

CHAPTER 5

STEM-H PART 1

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DISCIPLINARY SKILLS: Source Analysis, Source Evaluation, Application Connection

GUIDING QUESTION: What role does historical analysis play in honoring the service and sacrifice of POW/MIAs?

LESSON OVERVIEW:

Students will be introduced to the Defense POW/MIA Accounting Agency (DPAA) - the work and its critical role in honoring the sacrifices of POW/MIAs through investigation, recovery, and identification. Working in groups, students will analyze one of three investigation folders centered on the Jangjin (Chosin) Reservoir, POWs, and Air Warfare. Students will work with an overview narrative, maps, Korean War veteran oral histories, and historical documents and photos to better understand the context and complexities involved in the background research phase of investigation, which is a cornerstone of DPAA's work. Students will complete investigation folder task questions and work collaboratively to draw connections to DPAA's investigative efforts.



LEARNING TARGET: I can analyze a variety of sources to better understand the work and mission of the DPAA.



CHECK FOR UNDERSTANDING

Exit Ticket Reflection: Drawing on all sources of the investigation, their analysis, and their group conversations, students will individually reflect on how the investigative efforts of DPAA honor the service and sacrifice of all POW/MIA veterans and their families.

MATERIALS NEEDED FOR: HOMEWORK

- ▶ DPAA Overview Handout
- ▶ DPAA Agency Video (<https://youtu.be/9wQR1IepeFI>)

IN CLASS ACTIVITY

- ▶ TeacherSlides
(<https://bit.ly/3EW8Sjk>)
- ▶ Investigation Folders Handouts
- ▶ Exit Ticket Reflection Handout
- ▶ Investigation Folder #1: Jangjin (Chosin) Reservoir
- ▶ Investigation Folder #2: POWs
- ▶ Investigation Folder #3: Air Warfare
- ▶ Devices for Oral History Experts
- ▶ Teacher Answer Key (<https://bit.ly/part1answerkey>)

LESSON FOCUS:

Guiding Question: What role does historical analysis play in honoring the service and sacrifice of POW/MIAs?

SEQUENCE OF INSTRUCTION

HOMEWORK OVERVIEW: DEFENSE POW/MIA ACCOUNTING AGENCY VIDEO

PROCEDURE

- ▶ Students will view the Defense POW/MIA Accounting Agency's overview video (DPAA Agency Video: 9 minutes 15 seconds, <https://youtu.be/9wQR1IepeFI>) as an introduction to its work and overall mission to provide the fullest possible accounting for missing personnel to their families and the nation.
- ▷ Students will utilize the accompanying DPAA Overview Handout as a viewing guide to note key aspects of Investigation, Recovery, and Identification, and to answer the accompanying question.

TEACHER NOTES

This compelling video was created by DPAA and is narrated by Kevin Costner. Through this video, students will gain a better understanding of the extensive work DPAA conducts to ultimately provide information to grieving families and return names to those still missing—a means of honoring the service and sacrifice of POW/MIAs.



TEACHING TIP

Stress the importance of this viewing with

your students as it captures the spirit of DPAA's mission. The handout serves as a means of keeping students engaged during the video and will be utilized the following day. Students may not log all information for each category (Investigation, Recovery, and Identification) on their handout while viewing the video; however, the Warmup/Introduction will allow time for students to note additional information they might have missed.

CLASS ACTIVITY: WARMUP/INTRODUCTION

ACTIVITY 1: DPAA AND INVESTIGATION FOLDERS INTRODUCTION

WHOLE CLASS - DPAA OVERVIEW HANDOUT AND TEACHER SLIDES

- ▶ Teacher led and using the Teacher Slides (<https://bit.ly/3EW8Sjk>), briefly introduce students to the Korean War, the number of POW/MIA personnel who are still unaccounted for, DPAA's mission, DPAA's approach to providing the fullest possible accounting, and highlight the work DPAA and its predecessors have completed (**SLIDES 1-5**). Draw specific attention to the number of missing personnel still unaccounted for as well as the total accounted for to date specified as a means of allowing students to grasp the enormity of the ongoing DPAA mission. Inform students that remains have been recovered and repatriated through unilateral turnovers and have been disinterred through the years in an effort to provide families with the fullest accounting possible. *See Teacher Notes for terms.
- ▶ Continuing through **SLIDES 6-8** which are animated to reveal information click-by-click, have students popcorn share notes they took for each category (Investigation, Recovery, and Identification) while previously viewing the DPAA Agency Video for homework.
- ▶ Instruct students to add information to their DPAA Overview Handout that they may have missed during their initial viewing.
- ▶ Using **SLIDE 9**, ask students to share their answers to this question found on their DPAA Overview Handout they

were to answer for homework: **How does the work of DPAA honor the service and sacrifice of POW/MIAs?**

- ▶ Transition to **SLIDE 10**, and inform students that the first step in the process for DPAA is often researching the events which led service personnel to be unaccounted for, whether those events were battles, airplane crashes, or detention camps. The day's activity will center on this first step.

- ▶ Show **SLIDE 11**, and provide students with instructions for completing the Investigation Folders activity.

INSTRUCTIONS: To gain a better understanding of DPAA's investigative research process, you will be assigned a group and an Investigation Folder. Each group member will take on a role: **Map Expert, Oral History Expert, or Documents and Photos Expert**. As you analyze your folder resources, utilize your Investigation Folder Handout to answer the task questions individually. Once individual members of your group have completed their task questions, brief your group members on the narrative and sources you were provided. Then, work collaboratively to complete the DPAA Application Questions. (***Note: The roles of Map Expert, Oral History Expert, and Documents and Photos Expert are fictitious roles created for the delivery of this lesson and are not official DPAA roles.**)

- ▶ Group students in preparation for Class Activity Part 2 where they will engage with 1 of the 3 Investigation Folders (Jangjin (Chosin) Reservoir, POWs, and Air Warfare) which will include an overview narrative, maps, oral histories, documents, and photos.

TEACHER NOTES

SLIDE 5 Terms:

- ▶ Repatriate - to restore or return to the country of origin, allegiance, or citizenship
- ▶ Recover (in this case) - to excavate evidence and/or remains
- ▶ Unilateral Turnover - the transfer of remains
- ▶ Disinterment - the process of legally exhuming remains from a final resting place

The Progress on Korean War Personnel Accounting graphic located on **SLIDE 5** will become dated over time as DPAA continues to identify missing personnel. A link is provided along with the graphic on the slide for updating purposes.

Roles: The tasks assigned to the fictitious roles in this lesson are often performed by a single DPAA historian or analyst with a high level of expertise in the conflict being studied.

Grouping: Consider grouping students in groups of 3 which will allow each student to take on an "Expert" role either analyzing maps, oral histories, or documents and photos and complete the task questions associated individually. Another grouping strategy would be to group students in groups of 6. In groups of 6, students would be paired within the group to become "Expert Pairs" which would analyze either the maps, oral histories, or documents and photos and complete the associated task questions together.

***Throughout this lesson, the Korean naming Jangjin (Chosin) will be used.**



TEACHING TIP

Consider lower-level learner abilities when

grouping. It may be best to pair students as "Expert Pairs" within groups if you feel some students may struggle with analyzing the sources and answering the associated task questions.

CLASS ACTIVITY: INVESTIGATION FOLDERS ANALYSIS - JANGJIN (CHOSIN) RESERVOIR, POWS, AND AIR WARFARE

ACTIVITY: Investigation Folders Analysis

Student Groups - Investigation Folders and Investigation Folders Handouts Utilized

- ▶ Assign students within each group a role: **Map Expert, Oral History Expert, and Documents and Photos Expert.**
- ▶ Distribute Investigation Folders (one folder per group) and the Investigation Folders Handout (one handout per student correlating with their expert role) to student groups.
 - ▷ Instruct student experts (Map Expert, Oral History Expert, or Documents and Photos Expert) to read the overview narrative associated with their role prior to analyzing the maps, oral histories, and documents and photos and answering the associated task questions.
 - ▷ Inform students they will analyze their expert role sources to answer the associated task questions.
 - ▷ Notify students that when each expert within the group has completed their questions, they will share their expert findings via a brief summary of their expert sources (maps, oral histories, or documents and photos) and findings to fellow group members.
 - ▷ Draw attention to the DPAA Application Questions on the Investigation Folders Handout, and inform students they will collaboratively complete the DPAA Application Questions within their groups once each expert has provided a brief summary of their expert sources and findings.

TEACHER NOTES

Investigation Folders Handouts - There is a handout tailored to each role: Map Expert, Oral History Expert, and Documents and Photos Expert. Ensure all experts are provided the proper handout.

Student Experts - While sources and task questions have been prepared to engage each student expert for roughly the same amount of time, some student experts may finish before others within their group. If this occurs, direct them to review their task question answers and to view one of the oral histories while waiting. If oral history experts within the groups finish early, direct them to review their task question answers and view one of their oral histories again to see if they may have missed any relevant information during their first viewing.

Groups - If some groups finish before others, instruct student experts to trade sources (maps, oral histories, and photos and documents) within their groups, and task student experts with analyzing the new sources until all groups within the classroom are finished.



TEACHING TIP

As a suggestion, allow 20 minutes for student experts to analyze their sources and to complete their associated expert task questions. Allow 15 minutes for student experts within each group to share a brief summary of their sources and findings and to collaboratively complete their DPAA Application Questions. It may be helpful to set a visible timer for students to help keep them on track. Circulating the room to check for understanding and to ensure students remain on task is advised.

CLASS ACTIVITY PART 3: EXIT TICKET REFLECTION

ACTIVITY 1: EXIT TICKET REFLECTION

- ▶ While students remain in their groups, center attention back to the whole class setting and distribute the Exit Ticket Reflection Handout.
- ▶ Instruct student groups to view the first reflection prompt on the Exit Ticket Reflection Handout and work collaboratively to prepare an appropriate statement to the prompt. Reflection prompt #1: **DPAA takes a holistic approach to research and draws from multiple lines of evidence to provide the fullest possible accounting. Using examples from the sources included in your Investigation Folder, explain how the three categories of sources compliment each other and work together to form a more complete picture in the investigative process.**
- ▶ Call upon student groups to share their reflection statements with the whole class.

ACTIVITY 2: EXIT TICKET REFLECTION CONTINUED

- ▶ Continuing work on the Exit Ticket Reflection Handout, instruct students to answer the second reflection prompt individually. Reflection prompt #2: **Using examples from the sources, explain how these investigative efforts honor the service and sacrifice of all POW/MIA veterans and their families.**
- ▶ Select students to share their reflection statements with the whole class if time remains.

TEACHER NOTES

The purpose of the Exit Ticket is to challenge students to reflect on the various categories of sources DPAA utilizes and how they complement, support, and work together to provide a more complete picture in the investigative process—a process aimed at uncovering new or confirming existing evidence regarding missing personnel. To bring this lesson full circle and back to the lesson's guiding question, students will use evidence from the sources to explain how these investigative efforts honor the service and sacrifice of all POW/MIA veterans and their families.



Reflection, reduce the number of groups you call upon to share reflection statements for the first prompt. Additionally, you may also choose to utilize the second reflection prompt as a short homework assignment.

TEACHING TIP

If time is limited for the Exit Ticket

HOMEWORK AND IN-CLASS ACTIVITY MATERIALS

Name: _____ Period: _____

Directions: While viewing the DPAA Agency Video, note key aspects about each phase of the DPAA process. Answer the questions provided after viewing.

DPAA OVERVIEW HANDOUT

Defense POW/MIA Accounting Agency Mission

Provide the fullest possible accounting for our missing personnel to their families and the nation.

DPAA Overview Video Viewing Guide		
Investigation/Research What takes place during this continuous process? Who is involved, and what sources are collected and analyzed?	Recovery What does recovery entail? How do the sites vary? Who is involved in the recovery process?	Identification What does the identification process entail? What are some of the challenges? When is an identification made?

How does the work of DPAA honor the service and sacrifice of POW/MIAs?

HOMEWORK AND IN-CLASS ACTIVITY MATERIALS

Name: _____

Period: _____

INVESTIGATION FOLDERS HANDOUT

Map Expert	
MAP 1 1. 2. 3. 4.	MAP 2 1. 2. 3. 4.

DPAA Application Questions

1.

2.

3.

HOMEWORK AND IN-CLASS ACTIVITY MATERIALS

Name:

Period:

INVESTIGATION FOLDERS HANDOUT

Oral History Expert	
VETERAN VIDEO CLIP 1 1. 2. 3. 4. 5.	VETERAN VIDEO CLIP 2 1. 2. 3. 4. 5.

DPAA Application Questions
1. 2.

HOMEWORK AND IN-CLASS ACTIVITY MATERIALS

Name:

Period:

INVESTIGATION FOLDERS HANDOUT

Documents and Photos Expert		
SOURCE 1	SOURCE 2	SOURCE 3
1.	1.	1.
2.	2.	
3.	3.	2.
4.	4.	

DPAA Application Questions

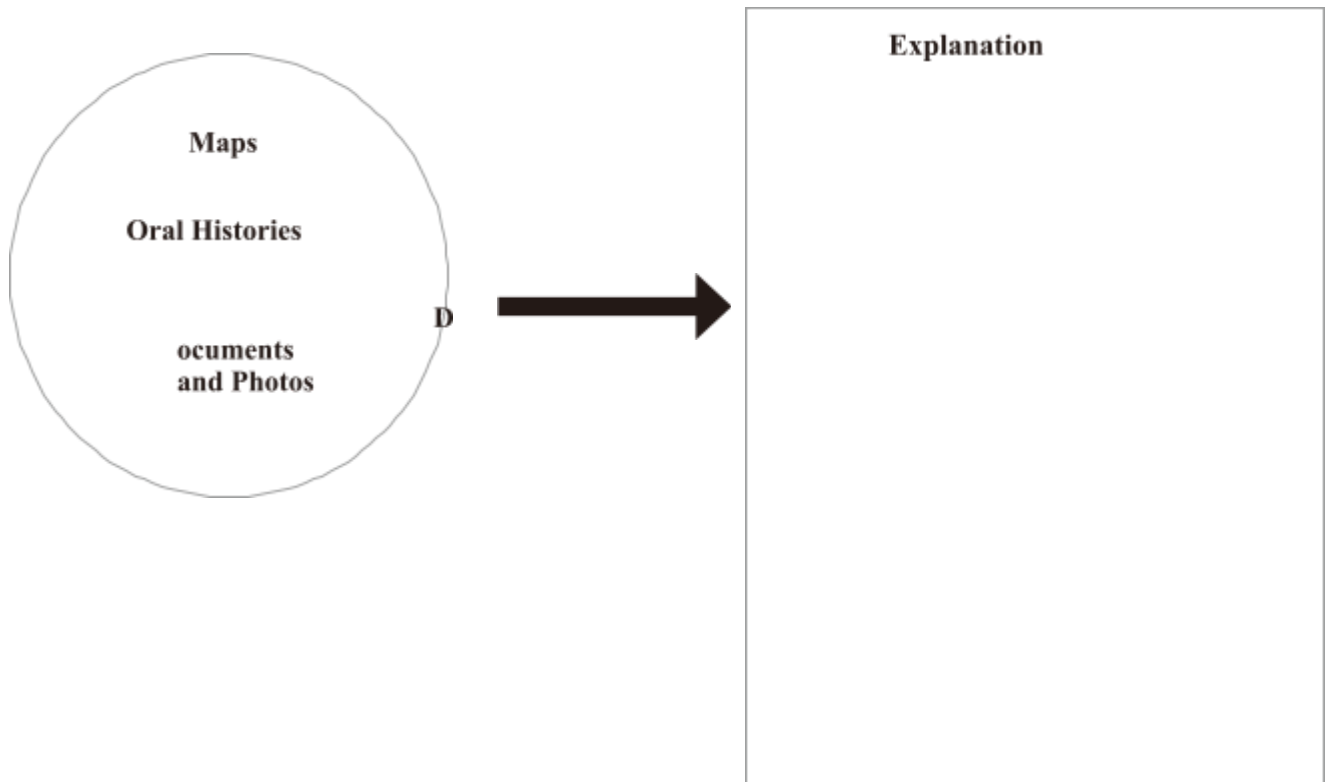
1.
2.
3.

HOMEWORK AND IN-CLASS ACTIVITY MATERIALS

EXIT TICKET REFLECTION

Directions: Reflect on the sources provided in the Investigation Folder you were assigned to answer the following prompts.

1. DPAA takes a holistic approach to research and draws from multiple lines of evidence to provide the fullest possible accounting. Using examples from the sources included in your Investigation Folder, explain how the three categories of sources complement each other and work together to form a more complete picture in the investigative process.



2. Using examples from the sources, explain how these investigative efforts honor the service and sacrifice of all POW/MIA veterans and their families.

INVESTIGATION FOLDER 1 MATERIALS - JANGJIN (CHOSIN) RESERVOIR

MAPS IN HISTORICAL ANALYSIS (SPATIAL)



A column of troops and armor of the 1st Marine Division move through communist Chinese lines during their successful breakout from the Jangjin (Chosin) Reservoir in North Korea.

A column of troops and armor of the 1st Marine Division move through communist Chinese lines during their successful breakout from the Jangjin (Chosin) Reservoir in North Korea. <https://commons.wikimedia.org/wiki/File:Chosin.jpg>

OVERVIEW: The Jangjin (Chosin) Reservoir is a man-made lake located in the northeast of the Korean peninsula. From the end of November to mid-December 1950, it was the site of one of the most brutal battles between the United Nations (UN), which included U.S. forces, and Chinese Communist Forces (CCF) during the Korean War. For approximately 17 days, roughly 30,000 UN soldiers and marines faced an enemy force estimated at around 120,000 over rugged terrain in lethally cold weather. UN forces were forced to withdraw from the Jangjin (Chosin) Reservoir to the port of Heungnam where they were evacuated.

Drawing information from multiple sources, DPAA historians continuously analyze, manipulate, and create maps through a great deal of effort in order to narrow the scope of remains locations and provide families with the fullest possible accounting of loved ones.

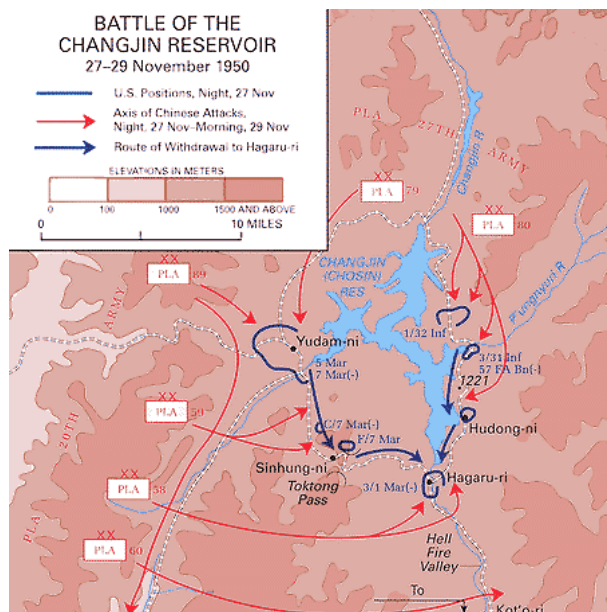
TASK

Analyze the two Jangjin (Chosin) Reservoir Maps provided. Consider the following while viewing: the collective number of U.S. positions, area concentration, withdrawal distances, and the topography.

Overview narrative sourced and adapted from <https://dpaa-mil.sites.crmforce.mil/dpaaFamWebInChosinRsrv>

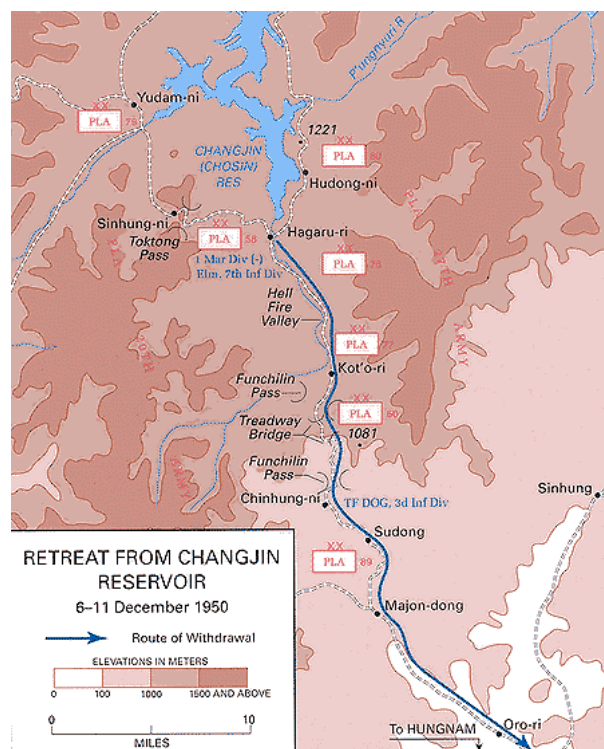
Jangjin (Chosin) Reservoir Maps

MAP 1



Battle of the Changjin Reservoir
<https://commons.wikimedia.org/wiki/File:Chosin-Battle.png>

MAP 2



Retreat from Changjin Reservoir
<https://commons.wikimedia.org/wiki/File:Chosin-Retreat.png>

Jangjin (Chosin) Reservoir can also be spelled Changjin Reservoir.

MAP 1 QUESTIONS

1. Using the key as a guide, what story is told in this map?
2. What can you infer about the physical geography of the area based on the key?
3. Describe the locations and patterns of Chinese Communist Forces.
4. Describe the locations and patterns of U.S. positions.

MAP 2 QUESTIONS

1. What new information is presented in the map?
 2. Compare the concentration of U.S. forces in Map 1 to the positions of U.S. forces in Map 2, and explain the vulnerabilities of each.
 3. Using the key, estimate the length of the visible withdrawal route in the map.
(Note: A portion of the withdrawal route to the port of Heungnam is not shown.)
 4. How might a lengthy withdrawal complicate transporting Killed in Action (KIA) and wounded service personnel?
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DPAA Application Questions

Directions: Answer these questions with your group once all experts have completed their tasks and have shared a brief overview of their sources.

1. Identify potentially valuable information maps can provide in aiding recovery and identification efforts.
 2. Describe some of the limitations of using these maps to analyze sites for recovery and identification efforts.
 3. Explain challenges (e.g., physical, economic, social, cultural, political, time, etc.) the battle sites and withdrawal routes might pose for future POW/MIA recovery and identification efforts.
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INVESTIGATION FOLDER 1 MATERIALS - JANGJIN (CHOSIN) RESERVOIR

ORAL HISTORIES IN HISTORICAL ANALYSIS



Marines Engaging the Chinese

https://en.wikipedia.org/wiki/Battle_of_Chosin_Reservoir#/media/File:Marines_engage_during_the_Korean_War.jpg

OVERVIEW: Over a thousand U.S. Marines and Soldiers were killed during the Jangjin (Chosin) Reservoir Campaign, and thousands more were wounded in battle or incapacitated by cold weather. Many men were buried where they fell, and due to the cold weather and the retreat of UN Forces from the area, hundreds of fallen Marines and Soldiers were unable to be immediately recovered. Others were captured and marched as POWs to holding sites and prison camps. Through the years, information has been gathered and recorded from U.S. veterans in ongoing investigative research efforts to recover and identify more remains.

TASK

View James Jolley and Carl House's oral histories and answer the questions provided. Consider the following while viewing: types of information the veterans offer, timespan between the event and documentation, value of eyewitness accounts, and relevance to research efforts.

Overview narrative sourced and adapted from <https://dpaa-mil.sites.crmforce.mil/dpaaFamWebInChosinRsrv>

VETERAN VIDEO CLIP 1: JAMES JOLLEY



James Jolley Interview Screen Capture from Korean War Legacy Foundation

<https://koreanwarlegacy.org/interviews/james-jolly/>

VIDEO CLIP: Cold at Chosin (<https://bit.ly/coldatchosin>)

VIDEO CLIP TIME: 4 minutes 09 seconds

VIDEO CLIP TIMESTAMP ON YOUTUBE: 29:25 - 33:34

TRANSCRIPT:

Interviewer - Everybody tells me about this winter, cold winter.

James - It was very, very. Very cold.

Interviewer - Describe in your terms, personal terms that students can understand.

James - The average temperature was twenty degrees below zero. We had a lot of snow, about two-three feet, and we didn't have any winter clothing yet, and after about two weeks of being up there, they did airdrop us a bunch of parkas, so that helped, and a bunch of real nice sleeping bags.

Interviewer - You had a sleeping bag? How cold is it? Describe it.

James - Well, we had some people that froze to death. It was that cold. We had a Chinese platoon surrender to us because they all had rubber sandals. They had good upper clothing, but rubber sandals. And their feet were frozen solid. So, they

Interviewer - Sandal?

James - Yeah, they had rubber sandals, and their feet were frozen solid. So they just surrendered to us. And the worst was when we finally got the word, we had about three weeks of steady fighting up there. And we finally got the word that we were supposed to withdraw. Of course, we were going to have a hard time doing that because the bridge had been blown out at Funchilin Pass. So our engineers had to rebuild the bridge before we could get out or we couldn't have brought out our dead and wounded which is what we did, most of them. I don't know if we ever did recover.

We buried about one hundred up there at Kotori, and I don't know if we ever did get them back yet. But the night we finally decided we were going to have to break out, it was forty degrees below zero.

Interviewer - Forty degrees?

James - This is all documented, yeah, and a wind chill of sixty degrees below zero, and a blizzard. You know what the star of Kotori is?

Interviewer - Yep. Tell them please.

James - It's about, it was on the eighth of December, 1950, ten o'clock at night.

Interviewer - When was it? **James**

- The eighth of December

Interviewer - Eighth of December

James - 10:00 at night, and the clouds broke open enough that a single star showed through, and by that time we, out of the fifteen thousand Marines, we had three thousand dead, six thousand had frostbite, five thousand wounded and when that star broke through, we all just thought it was a miracle and that God was going to lead us out, and he did. It was a tough fight to get down to Heungnam, but it only took us three days to get down there after that, and it gave us the strength.

Interviewer - Did you see that?

James - Oh yes

Interviewer - Did you see that the star just coming out of it?

James - Yep, yeah. We all, almost all of us saw it. It was just something absolutely wonderful. We all thought holy smoke, we got us a Christmas miracle. I know this sounds nuts, but it happened, and it gave us the strength, even in that cold, to get up and get ready to break out of there, out of that entrapment the next morning.

VETERAN VIDEO CLIP 1 QUESTIONS

1. According to James, what were the weather conditions like at the Jangjin (Chosin) Reservoir?
 2. How did the weather conditions impact service personnel there?
 3. What challenges does James describe them facing during the withdrawal from the Jangjin (Chosin) Reservoir?
 4. How many dead, frostbitten, and wounded Marines were there by the time they reached Kot'o-ri during the withdrawal?
 5. Describe the story surrounding the "Star of Kot'o-ri".
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VETERAN VIDEO CLIP 2: CARL HOUSE



Carl House Interview Screen Capture from Korean War Legacy Foundation
<https://koreanwarlegacy.org/interviews/carl-w-house/>

VIDEO CLIP: Surrounded at Jangjin: Last Line of Defense (<https://bit.ly/surrounded-jangjin>)

VIDEO CLIP TIME: 4 minutes 29 seconds

VIDEO CLIP TIMESTAMP ON YOUTUBE: 22:29 - 26:58

TRANSCRIPT:

Carl - When they unloaded us out those trucks, we were in, at the Chosin Reservoir.

Interviewer - Hm hum.

Carl - Now, I don't know who made the mistake, but when we got out of those trucks that night they told us that, uh, not to worry about anything; we could have coffee if we wanted it, make us a fire, there was no enemy around.

Interviewer - Hmm.

Carl - For at least fifteen miles, the liaison plane had checked the area all over; there wasn't anything around to worry about. And that night before I crawled in my sleeping bag, I looked around at those, that mountainside, and it looked like a small city with all the little fires around, people making coffee and, and visiting. And about three o'clock the next morning, the Chinese opened up on us. And what we did was move right up in a horseshoe circle they had formed that we just went right up in the middle of it, and they just closed it behind us. We fought 'em for three days. Uh, that morning I was, some reason I, I, knew that it was necessary to get back to the artillery which was down in the valley, and, ugh, I had in mind if we could get back to that. And we fought our way back down into that valley, and the Chinese was all over us. I mean it was difficult because you didn't know, in the early morning hours, you didn't know who to, who was the enemy and who wasn't. I mean it, you know, it was so mangled. They was all, all mangled in with us. They killed a lot of our boys in the sleeping bag, you know, that morning. And, uh, anyway, we managed to get back down to where this artillery was, and I remember, uh, asking if anybody knew how to fire those, I believe they were 105s. And, uh, there was one guy said, yeah, I can. And I said, well we better get it going because the Chinese were, just swarms of them. They

was, we can see them coming, and that guy was, he knew what he was talking about because he put them shells where they needed to be. I, I'm telling you, we, there's no telling how many that we killed that, that, day that these big shells would hit, and it just seemed like it made a big hole in the, in the group. But they just closed it back up and just keep coming. And that went on for three days, we, we fought them there before we run out of ammo. They made an airdrop into us, uh, and it missed. It, uh, fell into the enemy over the mountain, and we didn't get it. Well the next morning then they said well we're, we're gonna have to try to make it, get out of here, get back. And I, that morning, uh, I looked up and seen everybody was headed down, back, trying to get out of there. And I hollered at some of them and asked what was going on, and they said, well it's every man for himself, we, we're all about out of ammo. So I started trying to get back to, and I run into the captain. And he was standing down in the road as I got back down there. And he said, are you 4th Platoon? And I said, yes. He said well you're rear guard. So, he told me that we, my group would set up a line of fire there, and they would move on around about one hundred twenty-five yards from us. And then they gonna to set up a line of fire, and we could move back. So we did, and that's when I got hit. I, shot through my left arm and, uh, broke it. Uh, so, I was, I was really caught up for the rest of the day then, trying to, uh, about all I could get, get a hold of would be a 45 or a carbine. They were laying around; a lot of guys got killed, you know, and so you just kinda of pick up and do what you could, which wasn't a lot. But I did what, I did what I could.

VETERAN VIDEO CLIP 2 QUESTIONS

1. What mistake does Carl highlight that endangered his and other service personnel's lives?
2. Describe the timing of the first Chinese attack and the movement of Chinese forces.
3. What difficulties did they face in the early morning hours during battle?
4. Explain what happened after they ran out of ammunition.
5. What happened to Carl, and how might his circumstances have complicated his ability to continue fighting during the withdrawal?

DPAA Application Questions

Directions: Answer these questions with your group once all experts have completed their tasks and have shared a brief overview of their sources.

1. Describe potentially valuable evidence that could be gained from oral histories to help narrow the search for remains of missing personnel.
 2. Explain the limitations of oral histories in aiding future POW/MIA recovery and identification efforts.
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INVESTIGATION FOLDER 1 MATERIALS - JANGJIN (CHOSIN) RESERVOIR

DOCUMENTS & PHOTOS IN HISTORICAL ANALYSIS

OVERVIEW: In late November through mid December 1950, roughly 30,000 United Nations (UN) Soldiers and Marines faced an enemy force estimated at around 120,000 over rugged terrain at the Jangjin (Chosin) Reservoir in lethally cold weather. UN forces were forced to withdraw from the Reservoir to the port of Heungnam where they were evacuated.



Soldiers at the Exchange Site. US Army Photo.
<https://dpaa-mil.sites.crmforce.mil/dpaaFmWbInOperationGlory>

During Operation Glory in 1953 and 1954, the North Korean government returned over 500 isolated burials from the Jangjin (Chosin) battlefield. From 1990 to 1994, the North Korean government returned 47 additional containers of remains which they attributed to the Jangjin (Chosin) campaign, and DoD teams conducted investigative and recovery operations in the Jangjin (Chosin) Reservoir's eastern sector from 2001 to 2005. Complicating efforts, no names were provided with the returned remains, and DPAA has conducted years of investigation in its pursuit to identify the remains. Many remains have yet to be identified from the Jangjin (Chosin) Reservoir Campaign and other have yet to be recovered.

Historical records, photographs, and other documents are collected from multiple sources and analyzed during the investigative research process. This is no small feat as historians and researchers are tasked with scrutinizing thousands of sources in an effort to collect enough evidence to support or confirm previous findings regarding remains, recommend a site for field investigation, or advocate for disinterment.

TASK

Review the photos and document excerpt, and answer the questions provided. Consider the following while reviewing: credibility, last known location, information that could point towards another source.

Overview narrative sourced and adapted from <https://dpaa-mil.sites.crmforce.mil/dpaaFamWebInChosinRsrv>

SOURCE 1: MARINES AT JANGJIN (CHOSIN)



First division leathernecks counter fire with fire when attacked by well-entrenched Chinese reds during division's historic breakout from Jangjin (Chosin). Department of Defense. Department of the Navy. U.S. Marine Corps. - (Most Recent)

<https://catalog.archives.gov/id/5891315>

SOURCE 1 QUESTIONS

1. What do you notice about the location and terrain?
 2. What supplies and gear do the Marines appear to have with them?
 3. Based on this photo, describe the weather conditions those fighting at the Jangjin (Chosin) Reservoir faced.
 4. Explain how this particular photo can help us better understand experiences during war.
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SOURCE 2: YUDAM-NI/HAGARU-RI TO HEUNGNAM



Korea – Campaigns – Yudam-ni/Hagaru-ri to Heungnam *Photo back description: The road back...Astonished Marines of the 5th and 7th Regiments, who hurled back an onslaught by three Chinese communist divisions, hear that they are to withdraw! In five days and nights of below-zero winds and icy roads, from Nov. 28 to Dec. 3, they fought back 15 miles through Chinese hordes to Hagaru-ri, on the southern tip of Jangjin (Chosin) Reservoir, where they reorganized for the epic, 40 mile fight down mountain trails to the sea. They brought out their wounded and their equipment. Department of Defense. Department of the Navy. U.S. Marine Corps. - (Most Recent)

<https://catalog.archives.gov/id/74244446>

SOURCE 2 QUESTIONS

1. What do you notice about the location and terrain?
 2. Describe what you see taking place.
 3. Considering the conditions (e.g., weather, location, etc.), what challenges might U.S. and UN Forces have faced transporting and/or attempting to honorably bury those who had died in the Jangjin (Chosin) Reservoir Campaign?
 4. Explain how this particular photo can help us better understand experiences during war.
-

SOURCE 3: EXCERPT FROM CENTRAL INTELLIGENCE AGENCY - DAILY KOREAN SUMMARY

1 December 1950

MILITARY SITUATION GROUND

Enemy activity on the Eighth Army front slackened during the period. Elements of the US 2nd Division were forced to fight their way south through a strong enemy roadblock. The US 1st Cavalry Division, protecting the Eighth Army's right flank, reported no enemy contact during the period. Air observation reports extremely heavy traffic moving south toward the northwest front from Sinuiju and Kanggye. In the central sector the US 1st Marine Division and elements of the US 7th Division are under continuing heavy attack in the area of the Changjin Reservoir. Enemy roadblocks on the main supply route from Hamhung to the reservoir pose a serious threat to the UN troops in this area. Elements of the US 1st Marine Regiment suffered heavy casualties while attempting to keep this road open. Two isolated battalions of the US 7th Division are immobilized because of the difficulty of moving 480 wounded. The US 3rd Division in the Wonsan area, the US 7th Division on the Manchurian border, and the ROK Capital Division in the Changjin area in the northeast have been ordered to establish a defense perimeter around the twin industrial cities of Hamhung and Heungnam on the east coast.

Central Intelligence Agency - Daily Korean Summary

<https://www.cia.gov/readingroom/docs/CIA-RDP91T01172R000200040002-5.pdf>
Jangjin (Chosin) Reservoir can also be spelled Changjin Reservoir.

SOURCE 3 QUESTIONS

1. List FIVE challenges U.S. Soldiers and Marines faced on 1 December 1950.
2. Explain how a government record (the Daily Korean Summary above) can help us better understand the timeline of events during war.

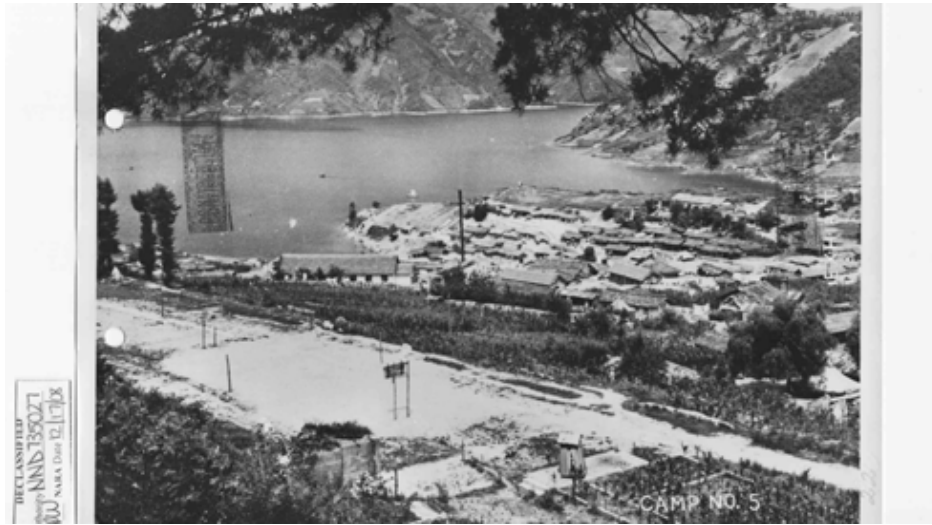
DPAA Application Questions

Directions: Answer these questions with your group once all experts have completed their tasks and have shared a brief overview of their sources.

1. Describe potentially valuable evidence that could be gained from photos and documents to help narrow the search for remains of missing personnel.
2. Explain the limitations of photos and documents in aiding future POW/MIA recovery and identification efforts.

INVESTIGATION FOLDER 2 MATERIALS - PRISONERS OF WAR

MAPS IN HISTORICAL ANALYSIS (SPATIAL)



Camp 5 Ground Level Photo - NARA photo supplied by the Defense POW/MIA Accounting Agency

OVERVIEW: Throughout the war in Korea, U.S. and United Nations (UN) troops were taken as POWs by the North Korean People's Army (NKPA) or Chinese Communist Forces (CCF). There were many camps and holding points littered across North Korea; different camps became more populated at different times of the conflict. As battles increased and territory changed hands amid advances and withdrawals during the phases of the war, U.S. and UN POWs were forcefully marched along the peninsula, often in harsh weather conditions. Those who collapsed or could not continue on these marches were killed by guards. Those who died along march routes were often given isolated burials at unrecorded locations, if buried at all. Significant research has been conducted by historians to map the locations of holding and prison camp sites and march routes.

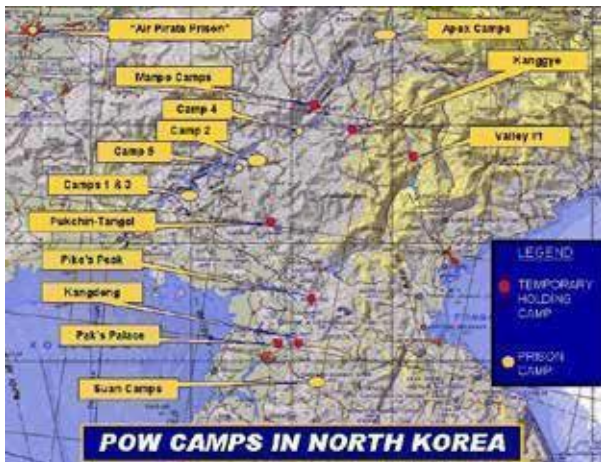
TASK

Analyze the "POW Camps in North Korea", "POW March Routes and United Nations Cemeteries", and Camp 5 maps to answer the questions provided. Consider the following while viewing: the collective number of holding and prison camps, march route distances, topography,

Overview narrative sourced and adapted from <https://dpaa-mil.sites.crmforce.mil/dpaaFamWebInChosinRsrv>

Prisoners of War Maps

MAP 1



Defense POW/MIA Accounting Agency
https://www.dpaa.mil/portals/85/images/Korea/map_camps.jpg



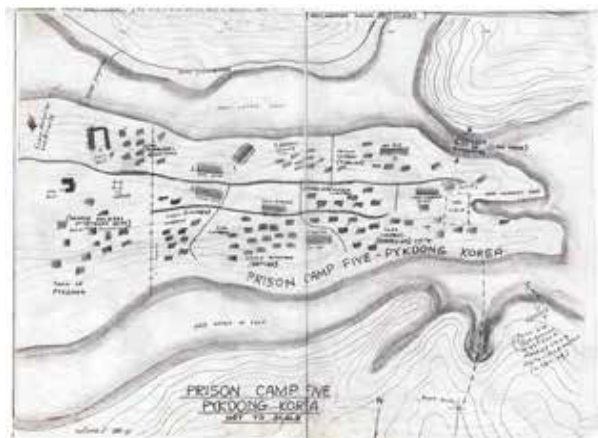
*UN cemeteries include fallen soldiers from any of the 22 countries who came to South Korea's defense and aid during the war. Defense POW/MIA Accounting Agency

https://www.dpaa.mil/portals/85/images/Korea/map_routes.jpg

MAP 2



Camp 5 - NARA aerial photo supplied by the Defense POW/MIA Accounting Agency



Hand-drawn Map of Camp 5 by Former POW - NARA photo supplied by the Defense POW/MIA Accounting Agency

MAP 1 QUESTIONS

1. What information does each map present?
2. Describe the locations and patterns of the prison camps.
3. What challenges (e.g., marching distances, terrain, weather conditions, etc.) might POWs have faced along the march routes?
4. Aside from UN cemeteries, hypothesize where POW/MIA remains might be found.

MAP 2 QUESTIONS

1. Compare and contrast the aerial photo and hand-drawn map of Camp 5.
2. What do you notice about the topography of Camp 5 and surrounding area?
3. What descriptions are included on the hand-drawn map of Camp 5?
4. How might the aerial photo and hand-drawn map of Camp 5 complement each other?

DPAA Application Questions

Directions: Answer these questions with your group once all experts have completed their tasks and have shared a brief overview of their sources.

recovery and identification efforts.

Identify potentially valuable information maps can provide in aiding

recovery and identification efforts.

Describe some of the limitations of using these maps to analyze sites for

Explain challenges (e.g., physical, economic, social, cultural, political, time, etc.) the march routes and holding and camp sites might pose for future POW recovery and identification efforts.

INVESTIGATION FOLDER 2 MATERIALS: PRISONERS OF WAR

ORAL HISTORIES IN HISTORICAL ANALYSIS

OVERVIEW: As U.S. and UN forces advanced up the Korean peninsula during the war, the North Korean People's Army (NKPA) was forced to retreat farther north and evacuate their prisoners with them. In late October of 1950, over 800 POWs left Manpo for village camps closer to the Chinese border near Chungung, known as the Apex Camps. This movement became known as the "Tiger Death March," so called for the brutal treatment that the prisoners suffered at the hands of the North Korean colonel who was in charge, himself nicknamed "The Tiger."



Soldiers at the Exchange Site. US Army Photo.

<https://dpaa-mil.sites.crmforce.mil/dpaaFmWbInOperationGlory>

Many prisoners died during this 100-mile march through difficult terrain. The "Tiger Group" stayed at the Apex camps until October of 1951, when they were moved to more permanent camps further south on the banks of the Yalu River. At that point, less than half of the prisoners who had left Manpo a year earlier were still alive. Disease ran rampant at the camps, with many prisoners succumbing to malaria and beriberi due to the inadequate medical treatment they received. Those who died at camps were buried at nearby camp or hospital cemeteries.

Many of the remains returned to U.S. custody during the postwar exchange of dead, Operation Glory, were recovered from these burial sites near POW camps. Information provided on returned remains was not always accurate, and DPAA historians and analysts were responsible for the research effort that allowed for later disinterment and identification efforts. Drawing from multiple lines of sources including oral histories, DPAA historians and analysts continue their research efforts to provide further accounting for remains still unidentified.

TASK

View Jack Goodwin and Nick Nishimoto's oral histories, and answer the questions provided. Consider the following while viewing: types of information the veterans offer, timespan between the event and documentation, value of eyewitness accounts, and relevance oral histories are to research efforts.

Overview narrative sourced and adapted from <https://dpaa-mil.sites.crmforce.mil/dpaaFamWebInKoreanWarPOW>

VETERAN VIDEO CLIP 1: JACK GOODWIN



Screen capture from Korean War Legacy Foundation
<https://koreanwarlegacy.org/interviews/jack-goodwin/>

VIDEO CLIP: People Who Fall in a Death March (<https://bit.ly/peoplewhofall>)

VIDEO CLIP TIME: 3 minutes 50 seconds

VIDEO CLIP TIMESTAMP ON YOUTUBE: 14:58 - 18:48

TRANSCRIPT:

Interviewer - Tell me about the Death March because audiences are not aware of that. Tell me details: When did it start? How, how it

Jack - Well, it started, it started November the first 1950.

Interviewer - Uh-huh

Jack - And we, we got three day fire that we was, well let me go back about, let me go back about a week. We were staying in an old Japanese, uh, school building, whether the Japanese used to train years ago. And the, the, Chinese come, come out, and they, they took us all outta that building, put us in, put us out, and we were street people. And we'd live in the fields, and the snow on the ground, we was sleeping in fields.

Interviewer - Huh

Jack - And about three or four days, we was sleeping on the snow in a field.

Interviewer - Did you have a blanket?

Jack - No

Interviewer - Nothing?

Jack - No

Interviewer - Just sleeping over snow?

Jack - Yeah

Interviewer - On the snow?

Jack - Yeah, and we, lot of guys were dying, freezing to death. And then a guy, guy, named, we don't know his, well I know his name, but I don't know his real name. Anyway a, a, a guy took, took us over, and we call him the Tiger because he was mean

Interviewer - Tiger

Jack - We called, called him the Tiger.

Interviewer - That's a North Korean officer, right?

Jack - Right

Interviewer - Yeah

Jack - I don't, I do, I don't think he was in the army. I think he was in a police, in a police outfit.

Interviewer - That's right.

Jack - And, uh, he, he, took us over on November the first and, uh, we, we lined up in thirteen sessions, and about fifty in each section. And we started, started marching. We marched about, well he told, he, he threatened us anyway. We, we walked, I guess, half a mile or a mile or two and everybody's, and of course a lot of guys were wounded you see. A lot of guys didn't have shoes or shirts, and, uh, we would have a bunch of a screw, all screwed up. And they, they started, started drifting like this, you know, everyone walking, and uh, and the t-Tiger stopped us and wanted to know who was in charge of certain, these right here. And Lieutenant Thornton said he was, and he, he pulled him out and said well we're going to try you. And he tried him right there, and said, alright, who thinks he's innocent? And of course all the guards said he isn't innocent, so he shot him.

Interviewer - Right there?

Jack - Shot him. Shot him in the back of the head. And then, uh, of course we all got scared here, and then we started marching in, and we marched for eight or nine days. And they fed us maybe once a day of millet, base, or millet, or maze, and we, we lost, we lost, uh, I think it was eighty-six men died.

Interviewer - By what time? What day?

Jack - This was between, this was between, uh, November first and November the ninth.

Interviewer - November ninth.

Jack - Yeah

Interviewer - How many men you lost?

Jack - There's, bout eighty-six I think. They's all shot.

Interviewer - All of them shot or just dead of the hunger?

Jack - Well, s-some, some died, but, uh, then they were, then they were shot. But if you fell back, you were shot.

Interviewer - Uh-huh

Jack - Yeah. And, uh, plus that, we had, we had seven hundred fifty people, we had eighty-one civilians with us. We had a, a bunch of, bunch of nuns and priests. And, uh, a, and a bunch of people they captured down in Seoul, uh, some engineers and some politicians, and, and m-most of them were n-nuns and priests.

Interviewer - And that's from Manpo to where? Where did you march into?

Jack - I, I, I, I, I'll, I'll have to look up the name of the town.

Interviewer - And that's **Jack**

- It's, it's, no it's north.

Interviewer - North.

Jack - Yeah

Interviewer - Toward the Yalu River, right?

Jack - Toward the Yalu

Interviewer - Yes

Jack - We, we ended right up on the Yalu. We, we was, we was right across, fact we, we watched the Chinese come across river, see.

Interviewer - Yeah

VETERAN VIDEO CLIP 1 QUESTIONS

1. Describe Jack and fellow prisoners' living conditions (e.g., setting, weather, clothing, etc.) prior to the "Death March."
 2. What happened to the wounded who fell behind on the march?
 3. According to Jack, how many people died on the march?
 4. Beyond service personnel, what other prisoners joined the march?
 5. Identify the locations Jack and fellow prisoners marched from and where they arrived at the end of the march.
-

VETERAN VIDEO CLIP 2: NICK NISHIMOTO



Screen capture from Korean War Legacy Foundation
<https://koreanwarlegacy.org/interviews/nick-nishimoto-2/>

VIDEO CLIP: North Korean Guard Allows Burial (<https://bit.ly/allowsburial>)

VIDEO CLIP TIME: 3 minutes 43 seconds

VIDEO CLIP TIMESTAMP ON YOUTUBE: 26:14 - 29:57

TRANSCRIPT:

Nick - So when my buddy died, uh, I was lucky to have a North Korean guard. So just by chance, he told me [Japanese communication], I told him [Japanese communication], ah, so we talked a little bit.

Interviewer - In Japanese?

Nick - Yes. And, uh, this was I think March 19-1951. It's only about two months after we got into our camp.

Interviewer - Uh-huh

Nick - So, uh, we, my roommates, uh, we had stretches, and I was lucky that, uh, only about two or three guys died that night. So this North Korean guard asked me [Japanese communication] way I want to go. Everybody, almost everybody walk on the ice, and at the end of the ice, that's where they buried them.

Interviewer - Oh

Nick - All they did was cover them up with, uh, ice and rocks. For about two-three hours they dig, then they would just go into ice. Whereas, uh, the North Korean asked me where I want to go, [Japanese communication] on the hillside. [Japanese communication] So, I took my buddy up there. We got on the side, uh, the sun was shining, and the dirt was soft. I didn't have to fight with

Interviewer - Hm

Nick - So we went down about three foot. And when I buried him, I took his field jacket off and his boots because he didn't need it. And, uh, at that time as we were covering him up, I just sat on the side and cried like a baby

Interviewer - Ah

Nick - because that was the last... When he was dying and, uh, I didn't mind as long as I was next to him. But when I started, they started throwing the dirt on him, I cried because I knew it was the last time I'm going to see him. But before I did that, I took his jacket off. I took, he had a pocket Bible; he was a Catholic. Then I took his dog tag off. He had two. And dog tag in, uh, second world war and Korea had a notch in the, uh, dog tag. So I kept one, and the second one, I put in his mouth.

Interviewer - Ah

Nick - The notch, you can put on and catch the teeth, and you close the jaws.

Interviewer - Hmm

VETERAN VIDEO CLIP 1 QUESTIONS

1. What connection did Nick have with his North Korean guard?
2. Describe how prisoners were buried (e.g., location, difficulties, materials, etc.) during the winter months.
3. How did Nick's connection with his North Korean guard aid him?
4. Compare how Nick buried his friend (e.g., location, difficulties, materials, etc.) to how other prisoners were buried.
5. What did Nick do with his friend's clothing and, specifically, his dog tags (i.e., identification tags)?

DPAA Application Questions

Directions: Answer these questions with your group once all experts have completed their tasks and have shared a brief overview of their sources.

1. Describe potentially valuable evidence that could be gained from oral histories to help narrow the search for remains of missing personnel.
2. Explain the limitations of oral histories in aiding future POW recovery and identification efforts.

INVESTIGATION FOLDER 2 MATERIALS - PRISONERS OF WAR

DOCUMENTS & PHOTOS IN HISTORICAL ANALYSIS



Photograph of General Mark W. Clark and Major General Thomas W. Herren Awaiting Prisoner of War Exchange
Department of Defense. Defense Audiovisual Agency. 6/21/1979-9/30/1985 <https://catalog.archives.gov/id/148727558>

OVERVIEW: Though held in many different places, American POWs in North Korea suffered from harsh treatment. They received little to no food or water and were often forced to trek long distances through severe weather. Those who collapsed or could not continue on these marches were killed by guards. Those who died along march routes were often given isolated burials at unrecorded locations, if they were buried at all. Disease ran rampant at the camps. Many prisoners came down with malaria and beriberi due to the inadequate medical treatment they received. Those who died at camps were buried at nearby camp or hospital cemeteries.

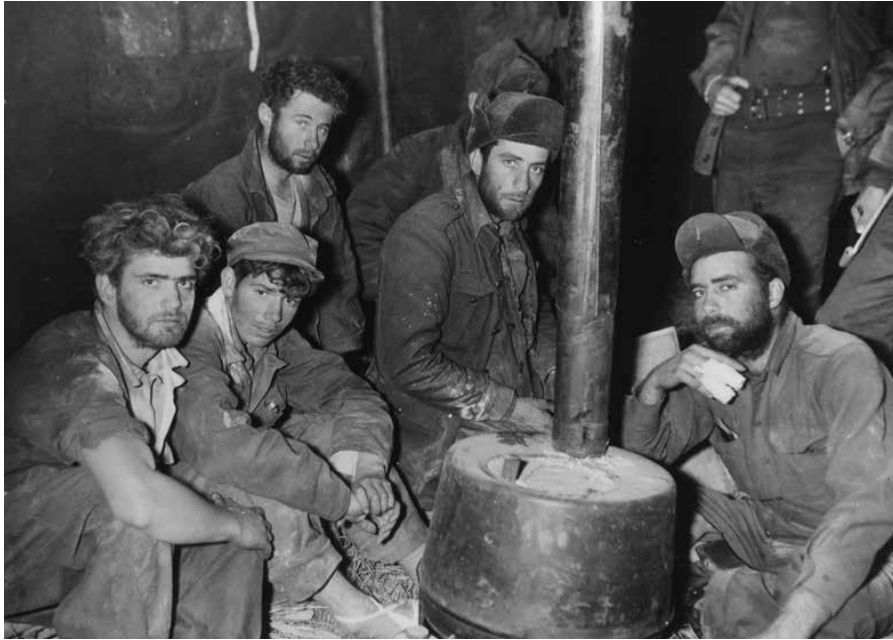
Historical records, photographs, and other documents are collected from multiple sources and analyzed during the investigative research process. This is no small feat as historians and researchers are tasked with scrutinizing thousands of sources in an effort to collect enough evidence to support or confirm previous findings regarding remains, recommend a site for field investigation, or advocate for disinterment.

TASK

Review the photos and document excerpt, and answer the questions provided. Consider the following while reviewing: credibility/reliability, last known location, and information that could point towards another source.

Overview narrative sourced and adapted from <https://dpaa-mil.sites.crmforce.mil/dpaaFamWebInKoreanWarPOW>

SOURCE 1: POWs RELEASED BY CHINESE COMMUNISTS DURING KOREAN WAR

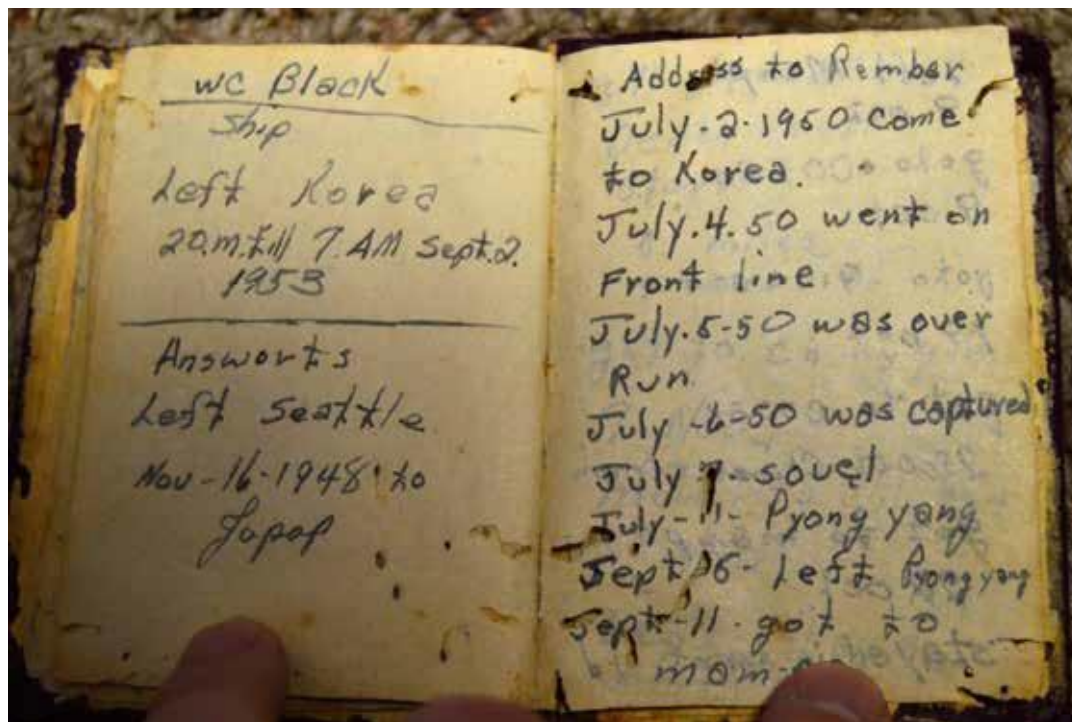


Chang, S.F.C. At United States Army Harry S. Truman Library & Museum
<https://www.trumanlibrary.gov/photograph-records/2007-473>

SOURCE 1 QUESTIONS

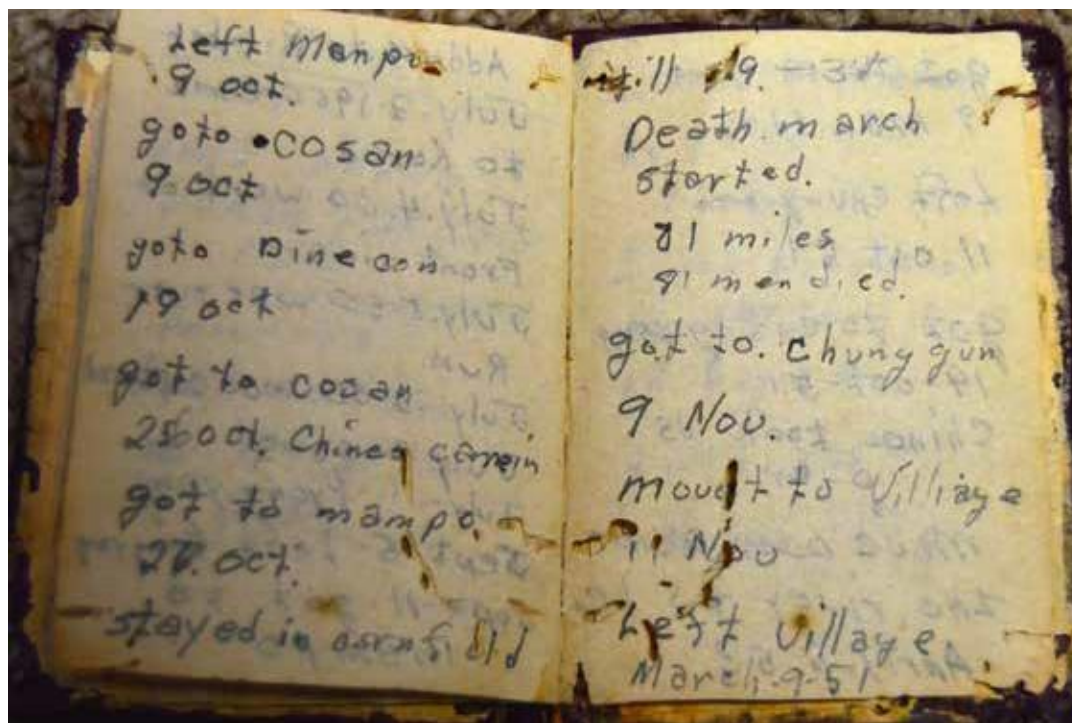
1. What story does this photo tell?
 2. What can you infer about the time of year and hardships these Prisoners of War may have faced?
 3. Describe the condition (e.g., clothing, cleanliness, health, perceived emotional state, etc.) these released Prisoners of War appear to be in.
 4. Explain how this particular photo can help us better understand the experiences of Prisoners of War.
-

SOURCE 2: JACK GOODWIN DIARY SUBMISSION



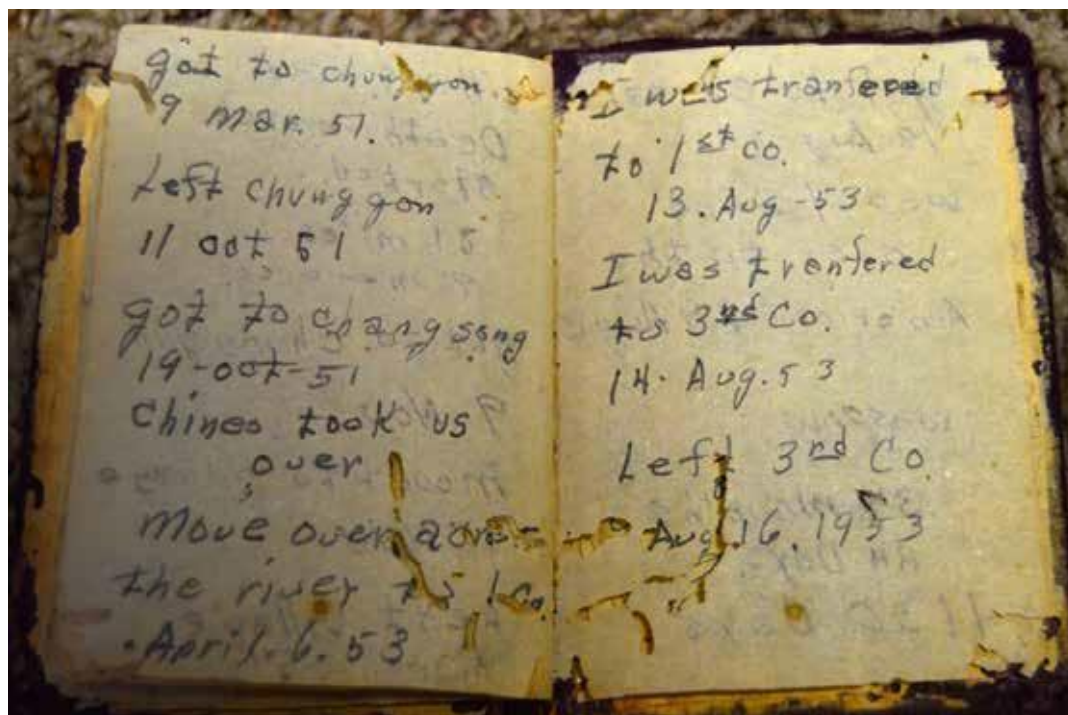
*Note the fingers that reveal the size of the diary. Korean War Legacy Foundation

<https://koreanwarlegacy.org/interviews/jack-goodwin/>



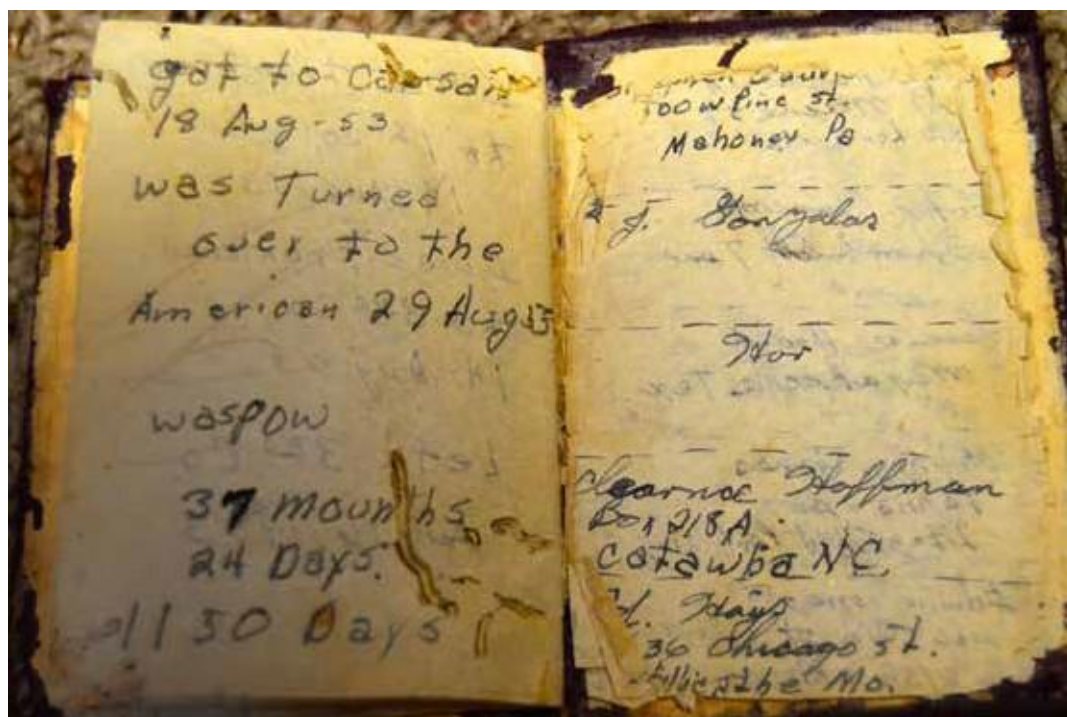
Korean War Legacy Foundation

<https://koreanwarlegacy.org/interviews/jack-goodwin/>



Korean War Legacy Foundation

<https://koreanwarlegacy.org/interviews/jack-goodwin/>



SOURCE 2 QUESTIONS

1. What details was Jack Goodwin collecting in his diary?
2. According to Jack Goodwin, how many people died on the “Death March”?
3. How long was Jack Goodwin a Prisoner of War?
4. Explain how diary entries can tell us about the experiences of Prisoners of War.

SOURCE 3: EXCERPT FROM KOREAN WAR ATROCITIES: SENATE REPORT, 1954

It was determined that the usual procedure was to march the prisoners from the point of capture to a temporary collecting point. The stay at these points varied from 2 weeks to 5 months, then another march would be undertaken to a more permanent prisoner of war camp.

Shortly after capture the Communists confiscated the heavy outer garments and the combat boots of the Americans, forcing them to march barefoot. The suffering was intense as the weather was extremely cold, and many prisoners froze their feet. The average food ration consisted of one rice ball a day and little or no water. Many died from malnutrition, dysentery, beri-beri and pneumonia. Beatings, lack of food, and inadequate medical attention to the wounded resulted in numerous deaths. The prisoners were forced to parade through towns and villages for display before the civilian populace.

Prisoners who were unable to continue the marches because of exhaustion were killed by the Communist guards. Many suffered an appalling loss of weight, and it was not unusual for one man to lose as much as 45 pounds.

More than a thousand Americans died on these death marches, the figure being impossible to establish until all American personnel are interviewed.

Korean War Atrocities: Senate Report

https://www.loc.gov/rr/frd/Military_Law/pdf/KW-atrocities-Report.pdf

SOURCE 3 QUESTIONS

1. Identify at least FIVE things that occurred when a service member was taken as a prisoner.
 2. Explain how a government record (the Senate Report above) can help us better understand the experiences of Prisoners of War.
-

DPAA Application Questions

Directions: Answer these questions with your group once all experts have completed their tasks and have shared a brief overview of their sources.

1. Describe potentially valuable evidence that could be gained from photos and documents, helping narrow the search for remains of missing personnel.
 2. Explain the limitations of photos and documents in aiding future POW recovery and identification efforts.
-

INVESTIGATION FOLDER 3 MATERIALS - AIR WARFARE

MAPS IN HISTORICAL ANALYSIS (SPATIAL)



F-86 Sabre
<https://commons.wikimedia.org/wiki/File:F-86F.jpg>



MiG-15 Being Hit Over Korea c1953
https://commons.wikimedia.org/wiki/File:MiG-15_being_hit_over_Korea_c1953.jpg

OVERVIEW: The Korean War air campaign largely centered around three main roles: Air superiority/interdiction, strategic bombardment (organized bombing of specific sites), and close air support (support for troops on the ground). UN Command (UNC) flew some 700,000 sorties (US pilots accounting for 93% of these sorties) compared to the 90,000 sorties (missions) flown by Communist forces. Most contests for air supremacy, which entailed duels between the new Soviet-developed MiG-15 jet-powered aircraft and the U.S.-developed F-86 Sabre jet-powered fighter, were concentrated near the northwest Democratic People's Republic of Korea/People's Republic of China border (i.e., the Yalu River). This region came to be known as MiG Alley.

Officially, the UNC prohibited "hot pursuit" of Communist aircraft operating north of the Yalu River. However, in theater, this limitation was often ignored with UNC airmen quietly pursuing Soviet/ DPRK/CCF aircraft inside Manchuria (present day China), patrolling Manchurian airspace for targets of opportunity, and engaging CCF bases and air defenses.

The following maps depict historical locations and potential locations of U.S. air losses during the Korean War based on DPAA analysis of available records. Significant efforts by DPAA historians and analysts have gone into the creation of the maps

utilized to narrow the scope of potential locations. Due to the nature of the available information, the air loss locations depicted may represent documented crash sites, the last sighting of the aircraft before it went missing, or the last known radio/radar contact.

TASK

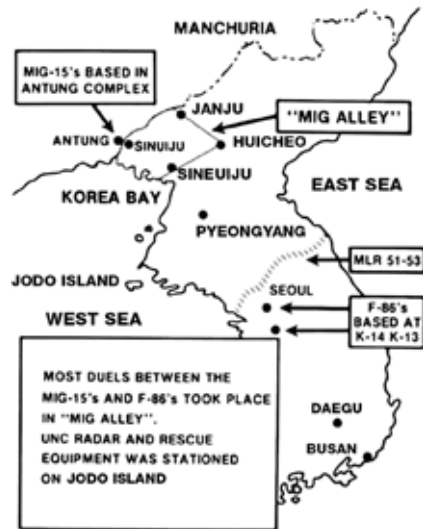
Analyze the "MiG Alley" and "U.S. Air Losses During the Korean War" maps to answer the questions provided. Consider the following while viewing: the collective number of air losses, "hot pursuit" challenges, and the topography.

Overview narrative sourced and adapted from <https://dpaa-mil.sites.crmforce.mil/dpaaFamWebInKoreanAirBattles>

Air Battles Maps

MAP 1

MIG ALLEY

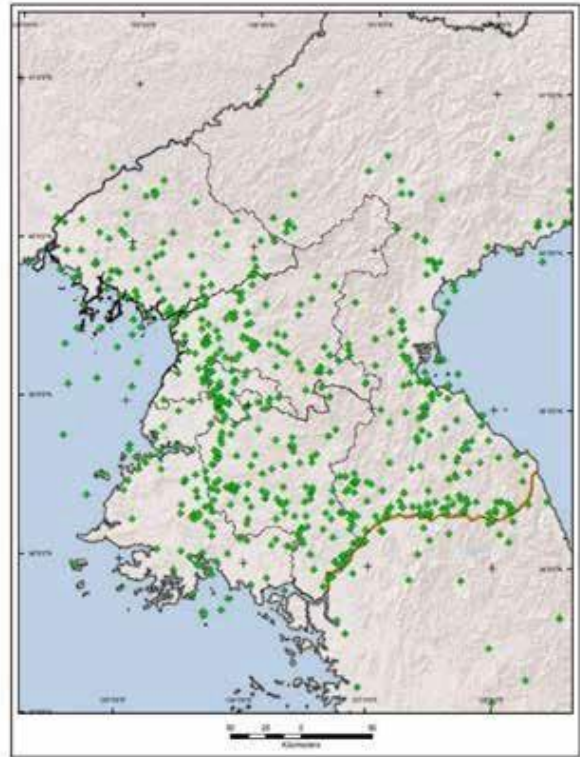


By US Army

http://korea50.army.mil/history/factsheets/air_fs.shtml, archived at https://web.archive.org/web/20021205125255/http://korea50.army.mil/history/factsheets/air_fs.shtml, Public Domain, <https://commons.wikimedia.org/w/index.php?curid=4831117>

MAP 2

U.S. AIR LOSSES DURING THE KOREAN WAR



Defense POW/MIA Accounting Agency

https://www.dpaa.mil/Portals/85/Korean%20War%20Air%20Losses%20Updated_1.pdf

MAP 1 QUESTIONS

1. What information is presented in the map?
2. Hypothesize why "MiG Alley" ends abruptly at the Manchurian border.
3. Compare and contrast the distance from United Nations (UN) operated air bases, K-14 and K-13, to "MiG Alley" and the distance from the Communist forces operated air base, Antung Complex, to "MiG Alley."
4. Hypothesize the potential benefits and drawbacks of having United Nations Command (UNC) radar and rescue equipment stationed on Jodo Island.

MAP 2 QUESTIONS

1. What new information is presented on the map?
 2. Why might air losses be concentrated in certain areas of the map?
 3. Compare the number of air losses in MiG Alley to those lost along the current day Demilitarized Zone (orange line).
 4. Hypothesize why most air losses are concentrated at and above the current day Demilitarized Zone (orange line).
-

DPAA Application Questions

Directions: Answer these questions with your group once all experts have completed their tasks and have shared a brief overview of their sources.

1. Identify potentially valuable information that maps can provide in aiding recovery and identification efforts.
 2. Describe some of the limitations of using these maps to analyze sites for recovery and identification efforts.
 3. Explain challenges (e.g., physical, economic, social, cultural, political, time, etc.) the air loss sites might pose for future POW/MIA recovery and identification efforts.
-

INVESTIGATION FOLDER 3 MATERIALS - AIR WARFARE

ORAL HISTORIES IN HISTORICAL ANALYSIS



Defense POW/MIA Accounting Agency

<https://dpaa-mil.sites.crmforce.mil/dpaaFamWebInKoreanAirBattles>

OVERVIEW: During the Korean War air campaign, the U.S. suffered 2,714 aircraft destroyed and 4,055 service personnel killed. A number of downed pilots throughout the war were rescued while others were captured, marched, and detained at POW holding and/or camp sites where they suffered alongside fellow UN soldiers.

The circumstances of air losses in the Korean War drive much of the ongoing research focus. While much of the early war was fought within the Republic of Korea (ROK), the majority of the conflict—especially the air war—was fought with- in the Democratic People's Republic of Korea (DPRK). Through the years, information has been gathered and recorded in ongoing investigative research efforts to further understand the circumstances of air losses and potential loss locations.

TASK

View Roy Aldridge and Paul Hummels's oral histories, and answer the questions provided. Consider the following while viewing: types of information the veterans offer, timespan between the event and documentation, value of eyewitness accounts, and relevance to research efforts.

Overview narrative sourced and adapted from <https://dpaa-mil.sites.crmforce.mil/dpaaFamWebInKoreanAirBattles>

VETERAN VIDEO CLIP 1: PAUL HUMMEL



Paul Hummel Screen Capture from Korean War Legacy Foundation
<https://koreanwarlegacy.org/interviews/paul-hummel/>

VIDEO CLIP: Always Have a Backup Plan (<https://bit.ly/havebackupplan>)

VIDEO CLIP TIME: 3 minutes 31 seconds

VIDEO CLIP TIMESTAMP ON YOUTUBE: 25:03 - 28:35

TRANSCRIPT:

Interviewer - At the time the US Soldier were withdrawn

Paul - Oh, yeah, yeah full time yeah trying to get the heck out of it, they had a hard time.

Interviewer - Any of your mission was regard to the, uh, Chosin Few?

Paul - Uh, we were up in that area. I can't remember the, all the geographic locations, but we were up there all over North Korea. I knew North Korea like the back of my hand. You get down there, and we knew where we were. We didn't have all the sophisticated navigation stuff they have nowadays, but we knew the geography of the area very well. I can't remember all the towns and locations of it, uh.

Interviewer - Any battle that you remember that you, the Air Force, US Air Force was helping and supporting the withdrawal of US forces?

Paul - Yeah, well, we did a lot of that all over the place but was, uh, was it Hamhung?

Interviewer - Yes, Hamhung

Paul - We were flying full support in that area. That was later on when all of our troops are trying to get the heck out of there and we're trying to protect him and not damage our own people and try to intersect the, uh, the enemy there, but we had missions way up above. And we had always, um, a secondary mission. If we couldn't find the enemy directly,

we had alternative mission was, uh, titled "Armed Interdiction". We'd scout the area to find targets of opportunity and hit them. And so we had complete control of the air our Air Force Navy and all the rest during the whole period of time cause the MiGs were there to cause trouble that they couldn't dominate. They couldn't hurt. Their air force I don't think ever hit our forces on the ground, not that I'm aware of.

Interviewer - Exactly

Paul - Yeah, so that helped a tremendous amount right there. So we did our best, but, uh, you know when you're up in the air you can't see exactly what's there. You have to be careful if you don't hit your, with friendly fire, your own people. So we tried our best on that, but, uh, we had an excellent technique for frontline support. Had what they called mosquito pilots. Have you heard of that term?

Interviewer - Yep, yep, yep

Paul - Yeah. So we worked with them. They had the AT-6 Air Force pilot up front, Army radio man in the back. The army radio man knew what was going on the ground.

Interviewer - Yeah

Paul - And he could talk to the pilot. Pilot would be back here, come down AT-6 shoot a two inch smoke rocket down. It would hit, a puff of white smoke. Okay, your target was so many yards this way or that way from the smoke. So we'd dive down. We'd hit them with whatever we had. When we first went in there, you'd make pass after pass until all your munitions were gone, all your machine guns, everything, was gone. By the time we left there in June of 50, you made one pass. You got out of there because their anti-aircraft fire, uh, really improved tremendously over those few months.

Interviewer - I see. Can you describe the first moment, occasion where you face the MiG-15, and do you remember that moment. And can you describe your feeling, emotion? Were you scared?

Paul - Not really because the adrenaline was there, and I had tremendous confidence in my own flying ability, that I could do anything that was required. And I had less fear in my mind fighting the MiGs because I could see everything then. When I was on ground targets, the guns are down there anyplace shooting at me, you know, so I couldn't see where the enemy was or who was shooting at me. So I had much more confidence flying up in the sky than I did on ground support.

VETERAN VIDEO CLIP 1 QUESTIONS

1. According to Paul, what did he and fellow pilots know very well?
 2. Describe what fighter pilots would do if they could not find the enemy directly.
 3. What technique for frontline support was used?
 4. Why were fighter pilots forced to shift from making multiple passes to only one?
 5. What reason does Paul give for having more confidence against the MiGs than flying ground support?
-

VETERAN VIDEO CLIP 2: ROY ALDRIDGE



Roy Aldridge Screen Capture from Korean War Legacy Foundation
<https://koreanwarlegacy.org/interviews/roy-aldridge/>

VIDEO CLIP: Surprised in the Air (<https://bit.ly/surprisedinair>)

VIDEO CLIP TIME: 3 minutes 21 seconds

VIDEO CLIP TIMESTAMP ON YOUTUBE: 25:04 - 28:25

TRANSCRIPT:

Roy - I had this special fuse training and, uh, it was designed for a special, a special new type of photo flash bomb which was like a king-sized flashbulb. It would generate something a little over four million candlelight power for just less than, uh, half a second. But, they wanted it to go off cause at night photography, and they're flying reconnaissance missions and they wanted to go off at a certain altitude so they'd get bigger spread. Well, the bombs were going off too low or too high and, uh, and they were electronically set. So they asked me, being I was specially trained on them, to do a, a, fly this mission. And it was supposed to be what we called a milk run, little or no resistance. I said sure. So I put on my parachute and got in this airplane

Interviewer - How many were in the airplane?

Roy - There was four

Interviewer - Like you?

Roy - of us.

Interviewer - Just four of you?

Roy - Yeah, um

hm. **Interviewer** -

Wow. **Roy** - Yeah.

Interviewer - So two pilots?

Roy - And the guys in the backseat that had the electronics

Interviewer - And you?

Roy - Actually there was five. They had about a bomb sight, bombardier.

Interviewer - So you are the only one who were older to experiment this, um,

Roy - Yeah. Uh, I, uh, yeah

Interviewer - Special fuse

Roy - I was, I was the only one trained, specially trained for it. The rest of the class hadn't come, you know. And, uh, so we went on this, uh, what they call a milk run with little or no opposition supposedly. Well, I hate to see a, cause I swear to you, you could get out and walk on that stuff at night. It just flash, flash, flash, flash, flash, and all of a sudden the airplane just, just, boom, just shuddered, and the pilot immediately hit the bail out switch, uh, the, it's a, it's a bell, and I had a parachute on the whole time because I didn't, wasn't, and, uh, I was a passenger, and I opened up and I kick the hatch out of the bomb bay doors, and I dropped out. I think I tumbled

Interviewer - How 'bout others?

Roy - When I opened my chute, when I tumbled, just, as I opened my chute, I saw the aircraft disintegrate.

Interviewer - So rest of them died in the air?

Roy - I was the only one survivor.

Interviewer - Only survivor.

Roy - I was the only survivor. And everybody's asked me how high were we. All I can say is when my chute opened, I swung about three times and hit the ground in a rice paddy. Good Korean brown earth and, uh, before I could get my chute completely off, I was, they had me.

VETERAN VIDEO CLIP 2 QUESTIONS

1. What special training did Roy have?
 2. What is a photoflash bomb, and what were they used for?
 3. Describe the air mission Roy was asked to join.
 4. What happened to the plane, Roy, and the other service personnel onboard?
 5. How does Roy describe the altitude the plane had reached?
-

DPAA Application Questions

Directions: Answer these questions with your group once all experts have completed their tasks and have shared a brief overview of their sources.

1. Describe potentially valuable evidence that could be gained from oral histories to help narrow the search for remains of missing personnel.
 2. Explain the limitations of oral histories in aiding future POW/MIA recovery and identification efforts.
-

INVESTIGATION FOLDER 3 MATERIALS - AIR WARFARE

DOCUMENTS & PHOTOS IN HISTORICAL ANALYSIS



A B-29 Fortress Bomber Dropping Its Bombs
[https://en.wikipedia.org/wiki/Korean_War#/media/File: WarKorea_B-29-korea.jpg](https://en.wikipedia.org/wiki/Korean_War#/media/File:WarKorea_B-29-korea.jpg)

OVERVIEW: While air power played a vital role in the Korean War, its function is often portrayed as less significant than that experienced in WWII. However, quick dismissal of the air war must be tempered by the understanding that vital historical resources remain inaccessible in foreign government archives and that the conduct of the air war has never been subject to detailed historical analysis. Furthermore, resources which are available bias towards their disclosure preferences or are concealed within larger service/historical narratives.

The Korean War air campaign largely centered around three main roles: Air superiority/interdiction, strategic bombardment (organized bombing of specific sites), and close air support (support for troops on the ground). Thousands of sorties (missions) were flown throughout the war by U.S. and United Nations (UN) forces, and while there were many successes in the air, there were also aircraft losses.

Historical records, photographs, and other documents are collected from multiple sources and analyzed during the investigative research process. This is no small feat as historians and researchers are tasked with scrutinizing thou-

sands of sources in an effort to collect enough evidence to support or confirm previous findings regarding remains or recommend a site for field investigation.

TASK
Review the photos and document excerpt, and answer the questions provided. Consider the following while reviewing: credibility, last known location, information that could point towards another source.

Overview narrative sourced and adapted from <https://dpaa-mil.sites.crmforce.mil/dpaaFamWebInKoreanAirBattles>

SOURCE 1: TO HEUNGNAM



Korea - Campaigns - Yudam-ni/Hagaru-ri to Heungnam. Department of Defense. Department of the Navy.
U.S. Marine Corps. 9/18/1947- (Most Recent)
<https://catalog.archives.gov/id/74244544>

SOURCE 1 QUESTIONS

1. What story is being told in this photo?
 2. How might the plane (look closely within the smoke) be aiding the troops on the ground?
 3. What danger might the aircraft encounter at such a low altitude?
 4. How does this particular photo help us understand the vital role air power played in the Korean War?
-

SOURCE 2: STRATEGIC BOMBARDMENT



Lt. R. P. Yeatman, from the USS Bon Homme Richard, is shown rocketing and bombing Korean bridge. November 1952. (Navy) NARA FILE #: 080-G-639948

https://commons.wikimedia.org/wiki/File:Lt._R._P._Yeatman,_from_the_USS_Bon_Homme_Richard,_is_shown_rocketing_and_bombing_Korean_bridge_HD-SN-99-03100.jpg

SOURCE 2 QUESTIONS

1. What story is being told in this photo?
 2. How might an air mission of this nature aid the war effort?
 3. With Source 1 in mind, how does this particular photo help us develop a more complete picture of the role air power played during the war?
 4. This aircraft is a USS Bon Homme Richard (a now decommissioned U.S. Navy aircraft carrier) aircraft.
How might a Navy aircraft loss differ from an Air Force aircraft loss (e.g., loss location)?
-

SOURCE 3: EXCERPT FROM CENTRAL INTELLIGENCE AGENCY - DAILY KOREAN SUMMARY

1 November 1950

MILITARY SITUATION AIR

UN aircraft continued to provide close support for ground forces flying 446 effective sorties, including 178 combat and 216 transport. Enemy artillery was attacked at Kusong with good results, and enemy troops, vehicles, and supply points were hit in the Onjong-Usan area. The US 5th Air Force reports an unsuccessful attack on a flight of F-51's by six to nine jet aircraft, tentatively identified as MIG-15's (a Russian-type fighter); a red star marking was observed on the right wing of one of these attacking aircraft.

2 November 1950

MILITARY SITUATION AIR

The US 5th Air Force reports that three unidentified aircrafts made passes at a UN observation plane; the pilot described the craft as a jet type with modified swept back wings. There were three isolated incidents of light enemy aerial bombing and strafing of US 24th Division positions. UN aircraft flew 503 sorties, including bombing strikes on Changjin, Nanam, and Kanggye.

10 November 1950

MILITARY SITUATION AIR

UN Air Force pilots reported at least five separate encounters with MIG-15 type enemy fighter aircraft in groups of four to ten. One US B-29 was shot down, but at least four enemy aircraft were reported damaged, and two probably damaged. Enemy aircraft consistently broke off contact and evaded further action by crossing the border into Manchuria.

Central Intelligence Agency - Daily Korean Summary

<https://www.cia.gov/readingroom/docs/CIA-RDP91T01172R000200040002-5.pdf>
Jangjin (Chosin) Reservoir can also be spelled Changjin Reservoir.

SOURCE 3 QUESTIONS

1. What new information is provided about the MiG-15 and its actions each day?
2. Explain how a government record (the Daily Korean Summary above) can help us better understand how some aircraft losses occurred during the Korean War.

DPA Application Questions

Directions: Answer these questions with your group once all experts have completed their tasks and have shared a brief overview of their sources.

1. Describe potentially valuable evidence that could be gained from photos and documents to help narrow the search for remains of missing personnel.
2. Explain the limitations of photos and documents in aiding future POW/MIA recovery and identification effort.

