six</i> , p. 40)
Staging the Compelling Question	Students examine two photos from the Korean War. For each photo, they will make observations, ask questions and make inferences or guesses as to what is going on.

Supporting Question 1	Supporting Question 2	Supporting Question 3
What can we learn about the Korean War from the Imjin River hockey game?	How does Paul Tomelin's photography help us remember the Korean War?	How do other historical sources help us remember the Korean War?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Make observations and inferences using information from photos taken during the Korean War using the graphic organizer.	Make claims with evidence using information from Paul Tomelin's photos and background about Tomelin's work.	Corroborate or challenge claims using information from photos and interviews with veterans of the Korean War using the graphic organizer.
Featured Sources	Featured Sources	Featured Sources
Source A - Photos of Canadian soldiers playing hockey on a rink they built in Korea, 1952 Source B : Excerpt of interviews with Korean War veterans Source C : CBC News video clip "Remembering the Imjin River hockey tournament" 2015	Source A - Photos - "Face of War" and "Van Doos Under Fire," Paul Tomelin Source B : Excerpt of interview, Paul Tomelin	Source A : Article excerpt, Léo Major Source B : Photos and captions Source C : Excerpts of interviews with Korean War Veterans

Summative Performance Task	ARGUMENT: What do different stories tell us about the Korean War? Construct an argument in response to the compelling question using relevant evidence from historical sources and self-reflection.
	EXTENSION: Share your argument with others about what different stories tell us about the Korean War.
Taking Informed Action	UNDERSTAND: After having heard all of the different stories, what stories should be shared more widely? Are there other, local stories in your community about the Korean War? REFLECT: Consider your own talents and/or those of your classmates to decide what way or ways you could share the different stories of the Korean War. ACT: Create a way to share the different stories of the Korean War with your school or community. For example, you could design a stamp, create an illustrated story, a museum display, or a movie poster or trailer.

*Featured sources are suggested and links are provided.

¹ Seixas, Peter et al. 2013. *The Big Six: Historical Thinking Concepts*: Toronto: Nelson Education.

Overview

Inquiry Description

This inquiry leads students through an investigation of different stories that have come out of the Korean War, including a variety of primary resources such as photos and oral histories, and secondary resources such as encyclopedia articles. By investigating the compelling question “What do different stories tell us about the Korean War?” students will explore and evaluate how different stories about the Korean War have emerged in our consciousness and what these stories mean for how we remember the war. The formative performance tasks are designed to introduce students to a variety of stories about the Korean War, practice making claims about the importance of these stories, and supporting those claims with relevant evidence. These formative tasks help students to build the skills needed to construct an argument. In completing the formative tasks, students collect the relevant information they will need to make an argument in response to the compelling question.

This inquiry begins with a unique event, a hockey game played on the Imjin River in the winter of 1952 by Canadian soldiers while serving in Korea. Through photographs and interviews with veterans, they learn about this event and how it helps us to remember the Korean War. Students then learn other stories about the Korean War told by photographer Paul Tomelin through an interview and photographs. Then they learn more stories from other interviews and photographs about the stress and exhaustion of battle, other leisure activities and various jobs of Canadian military personnel.

This inquiry highlights the historical thinking concept of evidence. Specifically, students will be exploring the idea that claims and inferences made from primary sources need to be corroborated, or checked against other sources, to be considered valid. Teachers can use this lesson to introduce students to corroboration, or to support them in generating a powerful understanding of the nature of historical evidence.² Ultimately, students will make an argument about what different stories tell us about the Korean War.

Note: This inquiry is expected to take three or four 40-minute class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences. Teachers are encouraged to adapt the inquiry to meet the needs and interests of their students, for example, the tasks could be set up as stations in the classroom for students to work through in small groups. This inquiry can be easily differentiated to meet all learners’ needs by pre-teaching vocabulary, reducing the number of sources, or having students work together in intentional small groups to support their needs.

Structure of the Inquiry

In addressing the compelling question “What do different stories tell us about the Korean War?” students work through a series of supporting questions, formative performance tasks, and featured sources in order to construct an argument with evidence while acknowledging competing perspectives. The supporting question, formative tasks, and selected primary sources provide multiple opportunities to work independently, collaborate, and share ideas, questions, and understanding with peers. Sources for the inquiry include photographs and video interviews with Korean War veterans.

² Seixas, Peter, et al. 2013. *The Big Six: Historical Thinking Concepts*. Toronto: Nelson Education.

Staging the Compelling Question

In staging the compelling question, “What do different stories tell us about the Korean War?” students respond to two photos that tell different stories from the Korean War. These photos appear later in the inquiry, at which time students will have a more in depth opportunity to examine them. In these initial engagements, students should make simple observations of each photo. They should describe what they see and how they feel about the action in the photos. These can be recorded on the graphic organizer in Appendix A.

Have students examine the two photos, either by projecting them, or providing copies to small groups. Invite students to examine the photos with a partner or a small group and make observations. Then have partners or small groups share their observations and inferences about what stories are important to remember with the whole group. Time permitting, you might have students write more observations and inferences on the graphic organizer.

Then ask students, “Do you get the whole story from a photo?” Ask students what other kinds of sources they might be able to consult to learn more about the stories behind these photos.

The goal of this staging task is to activate students’ prior knowledge and get them interested in the subject of the inquiry. Students will have opportunities to develop new knowledge about the subject of the photos in this staging task and other topics through the formative tasks.

This initial discussion engages students in the compelling question right away and invites them into exploring the sources using a structured thinking protocol moving from observation and inference to claims and evidence.

Staging the Compelling Question

Featured Sources

Source A: Canadian soldiers playing hockey on a rink they built in Korea, 1952

Photo: [Dennis Moore, courtesy of Historica Canada](#)



Staging the Compelling Question

Featured Sources

Source B: "Face of War."

Image: Paul Tomelin, Library and Archives Canada



Photo: *Private Heath Matthews of Charlie Company, 1st Battalion, Royal Canadian Regiment, awaiting medical aid after night patrol near Hill 166, Korea, 22 June 1952*

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[Source: Library and Archives Canada/Department of National Defence fonds/PA-128850](https://www.libraryandarchives.ca/Department-of-National-Defence-fonds/PA-128850)

Supporting Question 1

The first supporting question - What can we learn about the Korean War from the Imjin River hockey game? - helps students practice the skills of observation using historical photographs and first-hand accounts to learn about one story of Canadian soldiers' experiences in the Korean War. This question focuses on a hockey tournament that Canadian soldiers played on the Imjin River in the winter of 1952. Canadian engineers built a regulation Hockey rink and various regiments fielded teams to play in a make-shift tournament during the winter of 1952. The final game of the winter, a championship game of sorts, was staged by Princess Patricia's Canadian Light Infantry (PPCLI) and the Royal 22nd Regiment (known as the Van Doos). This game and the tournament overall is a story about the camaraderie and leisure activities that soldiers experience in the war. These stories are important to remember because it is easy to relate to stories of people having fun (even in difficult circumstances) since they are more like their own experiences.

The formative task asks students to make observations and inferences using information from the feature sources for this supporting question using the graphic organizer in Appendix B.

Students have access to information about the hockey games through three featured sources. The first source is a series of photos of Canadian soldiers organizing and playing a hockey game on the frozen Imjin River during the winters of 1952 just a short distance from the front lines. Featured source B includes excerpts from two interviews with Korean War veterans who participated in the Imjin River hockey games. Featured Source C provides some additional background information on Canadians playing hockey during the Korean War.

Students may work individually, with a partner, or in small groups to make observations of the photographs, and then make inferences about what they see and have read. Students may use the graphic organizer in Appendix B to complete this task.

Supporting Question 1

Featured Source

Source A: Photos of Canadian soldiers playing hockey on a rink they built in Korea in 1952 (and 1953?)

The Imjin Gardens



The Imjin River in South Korea froze in 1952 and became the scene of a hockey game between Canadian soldiers in Korea.

Photo: *"Imjin Gardens" is the scene of a hockey game between teams of the Royal Canadian Horse Artillery officers and "Van Doos" officers, Korea, 1 Mar. 1952*

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Source: [Library and Archives Canada/Department of National Defence fonds/a188700](https://www.libraryandarchives.ca/Department-of-National-Defence-fonds/a188700)

Hockey on the Imjin River



Members of the 2nd Battalion, Royal Canadian Regiment, playing hockey on the Imjin River, Korea on the fourth of February, 1952.

Photo: *Members of the 2nd Battalion Royal Canadian Regiment play hockey at Imjin Gardens, Korea, 4 Feb. 1952*
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Source: [Library and Archives Canada/Department of National Defence fonds/a188736](https://www.libraryandarchives.ca/Department%20of%20National%20Defence/fonds/a188736)

A championship match



The hockey championship match between teams of soldiers during the Korean War. Imjin River, Korea, March 11th, 1952.

Photo: Hockey championship match between teams of 1st Battalion P.P.C.L.I. and 2nd Battalion Royal 22e Regiment, "Imjin Gardens", Korea, 11 March 1952

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[Source: Library and Archives Canada/Department of National Defence fonds/a128859](https://www.libraryandarchives.ca/Department-of-National-Defence-fonds/a128859)

Supporting Question 1

Featured Source

Source B: Excerpts of Interviews with Korean War veterans

Dennis Moore[Transcript courtesy of Historica Canada](#)*Background:*

Dennis Moore was a sergeant with Princess Patricia's Canadian Light Infantry (PPCLI) who had played left wing on his high school hockey team. He participated in various athletic competitions while serving in Korea.

I will say it was November of 1951, Brooke Claxton, who was the Minister of National Defence, Canada-wise, came over to have a visit. I didn't see him, I was in the hills. And he had promised someone, you know, speaking to the troops, that he was going to send over hockey equipment. Now, somebody wants to ask him that. And he was going to send over some hockey equipment and he did, in December, it arrived. And when I heard this in November, you know, word of mouth went through like wildlife, and I said, "That's ridiculous."

I was in the hills in our positions and the mail truck came up. We're in December now, 1951. And there was a guy by the name of Jack Trainer, he was a corporal. He delivered the mail. He said to me, "Moore," like he knew me from Ottawa or he knew that I played hockey. And he knew that I had played hockey and he said, "You'll be playing hockey with the Patricias and you've been selected" – and I still didn't believe him, you know, I said, "Where are we going to play?"

What was going on in the meantime... There was equipment here and the Canadian engineers built a rink, which I've got pictures of. I didn't know this was going on, that they built it... But, I'm getting ahead of the story, they built the rink on the Imjin River and I see pictures out there, I've got better ones. And they built the rink.

So anyway, I guess in January, things were not too bad. A Jeep came and picked me up. I think it was my company commander's Jeep. His driver took me to the rink. And he took us to about, I don't know, 15 miles sort of behind or along the Imjin River, someplace.

And we came across a bit of a hill. I looked out, and Jesus, there was the most beautiful ice rink on the Imjin, an outside rink. It was like a mirror, like glass. They'd done it up. And there were nets made. They made the nets and there were two or three marquis tents, huge tents. They ended up being dressing rooms. and they were heated, which was sort of nice. And the other team, and the other part of the PPCLI team were arriving from different companies. We were spread all over of course. And we played the brigade headquarters [the 25th Canadian Infantry Brigade Group].

Then we heard trucks coming up. We were so nice and comfortable in that dressing room because it's sort of warm, you know, and we went out with our skates on and we went down a little hill. When I left the tent, and my God, there was I'd say, maybe I'm exaggerating, I don't think so, I'd say there were about 500 or 600 spectators there, Canadians, Australians, Brits, different countries, Americans. [The hockey game] overrode some of the garbage thoughts we had. It was such a release, not only for the players, for everyone.

Claude Charland

[Transcript courtesy of the Korean War Legacy Project](#)

Background: Claude Charland was born in Montreal, Quebec, Canada 27 February 1929. He enlisted in the Canadian Army as an infantryman. While in Korea, Charland and members of his regiment (the Van Doos) organized hockey games on the frozen Imjin River. He shares how playing the national sport of his homeland allowed him to escape the reality of war for a little while. After the Korean War, Charland served with the Canadian Army until he retired in 1982.

Charland: The nights were not too bad. But, the winters were bearable during the day, but very, very cold at night.

Interviewer: Did you have any heating?

Charland: Uh–well, we manufactured our own little stoves and what not [laughs]. You know, with the imagination or people find resources in circumstances that they think they don't have. So, you know, we built little stoves inside those–those big holes in the mountains. People were very resourceful in finding ways to–to beat uh–what you had to beat, whatever it was. But, there were other things. Like loneliness. Of course everybody was lonely. There's no doubt, just–we cannot hide that, but we got mail. We got, you know, parcels from home and we used to share that amongst ourselves.

Uh–that was a good part of it. There was psychologically, there was one very difficult situation that–that lasted once the peace talks started. And the lines were there. And–and the objective was to control the no man's land. And as time went by, the peace stuff was not progressing fast enough.

You know, they say well, you sent guys out and–and you received the shells and so on. And–and–I mean–you–at times, you start to question yourself. You look at these guys, you know, dragging their decisions and we became impatient in the sense that we're taking a chance now while these peace talks are going on...

So, there was a river that was freezing. We didn't know the weather was that severe in the winter. And then, of course, when unfortunately, the authorities found that out, they said oh–lets–lets get some equipment.

At that time in January. Well, you know that really launched the whole thing. So, we had, you know, a quick type of robin competition. What we call a robin competition between the–between the units there that could–that could–in fact we had enough equipment for eight teams and uh–you know, four–four and four played in the morning and four and four played in the afternoon. So, if you were lucky, you uh–you got fresh equipment in the morning and warmed up equipment in the afternoon [laughs] but that's alright. Nobody complained about that.

Interviewer: What an idea. What an idea of ice skating in the middle of war in Imjin River.

Charland: On the Imjin River.

Interviewer: Unbelievable.

Charland: And–and that's something its not only those who were participating, you know, they are–they are pictures about this where you have this rink on the Imjin River and–and the audience, you know, the spectators around it uh–from all the units because the–these guys were–

Interviewer: That's the reserve area, right?

Charland: Yeah, well at that time, yeah sure, sure.

Charland: And uh–they filled, you know, both sides–on both sides of the river. The cheering one side uh–and so on. But, that–that–that one thing uh–is something that kept–kept your mind away from all–all, you know, the–the–the

things we didn't like or whatever, because when you were there you forgot about everything and you were really sometime back home because you were on the ice skating and playing your national game.

Interviewer: Did you play yourself?

Charland: Yes I did, yes. I was part of the uh-well, on one of the pictures uh-

Interviewer: Were you a left wing or right wing or what?

Charland: I was a right winger. [laughs]

Interviewer: Right wing? Okay.

Charland: Very small at that, but however. But it was good fun. And this is why we have commemorated it now since three years ago, in 2013, the inauguration of the Imjin Classic. Started here three years ago. Under the auspices of Senator Martin. And, the first commemoration was on the canal here, the Rideau Canal in Ottawa, which launched this whole thing. And now, it's really carried on.

Charland: And, of course, the two teams that are represented in this particular competition were the Pats and the Van Doos. The Patricias and the Royal Van Doos Regiment. Because those were the-the two teams that eventually, you know, fought for-for the cup. On the Imjin River.

Interviewer: Really, at the time in Imjin River?

Charland: Yes, yes.

Interviewer: So, you were not just among Van Doos, but it was between-

Charland: Oh-between yes! It was a brigade type of organization.

Interviewer: And RCR (Royal Canadian Regiment) too?

Charland: The RCR and the Van Doos.

Interviewer: So, who won? What was the score? [laughs]

Charland: Oh, well, [laughs] we- claim that we never lost [laughs]

Interviewer: [laughs] is that true or not?

Charland: [shrugs] we never lost [laughs]

Interviewer: Okay [laughs] that's it, right?

Charland: No, because there was only three infantry regiments that had a team. The artillery had one. And then, there were other units that did not the man power or whatever to compete as a team.

Interviewer: Were there any international games?

Charland: No they were strictly Canadian.

Interviewer: So, you didn't invite Americans to join you?

Charland: I can't say we didn't invite them [laughs]

Charland: Well that was, from my point of view, you know, a real pick me up type of thing.

Supporting Question 1

Featured Source

Source C: Video: Remembering the Imjin River hockey tournament, 2015[Video clip courtesy of the Canadian Broadcasting Corporation](#)

Background: Two regiments of the Canadian military, the Princess Patricia's Canadian Light Infantry (PPCLI) and the Royal 22nd Regiment (Van Doos) had a rematch of the Imjin River hockey tournament in 2015. This CBC news clip of the event includes footage from the 1952 game, and interviews with Korean War veterans, Dennis Moore and Claude Charland.



VIDEO

Channels



Remembering the Imjin River hockey tournament

7 years ago | News | 3:33

A hockey game in Ottawa this weekend paid homage to a remarkable tournament played during the Korean War.

Supporting Question 2

The second supporting question - How does Paul Tomelin's photography help us remember the Korean War? - helps students continue to build their knowledge about stories of the Korean War and practice with inquiry skills. Sergeant Paul J. Tomelin was a Canadian photographer with the No. 25 Canadian Public Relations Unit who used his photography skills to capture stories of the Korean War. In contrast to the hockey stories in the previous supporting question, Tomelin's work dealt with the pain, suffering, and danger of the war. As students work with the sources and complete the formative performance task, they will learn more about the stressful realities of combat and the sacrifice of those who fought in the Korean War, both mental and physical.

The formative task asks students to make claims with evidence using information from the photos and background about Tomelin's photos. In this work, students will expand on the work they completed in formative task #1. Students will shift their focus to learn about the difficulties of war. They will also move beyond the inferences they made earlier, to make claims with supporting evidence about stories of the Korean War. Students may use the graphic organizer available in Appendix C.

Two featured sources provide students with the information they will need to complete the task. Featured source A includes two of Paul Tomelin's photos. Featured source B is an interview with Tomelin, where he describes the circumstances that led up to the two photos "Van Doos Under Fire" and "Face of War."

Students may work individually, in pairs, or in small groups, to make their observations and claims with evidence about how the stories featured in this supporting question about the Korean War are (or are not) important to remember.

Supporting Question 2

Featured Source

Source A: Photos by Sergeant Paul Tomelin

The Face of War



Photo: *Private Heath Matthews of Charlie Company, 1st Battalion, Royal Canadian Regiment, awaiting medical aid after night patrol near Hill 166, Korea, 22 June 1952*

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Source: [Library and Archives Canada/Department of National Defence fonds/PA-128850](https://www.libraryandarchives.ca/Department-of-National-Defence-fonds/PA-128850)

Van Doos Under Fire



PA-128848

While under fire from enemy machine guns, Second Battalion, Royal 22e Regiment riflemen and Bren gunner scramble for cover during a daylight raid on Hill 166, Korea, 23 October 1951.

Photo: *Korean combat scene with Royal 22e Regiment rifleman and Bren gunner, 23 October 1951*

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Source: [Library and Archives Canada/Department of National Defence fonds/PA-128848](https://www.libraryandarchives.ca/Department-of-National-Defence-fonds/PA-128848)

Supporting Question 2

Featured Source

Source B: Interview with Paul Tomelin

[Courtesy of Historica Canada](#)

Background: Sergeant Paul Tomelin (pictured below) was a photographer with the No. 25 Canadian Public Relations Unit. He also served in the Second World War. In the text below, Tomlin describes the two photos featured in this inquiry, Face of War and Van Doos Under Fire.



Photo: Paul Tomelin with his camera, courtesy of Historica Canada

Face of War

That particular evening I had made arrangements with Major Don Holmes, who is the commander of C Company, Royal Canadian Regiment, to take photographs of his unit, that was taking a night raid that night. So, I went there and took photographs of them having their last meal, and putting on their – blackening their faces, and checking their equipment, and Major Holmes briefing the people involved in the company, before going out, and then checking their equipment out before going out. They invited me to go out with them. It occurred to me that this would be ridiculous, because, out in the black, I wouldn't be able to do any focusing, and to get anything, I'd have to use a flash, and I'd probably give away wherever our troops were. So it would be ridiculous for me to go out. So I stayed, and I went up, the top of the hill, back

of where the company went out from, and sat behind the machine gun that was shooting tracers in support of the raid. And, they were shooting tracers. So I had my 35 millimetre loaded with Kodachrome, [a type of film] so I sat there, propped it up against my knees and got photographs of these tracers going across the valley.

Then when they started coming back, I went back down and started taking photographs, of them coming into the Regimental Aid Post. You got pretty busy with casualties being brought in. And then there was a line-up of casualties outside of the entrance to the Regimental Aid Post. And I noticed this one individual, leaning up against the sandbag hilltop bunker, which was Regimental Aid Post, RAP, and I noticed this one soldier leaning up against the sandbags, and I wanted to get a picture of him – I didn't want to use the flash. So all of a sudden, here he was next to the entrance to the RAP, the black, associated with death, entrance to the RAP. It was just starting to get daylight. So I thought, "Well, if I don't get this photograph of this soldier now, I won't get it because he'll be in" – he was next to go inside, to be taken care of.

So I stepped back as far as the slope of a hill would allow me, and focused on the seam of this shirt, because it seemed to me that was about the same focal length, or plane, as his eyes, which to me was the most important part of the photograph. His eyes with the expression of what many soldiers referred to as the thousand-mile stare. And I wanted that to be sharp.

So, with the camera shutter set at 125th, and the lens wide open, I think 5.7 was the largest aperture that the Speed

Graphic had. I propped my elbows – well, I started focusing first, and the soldier got an expression of disgust and pushed himself away from the sandbags as if to leave. I went up with my hand and said, camera in one hand and the other hand up in the air, and I said, “Oh, please, go back to where you were?” It didn’t take much convincing. He just was so pooped he just dropped back. And then he called out, “Where do you want me to look?” Well, I recalled he was more or less looking over my left shoulder, so I said, “Over my left shoulder would be fine, please.”

So, that’s where he looked, and I back up with the camera, focused on the – refocused again to make sure I had the photograph sharp, and then dug my elbows into my ribs, the camera up against my forehead. I was using the open frame finder, not the optical finder, open frame finder, and squeezed the shutter. And the strange part of it is, that normally a picture as important as that one seemed to be, I would take a second one. But somehow or another I felt that it was there. And it was there.

My experience during the Second World War convinced me that war was hell. And when I was in Korea, I think that’s what I tried to get out with my photographs, that war was hell.

Van Doos Under Fire

I went across and got a picture of Major Liboiron [Commander of the Royal 22nd Regiment] and his forward observation officers, with him in their trench, then carried on up the hill, 166. And I got to this one spot, where there was about half a dozen, I guess it was a section of Van Doos [Nickname for Le Royal 22e Régiment] infantry stretched out just below the crest of a hill. They were all loaded up with their bayonets bounded, in their rifles, and I thought maybe they were going to go right over the top of the crest. I stood below them.

A sergeant came by and he said, “Look, if you want, I’ll take you to where the farthest our troops got in the trench, because there was a machine gun that was keeping our troops down. And I’ll show you where we had one of our men who...” The trenches were zigzag, and he was going to take me to this one place where one of our soldiers was – went out past the zigzag and got shot. And I thought, “Well, what the heck, there’s nothing there but to get a picture of a trench.” So, they climbed that, but...

But, anyway, one of the infantrymen looked down. Here they were all loaded with the bayonets on their rifles. Here I was standing below them, loaded with a 4x5 Speed Graphic camera. And he said, “Hey, we have to be here. What are you doing here?” I shrugged my shoulders and said, “Well, how are the people back home going to know what you’re doing here?” And that seemed to be satisfactory.

Then I noticed at the far end, of these guys that were stretched out, the ridge sort of flattened out, and there was some shrubs, and a couple of infantrymen were lying down in the shrubs. So, I went over there and squatted and got a few shots and one of them was firing to the top of the hill, but it was about 100 yards ahead of us. He was shooting into the bunkers that our artillery and tanks were firing at. I got shots of him lying down, shooting and, the tanks – of the artillery blasting the dugouts, about 100 yards ahead of us, there’d be dugouts, and this one rifleman was shooting up there. Then all of a sudden, some infantrymen came running from the other side of the ridge to our side, and all of a sudden when these guys came over the ridge, a machine gun opened up behind us. Here we were, thinking we were safe behind this ridge. So, I missed the first guy coming over the ridge. Then I moved over and got a picture of a guy stretched out on the ground, just below the ridge, and one of the guys running back across the ridge when the machine gun opened up. Then I moved to another spot, and a couple of infantrymen came running over the ridge. I remember the machine gun bullets sounded so close with these guys ran past me. They ran by about six feet, past me, beside me I should say, to my side of the ridge.

Supporting Question 3

The third supporting question - How do other historical sources help us remember the Korean War? - provides students an opportunity to explore a wider variety of stories about the Korean War. This question provides students a chance to push beyond what they have learned in the first two supporting questions to explore new stories and memories from the war. These stories may provide students with opportunities to make an argument that some memories of the Korean War are alive today because they are shared more widely. Students will also learn about the different jobs that soldiers performed and the lasting effects of the war for veterans and Canadian regiments.

The formative task asks students to corroborate and challenge their claims using information from photos and interviews with veterans of the Korean War. Students will expand their focus to learn more about the wide range of emotions that soldiers experienced in the war. With this task, students continue to move beyond the inferences they made earlier and make new claims with supporting evidence. Students will also challenge their existing claims as they encounter new information about stories of the Korean War. Students may use the graphic organizer available in Appendix D.

Three featured sources provide students access to information about additional stories from the Korean War. Featured Source A is an excerpt from an article in the Canadian Encyclopedia about Léo Major, a veteran of both the Second World War, and the Korean War. He was the only Canadian to ever receive two Distinguished Conduct Medals in two separate wars. He is remembered through a commemorative stamp, a Dutch street and a documentary film. Source B is two photos and their original descriptions: one of a soldier, Bernard Marquis, and one of a group of young women who volunteered with the Canadian Red Cross welfare team. Featured source C is a series of excerpts from interviews with Korean War veterans describing a variety of roles. Fred Joyce tells a story of requisitioning ice cream, Alphonse Martel relates his fear when arriving on the front lines as an office clerk, and Lloyd Hamilton shares his experiences as an army cook.

Students work individually, in pairs, or in small groups, to make their observations, corroborate the evidence, consider new information and revise their claims about which stories from the Korean War might be most important to remember.

Supporting Question 3

Featured Source

Source A: Léo Major, an excerpt from an article, The Canadian Encyclopedia
[Courtesy of Historica Canada](#)

Background:

Léo Major served in both the Korean War and the Second World War. He was the only Canadian to be awarded the Distinguished Conduct Medal (DCM) for two separate wars. In the Second World War, he lost an eye and insisted on continuing to serve as a sniper. He was awarded the DCM for his actions in liberating the town of Zwolle, in the Netherlands.



Léo Major: In May 2020, CanadaPost released two stamps to mark the 75th anniversary of Victory in Europe Day. (Canada Post)

Korean War

On 25 June 1950, war broke out when North Korea invaded South Korea. Canada joined the United Nations force to restore the situation, while China supported North Korea. Major reenlisted and served as a corporal in the scout platoon of the 2nd Battalion, Royal 22e Régiment (“Van Doos”) under Lieutenant-Colonel Jacques Dextraze. On 22 November 1951, the Van Doos occupied positions on the Canadians’ right flank. Suddenly, Chinese artillery fire and soldiers swept forward and captured Hill 355, a key piece of high ground to the east. On 23 November, an enemy battalion attacked the Van Doos’ D

Company. Then the Chinese occupied nearby Hill 227, almost surrounding D Company. The Canadians managed to fight off all attacks, but during another assault on 24 November, No. 11 platoon was overrun. Dextraze formed a 20-man assault group from the scout platoon under Major to retake the position. They set off at midnight, wearing running shoes for silence.

When Major's group attacked the enemy from the rear, the Chinese fled. By 12:45, Major had occupied his objective. An hour later, the Chinese counterattacked and Dextraze ordered Major to withdraw. He refused and moved back a few metres to some shell holes. From there, Major directed artillery, mortar, and machine-gun fire onto the attacking Chinese, including those close to his position.

Major's men held their ground for three more days, until a tentative UN ceasefire agreement. Major was awarded a second DCM. His citation reads, "Against a force, superior in number, Corporal Major simply refused to give ground. His personal courage and leadership were beyond praise. Filling an appointment far above his rank, he received the full confidence of his men, so inspired by his personal bravery, his coolness and leadership."

Legacy

Major's DCMs for two separate wars is unique in Canada and will never be equalled, since the British replaced the DCM with another medal in 1993. Major was invited to return to Zwolle several times, established close ties with its people and was made an honorary citizen in 2005. The Dutch named a street "Leo Majorlaan" (Léo Major Lane) after him.

A documentary film titled Léo Major: Le fantôme borgne ("The One-Eyed Ghost") was released in 2019. On 8 May 2020, Canada Post issued a commemorative stamp for the 75th anniversary of Victory in Europe (V-E) Day, which includes an image of Major.

Supporting Question 3

Featured Source

Source B: Photos and captions

Bernard Marquis

[Courtesy of Historica Canada](#)

Background: Bernard Marquis served with the Royal 22nd Regiment and fought at Hill 355 in November 1951.



Bernard Marquis, Tokyo, February 1952. Photo: Bernard Marquis, courtesy of Historica Canada

Having lived 11 months at the front during the Korean War and received only two showers during these 11 months, I'm on the way back from Korea to Japan. After being rid of the dirty clothes that I had and taking a shower, I was dressed with new clothes. After I went to the studio to take this picture with the flash working with gunpowder.

Canadian Red Cross welfare team

Photo and caption courtesy of the Canadian War Museum



Original caption:

These five young ladies are on their way to the Far East as replacements for the Canadian Red Cross welfare team. They will serve for a year at Tokyo, Kure, Kobe, Hiro, and Seoul.

These Red Cross workers are trained handicraft instructors and social workers and their work will be primarily centred among hospitalized Canadian troops.

The group consists of (top row) Kathleen Woodhead, Vancouver; Barbara Dalton, Halifax; and Ann Pollock, King's County, NB; (lower row) Muriel White, Campbellcroft, Ontario, and Dorothea Powell, Victoria, B.C.

The Canadian Red Cross welfare team in the Far East is composed of 23 young Canadian girls.

Supporting Question 3

Featured Source

Source C: Excerpts of interviews with Korean War veterans, The Memory Project, Historica, Korean War Legacy Project

Fred Joyce

[Courtesy of Historica Canada](#)

Background: Fred Joyce, like many Canadians, served in Korea after the Armistice was signed on July 27, 1953. They worked on rebuilding the infrastructure and preparing for peace in Korea.



The office of 56 Transport Company, Royal Canadian Army Service Corps, B platoon in Korea, summer 1954. (Courtesy of The Memory Project)

I had to fill out all the requisitions for rations one year in advance. So I got to July the 1st, which happens to be Canada's birthday, and also happened to be mine, and it said, on national birthdays or national events and stuff like this, you can request special rations. And one of the special rations was ice cream. So in my infinite wisdom, and I'm 23 years old and I'd only been there for two weeks or three weeks, I put down on this requisition form, and it's all on paper, put it down and checked off, you know, ice cream for 10,000.

And I never thought too much about it until one year later and a guy drove up in the shiniest tractor trailer that you would ever want to see. He said, "I'm looking for Mr. Joyce," and [I said] "Yep, that's me." He said, "Come over here, I've got something to show you." [It was a] 50 foot trailer and it's a refrigerator car. He opened up the back door and there was the ice cream for 10,000 people And it was all Dixie cups.

So when this stuff arrives and the next question I have is, "Holy mackerel, it arrived," and secondly is, "How do I get it to the troops before it all melts?" And that was quite a little trick because, "Okay, you guys have to come down to this guy's van, and make sure all your troops are ready when you get back," because they were all about like half an hour away. And we had freezer containers that you could put the stuff into and carry it up there. So on First of July, 1954, everybody had ice cream.

(...) And this was all done just to keep the soldiers happy and keep the families happy. And that was one of the big things was making sure the morale of the troops was up. Because the first, right after the war, I ended up making baseball diamonds in each of our platoon areas. So we had a little baseball league, softball league amongst the three platoons.

Alphonse Martel

[Courtesy of Historica Canada](#)

Background: Alphonse Martel served as an office clerk in the Korean War. He was often very close to the fighting.

Mr. Alphonse Martel, August 2011

But when we got there, we didn't have any war experience. We weren't familiar with that. I remember that the Chinese were bombing us often. They shot at us often, every day. A lot of shells; maybe four, five, 10 shells a day, all the time. I took note of that in an agenda. I didn't eat supper that night because I was scared.

When I went to exit my shelter, I heard: "Chouuu!" And then an explosion! Damn! What's going on here? We didn't have experience with a shell exploding like that. The people who had been there for a certain number of months had told me: "Don't worry Martel. When you hear it, that means that it's already gone by." So we started gaining experience. When we heard another one going by, we didn't throw ourselves on the ground. We knew that it wouldn't touch us. They went by so fast, so fast.

(...)

Our duty, even for me as an office clerk, my duty to help, was from time to time... For example during the lunch hour, my officer said to me: "Go to the observation station in front, and when you hear shots fired at us, figure out approximately where they came from." Then I gave those orders to my commander.



Lloyd Hamilton

[Courtesy of Historica Canada](#)

Background: Lloyd Hamilton, a Métis from Calgary, served as an army cook in the Korean War.

Lloyd Hamilton (right) and his father George (left) at their home in Calgary, Alberta prior to Lloyd's departure for Korea, 19 April 1953. George Hamilton was also an army cook, previously during the Second World War. Photo: Lloyd Hamilton, courtesy of Historica Canada



Boy, you learn all kinds of meals. I still have the cookbooks. I even remember in Korea I had to – the pages were coming apart. I had to take a slat of wood and took two nails and pound it, so it keep these pages together. But they learn all kinds of meals. I know the first thing you learn to cook is shortbread. It was fun. Lots of times it's common sense cooking.

Although when I was in Korea, we had some British soldiers there. I had to fill in at an officer's camp section, and they wanted Yorkshire Pudding and I've never had Yorkshire Pudding, in our family, a Métis background. So I thought pudding, it's sweet, so I put sugar in it. Those Englishmen, they got the biggest kick out of that Yorkshire Pudding.

(...)

We didn't have much variety for food. And, there were American camps close by. Anyway, I met these American cooks, they had the same boat, and I asked them to look for some Jell-O, and they gave me some. The Americans were always eating better. And I needed to freeze something, so the blood that was in the ambulance, it was hooked up to electricity to keep it cold. I put it [Jell-O] in there to cool it off and I got heck: "Don't ever do this again because it alters the temperature inside!" So, that was the first and only time we ever had Jell-O.

James Shipton

[Courtesy of the Korean War Legacy Project](#) (15:30 to 20:00)

Background: James Shipton grew up in a family with a strong military heritage. His father and six uncles participated in both World War I and World War II. In 1943, James Shipton joined the Air Cadets before joining the Canadian Air Force in 1948 as a radio navigator. Starting in 1950, James Shipton flew to Washington Air Force Base to begin his mission to fly United States soldiers back and forth from Korea to Japan. James Shipton retired from the Royal Canadian Air Force after 37 years of service.

Interviewer: Yeah, yeah. So tell me about, again, about the main mission of your flight. What, what were you doing?

James Shipton: We, uh, actually we, we were carrying, um, troops, soldiers, American soldiers.

Interviewer: How many were you able to accommodate?

James Shipton: Oh, God. Uh, that would be the air traffic guys, uh. I, I just knew it was a whole bunch of soldiers in the back. But, uh, the aircraft could carry, uh, 45, yea.

Interviewer: That's it?

James Shipton: Yeah.

Interviewer: It's not too big.

James Shipton: Well, it's easy, do you know what a C54 looks like.

Interviewer: Yeah.

James Shipton: And then they were sitting on, uh, canvas seats, you know? Yeah. And, uh, I remember one time this one, one lad came up and asked me if I had any comic books.

Interviewer: So those soldiers stationed in Japan, or did they, did they go to Korea from Japan?

James Shipton: They went to, the, the Americans then used aircraft to take them to Korea.

Interviewer: To Korea.

James Shipton: Yeah.

Interviewer: Ah ha.

James Shipton: Once, once we got to, uh, Tokyo, that was it. And, uh, and when, and, and in Tokyo, we stayed at the Marunouchi Hotel which was run by the Australians.

Interviewer: Australian.

James Shipton: Yeah. So we stayed at that hotel.

Interviewer: Tell me about your stay in Japan. How did you enjoy it?

James Shipton: Oh, well it, it was still, I mean, this was 1950. It was, there was still a lot of devastation from the American bombing during the World War II.

James Shipton: Uh, the people were very polite, uh. I loved it when the uh, the ladies dressed up in their kimonos. You hear the clip-clop of their, of their, uh, wooden, wooden shoes. Yeah. And one time, one Sunday morning there was an earthquake, and we all dashed out, out, outside and the Australian came, came out and said get back in here. Something's liable to fall off the building and kill you. So we did and, uh, when we got inside, they, the, the Australians opened the bar.

Interviewer: So you never been in Korean soil.

James Shipton: No sir.

Interviewer: Did you, did you hear anything about Korean War from the soldiers that you were taking?

James Shipton: No, we were only taking them there. That was it.

James Shipton: Yeah. And, uh, of course later on, uh, uh, I guess it was about December or Novem, oh, [INAUDIBLE] in Thanksgiving. Nove, it was in November when, uh, the Chinese came across the Yalu River, and caused all kinds of

Interviewer: Yes.

James Shipton: with the allies.

Interviewer: Late 1950's.

James Shipton: Yeah.

Interviewer: Um hm.

James Shipton: Yeah. From then on, we, we carried, uh, airevacs.

Interviewer: What is that?

James Shipton: Wou, wounded.

Interviewer: Oh.

James Shipton: And we, we, we'd go to Icamy which was west of, uh, west of, uh, Tokyo. And then we'd pick up a load of airevacs and carry them back to the States.

Interviewer: Ah. So there are other casualties from the Korean War?

James Shipton: Yeah. And, and, and in that time in November or December, a lot of, a lot of them were, uh, Frostbites.

Interviewer: Yes.

James Shipton: The, and of course they were mostly the troops from the Southern States, um. And, uh, we, we, we flew down by Wake Island to Honolulu to, uh, I can't remember the name of the air base. It's just East of San Francisco, and, and we dropped them there, and then we'd go back up North and do it again.

Interviewer: What were you thinking when you saw those wounded soldiers from the Korean War?

James Shipton: I felt sorry for them, for sure. They're but for the grace of God go I as the saying goes. Yeah. And, and, and that trip, uh, I told you a round trip through the North was 50 hours. If you came back through the South, it was, uh, another, uh, another 15 hours on that. It was 65 hours. So it was a pretty long legs down there.

Interviewer: Must be painful for those wounded soldier, right, inside of the airplane?

James Shipton: Well, no. They had, uh, had stretchers. Uh, we had, uh, flight nurses and, uh, uh, they, there were even a couple of RCAF flight nurses that we met that were accompanying the, uh, the wounded back to the States. Yeah.

Interviewer: Must been nice to fly with, uh,

James Shipton: Oh, they were so happy to see guys in, in, uh, in the same color uniform.

At this point in the inquiry, students have examined a number of different stories about the experiences of Canadian soldiers during the Korean War. By completing the formative tasks, students should be in the position to make an argument in response to the compelling question—What do different stories tell us about the Korean War?

Students will have learned about a variety of stories as represented in the sources. These sources present stories about Canadian soldiers enjoying leisure activities or special events like playing hockey and eating ice cream. Other sources deal with the pain of war, like Paul Tomelin's photographs and the heroism and suffering of Léo Major. And still others dealt with the everyday activities of life like Lloyd Hamilton's stories of being a cook during the war.

Students' arguments will likely vary, but could include any of the following:

Different stories about the Korean War can tell us about:

- the stressful realities of combat
- the sacrifice of those who fought in the Korean War, both mental and physical
- leisure activities or special events that relieved the stress of combat
- fun experiences, which can keep the memory of the Korean War alive because they are shared more widely
- the importance of having a relief from the stresses of combat
- different jobs that soldiers performed
- the lasting effects of the war for veterans, and Canadian regiments

To extend their arguments, students could communicate their findings to the class through a conversation, a poster, or a slide presentation that answers the compelling question, drawing on evidence from a variety of sources.

Students have the opportunity to Take Informed Action by considering their own talents and/or those of their classmates to decide what way or ways they could share the different stories of the Korean War. Students may then take informed action by sharing some of the stories of the Korean War with their school or community in a creative way. For example, they may also design a commemorative stamp, create an illustrated story, a museum display, or a movie poster or trailer.

Appendix A - Staging Graphic Organizer

Staging the Compelling Question

	Source A: Canadian soldiers playing hockey	Source B: “Face of War”
Observations <i>What can I see in the photos?</i>		
Questions <i>What I’m wondering about as I look at these photos?</i>		
Prior Knowledge <i>What do I already know about this topic?</i>		

Appendix B - Supporting Question 1 Graphic Organizer

Supporting Question 1

What can we learn about the Korean War from the Imjin River hockey game?

Observations <i>What do I see in the photos?</i>	
Observations <i>What did I learn from the interview with Dennis Moore?</i>	
Observations <i>What else did I learn from the background information?</i>	
Inference <i>What can I say about why the stories of the Imjin River Hockey tournament tell us about the Korean War?</i>	

Appendix C - Supporting Question 2 Graphic Organizer

Supporting Question 2

How does Paul Tomelin's photography help us remember the Korean War?

Observations <i>What do I see in the photos?</i>	
Observations <i>What did I learn from the background on Paul Tomelin's photographs?</i>	
Claim <i>What do the stories as represented in Paul Tomelin's photographs tell us about the Korean War? Why?</i>	
Evidence <i>What information from the sources supports my claims as evidence?</i>	

Appendix D - Supporting Question 3 Graphic Organizer

Supporting Question 3

How do other historical sources help us remember the Korean War?

	Source A	Source B	Source C
Observations <i>What are some important pieces of information from these sources?</i>			
New information <i>How does this information support or contradict what I learned earlier?</i>			
Claim <i>What do these different stories tell us about the Korean War?</i>			
Evidence <i>What information from the sources supports my claims as evidence?</i>			
Corroboration <i>Why do I think some stories are more important than other stories?</i>			

Appendix E - Additional Sources

[Newsreel explains how hockey game started by Canadian troops interrupted the Korean War](#)

A newsreel produced by the Department of National Defence in 1952 explains the story behind the “Imjin Game,” a hockey game between Canadian troops that was held on a frozen river that runs along the DMZ.

[Imjin Hockey Classic, 2019](#)

[Korean-Canadian officer proud to be part of Imjin Hockey Classic](#)

[Article from the *Globe and Mail*, In midst of Korean War, Canadian soldiers found relief on a makeshift hockey rink.](#)