

IN PURSUIT OF THE NORTH STAR: KOREAN WAR AND TÜRKİYE

**TEACHING/LEARNING ACTIVITIES
FOR MIDDLE SCHOOL SOCIAL
STUDIES AND HIGH SCHOOL
HISTORY CLASSES**

Historical Inquiry, Oral History, Archival Documents, Memoirs

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This work is dedicated to:
Korean children who were orphaned and left
destitute in the midst of the fratricidal conflict at
the beginning of the Cold War,
to Ayla, their most well-known face,
[in precious memory of Mrs. Eun-ja Kim],
and
to the cherished memory of the selfless and
heroic Turkish soldiers who, while bravely
fighting on the front lines, acted with
humanitarian values behind the lines,
treated, protected, and cared for Korean children
as if they were their own children or siblings.



Mustafa Kemal ATATÜRK

► Foreword

In the minds of Koreans, Turkish Korean War veterans are remembered not only for their worldly famed bravery but also for their love of Korean orphans. In June 1951, Turkish soldiers established the Ankara Orphanage located in Suwon, south of South Korea's capital city of Seoul. They not only provided care and subsistence but also educated the orphans as highlighted in *Ayla*, a very famous movie in Türkiye depicting the bond between Turkish soldiers represented by a sergeant, Suleyman Dilbirligi, and a young 5-year-old Korean orphan girl, KIM Eun-ja, who has become nationally renowned witness of Türkiye's love of Korea. When we celebrate the Turkish curriculum book, *In Pursuit of the North Star: Teaching the Korean War Through Evidence-Based Inquiries*, in our 7th World Congress in Cappadocia, Türkiye in August 2026, we will have a special memorial service for Ms. Kim, who passed away on May 11, 2025, to dedicate the book to her.

To preserve these brave and heart-moving stories of Turkish veterans, I visited Türkiye in 2018 and had the honor of meeting with and listening to them. Starting in November, from the capital city of Türkiye, Ankara, I then traveled to Izmir, and Istanbul. In total, I interviewed 34 veterans: 9 in Ankara, 15 in Izmir, and 10 in Istanbul. This would not have been possible without the assistance of Ece Kupeli, a descendant of a Turkish veteran, whose command of both Korean and Turkish was critical in this interview odyssey.

This odyssey of preserving the voices of direct witnesses from all 22 UN countries began with American veterans in 2012 and concluded in 2022 with India's veterans and their descendants. The foundation has now accumulated approximately 1,500 interviews and produced Korean War curriculum books for the United States in 2019, the United Kingdom in 2020, Canada in 2023, and New Zealand and Türkiye in 2025. These books are based on history teachers' analyses of their own country's veteran interviews, helping educate their younger generations on how to remember, learn from, and honor their heroes. For Türkiye, it was at the foundation's first international teachers' conference in Athens, Greece in 2019 that I met Professor Erkan Dinc along with 5 other delegates. They were the largest representation among the 16 countries' history educators. We were all impressed with their enthusiastic zeal for a Turkish curriculum book to be published. Thanks to Erkan's leadership, Rector Fuat Erdal of the Anadolu University in Eskisehir and I signed the MoU for publishing Turkish Korean War curriculum book on November 18, 2023. As we were moving ahead with our ambitious plan, again thanks to Erkan's help, on May 8, 2024, I had the additional honor of partnering with Mustafa Otrar, the General Directorate of the Special Education and Counselling Services of the Turkish Ministry of National Education, by signing the MoU to include our Turkish Korean War curriculum book in the list of curricular resources for the thousands of special schools for talented students in Türkiye.

According to Turkish Defense records, 5,083 Turkish soldiers arrived in Busan on October 17, 1950. In total, 21,212 Turkish soldiers were stationed and served in Korea until 1971, when the last Turkish soldiers finally left the Republic of Korea. Of those soldiers, 2,365 were either killed or went missing in action during the War. While I stayed in Eskisehir as a visiting professor of Anadolu University in the spring semester this year, I learned of "Adiyaman's Last Korean War Veteran," Mustafa Sut, a resident of Karadut Village in Kahta district of Adiyaman. An article published on May 1, 2025, in *Güneş* (Daily Glance) entitled "They Did not Forget the Last Korean Veteran" described my visit to his house and his stories of tragic battle experiences. Speaking Kurdish, his stories had to be translated by two assistants into Turkish and then into English. I came to know Mustafa at the age of 99, still suffering from the traumatic loss of 14 friends killed by enemy bombings. When I left his home after several hours of multilingual interviews, Mustafa was chanting in Kurdish as I walked away, and I still cannot forget his face. I wondered what might have happened had he not volunteered for Korea; in fact, he was not originally chosen when soldiers being sent to Korea were decided by lottery.

As is the case for all UN countries of the Korean War, these tragic yet honorable sacrifices and stories of service are not covered in history textbooks with adequate depth or length. A full cycle of human life starts with birth and is completed not by death but in our remembrance. This is the noble goal of our curriculum

book for Türkiye. In addition to evidence-based inquiry on our heroes, this Turkish Korean War curriculum book (electronic version) applies AI technology to create virtual conversations between veterans and Turkish students, based on my foundation's veteran interviews. This AI-activated and document-evidenced inquiry model will eventually do justice to the lack of coverage of our Turkish heroes in its history education, which may serve as an AI-innovated model of curriculum book for other UN countries.

I want to pay special thanks to the following writers and experts for almost two years of hard work and enthusiastic commitment that will enlighten educators and our future generations with Türkiye's legacy of fighting for the Korean people, contributing to South Korea's vibrant economy, and substantive K-Democracy and I strongly believe that this is how we want to remember and pay our tribute to brave Turkish heroes: Prof. Dr. Erkan Dinc (History and Social Studies Education Specialist, Project Coordinator, Editor), Prof. Dr. İsmail Acun (Social Studies Education Specialist, Project Co-coordinator, Editor), Prof. Dr. Handan Deveci (Social Studies Education Specialist, Adviser), Assoc. Prof. Dr. Servet Üztemur (Social Studies Education Specialist, Adviser), Prof. Dr. Burhan Sayılı (History Specialist, Adviser), Prof. Dr. Volkan Marttin (History Specialist, Adviser, Writer), Prof. Dr. Işıl Kabakçı Yurdakul (ICT Specialist, Adviser), Prof. Dr. Halit Turgay Ünalın (Graphic Design Specialist, Adviser), Dr. Betül Aydın (ICT and Graphic Design Specialist, Content Creator, Graphic Designer), Dr. Demet Çevirgen-Çalkan (History Teacher, Writer), Fatih Özpolat (History Teacher, Writer), Neslihan Gezgin (Social Studies Teacher, Writer), Orkun Şen (Social Studies Teacher, Writer), Nuriye Zeynep Kırıl (Research Assistant, Editorial Assistant).

Finally, I am very thankful for the opportunities of interviewing so many veterans and working with each country's best educators, which would not have been possible without consistent support from The Ministry of Patriots and Veterans Affairs of the Republic of Korea since 2012. I want to extend my sincerest gratitude for MPVA's unwavering and enthusiastic encouragement and generous financial sponsorship. Also, I want to share this very rewarding sense of accomplishment with my foundation's Executive Director Joseph Karb and the whole team of social studies educators. I can't wait for the 7th World Congress in August 2026 in Cappadocia, Türkiye and the opportunity to present this amazing work to all other UN countries' history educators.

Job well done and Congratulations to the whole Turkish team led by my good friends and partners Erkan and Ismail from the bottom of my heart!



Jongwoo Han

President, The Korean War Legacy Foundation

September 20, 2025

Preface and Acknowledgements

The story behind the emergence of this work is presented in the foreword written by Dr. Jongwoo Han, President of the Korean War Memorial Foundation. Rather than repeating what is written there in this short text, we thought it would be more appropriate to share with our readers a few experiences we encountered during the creation and shaping of this book. When we first met Dr. Han and his team at a conference in Athens in early August 2019, the idea of writing a book to teach the Korean War in Turkish schools was proposed. Drawing on the structure of curricula and the content of textbooks in Turkey, we responded that such a project would not be feasible, noting that the limited place allocated to the Korean War in Turkish school programs would make such an initiative extremely difficult to realize. The work that has ultimately emerged from the subsequent process stands before us both as a rebuttal to the prejudices that shaped what we said at the time and as a reward for our struggle against the difficulties we encountered along the way.

As history and social studies teachers and educators, throughout this process, we learned through experience to read the past from sources that are sometimes parallel and sometimes different from one another, to recognize multiple narratives, and to understand that war, besides its cruel and death-scented face, is also a human story. We also learned that those who were enemies yesterday may be friends today, and that those who are friends today may become enemies tomorrow, and that people and societies we think are different from us may share many common aspects with us. We observed that a large portion of the knowledge of the past we obtain from textbooks and other historical sources is the product of people who lived through and after the events or situations being examined, and that this knowledge includes not only historical reality but also the evaluations of the individuals or institutions that shaped it. Through the evidence-based inquiry method adopted in this work, we hope that the teachers and students who use it will experience similar learning processes.

We hope that this book will help middle school and high school students learn to approach every kind of learning or information source presented to them with a degree of skepticism, to question how real and realistic they are and to what extent they reflect reality faithfully, to identify consistencies and inconsistencies among sources, to ask questions, to criticize, and on the basis of all these to construct their own knowledge of the past. In this way, a few steps will also have been taken toward moving from the traditional approach to history learning and teaching, which is based primarily on the transmission of content or historical knowledge, to a constructivist approach in which students build their own knowledge and develop various skills during this process.

Another issue we experienced during the development of this book was also challenging for us as teachers and educators. In many academic sources that analyze and discuss history education, the contrast between content transmission and skill instruction, and the misuse of history for political purposes associated with this contrast, are frequently mentioned. We were concerned that similar issues might appear in this work as well, in different forms. While designing inquiry-based learning and teaching activities dealing with the Korean War and related topics, we tried as much as possible to avoid relying on a single narrative of the past or on a grand narrative. Even when we occasionally cited secondary sources, we made an effort to produce designs primarily based on a variety of primary sources, especially oral history interviews with Korean War veterans. Our aim was, on the one hand, to enable the students to ask questions about the historical sources presented to them, to question them, to think critically, to analyze them, and to construct their own knowledge of the past as a synthesis. On the other hand, we aimed to avoid, as much as possible, a version of history that some circles in Turkey have described, particularly with regard to history textbooks, as one-sided, mostly written from a positive perspective on the past, and characterized by a narrative of a glorious past.

However, while studying the Korean War, we encountered a considerable portion of the primary sources that revealed a different situation. While we tried to avoid a glorious past narrative by using different sources, the materials we accessed showed that it was not possible to avoid presenting what Turkish soldiers did in Korea as a genuine story of heroism. For example, the successes of Turkish units in the Battles of Kunuri were mentioned not only in Turkish sources and in sources from countries that participated in the Korean War on behalf of the United Nations, but also in Soviet sources that

openly supported the opposing side. Similarly, no source expressing a negative discourse could be found regarding the Ankara School and Orphanage, which was established and put into operation in the midst of the war, thanks to the determination of Turkish soldiers. As a result, we may say that the glorious past narrative we tried to avoid while writing this book nevertheless revealed itself in many ways, despite our efforts. Even so, it would not be an exaggeration to claim that this situation has not changed and will not change the inquiry-based nature of the learning and teaching activities.

As we emphasized earlier, the most important feature of this book is that it comprises learning and teaching activities based on questioning multiple sources. While preparing these activities, we would like to thank the Presidency of the Republic of Türkiye State Archives for facilitating our access to various archival documents and for permitting their use in this book. We would also like to thank Prof. Dr. Ali Denizli, who has produced dozens of works through his tireless efforts to ensure that the Korean War and its heroes are not forgotten, and who helped us access many of the sources we used. We also express our gratitude to Prof. Dr. Hakan Kumbasar, who established through his own efforts the digital archive titled 'Kore Savaşı ve İzleri' [The Korean War and its Traces] and donated it to the Turkish War Veterans Association, thereby pioneering the digitalization of sources related to the Korean War and contributing to preserving the memory of his father, the late retired Colonel Cihan Kumbasar, a Korean War veteran, and his comrades in arms. We also thank the General Headquarters and the Eskişehir Branch of the Turkish War Veterans Association.

We also thank the Korean War Memorial Foundation and its President, Dr. Jongwoo Han, for making the oral history interviews used in this book possible by ensuring they were conducted, recorded, preserved, and shared in digital form, and for allowing us to use them. In addition to the project team members and authors who contributed to the creation of this book through their labor and dedication, we would like to thank Prof. Dr. Musa Çifci, who served as language editor, Dr. Ferhat Bayoğlu, who served as guidance expert, and Associate Professor Dr. Murat Polat, who served as an assessment and evaluation expert. We also extend our sincere gratitude once again to the Korean War Memorial Foundation, which not only provided financial support for this book and the related project but also offered moral encouragement throughout the process, took the initiative in its realization, and assumed guardianship of the final product. We also thank Dr. Jongwoo Han and his colleagues. In addition, we would like to express our thanks to Anadolu University Technology Transfer Office Inc. (ANATEK), which played a special role in the realization of this project, and its General Manager, Ms. Yeliz Erkoç Kök, to the authorized units and administrators of Anadolu University and Eskişehir Osmangazi University, and to the Eskişehir Provincial Directorate of National Education, represented by Mr. Sinan Aydın. Finally, we would like to express our gratitude to the relevant departments and officials of the Ministry of National Education of the Republic of Türkiye for contributing to the book reaching its intended audience.

Lastly, we would like to express our deep gratitude and appreciation to the Turkish soldiers who, following the call of the United Nations and by a decision of the Turkish Government, traveled in the name of humanity to a distant country, Korea, whose name they had never heard before and whose location on the map they had never even seen. At the cost of their blood and their lives, they wrote the stories of courage, sacrifice, and heroism, some of which are presented in this book. Even while enduring torture in captivity, they thought not of their own lives but of the honor of their country and nation. They became known not only for the bravery and heroism they displayed on the battlefield but also for their humane treatment of Korean children and civilians behind the front lines. In the person of Artillery First Lieutenant Mehmet Güneç, who defied death by directing the artillery fire of his own unit onto the hill where he was located, we commemorate all the martyrs of Korea. In the person of veteran Veli Atasoy, who, despite being wounded himself, carried his wounded comrade on his back during the death march, and veteran Mustafa Süt, who more than seventy years later still carries in his heart the pain of the comrades he sent to martyrdom under enemy bombardment, we remember all Korean War veterans and their families with gratitude and respect. Everything worthy of admiration and applause belongs to them. Any deficiencies, mistakes, or shortcomings that you may encounter in this book and in the related digital materials belong to us.

On behalf of the project team and the authors

Erkan Dinç and İsmail Acun

Eskişehir, 28 September, 2025

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► About This Book

Introduction

This book is designed for middle and high school students in Türkiye. It offers a wide array of instructional materials that explore in depth the national and international impact of Turkish soldiers' participation in the Korean War. The content, which can be described as teaching materials or learning activities, is not created to limit history education to simply transmitting information. Instead, it aims to help the students develop their historical thinking skills, including historical comprehension, questioning and inquiry, use of evidence, analysis, and historical empathy. It is important to note that these skills, most of which are considered higher-order thinking skills, are also part of critical literacy, which aims to boost the students' cognitive abilities through effective and meaningful learning experiences.

The Korean War was not only a military conflict but also one of the most notable international interventions of the twentieth century. It became a significant factor shaping Türkiye's foreign policy and its path to NATO membership. Türkiye's voluntary decision to send troops to Korea had major consequences both at home and abroad. The war strengthened Türkiye's ties with the Western Bloc and played a vital role in its journey toward joining NATO. Despite its importance, the Korean War and the role of Turkish units have received little attention in Turkish schools, often being briefly mentioned in textbooks with only a single paragraph. In this book, the Korean War, and especially the impact of Türkiye's involvement, is examined in a detailed and multi-faceted way.

The study units and the teaching-learning activities included in this book aim to approach the Korean War not just as a military conflict with a series of battles, but as a historical event shaped by human intervention, with causes and effects that impacted not only soldiers but also children, women, and other civilians in psychological, sociological, cultural, and economic ways. These activities try to go beyond the typical information found in history textbooks by systematically using primary sources such as soldiers' letters, contemporary newspaper reports, memoirs, biographies, official correspondence, and oral histories. This way, the students are encouraged to engage with both broad historical narratives created by historians and firsthand accounts and testimonies related to the period and events. By questioning these sources and comparing what they find with their existing knowledge, the students can identify consistencies, inconsistencies, and gaps, helping them develop their own tentative, inquiry-based interpretations of the past. In addition, the study units presented in the book make use of artificial intelligence, supported technologies, digital tools aligned with the TPACK model, and interactive applications. It is hoped that this approach will provide students with contemporary learning environments and opportunities, while also offering teachers strong guidance in pedagogical, technological, and content-related terms.

Developments That Prepared the Emergence of This Book

The idea for this study emerged at a conference in Greece in 2019, organized by the Korean War Legacy Foundation. At this conference, Dr. Erkan Dinç, one of the editors and subject-area experts of this book, discussed with the Foundation's president, Dr. Jongwoo Han, the conditions necessary for the creation of this book. Under the leadership of Dr. Han, the Foundation produces projects aimed at writing books consisting of teaching-learning activities to be used in schools in each of the twenty-two countries that supported South Korea by participating in the Korean War on the side of the United Nations, through teams composed of teachers and academics. Similar studies completed to date in the United States, the United Kingdom, Canada, and New Zealand are, as in the case of the present book, close to completion in Türkiye and Australia. The necessary steps are also being taken to ensure that the studies recently initiated in France, Greece, and Colombia are carried out in other countries as well. What distinguishes this book from its equivalents produced in the aforementioned countries is that, during the writing process, fieldwork was conducted on a scientifically grounded basis and the integration of certain information technologies was ensured.

The Korean War Legacy Foundation contributed to this study not only by providing financial support but also by allowing access to its extensive digital archive. All of the oral history studies included among the primary sources used in this book were conducted by Dr. Han and consist of interviews available through the Foundation's website.

Study Units/Teaching Learning Activities Included in the Book for Middle School

1. Study Unit A1 → How far is Korea from Us?
2. Study Unit A2 → Formation of the Turkish Brigade
3. Study Unit A3 → What is in the Rucksack?
4. Study Unit A4 → News from Korea
5. Study Unit A5 → Ayla: the daughter of two nations
6. Study Unit A6 → Ankara School
7. Study Unit A7 → Turkish Prisoners of War in Korea
8. Study Unit A8 → Developing Bonds
9. Study Unit A9 → Commemorating the Korean War

Study Units/Teaching Learning Activities Included in the Book for High School

1. Study Unit B1 → The Legacy of the Second World War
2. Study Unit B2 → Media and Politics
3. Study Unit B3 → Farewell from İskenderun
4. Study Unit B4 → Wages and Allowances as Parts of the Cost of the Wars
5. Study Unit B5 → Korean War through the Eyes of a Soldier
6. Study Unit B6 → Children in War
7. Study Unit B7 → Turkish Troops in the Korean War
8. Study Unit B8 → Prisoners and Captivity
9. Study Unit B9 → Turkish Martyrs in Korea

Purpose of the Book

The purpose of this book is to provide a multidimensional, in-depth, and authentic framework for the teaching and learning of history. The history of Korea, the Korean War, and Türkiye's participation in this war have been structured for middle school and high school students in accordance with pedagogical principles. The main objectives can be summarized as follows:

- To provide the students with a general historical overview of the development of the Korean Peninsula from ancient times to the modern era,
- To enable the students to analyze the causes and consequences of the Korean War at both global and local levels,
- To allow the students to examine the process of Türkiye's participation in the Korean War from military, political, diplomatic, social, and cultural perspectives,
- To create opportunities for the students to evaluate the effects of the war on soldiers, civilians, and children through the development of empathy,
- To offer opportunities for learning historical events within the context of individual testimonies and human experiences through various instructional activities based on primary sources, particularly oral history studies,
- To develop the students' historical thinking skills, including historical comprehension, historical inquiry, the use of evidence, historical analysis and interpretation, and historical empathy,
- To engage the students with contemporary technologies in their learning processes by making use of technological tools and artificial intelligence applications.

Each activity prepared within this framework has both cognitive and emotional objectives. The role of the Turkish soldier in the Korean War was not limited only to acts of heroism on the battlefield; it also involved humanitarian efforts such as helping Korean children, establishing schools, and building bonds with the local community. This human aspect is reflected, to varying degrees, in every part of the book.

Content and Structure of the Book

The book consists of the study units/teaching learning activities listed above. Each study unit is structured around a specific theme and is supported by archival documents, visual materials, oral history studies, documentaries, and media content. The structure of each study unit includes the following components:

Teacher guideline section:

Teaching and Learning Plan

Focus on Activity: It is required to examine X (or Source X) and carry out prediction and concept explanation activities.

Time Required: X minutes

Task 1: By examining Sources X, Y, and Z, the causes of ... are analyzed.

Duration: X minutes

Task 2: First, sources X, Y, and Z are required to be examined; then the required procedures in the relevant steps are supposed to be completed. Lastly, the students are invited to prepare a concept map and carry out the flag design activity.

Time Required: X minutes

Task 3: By examining Sources X, Y, and Z, the related questions are answered.

Time Required: X minutes

Assessment and Evaluation: Various types of assesment and evaluation questions are answered.

Time Required: X minutes

Homework: The students are assigned homework in which they prepare short speech-texts based on their research on topic X.

Time Required: X weeks

Teaching and Learning Process

1. **Focus on Activity:** An engaging introduction is made using materials such as visuals, newspaper clippings, photographs, or short videos to capture the students' interest.
2. **Conceptual Explanation:** Concepts such as war, ideology, media, martyrdom, captivity, and diplomacy are explained.
3. **Guiding Questions:** Analysis and discussion questions specific to the unit are presented to promote in-depth thinking.
4. **Tasks:** These include concrete output, such as document analysis, interview analysis, scenario writing, filling in speech bubbles, word searches, and creating timelines.
5. **Oral History Studies:** Interviews with Korean War veterans are presented in a format accessible through QR codes and/or links.
6. **Creative Production:** Original activities such as wreath design, flag symbolism, school newspapers, and scenario writing are carried out.
7. **Assessment and Evaluation:** Assessment activities are conducted using open-ended questions, matching exercises, short-answer questions, or rubric-based evaluations.
8. **Homework:** The students are asked to produce more comprehensive output by applying what they have learned.

Although the duration of the activities is planned as 40+40 minutes (two class periods), a number of activities are expected to require more time, and therefore their implementation has been extended to three class periods. The content varies according to the student level. The activities are designed to balance content knowledge and concepts with skill development.

Pedagogical Foundations of the Study or Teaching-Learning Approaches

The main pedagogical approach of this study does not rely on traditional behaviorist theories that see learning as knowledge transfer from experts to passive students. Instead, it is rooted in constructivist theories, which view knowledge as a human product that can be developed, transformed, and reproduced. These theories define learning not as the simple transfer of knowledge from teacher to student but as the learner's active reconstruction of knowledge. The study also applies constructivist methods in history education derived from these theories.

Within this framework, the students are seen as active learners who build their own knowledge by questioning, analyzing, interpreting, and evaluating sources and materials provided to or accessed by them, under the guidance of their teachers. At the same time, the students recognize that the knowledge they create may not fully or accurately represent everything that happened in the past; instead, it forms a historical narrative that can be revised and improved with new evidence, questions, and theoretical perspectives. By this approach, teachers are not positioned as experts who hold, transmit, and guarantee the one true and approved knowledge of the past. Instead, they act as guides, supporting the students in accessing primary and secondary sources related to the topic and assisting them through the processes of questioning, analysis, interpretation, and evaluation, helping them construct their own understanding of history. In this context, several key concepts and approaches related to education and history instruction come to the forefront. These include the following:

Active Learning: As discussed above, one of the main aims of this book is to place the students at the center of the teaching-learning process and to transform them into active learners who construct their own knowledge, relate new information to prior knowledge, question, analyze, interpret, and evaluate what they learn.

Historical Thinking: In addition to the historical thinking skills mentioned previously in this study, such as historical understanding, historical inquiry, the use of evidence, historical analysis and questioning, and historical empathy, this book also aims to raise the students' awareness of skills such as developing multiple perspectives, establishing cause-and-effect relationships, recognizing change and continuity, understanding time and chronology, spatial awareness, and map-reading skills.

Interdisciplinary Learning: Although this study primarily aims to equip the students with knowledge and skills related to a recent historical phenomenon, history is not treated merely as a body of information about the past. Instead, it is approached through the individual/psychological, social, economic, and cultural dimensions of human activities over time. In this context, efforts have been made to enrich historical knowledge by drawing on various social science disciplines, such as geography, political science, international relations and diplomacy, and communication studies, as well as their methods and approaches, and to present this enriched content to the students.

Values Education: The Korean War, which constitutes the main focus of this book, is not presented to the students solely as a collection of past events. While examining different aspects and dimensions of the Korean War, values such as patriotism, peace, helpfulness, self-sacrifice, love, respect, friendship, and altruism are frequently emphasized. Through questions, inquiries, and activities designed to foster historical empathy, learning is directed beyond the cognitive domain toward affective objectives. In this way, the aim is not only for students to acquire knowledge, but also to become individuals who produce values and possess social and moral awareness.

Technology Integration

One of the most distinctive features of this book is its systematic integration of technology into history education. Through technology integration, the students receive a contemporary learning experience. In these activities, technology-supported history teaching methods are actively used both for creating content and for analytical tasks. The students can access interviews with veterans through QR codes, listen to video narratives, and analyze historical documents using audio readers. Simultaneously, by utilizing information and communication technology tools, they have the chance to develop skills such as document classification, information mapping, and creative writing.

Through these applications, the students not only gain access to information, but also acquire the ability to transform and present this information in different forms. For example:

- To analyze oral history sources and carry out a letter-writing activity based on historical empathy,
- To examine military correspondence and prepare a poster highlighting its significance,
- To analyze certain expenditure and payments made during the Korean War in order to gain an understanding of the cost of the war, and to make data-based estimates regarding the present-day equivalents of these costs from the 1950s.

The use of these techniques enables the students not only to develop a solid understanding of historical knowledge but also to acquire contemporary digital literacy skills.

Assessment and Evaluation

The assessment and evaluation tools included in each unit go beyond the logic of traditional examinations and aim to evaluate the students' holistic development. While certain assessment methods focusing on cognitive, affective, and skill-based outcomes are presented under the 'Assessment and Evaluation' section at the end of the activities, formative assessment practices are integrated into different stages of the learning process. The main assessment and evaluation elements highlighted in this study include the following:

- **Open-Ended Questions:** These measure the students' ability to interpret documents they have read and analyzed through inquiry, establish cause-and-effect relationships, and express their personal opinions, thoughts, and evaluations.
- **Matching and Table Completion:** These activities develop the students' abilities to establish relationships between concepts, classify information, and conduct analysis.
- **Homework Assignments:** These require the students to produce output that can be transferred to real-life contexts (for example, designing a wreath, preparing a representative newspaper page, or creating a dramatization).
- **Creative Writing:** This enhances empathy skills (for example, writing a letter from the perspective of a Korean child or a Turkish soldier).

Originality and Contributions of the Book

This book transforms history teaching by moving it beyond classical approaches and turning it into a process in which the students take an active role as thinking, questioning, and productive individuals. The distinctive features of the book can be grouped under the following headings:

- **Historical Inquiry:** Through guiding questions and the questions and procedures included in other stages of the activities, selected sources are historically questioned, analyzed, interpreted, and evaluated.
- **Use of Primary Sources:** The students work directly with historical evidence such as archival documents, official correspondence, soldiers' diaries, oral history interviews, and photographs.
- **A Structure Based on Historical Empathy:** Most activities encourage the students to evaluate events from the perspective of individuals. In this way, the students establish both intellectual and emotional connections with the actors of the past.

- **Humanitarian Diplomacy and Cultural Values:** Through examples such as the Suwon Ankara School, the humanitarian roles undertaken by Turkish soldiers through their own initiative are highlighted.
- **Interdisciplinary Approach:** Alongside the history, the book also engages with fields such as media literacy, economics, and international relations.
- **Technology Integration:** Educational technologies are used in a contemporary manner, and examples of artificial intelligence-supported instructional practices are presented.
- **Values-Based Education:** Values such as patriotism, cooperation, peace, and friendship are placed at the center of the educational process.

In conclusion, this book enables the students not only to learn historical realities, but also to integrate them into their lives by forming emotional, cognitive, and ethical connections with the past. In this way, it goes beyond being an ordinary textbook and becomes a comprehensive instructional tool.

The Development Process of the Book

This book was created by social studies and history teachers who actively practice the subject for their own use and for their colleagues. Guided by subject-matter experts, discussions were first held on what should be taught regarding the Korean War and Türkiye's involvement in it. After receiving ethics committee approval and official permission, the book-writing and research process began through collaboration between educators and scholars.

While academic experts in the field of history gathered archival documents and other primary sources, subject-matter experts provided teachers with training on the pedagogical approach to the activities. After a draft study units/activities framework was established, a two-day workshop was held with the participation of history teachers actively working in Eskişehir who were not part of the project team. Following this workshop, decisions were made regarding the study units/activities topics, pedagogical approach, and the types of sources to be used. Each teacher collaborated with a subject-matter expert to write the study units/activities. After this stage, a pilot implementation of the fieldwork for the study units/activities was conducted.

Prior to the fieldwork, ethics committee approval was obtained for the research, and within this framework, all the students and teachers who volunteered to participate in the study signed the prepared Voluntary Participation Forms. In addition, the parents or guardians of students under the age of eighteen were contacted, and their consent for their children's participation in the research was obtained through a Parent Consent Form.

The teachers who developed these study units/activities implemented them with their own students in real classroom settings at the school times allocated for elective courses. During the implementation, subject-matter experts were present in the classrooms as observers. The teachers recorded their daily evaluations of each activity using a semi-structured form. Subject-matter experts also conducted semi-structured interviews with the students.

Based on data from the fieldwork, the study units/activities were re-examined by subject-matter experts, and necessary revisions and modifications were made. While this process describes how the current version of this book was developed, it should be noted that the book will always remain open to revision in line with feedback, critiques, and suggestions from the teachers and students who read, review, and use it in their classes.

Activities and Key Questions

Middle School

Activity Title	Skills	Values	Methods	Key Question
How far is Korea from Us?	Spatial awareness, map literacy, understanding change and continuity, understanding time and chronology, historical empathy, and self-regulation	Courage	Lecturing, historical inquiry, oral history, and hypothesis-based case study	How have advances in transportation technologies transformed people's perception of geographical distance and travel experiences in different historical periods?
Formation of the Turkish Brigade	Historical inquiry and analysis, with historical empathy	Patriotism, nationalism, altruism, self-sacrifice	Evidence-based historical research, inquiry	How the first Turkish military unit sent to Korea on behalf of the United Nations was formed, and what preparations were made before the journey?
What is in the Rucksack?	Historical analysis and inquiry, with historical empathy, and self-regulation	Freedom, Responsibility	Evidence-based learning, dramatization, case study, and content analysis	What items did Turkish soldiers participating in the Korean War carry with them to overcome the physical, psychological, and logistical challenges, and how did these items help them maintain their ability to survive and continue fighting?
News from Korea	Historical analysis and inquiry, and historical empathy	Patriotism, nationalism, altruism, and responsibility	Evidence-based historical inquiry, and oral history	Through what means and in what ways was communication established between soldiers and their families during the war, and how did these exchanges affect the morale and motivation of both sides?
Ayla: The Daughter of Two Nations	Historical inquiry and analysis, and historical empathy	Altruism, compassion	Evidence-based historical inquiry	How do firsthand testimonies, written and visual sources, and fictional narratives such as films and documentaries reflect historical reality?
The Ankara School	Historical empathy, historical inquiry and analysis	Friendship, altruism, helpfulness	Lecturing, historical inquiry, case study, questioning, oral history	How was the Suwon Ankara School and orphanage, a significant contribution of Turkish soldiers during the Korean War, established, and what functions did it serve?
Turkish Prisoners of War in Korea	Historical inquiry and analysis, and historical empathy	Solidarity, patience, courage, self-control	Evidence-based historical research, historical inquiry and analysis, case study, and oral history	How does captivity affect human life physically and emotionally?
Developing Bonds	Historical inquiry and analysis, historical empathy, and interrogation evidence	Friendship, solidarity, loyalty	Evidence-based historical inquiry, and oral history	How did Türkiye's participation in the Korean War influence the development of relationships between Türkiye and South Korea in the postwar period?
Commemorating the Korean War	Historical inquiry and analysis, historical empathy, and interrogation evidence	Friendship, helpfulness, solidarity, altruism	Direct instruction, evidence-based historical inquiry, oral history case study, questioning, and oral history	How do societies remember, preserve, and hand down challenging historical experiences and acts of heroism, such as wars to next generations?

High School

Activity Title	Skills	Values	Methods	Key Question
The Legacy of the Second World War	Historical comprehension, historical inquiry and analysis, and map literacy	Patriotism	Large-group discussion, oral history	How was the bipolar world shaped after the Second World War, and how did this polarization reflect on the Korean War?
Media and Politics	Historical empathy, historical analysis and inquiry, and creative writing	Respect, sensitivity, and patriotism	Lecture, discourse analysis, and oral history study	How were competing social and political viewpoints concerning the Turkish government's decision to send military forces to Korea represented in the Turkish media?
Farewell from Iskenderun	Historical analysis and Inquiry, and historical empathy	Courage, sensitivity, and benevolence	Direct instruction, questioning, and oral history	How was the relationship between political institutions and public opinion shaped in a controversial context such as the Korean War, and how was it reflected in the experiences of the soldiers?
Wages and Allowances as Parts of the Cost of the War	Using historical evidence, historical inquiry and analysis	Patriotism, cooperation, solidarity, and self-sacrifice	Historical inquiry, research, direct instruction, and questioning	Based on the example of the Korean War, what can be said about the economic, social, and human costs of war for a country?
The Korean War through the Eyes of a Soldier	Using evidence, historical inquiry, and historical empathy	Courage, patriotism, and altruism	Evidence-based historical inquiry, oral history, and role-play	How do wars affect the physical, psychological, and social lives of individuals and societies?
Children in War	Historical inquiry and analysis, and historical empathy	Friendship, altruism, and helpfulness	Direct instruction, historical inquiry, case study analysis, questioning, and oral history	How do wars affect the lives of children?
Turkish Troops in the Korean War	Historical inquiry and analysis, historical empathy, and map reading	Heroism, self-sacrifice, courage, and altruism	Historical inquiry, and oral history study	How did the performance of Turkish units in the battles of Kunuri and Kumyangjang-ni affect the overall course of the Korean War, and what kinds of repercussions did it generate?
Prisoners and Captivity	Historical empathy, historical inquiry, and analysis	Solidarity, patience, and courage	Evidence-based historical inquiry, direct instruction, and questioning	To what extent were the practices during the Korean War consistent with international legal norms concerning prisoners of war?
Turkish Martyrs in Korea	Historical empathy, historical inquiry and analysis	Friendship, altruism, patriotism, and helpfulness	Direct instruction, historical inquiry, case study analysis, questioning, oral history, and role play	How do beliefs and values influence an individual's capacity to cope with the difficulties they encounter?

EXAMPLE ACTIVITY



Unit 1

Grade Level:
10th, 11th, and 12th Grades

Teaching Time:
40 + 40 minutes+Homework

Concepts to Digest: Cold War, Capitalism, Communism, Anachronism

Skills to Improve: Historical comprehension, historical inquiry and analysis, map literacy

Core Values: Patriotism

Methods-Techniques: Large-group discussion, oral history

Teaching-Learning Materials: Blank world map, digital map, interview recordings

Learning Aim: This activity aims to help the students understand why the states that fought on the same side and emerged victorious in the Second World War later became divided into opposing blocs, how the Cold War developed in the following period, and how these dynamics influenced the outbreak and progression of the Korean War.

Key Question: How was the bipolar world shaped after the Second World War, and how did this polarization reflect on the Korean War?

Guiding Question 1

What were the significant developments that shaped global politics in the post-Second World War period?

Objective 1

To analyze the causes of the tensions that emerged among the victorious countries in the post-Second World War period.

Task 1

The students are asked/invited to examine Sources B, C, and D and to analyze the causes of the political tensions that arose in the post-Second World War period.

Guiding Question 2

How did capitalist and communist ideologies influence global power balances and international relations in the post-Second World War period?

Objective 2

To understand the ideological and political ideas behind the bipolar world order that emerged during the Cold War, along with the symbols associated with these ideas.

Task 2

The students are asked/invited to examine Sources E, F, G, H, and I, to complete the required steps in the related stages, to prepare a concept map, and to carry out the flag-design activity. In addition, the news-writing activity is assigned as homework

Guiding Question 3

How did the Turkish soldiers who participated in the Korean War perceive the formation of the bipolar world order?

Objective 3

To analyze the general observations of the Turkish soldiers who took part in the Korean War regarding the countries involved in the conflict.

Task 3

The students are asked/invited to examine Sources J, K, L, and M and to answer the related questions.

Teaching and Learning Plan

!! Focus on Activity

The tasks of map study, prediction, and explanation of key concepts are carried out.

5 min.



Task 1

The students are asked/invited to examine Sources B, C, and D and to analyze the causes of the political tension that emerged in the post-World War II period.

25 min.



Task 2

The students are asked/invited to examine Sources E, F, G, H, and I, to complete the steps in the related sections, to prepare a concept map, and to carry out the flag-design activity. In addition, the news-writing assignment is given as homework.

25 min.



Task 3

The students are asked/invited to examine Sources J, K, L, and M and to answer the related questions.

20 min.



Assessment and Evaluation

The students are asked/invited to prepare a newspaper article as homework based on interviews they conduct with their older family members, and to share it on the classroom bulletin board

5 min.



Homework

Internet-based research will be conducted at home. The final product of this assignment will be stored electronically in students' digital portfolios. The students are asked to share the flags, maps, and photographs they have (dated before 1991) related to the Soviet Union and the United States with an older family member who lived during the Cold War. They then write a short news report describing that family member's reactions, feelings, and thoughts upon seeing these materials. It is emphasized that a visual may also be added to the news report. Internet-based research will be conducted at home. The final product of this assignment will be stored electronically in students' digital portfolios. The students are asked to share the flags, maps, and photographs they have (dated before 1991) related to the Soviet Union and the United States with an older family member who lived during the Cold War. They then write a short news report describing that family member's reactions, feelings, and thoughts upon seeing these materials. It is emphasized that a visual may also be added to the news report.

Korea From Past to Present

Introduction

The Korean Peninsula, located in the Far East, has a rich history that spans thousands of years. Today, it is divided into two separate countries and has experienced many important historical events from the past to the present. In this section, we will briefly explore Korea's history from ancient times to the present, with a particular focus on its relationship with Türkiye.

ANCIENT HISTORY OF KOREA

Early Settlements and the Gojoseon Kingdom

The history of Korea dates back to around 3000 BCE. Research indicates that communities speaking Tungusic languages migrated to the Korean Peninsula and maintained a Neolithic culture there for about 2,500 years. According to a legend recorded in historical sources, the first state was founded in 2333 BCE by a figure known as Dangoon (also spelled Dan'gun) in the Daedong River basin in northwestern Korea, locally known as Joseon. This state formed relations with China at an early date, around 1122 BCE.

The Three Kingdoms Period

During this era, three powerful kingdoms shared control over the Korean Peninsula. Goguryeo (also rendered as Koguryo or Kogurio) controlled parts of the Yalu River region, including the former capital, Pyongyang. Baekje, located in the southwest, maintained strong relations with the Japanese islands. Silla, situated in the southeast, occupied a strategically important position. These three kingdoms played significant roles in the political and cultural development of the Korean Peninsula. However, they were in constant rivalry over control of the Han River, which served as China's gateway to the sea.

The Unifying Role of Silla

Establishing close relations with China, the Silla Kingdom succeeded in becoming the sole ruler of the Korean Peninsula by conquering Baekje in 660 and Goguryeo in 668. Silla's rule continued until 992. During the Silla period, Buddhism and Chinese culture became widespread across the Korean Peninsula. However, between 670 and 677, with the support of the populations of the other two kingdoms that had joined it, the Silla Kingdom won its struggle against the Tang Dynasty. As a result, Silla established a unified kingdom in the peninsula. With the decline of the political power of the Council of Nobles, the Silla state transformed into an absolute monarchy. A centralized executive authority was established, and the provinces were reorganized into administrative units consisting of provinces, prefectures, and counties.

THE GORYEO AND JOSEON DYNASTIES PERIOD

The Goryeo Dynasty (992–1392)

800'lü yıllarda Büyük Silla Krallığı dengesini yitirmeye başlamıştır. Taht için uygun erkek üyenin bulunmaması nedeniyle soylular arasındaki çatışmaları körüklemiştir. Bu çatışmalar sırasında "Sonraki Goguryeo" olarak bilinen ve Koryo diye isimlendirilen güçlü bir siyasi unsur ortaya çıkmıştır.

Koryo Hanedanlığı 992 yılında Büyük Silla Krallığı'nın son kralına boyun eğdirerek yönetimi ele geçirmiştir. Bu hanedanlık 1392 yılına kadar yarımada hüküm sürmüştür. 1231 yılında başlayan ve yaklaşık 30 yıl süren Moğol istilası döneminde bölgede sağlam bir direniş gösterilmiştir. Yönetimde yapısal değişimler gerçekleştirilmiş ve ardından bir barış anlaşması yapılarak düzen yeniden sağlanmıştır.

The Joseon Dynasty (1392–1910)

In 1392, the Yi Dynasty, known as Joseon, came to dominate the Korean Peninsula. Adopting Neo-Confucianism as the state philosophy, this dynasty ruled Korea for more than five centuries, during which twenty-six kings reigned.

The Cultural Golden Age (1400–1445)

The most brilliant phase of this era occurred between 1400 and 1445. During this time, significant advances were made in science, academies were established, and the Korean alphabet, Hangul, was developed. After this prosperous period, religious and cultural disagreements began to emerge on the peninsula, and society became divided into groups known as “dang,” which could be understood as political factions.

JAPANESE OCCUPATION AND RESISTANCE (1592–1945)

The First Japanese Invasions (1592–1598)

The military leader Toyotomi Hideyoshi, who unified Japan, sent a large force to Korea in 1592 to invade China. Korean land forces suffered a series of defeats. However, the Korean navy, led by Admiral Yi Sun-shin, achieved some of the greatest naval victories in Korean history against Japanese warships. Koreans from nearly all segments of society, including Buddhist monks, volunteered to fight against the Japanese.

The Ming Dynasty of China also provided assistance to Korea, and one year later the Japanese were forced to withdraw. In 1597, the Japanese launched another invasion attempt, but following the death of Toyotomi Hideyoshi in 1598, they once again retreated.

The Manchu Attacks and the Period of Isolation

After the Japanese invasions, the nomadic Manchus attacked Korea. In the second quarter of the seventeenth century, the invasion ended when the Korean king recognized the Manchus as his “elder brother.” The Manchus overthrew the Ming Dynasty and established the Qing Dynasty in China. The Korean administration redirected the tribute it had previously paid to the Ming to the Qing. During this process, Korea isolated itself from the outside world. Ocean travel and the construction of seafaring vessels were prohibited. Throughout this isolation period, which lasted for approximately 360 years, internal unrest continued within the country.

The Opening Process and the Arrival of Competitive Imperialism

In 1864, when King Gojong (Yi H'ui) ascended the throne at a young age, his father Yi Ha-eung became regent under the title of the "Grand Prince of the Palace (Daewon-gun)." The regent pursued a policy of national exclusion to strengthen royal authority and establish a strong administration, implementing harsh measures such as the expulsion of Christianity from the country. After the regent was removed from power in 1873, and under the influence of Queen Min with the support of reformist groups, agreements were signed with Japan in 1876 and with the United States in 1882. These agreements facilitated the growing influence of competitive imperialism in Korea.

Japanese Hegemony and Modernization Efforts

Following their victory over China in 1894–1895, Japan established dominance over the peninsula. During this period, a pro-Japanese modernization movement known as the "Gabo" reforms emerged among reform-minded Koreans. Through a series of legal reforms, significant changes were implemented. Slavery was abolished, social classes were reorganized, examination systems were reformed, security forces were modernized, and the financial system was reorganized along modern lines. As a result of Tsarist Russia's intervention in Japan's influence over Korea, Japanese agents carried out the assassination of Queen Min in 1895. King Gojong subsequently sought refuge in the Russian legation.

The Struggle for Independence

In 1896, the Independence Club was established in Seoul. The club worked toward establishing a constitutional monarchy. One of these reformists was Syngman Rhee, who would later become the first president of the independent Republic of Korea. The rivalry between Japan and Russia led to the 1904–1905 war. As a result of their victory, Japan established dominance over Korea.

The Period of Japanese Colonial Rule (1910–1945)

In 1910, Japan fully occupied Korea. This occupation lasted until 1945. During the initial phase of the occupation (1910–1919), the Japanese ruled with an iron hand. Korean rice was seized and sent to Japan, while the local population was forced to consume barley and millet brought from Manchuria. Scholars and craftsmen were taken to Japan.

In 1919, when the principle of national self-determination came to the fore, a major independence movement began in Korea. This event, known as the "March 1st Movement," forced the Japanese to retreat to some extent. As a result of this movement, the Provisional Government of Korea was established in Shanghai under the leadership of Dr. Syngman Rhee. In the final period (1932–1945), Japan exploited Korean lives and resources in order to pursue its expansionist policies in Manchuria, China, and the Pacific. Restrictions were imposed on the Korean people's language, culture, and religion.

THE SECOND WORLD WAR AND DIVISION

Promises of Independence

During the conferences held at the time of the Second World War, the future of Korea was discussed. At the Cairo Conference in 1943, the leaders of the United States, the United Kingdom, and China declared that they would guarantee Korea's independence "in due course." At the Yalta Conference in 1945, Roosevelt proposed a four-power trusteeship over Korea to Stalin, and Stalin accepted this proposal in principle. At the Potsdam Conference in 1945, it was reiterated that the terms of the Cairo Declaration would be fulfilled.

The 38th Parallel and Division

Following Japan's surrender in the Second World War, Japanese forces north of the 38th parallel surrendered to the Soviets, while those to the south surrendered to the Americans. As a result, the north came under the control of the Soviet Union, while the south remained under the control of the United States.

The Establishment of Two Separate States

In South Korea, elections were held under United Nations supervision on 10 May 1948. On 20 July, Syngman Rhee was elected president, and on 15 August the Republic of Korea (ROK) was proclaimed, with Seoul as its capital. In North Korea, a communist government was established under the leadership of Kim Il-sung, and on 9 September, the Democratic People's Republic of Korea (DPRK) was proclaimed, with Pyongyang as its capital.

THE KOREAN WAR (1950–1953)

The Outbreak of the War

On 25 June 1950, North Korean forces crossed the 38th parallel and attacked South Korea. Following this attack, the United States called an emergency meeting of the United Nations Security Council. The Council declared North Korea the aggressor, and on 27 June the United Nations decided to provide assistance to South Korea. General Douglas MacArthur was appointed commander of the United Nations forces.

Türkiye's Participation in the War

The Korean War was the most significant foreign policy event for Türkiye after the Democratic Party came to power. On 28 June 1950, Minister of Foreign Affairs Fuad Köprülü informed the Secretary-General of the United Nations, via telegram, that Türkiye supported the UN decisions. On 25 July 1950, the Democratic Party government decided to send troops to Korea. This decision was criticized by the Republican People's Party, but the government did not reverse its stance. A brigade of 5,083 soldiers was formed under the command of Brigadier General Tahsin Yazıcı. The brigade departed from İskenderun on 25 September 1950 and arrived at the Port of Pusan on 18 October 1950. The unit was given the code name "*North Star*."

The Course of the War and the Struggle of the Turkish Forces

In the initial phase of the war, North Korean forces held the advantage, and United Nations troops withdrew to the area around Pusan. On 15 September, MacArthur carried out an amphibious landing at Incheon, successfully trapping communist forces. United Nations troops advanced back to the 38th parallel and even moved as far north as Pyongyang.

In November 1950, Chinese forces entered the war. United Nations troops were forced to retreat, and Seoul was evacuated once again. Turkish units took part in some of the most significant battles of the Korean War. Among the most notable were the Battles of Kunuri from 26 to 30 November 1950, the Battle of Kumyangjangni from 25 to 27 January 1951, the defense of the capital Seoul from 13 to 18 May 1951, and the Forward Outpost Battles. United Nations soldiers referred to the impenetrable defensive positions of the Turkish Brigade as the "*Turkish Fortress*."

The Armistice and the End of the War

In June 1951, a ceasefire was proposed by the Soviets. Negotiations that began in Gaesong later continued in Panmunjom. The armistice was signed on 27 July 1953. The war lasted for three years and one month and resulted in the deaths of approximately four million people. Türkiye sent a total of 21,212 soldiers to Korea, and according to official figures, 966 soldiers were killed in action. With a total of 2,365 casualties, including those killed and missing, Türkiye became the fourth country to suffer the highest number of losses in the war.

POST-WAR DEVELOPMENTS

South Korea's Political Evolution

During the First Republic (1948–1960), the presidency of Syngman Rhee became increasingly authoritarian and was overthrown by student movements in April 1960. In the Second Republic (1960–1961), the liberal democratic government of Chang Myön was short-lived, ending with a military coup in May 1961. The period of military rule (1961–1994) began with the leadership of General Park Chung-hee from 1961 to 1979, who was later assassinated. He was followed by General Chun Doo-hwan, who established the Fifth Republic and ruled from 1980 to 1988. After the Great Democratic Struggle of 1987, a process of democratization began, and in 1994 more than three decades of military rule came to an end.

South Korea's transformation from an agrarian society into an industrialized, urbanized society has been described as the “Miracle on the Han River.” While per capita GNP was 67 US dollars in 1953, it rose to 32,300 dollars by 2022, and the literacy rate reached 99 percent.

The Development of North Korea

Under the leadership of Kim Il-sung, North Korea became a socialist state and achieved progress in agriculture during the 1960s and 1970s. The collapse of the Soviet Union led to economic stagnation. Following the death of Kim Il-sung in 1994, his son, Kim Jong-il, came to power, and after Kim Jong-il's death in 2011, his son, Kim Jong-un, succeeded him. In 2016, per capita national income was approximately 1,700 US dollars.

TÜRKİYE–KOREA RELATIONS

The Beginning of Diplomatic Relations

The Republic of Türkiye became the first country in its region to officially recognize the Republic of Korea on 11 August 1949. Diplomatic relations between the two countries were established in 1957, and Dr. Kamil İdil served as Türkiye's first ambassador to Korea between 1957 and 1959.

Friendship Monuments and Sister Cities

As symbols of the friendship between the two countries, various monuments and parks have been built. In Ankara, there are the Korean Garden and the Korean War Memorial. In Korea, there is the Turkish Memorial Park in the city of Yongin and a section dedicated to Turkish soldiers at the United Nations Memorial Cemetery in Pusan. In Suwon, a street named “Ankara Road” was opened in 2012, and in Eskişehir's Kent Park, the Turkish–Korean Friendship Monument was erected in 2007. On 23 August 1971, Ankara and Seoul became sister cities, and on 18 May 2007, Eskişehir and Paju were declared sister cities through a formal protocol.

Relations with North Korea

The first diplomatic contact between Türkiye and North Korea took place in 2001 through a memorandum of understanding signed in China. At present, the Turkish Embassy in Seoul is accredited to North Korea, while North Korea's Embassy in Sofia is accredited to Türkiye.

Recent Developments

In recent years, several high-level visits have taken place. In May 2018, an official visit at the presidential level was made from Türkiye to South Korea, followed by an official ministerial-level visit in October 2021. In August 2021, the Speaker of the Korean National Assembly paid an official visit to Türkiye. The most recent significant development in bilateral relations was the visit of the President of the Republic of Korea, Lee Jae Myung, to Ankara on 24 November 2025.

THE IMPORTANCE AND CONSEQUENCES OF THE KOREAN WAR

The Importance for Türkiye

From the perspective of foreign policy, the Korean War contributed to Türkiye's accession process to NATO, strengthened relations with the United States, and reinforced Türkiye's image as a reliable ally. In terms of domestic politics, it caused debates between the Democratic Party and the Republican People's Party and led to disagreements over the interpretation of the constitution. However, public opinion generally supported the decision.

From the Perspective of World History

The Korean War introduced the concept of a "limited war" into world history. Rather than seeking the complete destruction of the enemy, the objective was to weaken the opponent's willingness to fight. For the first time in world history, United Nations troops were deployed, and states acted collectively against an aggressor threatening peace.

Consequences for the Korean People

The war caused immense destruction for both Koreas. Two-fifths of industrial facilities were destroyed, one-third of all homes were damaged, millions of people lost their lives, and the peninsula was permanently divided into two separate entities.

CONTEMPORARY KOREA

South Korea: An Economic Miracle

South Korea is today one of the most developed countries in the world. It holds a leading position in the global technology sector and is home to internationally recognized brands such as Samsung and LG. K-pop music and Korean television series have gained worldwide popularity. South Korea is also a member of more than seventy international organizations.

North Korea: A Closed Society

North Korea continues to exist as a largely closed country. Under the leadership of Kim Jong-un, a single-party system remains in place. The country faces serious economic difficulties, and its nuclear weapons program continues to generate international tension.

Hopes for Reunification

Following the fall of the Berlin Wall, the desire for reunification increased among people living in both North and South Korea. However, such a process seems unlikely in the near future. Korea continues to attract the attention of major powers. The visits of the President of the United States in 2019 and the President of Russia in 2024 demonstrate that the peninsula remains an important area of geopolitical rivalry.

CONCLUSION

The history of the Korean Peninsula spans a broad spectrum, from a rich past spanning thousands of years to today's complex geopolitical situation. Türkiye's participation in the Korean War played a key role in establishing deep bonds of friendship between the two countries. Today, while South Korea has attained a respected position in the world through its economic miracle, North Korea continues to maintain its closed structure. The issue of reunification between the two Koreas remains an unresolved and significant challenge. Türkiye's heroism and sacrifices during the Korean War laid the foundation for the friendship between the two nations, and this friendship endures today.

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Study Units/Learning Activities Designed for Middle School Students

The nine study units/activities in this section of the book are carefully designed with middle school students' developmental traits and readiness in mind. They focus on historical inquiry, empathy skills, and values at a more basic level compared to high school activities, with simpler tasks suited for this age group. These study units/activities aim to give students a foundational understanding of the Korean War and its related events, centered around themes such as spatial awareness, travel preparations, communication, the war experiences of children, civilians, and prisoners, the connections between the two countries and their people, and war commemoration. Efforts have been made to minimize emphasis on the political and military aspects of the war. To keep students engaged and prevent boredom, the process combines both the printed book and information technologies inside and outside the classroom. These tasks are presented in a straightforward, fun, and engaging way rather than in an overly academic one. The goal is for students to explore Türkiye's decision to send troops to the Korean War using age-appropriate tools, while easily developing their historical thinking skills with enjoyment.

The first study unit/activity in this book, *How Far is Korea from Us?*, aims to provide students with a research-based learning experience that helps them understand how far Korea is from Türkiye by using maps, digital tools for spatial perception/ understanding, and map-reading skills. The key question of the study unit is as follows: "How have developments in transportation technologies transformed people's perceptions of geographical distance and their travel experiences in different historical periods?" The tasks designed to answer this key question offer students a learning environment that supports the development of the aforementioned skills and the value of courage.

The *Formation of the Korean Brigade* activity aims to enhance students' historical empathy and inquiry skills through evidence-based learning. The main question guiding this study unit is: "How was the first Turkish military unit sent to Korea on behalf of the United Nations formed, and what preparations were made before the journey?" The tasks designed to help students find the answer foster these skills while also encouraging them to internalize the values of patriotism, altruism, and sacrifice.

The study unit titled *What's in the Rucksack?* aims to develop students' historical analysis and inquiry, historical empathy, and self-regulation skills by employing evidence-based learning, case study, and content analysis methods. The key question of this study unit is: "What items did Turkish soldiers who participated in the Korean War carry with them to overcome physical, psychological, and logistical challenges, and how did these items contribute to their ability to survive and fight?" The tasks designed within this framework provide students with a learning environment that supports the development of the aforementioned skills and values, including freedom and responsibility.

The study unit titled *News from Korea* aims to enhance students' skills in historical analysis, inquiry, and empathy through evidence-based research and oral history techniques. The main question guiding this study unit is: "Through which means was communication established between soldiers and their families during the war, and how did this communication impact the morale and motivation of both sides?" The tasks designed to answer this question create a learning environment that fosters the development of these skills while also helping students gain values such as patriotism, nationalism, altruism, and responsibility.

The fifth activity/study unit, prepared based on the film *Ayla*, aims to develop students' historical inquiry, analysis, and empathy skills by employing evidence-based methods of historical inquiry and questioning. The key question of this study unit is: "What can be done to protect victims, especially children, from some of the negative effects of war?" The tasks designed to answer this question provide students with a learning environment that supports the development of the aforementioned skills, as well as helping them acquire the values of altruism and compassion.

The study unit titled *Ankara School* aims to improve students' historical empathy and analysis skills through direct instruction, historical inquiry, case studies, question-and-answer sessions, and oral history methods. The central question guiding this teaching-learning activity is: "What roles did the Suwon Ankara School and Orphanage established by Turkish soldiers during the Korean War serve during that period and afterward?" The tasks designed to address this question create a learning environment that fosters the development of these skills while also helping students develop values like friendship, altruism, and helpfulness.

The seventh study unit, titled *Turkish Prisoners of War in Korea*, aims to develop students' analytical, synthetic, evaluative, and historical-empathy skills through evidence-based historical research, inquiry, case studies, and oral history methods. The key question of this study unit is: "How does captivity affect human life physically and emotionally?" The tasks prepared to answer this question are designed to provide students with a learning experience that supports the development of the aforementioned skills and helps them adopt the values of solidarity, patience, courage, and self-control.

The teaching-learning activity titled *Developing Bonds After the War* aims to enhance students' historical inquiry, analysis, empathy, and evidence-based skills through methods such as evidence-based historical inquiry, oral history, and role-playing. The central question of this study unit is: "How did Türkiye's participation in the Korean War affect the development of Türkiye–South Korea relations in the post-war period?" The tasks designed to answer this question offer students a learning experience that promotes the development of these skills while also fostering values of friendship and solidarity.

The final study unit in this section is titled '*Commemorating the Korean War*' and aims to develop students' skills in historical inquiry, analysis, empathy, and the use of evidence. It employs evidence-based inquiry, oral history, and role-playing methods. The key question for this study unit is: "How do societies remember, preserve, and pass on to future generations difficult historical experiences such as wars and acts of heroism?" The tasks designed to answer this question create a learning environment that supports the development of these skills while also fostering the values of friendship and solidarity.

HOW FAR IS KOREA FROM US?

Unit 1



Grade Level:

6th, 7th, and 8th grades



Teaching Time:

40 + 40 minutes + Homework

Concepts to Digest:

Far-near, distance, geographical distance, travel, means of transportation

Skills to Improve:

Spatial awareness, map literacy, understanding change and continuity, understanding time and chronology, historical empathy, and self-regulation

Core Values: Courage

Teaching Methods-Techniques: Lecturing, historical inquiry, oral history, hypothesis-based case study

Teaching-Learning Materials: Outline map, fictional stories, video recordings, internet resources

Overall Learning Aim: This activity aims to help students understand how advances in transportation technologies and vehicles have altered people's perception of geographical distance, using journeys between Türkiye and Korea in different time periods as examples. Additionally, the activity seeks to ensure that students learn about the means of transportation used by Turkish troops when traveling to Korea and to understand their experiences during those journeys.

Key Question: How have advances in transportation technologies transformed people's perception of geographical distance and travel experiences in different historical periods?

Guiding Question 1

How have developing means of transportation and technologies changed the duration, comfort, and the way in which people experience journeys between Türkiye and the Korean Peninsula over time?

Objective 1

To evaluate the effects of developments in transportation technologies on people's perception of distance and their travel experiences through analyzing fictional journey stories between Türkiye and the Korean Peninsula in different historical times.

Task 1

Students are asked/invited to analyze sources D, E, F, G, H, and I, and to answer the related questions.

Guiding Question 2

How have the preparation for the journey, the challenges encountered during the trip, and the experiences gained by individuals traveling between Türkiye and the Korean Peninsula differed in various historical times/periods?

Objective 2

To develop historical empathy and to compare the living conditions of the past with those of today by examining the travel experiences of people who lived in different times.

Task 2

Students are asked/invited to review sources J, K, and L and write a letter from the perspective of a chosen historical character, reflecting the conditions of the period.

Guiding Question 3

To what extent might personal narratives about a specific geographical location align with information found in published sources?

Objective 3

To acquire the skills of evaluating the accuracy of historical information and analyzing geographical features by comparing oral history narratives with published sources.

Task 3

Students are asked/invited to compare and contrast the information obtained from analyzing source M with findings from Internet research and to answer the related questions.

Teaching and Learning Plan

!! Focus on Activity

Students are asked to examine the Blank Map of Asia provided in Source A. The locations of Türkiye and the Korean Peninsula, along with the geographical distance between them, are then highlighted.

5 min.

Students are asked/invited to examine sources B and C and to answer the questions.

5 min.

Task 1

Students are asked/invited to analyze sources D, E, F, G, H, and I and to answer questions about modes of transportation, travel times, and travel routes across different time periods.

20 min.

Task 2

Students are asked/invited to examine sources J, K, and L, and to answer the related questions. Afterwards, students write a letter from the perspective of a selected historical figure, reflecting the period's conditions. Some of these student-written letters are then read aloud in class.

25 min.

Task 3 (Oral History Activity)

Students are asked/invited to compare the information obtained from analyzing source M with findings from Internet research and to answer the given questions.

20 min.

Assessment and Evaluation

Students are asked/invited to answer open-ended questions related to the completed lesson.

5 min.

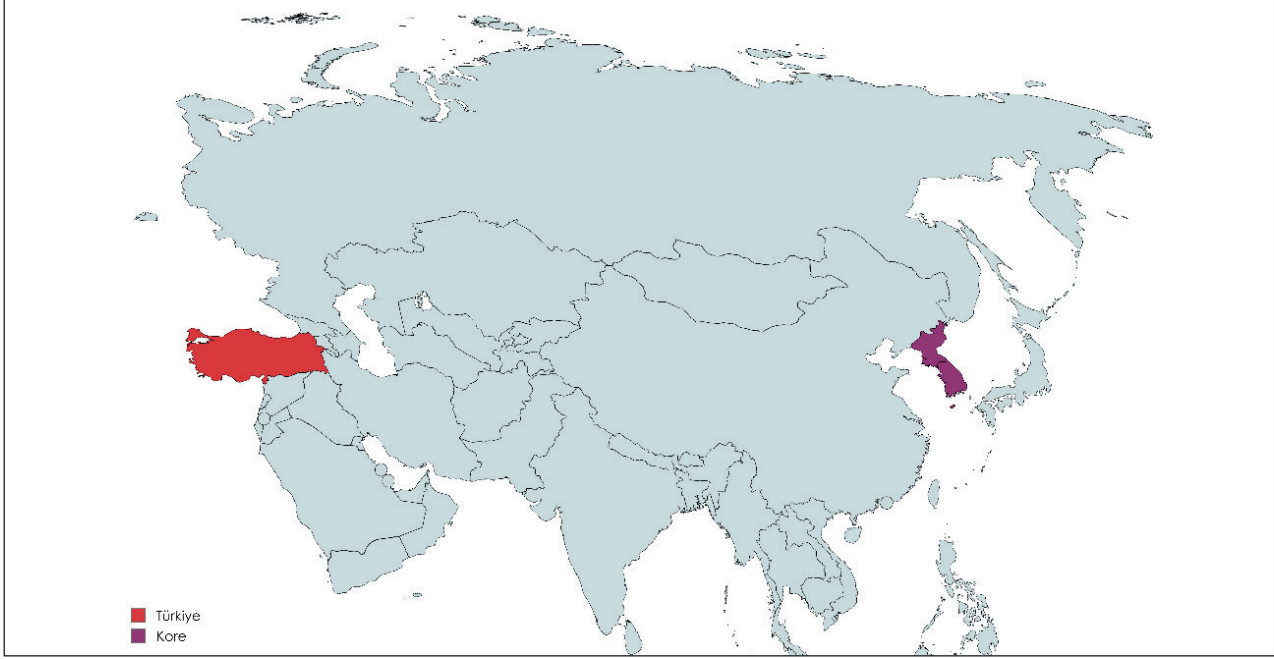
Homework

Internet-based research will be conducted at home. The final product of this assignment will be stored electronically in students' digital portfolios.

Teaching and Learning Process

Focus on activity: The partial world map below is shown to the students, and the colored areas highlight Türkiye and the Korean Peninsula.

Source A: Blank Map of the Asian Continent (Adapted and prepared by the authors)



Question: What might be the approximate straight-line distance (as the crow flies) between the Korean Peninsula and Türkiye?

Step 1: Students are asked to examine Sources B and C (adapted and prepared by the authors).

Source B: A map and a figure drawn based on that map
(WikimediaCommons.org, 2024a)

Source C: Another figure produced using the map in Source B as a reference
(WikimediaCommons.org, 2024b)



Step 2: Students are asked/invited to answer the following questions based on Sources B and C.

1. What might be the country or region represented by the map on the left side of Source B?
2. What do the figure on the right side of Source B and the one in Source C remind you of?
3. Provide three examples of countries located between Türkiye and the Korean Peninsula on a world map.
4. Using the latitude and longitude coordinates of Türkiye and the Korean Peninsula, calculate the mathematical distance between the two regions (Türkiye: 36–42° N, 26–45° E; Korean Peninsula: 34–43° N, 124–132° E).

Guiding Question 1: How have the development of means of transportation and technologies changed the duration, comfort, and way in which people experience journeys between Türkiye and the Korean Peninsula over time?

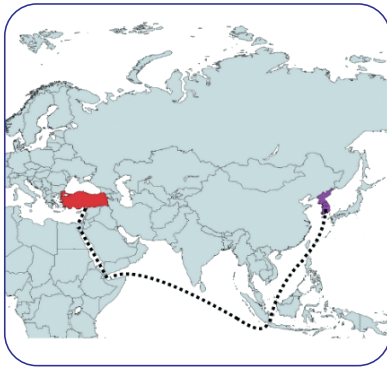
Task 1: Students are asked/invited to analyze sources D, E, F, G, H, and I and to answer related questions about modes of transportation, travel times, and routes across different historical periods.

Step 3: Students are asked/invited to read Sources D, E, and F (prepared by the authors).

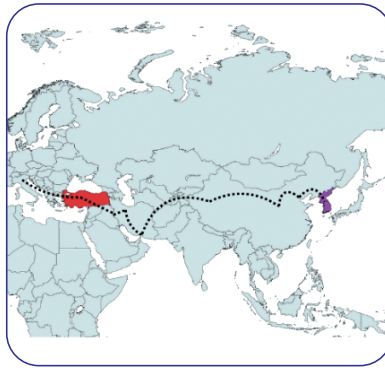
Source D: Eda's Journey	Source E: Seher's Journey	Source F: Marco's Journey
My name is Eda. Next month, I will travel to South Korea to attend a concert of my favorite music group. I estimate that my trip from İstanbul to Seoul will take approximately 10 hours.	I am Nurse Seher. I am traveling to the city of Busan to help those who are there bring our wounded soldiers back home during the Korean War. I think my journey will take about 20–25 days, similar to the travel time of our soldiers fighting there.	My name is Marco. I am a traveling merchant living in the 13th–14th centuries. I will set out tomorrow for East Asia. I estimate that my journey will take approximately 2.5 years.

Step 4: Students are asked/invited to examine the blank maps in Sources G, H, and I (which were adapted and prepared by the authors).

Source G



Source H



Source I



Step 5: Students are asked/invited to answer the following questions based on Sources D, E, F, G, H, and I.

1. What means of transportation might Eda, Seher, and Marco be using? Write your answers.

Eda Seher Marco

2. Identify which characters correspond to the travel routes shown in the maps in Sources D, E, and F.

Eda Seher Marco

3. Indicate the historical time or period in which Eda, Nurse Seher, and Marco lived or may have lived.

Eda Seher Marco

Guiding Question 2: How have the preparation for the journey, the challenges encountered during the trip, and the experiences gained by individuals traveling between Turkey and the Korean Peninsula differed in various historical times/periods?

Task 2: Students are asked/invited to review sources J, K, and L and write a letter from the perspective of a chosen historical character, reflecting the conditions of the period.

Step 6: Students are asked/invited to examine the Sources J, K, and L below. (The authors prepared Sources J, K, and L.)

Source J: Eda's Travel Preparation	Source K: Seher's Travel Preparation	Source L: Marco's Travel Preparation
I placed my passport in my bag. I packed the charger for my smartphone, which I will use in Seoul for communication, getting directions, and taking photos. Even if I forget it, I can easily find a compatible charger anywhere. It won't be a problem if my foreign language skills aren't sufficient, because I can use online translation on my phone and purchase all my tickets online. I don't even need to ask people for directions because I can get navigation for all locations on my phone. I do not need to carry cash; I can make payments either with my credit card or with apps on my phone. I purchased an international data plan so that I can share the photos and videos I take on social media. I am very excited to finally be able to eat my favorite Korean dishes in Korea.	Since we will be traveling by ship, we have arrived in Iskenderun. An interpreter has been assigned to accompany us and assist us during the journey. We were told to keep our passports with us at all times. I have also learned that sea travel can be both delightful and quite uncomfortable. I heard that the food there is very different from ours. Although I am making this journey as part of my duty, I feel both excited and anxious because I am worried about my potential encounters with people who have experienced the horrors of war in a foreign land.	I am setting out on a long journey, and with me I am taking my compass, my travel journal, and some gold. I heard that in some places I am going, they use stamped pieces of paper as money. I will pass through many countries during my travels. I heard that in some khanates along my route, nomads live in felt-covered tent-like dwellings. I expect to see many different cities, climates, plants, foods, animals, clothing styles, and objects; I plan to write down these observations and share them with others.

Step 7: Based on the information provided in Sources J, K, and L, students are asked/invited to answer the following questions.

1. What kinds of preparations did Eda, Seher, and Marco make for their journeys?
2. What can be said about the psychological states and expectations of these three individuals, who lived in different periods but were preparing for journeys along geographically similar routes?
3. In your opinion, whose journey, Eda's, Seher's, or Marco's, required the most courage? Why?
4. If you were to travel to a country you had never been to before, what would make you anxious most, and what would you do to overcome this anxiety?
5. Research who Marco might have been and his historical significance, and explain how his travels contributed to the Silk Road trade and the cultural interaction between Eastern and Western societies.

Step 8: [*This part of the activity is assigned as homework.*] Students are asked to complete the following task:

Imagine yourself in the shoes of one of the three characters above. Write a letter to a friend back in Türkiye one week after arriving in Korea. In your letter, discuss not only your personal experiences but also your observations on the social, economic, and cultural effects of transportation technologies during that time.

While writing the letter, the following guiding questions may help you:

1. What kinds of preparations did you make before the journey?
2. Before the journey, what information did you learn about the place you were going (Korea), such as its geographical features, population, culture, livelihoods, etc.?
3. What kind of country and what types of people did you expect to encounter when you arrived in Korea?
4. To what extent were the items and money you brought with you seem sufficient to meet your needs? Why?
5. During your journey:
 - a. What did you do?
 - b. Which places did you visit or pass through?
 - c. Whom did you meet?
 - ç. What did you learn?
 - d. How did you feel?
6. During your journey and after arriving in Korea, how did you meet your nutritional needs? How satisfied were you with the food you had?
7. During your journey and after arriving in Korea, how did you communicate with others? What are your first observations/impressions about Korean society and culture?

Dear My Friend

I am writing this letter from Korea, where I arrived just a few days ago.

[illegible]

Guiding Question 3: To what extent might personal narratives about a specific geographical location align with information found in published sources?

Task 3: Students are asked/invited to compare and contrast the information obtained from analyzing source M with findings from Internet research and to answer the related questions.

Step 9: Students are asked/invited to listen to or read the relevant excerpts from the oral history interview conducted with Korean War veteran Mehmet Cemil Yaşar.

Source M: Selected Excerpts from the Oral History Interview with Veteran M. Cemil Yaşar (<https://koreanwarlegacy.org/interviews/mehmet-cemil-yasar/>)



06:18-06:37



M. C. Yaşar: “Our convoy in Kunuri... Kunuri is like a plain, let’s say, the front part of a small town. Imagine a plain with high-altitude mountains on its upper side. While we were going, we had gone further ahead beyond those mountains.”



07:14-07:54

M. C. Yaşar: “The mountains on the upper side are high, rocky places; one side of the road goes downhill, the other side uphill. When our fuel was not enough, we couldn’t climb the hill on the way back. The transport officer said to us, ‘Let me leave you here and send you fuel.’ The slope was very steep. We waited too long for the fuel, but it didn’t arrive, and the weather started getting dark. I made a difficult maneuver and turned the vehicle around. When I turned it backward, the fuel moved to the front. That way, we climbed the hill in reverse. While we were getting out of there, the enemy, the Red Chinese army, was positioned there and waiting for nightfall. From there, they attacked the 11th battalion. The 11th battalion... There was an American liaison officer named Gamby. A liaison officer... They captured him there.”

Step 10: Students are asked/invited to answer the following questions based on the oral history interview with Korean War veteran Mehmet Cemil Yaşar.

1. What geographical details stand out in Veteran M. Cemil Yaşar’s narrative?
2. What comparisons or metaphors does Veteran M. Cemil Yaşar use in his account?
3. What historical inferences can be drawn from his narrative? Why?
4. According to his account, what strategic advantages and disadvantages might the landforms of the Kunuri region have presented for the soldiers fighting there?

Step 11: Research what kinds of landforms characterize the Kunuri region on the Korean Peninsula using Internet sources. (You may refer to geographical maps, scientific articles on the physical geography of the Korean Peninsula, guidebooks discussing the topography of the Kunuri region, and military history sources.)

Step 12: Students are asked/invited to answer the following questions.

1. To what extent do the details you learned from Internet sources overlap with what Veteran Mehmet Cemil Yaşar described about the Kunuri region?
2. The landforms mentioned here can be compared to which regions in Türkiye? Why?



Note: Steps 11 and 12 may be assigned as homework.

Assessment and Evaluation

1. How have changes and advancements in transportation technologies affected long-distance travel, and in what ways?
2. What are the risky or disadvantageous aspects of traveling to different countries and/or geographical regions? Research and explain.
3. What benefits does travel to different countries and/or geographical regions offer to individuals?

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Homework: Internet-Based Research

Research what kinds of landforms characterize the Kunuri region on the Korean Peninsula. Based on your research, write a text that answers the questions below. You may consult the following sources: geographical maps, scientific articles on the physical geography of the Korean Peninsula, guidebooks on the topography of the Kunuri region, and military history sources.

1. To what extent do the details you learned from Internet sources overlap with what Veteran Mehmet Cemil Yaşar described about the Kunuri region?
2. The landforms described here can be compared to which regions in Türkiye?

FORMATION OF THE TURKISH BRIGADE

Unit 2

**Grade Level:**

6th, 7th and 8th Grades

**Teaching Time:**

40 + 40 minutes

Concepts to Digest: War, communication, soldier

Skills to Improve: Historical inquiry and analysis, historical empathy

Core Values: Patriotism, nationalism, altruism, self-sacrifice

Methods–Techniques: Evidence-based historical research, inquiry

Teaching–Learning Materials: Photograph, diary/memoir

Learning Aim: To identify and understand how the first Turkish military unit planned for deployment to Korea in late 1950 was formed, and what preparations were made before the journey.

Key Question: How the first Turkish military unit sent to Korea on behalf of the United Nations was formed, and what preparations were made before the journey?

Guiding Question 1

According to which criteria were the soldiers selected to join the brigade, and what factors influenced the determination of these criteria?

Objective 1

To understand according to which criteria the soldiers selected for the Turkish Brigade sent to Korea were chosen.

Task 1

The students are asked/invited to examine Sources B, C, D, E, F, and G and to answer the related questions.

Guiding Question 2

What equipment was provided to the soldiers who would be sent to Korea, and what types of training did they receive?

Objective 2

To explain what weapons and equipment were provided to the Turkish units sent to Korea and what types of training they received.

Task 2

The students are asked/invited to examine Sources H, I, and J and to complete Tables 1 and 2.

Guiding Question 3

What communication problems did the Turkish soldiers sent to Korea experience with their counterparts from other countries during the war, and what solutions were developed to overcome these difficulties?

Objective 3

To analyze the measures taken to address language barriers that the Turkish Brigade might encounter both during the journey and while they were in Korea.

Task 3

The students are asked/invited to examine Sources K, L, M, and N and to answer the related questions.

Teaching and Learning Plan

!! Focus on Activity

The lesson begins with a world map excerpt on which Türkiye and Korea are marked. Using direct instruction techniques, the teacher provides students with background information about the Turkish units sent to the Korean War.

5 min.



Task 1

The students are asked/invited to examine Sources B, C, D, E, F, and G and to answer the related questions.

25 min.



Task 2

The students are asked/invited to examine Sources H, I, and J and to complete Table 1 and Table 2.

20 min.



Task 3

The students are asked/invited to examine Sources K, L, M, and N and to answer the related questions.

20 min.



Assessment and Evaluation

The students answer open-ended questions.

5 min.



Homework

The students are asked/invited to prepare a presentation by combining the information they learned during class activities with the findings obtained through independent research. These presentations are then stored in the students' digital portfolios.

Teaching and Learning Process

Focus on activity: The students are asked to examine Source A below. After this, it is explained that the route marked with dashed lines between Türkiye and the Korean Peninsula represents the shortest sea route. The students are then asked to predict what kinds of difficulties the first Turkish Brigade deployed to Korea in 1950 might have faced during their sea voyage.

Source A: An excerpt from a blank world map (As. Müze ve Kül. Sit. Kom., 2019, s. 14)



Guiding Question 1: According to which criteria were the soldiers selected to join the Brigade, and what factors influenced the determination of these criteria?

Task 1: The students are asked/invited to examine Sources B, C, D, E, F, and G and to answer the related questions.

Step 1: The students are asked/invited to read Sources B, C, and D.

Source B: On the formation of the Turkish Unit to be sent to Korea

The first Turkish Brigade left on September 17, 1950. The reason for choosing a voluntary system to form the first brigade sent to the Korean War was mainly to prevent disrupting the discharge schedule of soldiers born in 1928, who were already serving and close to finishing their military service. Therefore, besides being born in 1929 and being healthy, no other requirements were needed for volunteering; this avoided the burden of transporting soldiers whose service was nearly over.

Due to the political and social conditions of the time, the deployment to the Korean War attracted substantial interest from both soldiers and the public. Many soldiers born in 1928, along with a number of civilians, volunteered to go to Korea. The government, the press, and even the Directorate of Religious Affairs launched propaganda campaigns about the Korean War. As a result, there was a high number of volunteer applications. Another goal of these propaganda efforts was to reduce potential public opposition to sending troops to Korea.

Additionally, officers, especially those holding the ranks of captain, first lieutenant, and second lieutenant, volunteered because they saw participation in the war as a rare career opportunity to be in combat and showcase their military skills. The first members of the brigade sent to Korea were all officers, non-commissioned officers, and enlisted men selected from active-duty army units (Compiled from Sipahi, 2007 and Işık, 2009).

Source C: Volunteering for Korea

Since the number of volunteers for Korea exceeded the number of soldiers to be sent, a lottery was held to determine which soldiers would be selected, and those chosen were also subjected to a medical examination. During a selection at a company in Kayseri, when the commander gave the order, "Those who wish to volunteer, take two steps forward", the entire company stepped forward in unison (Sipahi, 2007, p. 96).

Source D: What the mother of a Korean War volunteer said

When an officer who had volunteered to join the unit to be sent to Korea told his mother about his decision, she replied: "Go, my son, you should go as well. I left your father in Çanakkale, and our honor was preserved. Your uncles sacrificed their lives at the War of Independence, and the homeland was saved. You, too, should fight in Korea so that freedom may be secured" (Gençel, 1952, p. 27).

Step 2: Students are asked/invited to answer the following questions based on Source B.

1. According to Source B, the primary criterion for selecting soldiers for the Turkish Brigade prepared to be sent to Korea was voluntarism. What might be the main reason or justification for requiring soldiers to volunteer?
2. According to Source B, who undertook what kinds of efforts to increase the interest of Turkish soldiers and the public in participating in the Korean War?
3. Evaluate how the decisions mentioned in Source B of 'not disrupting the discharge of soldiers born in 1928' and 'Officers wishing to demonstrate their military capabilities' may have influenced the formation of the Turkish Brigade being prepared for deployment to Korea.
4. In Source C, it is stated that all soldiers in a company volunteered to go to Korea, while in Source D, the words of a mother whose son volunteered are shared. What values or characteristics of the Turkish people might be reflected in the behavior of these soldiers and the soldier's mother? Why?

Step 3: The students are asked/invited to examine Sources E and F.

Source E: Memories of Korean War veteran Ahmet Gökçeli

While I was continuing my military service in Konya in 1950, an order from the General Staff arrived. They requested that each company select soldiers who were impressive in appearance, tall, well-built, and capable. From Konya, we were sent to Ankara for medical examinations. After receiving a 'fit for service' report, we were handed over to the United Nations Turkish Brigade for Korea (Korsavaş, 1975).

Source F: An excerpt from the oral history interview with veteran M. Aziz Erkmen

(<https://koreanwarlegacy.org/interviews/mehmet-aziz-erkmen/>)

03:08-03:14

M. A. Erkmen: "... I was one of those who was specially selected to go. Specially chosen, in particular. ... I went as a machinist sergeant; I was selected by preference."



Step 4: The students are asked/invited to answer the following questions based on Sources E and F.

1. According to Sources E and F, what additional criteria, other than voluntarism, were used to select soldiers for inclusion in the Turkish unit prepared for deployment to Korea?
2. What might be the reasons for using these criteria during the selection process?
3. How might the use of these criteria in selecting soldiers for the Turkish unit prepared for deployment to Korea have influenced the success of the military operation?

Step 5: The students are asked/invited to examine Source G.

Source G: Personnel table of the first Turkish Brigade Formed for deployment to Korea

Officers	259
Non-commissioned Officers (76 of them were company sergeants)	395
Military clerks/officials	18
Civilian clerks/officials	4
Enlisted Soldiers*	4414
Total	5090

* Among the enlisted soldiers in the first brigade sent to Korea, there were seventeen non-Muslim Turkish citizens of Armenian, Greek, Syriac, and Jewish origin, and one of these soldiers lost his life in the war. (Compiled from ATASE, 3-91 / 91-1-2; ATASE, 2-51 / 51-2; ATASE, 3-109 / 109-5; Dora, 1967; MSB, 1998.)

Step 6: The students are asked/invited to answer the following questions based on Source G.

1. After examining Source G, put yourself in the place of one of the soldiers who was assigned to travel to Korea or elsewhere to fight, possibly never to return home. Share your thoughts and feelings with your classmates.
2. The presence of non-Muslim citizens in the Turkish unit sent to Korea. What does this indicate about the social structure of Türkiye in the early 1950s?

Guiding Question 2: What equipment was provided to the soldiers who would be sent to Korea, and what types of training did they receive?

Task 2: The students are asked/invited to complete the table below based on the information obtained from analyzing Sources H, I, and J.

Step 7: The students are asked/invited to examine Source H.

Source H: The weapons provided to the Turkish Unit to be sent to Korea

It was decided that, like many units serving in Korea on behalf of the UN, the Turkish units would also be equipped with American weapons. The 241st Infantry Regiment, which arrived in Etimesgut, began guerrilla style training with infantry rifles on 25 August, 1950, under the supervision of an American lieutenant colonel. The following day, Turkish-made weapons were distributed to the other units. The General Staff's order dated 2 September, 1950, stated that the weapons and equipment to be taken to Korea would be supplied by the U.S. Army. During the sea voyage, Turkish rifles and pistols were ordered to be distributed to soldiers and officers (except medical personnel) so that they could practice marksmanship; these weapons would later be replaced with American models upon arrival in Korea.

In this order, it was also announced that three hundred American M1 infantry rifles, fifty American pistols, and seven three and a half inch rocket launchers would be procured to conduct training and firing exercises before departure and during the journey. Training with these weapons began on September 8, and brochures explaining their features in Turkish were printed and distributed to personnel. Additionally, American-made mortars used by various military units were allocated for training the troops preparing for deployment to Korea (Compiled from ATASE, 1-99 / 99-6-7; ATASE, 1-1 / 1-22-24; ATASE, 1-10 / 10-1-2; ATASE, 2-21 / 21-1-2; ATASE, 2-18 / 18-1; ATASE, 3-130 / 130-1.)

Step 8: The students are asked/invited to answer the following questions based on Source H.

1. According to Source H, it was decided that the Turkish unit prepared for deployment to Korea would use American weapons in combat. What might be the reason for this decision? Research and explain.
2. What might be the reason for beginning the training with Turkish weapons?

Step 9: The students are asked/invited to examine Source I.

Source I: The training activities of the units and their instruction in branch schools

The locations where the units, scheduled to undergo intensive training, would begin their instruction on 25 August were determined as follows:

The platoon headquarters and headquarters team, the infantry regiment, the anti-tank team, the medical company (excluding technicians), and the band (which would go to the Military Music School after first-aid training) would train in Etimesgut; the artillery battalion (with its guns and vehicles) at the Artillery School; the anti-aircraft battery at the Anti-Aircraft School; and the engineer company with the infantry regiment's engineer team at the Engineers School. Of the communications teams, the brigade communications team would train at the Mamak Communications School; the communications teams of the infantry regiment and infantry battalions would train at the Çankırı Infantry School; and the medical technicians would train at the Medical Technician School.

It was decided that training would continue on weekends, with only 30th August observed as a holiday. The first phase of the training programs was scheduled to take place between August the 25th and September the 15th, and during September the 16th to the 23rd, the incomplete parts of these programs would be reinforced. The following points were considered in the training programs:

- Emphasis on communication training for all unit types, especially combat in closed and difficult terrain;
- Company-level exercises with live fire, protection against armored vehicles and air forces, deployment and withdrawal maneuvers, night operations, and night firing;
- Training officers and non-commissioned officers in movement with a compass and applying map knowledge in the field;
- Gaining experience in setting up various types of encampments;
- Training highly skilled drivers, particularly for night movement and difficult terrain;
- Training the medical company in establishing dressing stations and evacuating casualties during different forms of combat, and training band members in first aid duties (ATASE, 2012, pp. 30-31).

Step 10: The students are asked/invited to complete the following table based on Source I, listing the training locations for the units to be sent to Korea (the number of rows may be increased as needed).

Table 1: Units and Training Locations

Unit	Training Location
Artillery Battalion	Artillery School

Step 11: The students are asked/invited to examine Source J.

Source J: The additional training provided during the preparation process and distributed equipment
(compiled from Işık, 2009)

Training Provided: Infantry training, close-combat training, psychological resilience training, trench-digging and defensive tactics training, cold-weather precautions, and tent-setup training.

Equipment Distributed: Compass, map, canteen, wool undergarments, coat, rifle, hand grenades, steel helmet, durable boots, first-aid kit, gauze, bandages.

Step 12: The students are asked/invited to complete Table 2 below using the information provided in the final part of Source I and Source J (the number of rows may be increased as needed).

Table 2: Training given to soldiers during the formation of the Korean Brigade, related equipment, and its intended purpose

Training	Related Equipment	Purpose
Compass and map-reading training	Compass, map	Learning how to determine one's position on the battlefield and move in the correct direction
Company drills with live fire, infantry training, trench-digging, and defensive tactics training	Rifle, hand grenades, steel helmet	Protecting oneself and one's comrades against armed attacks from the enemy

Guiding Question 3: What communication problems did the Turkish soldiers sent to Korea experience with soldiers from other countries during the war, and what solutions were developed to overcome these difficulties?

Task 3: The students are asked/invited to examine Sources K, L, M, and N and to answer the related questions.

Step 13: The students are asked/invited to read/examine Sources K and L.

Source K: The language problem in the Turkish Brigade in Korea

American sources claim that the Turkish Brigade had great difficulty understanding orders because so few personnel were able to speak English. Although a decision had been made not to take reserve officers to Korea, ten English-speaking reserve officers were sent immediately after the Battle of Kunuri.

According to the information provided by the late Muzaffer Sebükcebe, who served at the regimental headquarters of the first brigade sent to Korea, the brigade had only nineteen officers who were able to speak English. Most of these officers were unit commanders. In other words, the lack of English proficiency, or having very few personnel who spoke a foreign language, caused the Turkish Brigade serious problems in the early stages, some of which could not be easily corrected. The late İsmail Hakkı İncoğlu, who served as a liaison officer during a period when both wired and wireless communication was cut off, also emphasized this point. At that time, the number of English-speaking officers was minimal. Korean interpreters gradually learned Turkish. (Summarized from Baltacioğlu, 2007.)

Source L: Incidents and situations arising from the language barrier

On the night of 21/22 October at 23:00, I toured all the security lines of the garrison with the duty officers and reinforced weak points with additional sentries. It was clear that mistakes could occur during joint security duties when soldiers of two nations who did not know each other's language were involved. Since the Turkish units were in the majority, I had previously proposed to the American garrison commander that all security duties be left entirely to us, but the proposal was not accepted.

That night at 23:30, two individuals approached our sentries near the wired fence east of the garrison. These individuals, who did not understand the command 'Dur' ('Halt') and were later identified

as Korean sentries arriving to conduct checks, did not stop even after a third warning. The sentry's fire seriously wounded one, and the other fled. The duty officer and patrols who arrived at the scene informed me of the situation. The wounded man was treated; the next day, all Korean sentries were removed, and security duties were left entirely to us.

Since the official language of the United Nations Army was English, our sentries were taught to use the word 'stop' instead of 'dur' at the suggestion of the Americans, and warnings were given in this manner thereafter. In his book 'Conversations from the Front', Captain Hüseyin Çatalpınar recounts many similar stories related to the language barrier, including the case of a non-commissioned officer who ran out of gasoline and asked the Americans for help by saying, "Ay em Türkiş, benzin finiş."

Throughout the war, difficulties stemming from a lack of language skills persisted; sometimes this led to irreparable mistakes, and sometimes to missed opportunities that could have worked in our favor. Since the number of interpreters in the regiment never exceeded four, these men had to undertake demanding duties, such as accompanying American units on joint reconnaissance missions with tanks (Selected excerpts adapted from Dora, 1967, pp. 50–53).

Step 14: The students are asked/invited to complete Worksheet 2.

1. According to Source K, what were the causes of the communication problems experienced by the Turkish units in Korea due to a lack of foreign language skills?
2. Give examples from Source L showing what kinds of problems or negative situations may arise in a multinational military structure when a common language is not used.
3. According to Source L, who took what measures during the Korean War to reduce or overcome communication problems caused by a lack of foreign language skills?

Step 15: The students are asked/invited to examine Sources M and N.

Source M: The interrogation of an enemy soldier captured by a Turkish Unit serving in Korea
(Dora, 1967, s. 328)



Source N: A translation story from the Korean War

In Korea, a Turkish officer asked a foreign correspondent (likely American or British) for help in German to interrogate a Chinese prisoner. The correspondent relayed the German question to a Korean interpreter in English. The interpreter then translated it into Korean for another Korean who is able to speak Chinese. That Korean interpreter finally directed/asked the prisoner the question in Chinese (Chang, 2020, p. 130).

Step 16: The students are asked/invited to answer the following questions based on Sources M and N.

1. What do the postures and body language of the people in the photograph in Source M convey?
2. How successful or effective do you think the method described in Source N, which the Turkish soldiers used to overcome communication problems caused by not being able to speak a foreign language, might have been? Share your thoughts.
3. In wars or in similar situations where people from different nations have to live together temporarily, what can be done to facilitate and improve communication amongst them? Research and explain.

Assessment and Evaluation

1. On what principles was the recruitment of soldiers for the Turkish Brigade prepared for the Korean War?
2. What difficulties were encountered while forming the Turkish Brigade, and how were these problems solved?
3. In your opinion, what mistakes were made in the formation of the Turkish Brigade, and what could have been done to prevent these mistakes?
4. By analyzing the communication/language problems encountered during the formation of the Turkish unit sent to the Korean War, formulate authentic suggestions on how such issues could be resolved in similar international military operations.

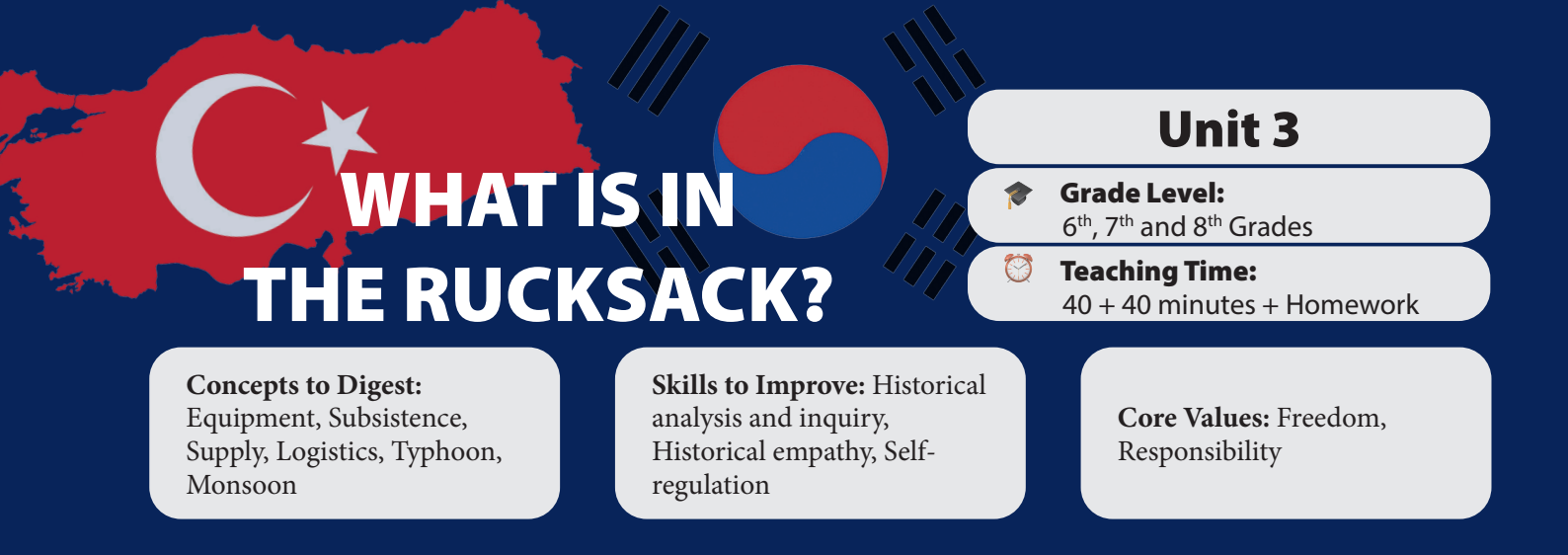
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Homework

The students are asked to prepare a presentation by combining information from in-class activities with findings from independent research. These presentations will be stored in the students' digital portfolios.



WHAT IS IN THE RUCKSACK?

Unit 3

**Grade Level:**

6th, 7th and 8th Grades

**Teaching Time:**

40 + 40 minutes + Homework

Concepts to Digest:

Equipment, Subsistence, Supply, Logistics, Typhoon, Monsoon

Skills to Improve:

Historical analysis and inquiry, Historical empathy, Self-regulation

Core Values:

Freedom, Responsibility

Methods-Techniques: Evidence-based learning, dramatization, case study, content analysis

Teaching-Learning Materials: Archival materials, periodicals, official websites, academic articles

Learning Aim: To introduce students to the things, belongings and daily-use items of Turkish soldiers who fought in Korea, and to raise awareness regarding frontline conditions based on these materials.

Key Question: What items did Turkish soldiers participating in the Korean War carry with them to overcome physical, psychological, and logistical challenges, and how did these items help them maintain their ability to survive and continue fighting?

Guiding Question 1

What types of clothing and equipment did Turkish soldiers participating in the Korean War use to adapt to the harsh climate conditions, and how did the design and function of these materials contribute to their survival strategies?

Objective 1

To evaluate the impact of climate conditions on the soldiers' daily lives.

Task 1

The students are asked/invited to use Sources B, C, D, E, F, G, H, and I to answer the given questions and to complete the required tasks.

Guiding Question 2

What items did Turkish soldiers use to protect their physical and psychological well-being during the Korean War, and to what extent were these items functional and sufficient under wartime conditions?

Objective 2

To gain insight into the measures and practices undertaken to protect the soldiers' health in a wartime environment.

Task 2

The students are asked/invited to use Sources J, K, L, and M to answer the related questions and to complete Table 1.

Teaching and Learning Plan

!! Focus on Activity

The students are asked/invited to examine Source A, which represents the monsoon climate, and answer the related question.

5 min.



Task 1

The students are asked/invited to use Sources B, C, D, E, F, G, H, and I and to answer the given questions and to complete the required tasks.

35 min.



Task 2

The students are asked/invited to use Sources J, K, L, and M (Oral History Activity) and to answer the related questions and complete Table 1.

35 min.



Assessment and Evaluation

The students are asked/invited to answer the open-ended questions.

5 min.



Homework

The students are asked/invited to conduct research in their own time and to create the required materials table. This work is prepared electronically and will be stored in the students' digital portfolios.

Teaching and Learning Process

Focus on activity: The students are asked/invited to respond to the question, 'If you were stranded on a deserted island, which three items would you want to have with you?'. Their answers are written on the board, and the class ranks the items from most important to least important.

Source A: A monsoon climate (An illustrative photo) ([Ayandon.com.tr](https://ayandon.com.tr), 2025)



Using a smart board or projector, Source A is shown to the students, and they are asked to guess which climate the weather event in the visual belongs to.

Guiding Question 1: What types of clothing and equipment did Turkish soldiers participating in the Korean War use to adapt to the harsh climate conditions, and how did the design and function of these materials contribute to their survival strategies?

Task 1: The students are asked/invited to use Sources B, C, D, E, F, G, H, and I and to answer the given questions and to complete the required tasks.

Step 1: The students are asked/invited to read the Information Box (Source B).

Source B: Monsoon Climate

Monsoon comes from the Arabic-origin word 'mausim', meaning 'season'. It refers to seasonal winds driven by annual temperature differences between large land masses and adjacent ocean surfaces. In the summer months, because temperatures over the continents are higher than over the oceans, monsoon winds blow from the sea toward the land. In winter, because ocean surface temperatures are higher than land temperatures, the wind reverses direction and blows from land toward the sea. The winds that blow from the oceans toward the continents in summer carry large amounts of moisture. As these warm, moist winds rise along steep coastal mountains, they cool and condense, producing incredibly intense, potentially dangerous rainfall in coastal regions.

When monsoon winds are mentioned, many people think of the destructive, damaging rains along the southern coasts of India, caused by moisture-laden southwesterly air currents. Although the same principle produces similar winds across many regions of the world, monsoons are most pronounced along the southern and eastern coasts of Asia. Monsoon winds form as a result of land and sea breezes produced by daily temperature changes, but on a much larger scale, blowing between continents and oceans in response to seasonal temperature variations. (MGM, 2024).

United Nations Turkish Armed Forces Command

1. The items and equipment that officers, non-commissioned officers, and enlisted men will take with them are shown in Annex-1 and Annex-2.
2. These lists have been prepared in accordance with the equipment regulations and adapted to the new materials.
3. The items and equipment shown in the list will be carried and worn in accordance with the equipment regulations.
4. The items indicated to be carried in the deployment bag are essential belongings that officers and enlisted men must keep at the closest and most accessible weight and location.
5. Clothing:
 - a. Officers and non-commissioned officers; ceremonial uniforms will not be taken.
 - b. Daily uniform (vest, long trousers, boots or shoes) serves as the ceremonial uniform as long as the unit is in combat.
 - c. Those personnel who have a raincoat may take it.
 - d. The officer-type overcoat will be worn.
 - e. Boots will not be worn; those who wish to may take rubber boots to be used in rain or snow.
 - f. Once the Korean Turkish Command insignia is issued, it will be sewn neatly with red thread so that the star is placed on top and the upper edge of the circular patch is 3 cm below the shoulder seam on the right shoulder.
6. Weapons and equipment marked with a (+) sign in the list will gradually be supplied by the ordnance and logistics branches.
7. For those who do not have a kit bag, portable cot, maneuver box, or map case, these needs will be provided by the command in exchange for payment. The names of those in need and the type and quantity of the required items must be reported as soon as possible.
8. Enlisted men: The equipment and items that enlisted men are to carry according to the equipment regulations, and where and in what quantities they will be carried, are shown in Annex-2.
9. Deployment bags will be carried by everyone either by hand or slung over the shoulder, depending on the situation.

I kindly request that all personnel prepare themselves as soon as possible in accordance with these lists.

Chief of Staff of the Turkish Command in Korea" ve "Staff Captain Selahattin TOKAY

Step 2: The students are asked/invited to answer the following questions based on the content of Sources B and C.

1. What differences can be identified between the climate conditions Turkish soldiers would encounter in Korea and the climate characteristics observed in Türkiye?
2. According to Source C, what materials and equipment were soldiers permitted to take with them to Korea?
3. Considering the materials and equipment permitted or deemed appropriate in the command order in Source C, how prepared can the Turkish army be considered for the monsoon climate in Korea?
4. According to Source C, what advantages and/or disadvantages might the permitted materials and equipment provide under frontline conditions? If today's technological possibilities had existed at the time, which of the listed items and equipment would need to be replaced, and why?

Step 3: The students are asked/invited to examine Sources D, E, and F.

Source D: Turkish soldiers on the Korean battlefield (ATASE, 2019, s. 1045)



Source E: The M1951 cap belonging to the late Korean War veteran Kemal Öztürk from Eskişehir (Prepared by the authors)



Source F: The M1951 cap

During the Korean War, the U.S. Army designed caps with fine-fiber fabric, wool lining, and ear flaps to protect soldiers from Korea's cold, rainy weather. These caps, known as the M1951, were also used by Turkish soldiers fighting in Korea. (US Department of Defence, 2025).

Step 4: The students are asked/invited to answer the following questions based on Sources D, E, and F.

1. According to Source E, what are the distinguishing features of the M1951 caps?
2. Why might our soldiers be wearing a furry cap that covers their ears, as seen in Sources D and F?
3. How effective might the uniforms seen on our soldiers in Source D have been in coping with the climate conditions in Korea?

Step 5: The students are asked/invited to examine Sources G, H, and I.

Source G: A section of the command order regarding the equipment soldiers (enlisted men) were required to carry during the Korean War (ATASE, 5060-434-10)

TASNİF DIŞI				
No	Taşıma yeri	TEÇHİZAT TALİMATINA GÖRE TAŞINACAK	Taşıma miktarı	DÜŞÜNCELER
		SİLAH, TEÇHİZAT, MALZEME VE EŞYANIN CİNSİ		
1	MENSUR	Mevsim kıyafeti	1	ATASE
2		Künye levhası	1	
3		Matra	1	
4		Harp sargı pa keti	1	
5		Gaz maske	1	
6		Çelik başlık (Ağır)	1	
7		Not defteri ve özel silah ve teçhizatı	1	

TYPES OF WEAPONS, EQUIPMENT, MATERIALS, AND ITEMS TO BE CARRIED ACCORDING TO THE EQUIPMENT REGULATIONS

No	Carrying Location	Type	Quantity	Remarks
1	On the soldier	Seasonal uniforms	1	
2		Identity tag	1	
3		Canteen	1	
4		Field dressing pack	1	
5		Gaz mask	1	
6		Steel helmet (Heavy)	1	
7		Notebook and personal weapons/equipment	1	

Source H: An example of a soldier's identity tag (Prepared by the authors)



Source I: The Use of Identity Tags in the Turkish Army

The use of identity tags in the Turkish army began during the First World War. The Battle of Gallipoli had a major impact on the adoption of identity tags. The extremely high number of casualties, the difficulties in identifying soldiers who were brought to hospitals, and the delays in carrying out legal and administrative procedures related to the families of fallen soldiers made the use of identity tags a necessity (Sayılır, 2013).

Step 6: The students are asked/invited to answer the following questions based on Sources G, H, and I.

- 1. Which item in the list provided in Source G did you find most interesting? Why?
- 2. Categorize the items in Source G into health protection, tactical advantage, and psychological support, and analyze them. Identify the most critical item in each category and evaluate how the absence of these items might affect a soldier’s performance and chances of survival.

Health Protection	Tactical Advantage	Psychological Support

Evaluation:

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Guiding Question 2: What items did Turkish soldiers use to protect their physical and psychological health during the Korean War, and how functional and sufficient were these items under wartime conditions?

Task 2: The students are asked/invited to use Sources J, K, L, and M and to answer the related questions and to complete Table 1.

Step 7: The students are asked/invited to examine Sources J and K.

Source J: The second part of the command order regarding the equipment soldiers (enlisted men) were required to carry during the Korean War (ATASE, 5060-434-10)

8	E	Elmek torba sı	1
9	k	Çatal	1
10	a	Kaşık	1
11	k	Bıçak (Çakı olur)	1
12	T	Günlük yiyecek	1
13	e	Sa bun (Kutu içinde)	1
14	r	Kar gözlüğü	1
15	Sını		
15		<u>Arka çantası :</u>	
16		A) Büyük gözde:	
17	A	Don (±)	1
18	R	Gömlek (±)	1
19	K	Çorap (Çift) (±)	2
20		Eldiven	1
21	A	Havlu (±)	1
22		Ayak bezi	2
23		Mendil (±)	2
24		Gömlek	1
25		Avcı yeleği	1
26		2 günlük demirba ş yiyecek	1
27		Yamalık kumaş	
27	Ç	B) Küçük gözlerde :	
28	A	Temizli ta kımı	1
29	N	Tıraş sabunu	1
30	T	" ta kımı	1
31		Diş fırçası	1
32		" macunu	1
33		Dişme	1

No	On the soldier		No	Backpack (Large Compartment)		No	Backpack (Small Compartments)	
8	Bread bag	1	16	Undershorts	1	28	Cleaning kit	1
9	Fork	1	17	Shirt	1	29	Shaving soap	1
10	Spoon	1	18	Socks (pair)	2	30	Shaving kit	1
11	Knife (pocketknife acceptable)	1	19	Gloves	1	31	Toothbrush	1
12	Daily food ration	1	20	Towel	1	32	Toothpaste	1
13	Soap (in a box)	1	21	Foot cloth	2	33	Button	1
14	Snow goggles	1	22	Handkerchief	2			
			23	Shirt	1			
			24	Hunting vest	1			
			25	Two-day standard ration pack	1			
			26	Patch fabric	1			

Source K: Another section of the command order regarding the equipment soldiers (enlisted men) were required to carry during the Korean War (ATASE, 5060-434-10)

56	r	Dikiş takımı Komple	1
57		Tıraş takımı Komple	1
58		D. D. D, tozu	1
59	T	Çatal	1
60		Kaşık	1
61	o	Aş kabı (±)	1
62	r	Ton fanılası , Yün fanılas	1
63		Don	1
64	b	Gömlek	1
65		Çorap	2
66	a	Kazak	1
67	s	Yerli fotin (±)	1
68		Mum	6
69	i	Kibrit	2
70	n	Sarjör (±)	2
71		Fişek	100
72	d	Baş uibinliği	1
73	a	El feneri	1
74		Mondil	2
75		Demir s vivecek (±)	-

No	Backpack	No	Backpack	No	Backpack
56	Complete sewing kit	1	63	Undershorts	1
57	Complete shaving kit	1	64	Shirt	1
58	DDT powder	1	65	Socks	2
59	Fork	1	66	Sweater	1
60	Spoon	1	67	Standard army boots	1
61	Mess tin	1	68	Candle	6
62	Cotton	1	69	Matches	2
			70	Cartridge clip	2
			71	Roll of coins	100
			72	Head net	1
			73	Flashlight	1
			74	Handkerchief	2
			75	Standard ration	1

Step 8: The students are asked/invited to answer the following questions based on Sources J and K.

1. According to Sources J and K, which items were soldiers ordered to take with them for personal hygiene purposes?
2. According to Sources J and K, which items were soldiers ordered to take with them as preventive measures to protect their health?
3. Which other items listed in Sources J and K have the potential to serve the purpose of protecting soldiers' health? Why?

Step 9: The students are asked/invited to classify the health-related items listed in Sources J and K and fill in Table 1 below.

Preventive	Curative	Psychological Support

Step 10: The students are asked/invited to examine Sources L and M.

Source L: Manchurian Fever

During the Korean War, Turkish physicians encountered another epidemic disease. In the 'Manchurian fever' section of Behiç Onul's 1953 first edition of 'Infectious Diseases', Dr. Rıdvan Gülbaran, who became a specialist in bacteriology and infectious diseases at Gülhane Military Medical Academy in 1951, reported that during the sixteen months he served with the Turkish Brigade in the Korean War, "One officer and three enlisted men died from this disease; although the infection is not seen in our country, it is an important illness that must be examined for our units serving abroad" (Eraksoy, 2011).

Source M: An excerpt from the oral history interview with Korean War veteran Veli Atasoy

(<https://koreanwarlegacy.org/interviews/veli-atasoy/>)



28:17-29:43

V. Atasoy: They captured us and took us as far as they could through the mountains. We stayed here for about three days, then moved somewhere else for about five days; we lost track of day and night. We were hungry and thirsty. It was 1950 (he means early 1951), and around the New Year, we stayed in a place they called a cold camp. The sun only showed itself for half an hour to one hour each day. We remained there. They had also captured South Koreans; they kept them packed together like chickens. They took some out, and then we were put in, but those South Koreans had lice; an unbelievable number. They put us in there too. During that winter storm, the lice tormented us. Finally, we took off our clothes and left them outside in the cold for half an hour to one hour, froze the lice, and then put our clothes back on. That's how we managed to get through it.

Step 11: The students are asked/invited to answer the following questions based on Sources L and M.

1. According to Source L, which epidemic disease affected the Turkish soldiers fighting in Korea, and in what way?
2. According to Source L, how do we know the effects of this epidemic disease on our soldiers?
3. According to Korean War veteran Veli Atasoy, what health problems did captured Turkish soldiers suffer from?
4. According to Source M, how did captured Turkish soldiers cope with the situation they were exposed to?
5. Re-examine Source K and identify the item soldiers were required to carry for combating lice and similar parasites.

Assessment and Evaluation

1. How did the monsoon climate of the Korean Peninsula influence the selection of materials and equipment that Turkish soldiers needed to carry?
2. How do the climate conditions of the destination affect our travel plans and the items we decide to take with us? Explain with an example.
3. Why were soldiers required to keep their identity tags on them at all times?
4. Based on examples such as the Manchurian fever described in Source N and the lice problem mentioned in Source M, what can be said about the effects of epidemics and parasites on the performance of military units during wartime?
5. What measures are taken today to combat parasites, epidemics, and similar threats to human health? Research and explain.

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Homework

Imagine yourself as a war correspondent, reporter, or aid volunteer heading to a region experiencing ongoing conflict or war. Since you likely will not have a comfortable or stable place to stay in your mission area, list the items or objects you would choose to take with you, along with your reasons for choosing them, in the appropriate sections of the table below.

Table: Items I need to take with me

Category of Item/Object	Name of Item/Object	Seçme Gerekçesi
Personal Items	Family photos	To ease homesickness and provide psychological comfort
Cleaning / Hygiene Supplies		
Contact Devices		
Clothing Items		
Food and Drink		
Safety-Related Equipment / Gear		



NEWS FROM KOREA

Unit 4

**Grade Level:**

6th, 7th and 8th Grades

**Teaching Time:**

40 + 40 minutes + Homework

Concepts to Digest:

Communication, media

Skills to Improve: Historical analysis and inquiry, historical empathy

Core Values: Patriotism, nationalism, altruism, responsibility

Methods-Techniques: Evidence-based historical inquiry, oral history

Teaching-Learning Materials: Archival documents, newspapers, interview/oral history recordings

Learning Goal: To understand how soldiers and their families used the main communication tools during the Korean War and what functions those tools served.

Key Question: Through what means and in what ways was communication established between soldiers and their families during wartime, and how did these exchanges affect the morale and motivation of both sides?

Guiding Question 1

How were communication tools used during the Korean War, and what limitations did these tools have?

Objective 1

By understanding which communication tools were used to maintain contact between soldiers assigned to Korea and their families, students will analyze the emotional states of families who received no news about their children sent to Korea.

Task 1

The students are asked/invited to examine Sources B, C, D, E, F, G, H, and I, to answer the related questions, and to complete the letter-writing activity.

Guiding Question 2

How did the various forms of communication established between soldiers and their relatives affect the morale and motivation of both sides?

Objective 2

To develop an empathetic understanding of the personal and psychological effects of communication with relatives who are in different cities or countries during war or similar extraordinary circumstances.

Task 2

The students are asked/invited to examine Sources J and K, along with Sources E, H, and I used in previous stages of the activity, and to answer the related questions.

Teaching and Learning Plan

!! Focus on Activity

The students are asked/invited to read the short letters on the newspaper page in Source A, to answer the given questions, and to participate in a whole-group discussion.

10 min.



Task 1

The students are asked/invited to examine Sources B, C, D, E, F, G, H, and I, to answer the related questions, and to complete the letter-writing activity.

30 min.



Task 2

The students are asked/invited to examine Source J and Source K, together with Sources E, H, and I used in earlier stages of the activity, and to answer the related questions.

35 min.



Assessment and Evaluation

The students are asked/invited to answer the open-ended questions.

5 min.



Homework

The students are asked to draw a picture or write a letter about the daily lives of Turkish soldiers in Korea. This product will be stored in the electronic portfolio.

Teaching and Learning Process

Focus on activity: The students are asked/invited to read the letter summaries in Source A together and then to discuss the answer of the following question.

Source A: A page from the Yeni İstanbul newspaper dated 11 November, 1950 (Yeni İstanbul, 1950).

Koreden mektuplar

Sami Aydın
Eşim Nermin Aydın, Faroz Mah.,
Yalı So. No. 75 - Trabzon.
Büyük milletimin bana vakfettiği
vatani vazifemi yapmak üzere çok
neseli olarak sağ ve salim Koreye
geldim. Nermin, annem, babam, büt-
tün komşu ve akrabalarımıza ayrı ayrı,
çok çok selamlarımı sunar hepimize
neseli günler dilerim.

Mustafa oğlu Süleyman Tokel
Topçu Akdam köyü - Mersin
Muhterem vatandaşlarımız ve akra-
balarım, 19.10.1950 günü Koreye gel-
dik. Hepimiz şuhattayız. Neçemiz de
çok yerinde. Cümlemize selâm eder e-
lilerinizden şükür.

Mehmet oğlu Sükrü Dönmez
Torbalı, Karakuyu köyü - İzmir
Muhterem akrabalarım, işte size
gazeteyle hepimize mektup gönderiy-
orum. Hepimiz iyiyiz. Merak etmeyin-
iz. Cümlemize selâm eder elleriniz-
den şükür.

Yusuf Zeybek
Adapazarında Mehmet Zeybek,
Koreye salimen geldik. Hepimiz
şuhat ve afiyetliyiz. Günlerimiz çok
neşeli geçmekte, herkesten çok itibar
görmekteyiz. Bizleri hiç merak et-
meyiniz. Cümlemize sonsuz selâm ları-
mı sunar ellerinizden ve gözlerinizden
şükür.

Mustafa Çalı (Hasanoğullarından)
Yeni Cami mahallesi - Söke
Kıymetli babam ve aileme,
Elhamdülillah salimen Kore me-
mleketine geldik. Şuhatın ve rahatın
çok iyidir. Arkadaşlarımız ve ben he-
pimiz neşeliyiz. Vazifelerimizi senin
nasihatlarına göre iyi yapmaya çalış-
ıyorum. İnşallah senin ve vatandaş-
larımızın yüzünü ak ederim. Selâm e-
der ellerinizden şükür.

Sevket Aslan
Niğde - Koyunlu
Sevgili anneciğim. Senden uzakta
bu mektubu ebedî bir hâta ve son-
suz bir iyale olarak gönderdiğim için
ne kadar mesut ve bahtiyar olduğum-
u bu kısa telgrafhanne mektubunda
okuyun. Cümlemize sonsuz selâm ları-
mı sunar, ellerinizden şükür. Ben hiç
hayalinden düşürmüyün oğlun.

Ahmet oğlu Murat Korkmaz
Ahmet Korkmaz, Orhanelli - Har-
mançık.
19.10.1950 perşembe günü Ko-

reye geldik. Yolculuğumuz çok iyi
ve neşeli geçti. Burada da hepimiz i-
yiyiz. Cümlemize ve arkadaşlarımıza se-
lâm ederim, Gözlerinizden şükür.

Nüret Savgat
Sevgili babacığım,
Belediye Zabıta Memuru - Salihli
Vatan ve sizlere layık olmaktan baş-
ka bir düşünce yoktur. Siz babama
ve anneme selâm eder ellerinizden ş-
ükür. Kardeşim Hilmete de selâm
eder gözlerinizden şükür. Bornovada-
ki arkadaşım Kobanaya da selâm.

Ali Alırt
Topçu Kd. Yüzbaşı
İzmir Karantina Mahallesi'nde eşim
Suat Alırt'a.
Bir Türk annesi hüneri ile
çocuklarımızı yetiştirdiğine emi-
nim. Milletine ve onun başına
basarak emanet ettiğim sizlere bin-
lerce selâm.

Ali Özeren (Teğmen)
İsparta, Emre Mahallesi, Emre so-
kak No. 35 te.
Sevgili anne, babacığım ve ağa-
beyime,
Sizlere yakıncak bir oğul, kar-
deş olmak için bütün gücümle çalış-
acağım. Bu arada her fırsatta şuhat
haberini gönderiyorum. Şimdi de
kadrihas YENİ İSTANBUL gaz-
etesinin lütufkâr tavassutundan fay-
dalanarak sizlere hitap edebilmek
fırsatını buldum. Allahın izniyle de-
mir gibiyim ve demir gibi olacağım.
Sizden olduğumu ispat edeceğim. El-
lerinizden şükür. Allah'a emanet ol-
sun.

İhsan Cetiner (Çavuş)
Ankara, Öncebeci, Mısafir Sokak,
No. 193 de annem.
Ankara'dan ayrıldıktan sonra büt-
tün silah arkadaşlarımla birlikte çok
neşeli ve rahat bir yolculuktan sonra
Koreye geldik. Çok iyiyim. Demir gi-
bi vücutum, çelik gibi imanım var.
Mektuplarımız bekler, sonsuz hürmet
ve sevgilerle senin ve bütün büyükle-
rimin ellerini öper, komşulara selâm
ederim.

R. Soykut (Yüzbaşı)
Sayın Albay Baki Taneri, Aa. Pos.
17692 K.
Kuvvetlerimiz ve ben insanî bir dâ-
vanın kazanılması için Korede bu-
lunmaktan zevk duyuyoruz. Şuhat-
larımızı koşturmak imkanının henüz
mevcut olması ise ayrı bir memnuni-
yet tevhit ediyor. Kıymetli şahsınızda

bütün alay ve silah arkadaşlarımız se-
lâm larım. Bugün gördüğüm Ame-
rikalı Albay De Shozo dahi size ve
beraber çalıştığı topçu arkadaşlarımıza
selâm larımı göndermektedir.

Çihan Kumbasar
Adapazarında bulunan Kumbasar a-
ilesi ve akrabalarımıza, ayrıca İzmir-
deki Alperler ailesine ve dayım Os-
man Remzi Nurhat'a şuhatlar diler
hürmetlerini sunarım.

Nazım Özoğul (Yüzbaşı)
Harp Okulu Sb. ve öğrenci arkadaş-
larımız, Sizlere ayrılırken şerefli ta-
rihimizin kahramanlık menkıbeleri
yaratan babalarımızın aslı kanunu ta-
şayan evlâtları olduğumuzu bütün
dünya humurunda ispat edeceğimizi ve
icap ederse canımızı vereceğimizi şuh
vermistim. Bir cephe arkadaşınız sı-
fatıyla sizleri selâmlarım.

**Hayatta bulunanların
heykellerinin dikilmesi
hakkında bir tasarı**
Ankara, 10 (Husuf muhabirimiz
bildiriyor) — Ankara milletvekili
Osman Sevidi Çiçekdağ hayatta bu-
lunan kimselerin heykellerinin ve
buna mîlması anıtların resmî ve
umumi yerlere dikilmesi hakkın-
da bir kanun tasarısı hazırlanmıştır.
Hayır müesseselerine hayır yapanla-
rın namıdır ipka için dikilecek anı-
tlar bundan istisna edilecektir.

**Bir Panama vapuru fırtınadan
Midilliye iltica etti**
İzmir, 10 (Husuf muhabirimiz
bildiriyor) — İzmir gelen gemi-
ler Midilli açıklarında bir Panama
vapurunun fırtınadan batmak tehli-
kesiyle karpışarak istindat ettiği
ve Midilliye iltica ettiğini söylemek-
tedirler. Bu vapur ticarî hamule ile
İzmir'e gelmekte.

**Artvinde bir kamyon
uçuruma yuvarlandı**
Artvin 10 (A.A.) — Şoför Kaplan
idaresindeki Hopa 71 pikap su-
mah bir kamyon Berta mevkiinde ve
henüz anlaşılmayan bir sebepten
içindeki yolcularıyla birlikte bir uç-
uruma yuvarlanmıştır. Muhtelif yer-
lerinden ağır surette yaralanan iki
yolcu ile hafif yaralıları hastahaneye
kaldırılmıştır. Savaklık bölgeye al-
koyuştur.

Letters from Korea

Sami Aydın

To my wife, Nermin Aydın, Faroz District, Yalı Street No. 75 – Trabzon.

I arrived in Korea safe and sound, in excellent spirits, to fulfil the national duty entrusted to me by my great nation. Nermin, I send my greetings one by one to my mother, father, all our neighbors and relatives, and I wish joyful days to all of you.

Süleyman Tokel, son of Mustafa, Artilleryman

Akdam Village-Mersin

My dear fellow citizens and relatives, we arrived in Korea on 19 October, 1950. We are all in good health. Our spirits are also very high. I send my greetings to all of you and shake your hands.

Şükrü Dönmez, son of Mehmet

Karakuyu Village-Torbalı, İzmir

My dear relatives, I am writing to you all through the newspaper. We are all well. Do not worry about us. I send my greetings to all of you and kiss your hands.

Yusuf Zeybek

To Mehmet Zeybek, Adapazarı

We have arrived safely in Korea. We are all in good health and well-being. Our days are passing very cheerfully, and we are receiving great respect from everyone. Do not worry about us at all. I send endless greetings to all of you and kiss your hands and eyes.

Mustafa Çalı (from the Hasanoğulları family)

Yeni Cami District-Söke

My dear father and family, praise be to God, we have arrived safely in Korea. My health and comfort are excellent. My friends and I are all in good spirits. I am trying to carry out my duties well, as you advised. God willing, I will make you and my fellow citizens proud. I send my greetings and kiss your hands.

Question: How might the short letters or letter summaries in Source A have been written; in what kind of environment and with what emotions? Please, discuss your ideas as peers.

Guiding Question 1: How were communication tools used during the Korean War, and what limitations did these tools have?

Task 1: The students are asked/invited to examine Sources B, C, D, E, F, G, H, and I, to answer the related questions, and to complete the letter-writing activity.

Step 1: The students are asked/invited to examine Sources B, C, and D.

Source B: Communication during the Korean War

During the Korean War, communication technology was much more limited than it is today. Communication between soldiers and their families was mainly achieved through letters. Because of wartime conditions, letters often arrived late, making communication difficult. Besides letters, telegrams, telephones, newspapers, and radios were also used for communication. However, due to the challenges of war and limited infrastructure, staying in touch was very hard.

Practical methods were developed to make communication between soldiers and their families easier. One way was publishing summaries of soldiers' letters in newspapers so their messages could reach their families much more quickly (Sources A, C, and E). Another way was reading short messages sent by soldiers at the front during the 'Ankara Radio Soldier Hour' program to relay them to their families (Source E). Additionally, certain military communication procedures were used to help soldiers who could not contact their families. In emergencies, military correspondence ensured that soldiers' messages or conditions were delivered to their families, and family messages were sent to soldiers at the front (Sources F and G).

A number of ranked soldiers serving in the Turkish Brigade in Korea, with their commanders' permission and encouragement, started publishing the Kutup Yıldızı newspaper on August 26, 1950. Their aim was to help everyone at headquarters keep up with global news, stay informed about developments in Turkey, and receive messages from their families more quickly (Sources E and H). Depending on how the war went, Kutup Yıldızı was published either regularly or intermittently, distributed to Turkish military units in Korea, and supported with the necessary logistics so soldiers could receive and read it (Prepared by the authors).

Source C: A memory of Korean War veteran Colonel Celal Dora

"Despite searching for over a month, we hadn't been able to hear Ankara Radio, so finally finding it, and learning that a relative of mine would be addressing me, made me very happy. When I ran to the radio at Brigade Headquarters, located five hundred meters away, all the officers and soldiers there were staring at the radio, holding their breath to catch the faint sounds coming through. At that very moment, my cousin was finishing his message to me; he said that all my family members were in good health and ended his words with wishes for success. His message was followed by the voices of the families of other friends." (Dora, 1963, pp. 69-70)

Source D: An excerpt from the oral history interview with veteran Necdet Yazıcıoğlu, who participated in the Korean War with the Rank of Lieutenant



(<https://koreanwarlegacy.org/interviews/necdet-yazicioglu/>)

04:15-05:07



N. Yazıcıoğlu: In 1950, specifically on June 25, 1950, North Korea, encouraged and pressured by Russia, invaded South Korea on a Sunday and occupied Seoul within four days. A brigade of about five thousand four hundred soldiers was sent there in September and October. Among them were friends I had studied with, and I kept listening to the radio and following newspapers to hear news about the Turkish soldiers fighting there. I was constantly very sad. After North Korea pushed southward and occupied South Korea, I was deeply worried that the country would become communist. This worry stayed inside me constantly, and I decided to go to Korea. I volunteered by submitting a petition and traveled to Korea.

Step 2: The students are asked/invited to answer the following questions based on the information in Sources B, C, and D.

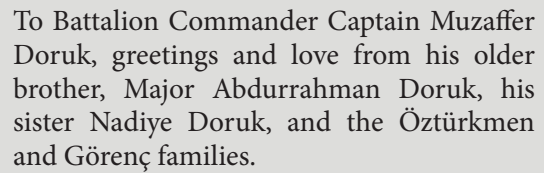
1. Through which means did the soldiers assigned to Korea communicate with their families and relatives during the Korean War?
2. According to Source B, what role did the radio play in providing communication between soldiers and their families during the Korean War?
3. Through which channels did Veteran Necdet Yazıcıoğlu obtain information about the Korean War before he went to Korea?
4. How did the information he obtained about the Korean War affect and influence Necdet Yazıcıoğlu, who was then a young lieutenant?

Step 3: The students are asked/invited to examine Sources E, F, G, and H.

Source E: A page from the Kutup Yıldızı (North Star) newspaper dated 28 September, 1952.

Private Gültekin Şentop receives greetings and love from his father, Colonel Hayrullah Şentop; his mother, father, sister-in-law, and aunt from Marmaris send their regards. They mention receiving his (Gültekin's) letter dated 25 August, 1952, and their reply is on the way.

Salahattin Cengiz gets greetings from his uncle Şevki Eker in Şile, who writes that his mother Kadriye and his father Şevki are both well.



To Abdurrahman Ateş, greetings and love
from his father and brother.

To Ekrem Kayaalp, greetings and love from
his brother Kemal Kayaalp.

To Mustafa Uçar, greetings and love from the Seziner family.

To Turan Akpınar, greetings and love from his father and mother, who write that they had received the letters he sent while we was still travelling, and that they are awaiting his next one....

Ministry of National Defense, Representative
Bureau Chief

T. C.

İstanbul İktisadi
Sıra Amiriği
Beyi

Çalıştığı yer	Tel. Merkezi No.	Verildiği T. B.	Alındığı T. B.
Adres (Sıra teklisi)		23/1/953	24/1/953
Dokümanın T. B.	Açıldığı T. B.	Edirilen No. ve	Açılma tarihi
24/1/953	24/Eskel/953	744	Alındığı Tarih

Genelkurumun Başkancığı:

TASNİF DİŞİ

Tevsil Bürosu Bşk.lığına

1. İktisadi, Endüstri ve Ticaret Bakanlığına
makamına 6 da ilahat eden Üstelmen Salt Kıldırımın
eşi Bayan Safiyenin alhatatın bildirdilmesini rica ede-
ris.

2. 23/1/953 ve 744 sayılarda.

Kore Türk alahda K.K.

344
24-1-953
Tevsil Bürosuna

Source G: An official correspondence from the Ministry of National Defense reporting the health of the wife of an officer serving in Korea (ATASE, 1-6-3-1-16/1012-27-1-953).

Republic of Türkiye Ministry of National Defense,
Representative Bureau

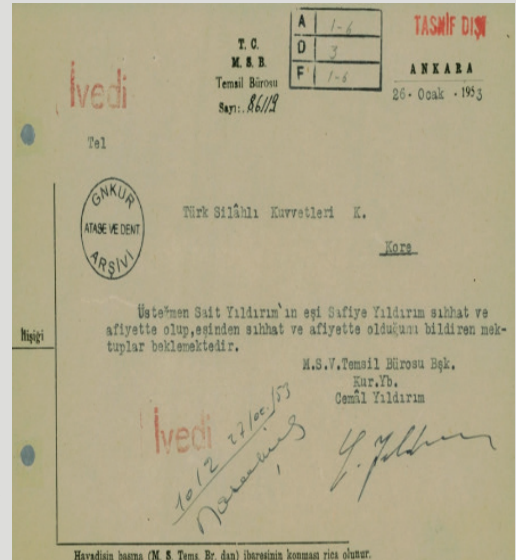
No: 861/2, Ankara, 26 January, 1953

To: Turkish Armed Forces Command

Kore

The wife of First Lieutenant Sait Yıldırım, Safiye Yıldırım, is in good health and well-being and is awaiting letters from her husband confirming the same.

Ministry of National Defense, Representative Bureau Chief
Staff Lieutenant Colonel
Cemâl Yıldırım



Source H: An excerpt from the Kutup Yıldızı (North Star) newspaper dated 21 June, 1951

NORTH STAR

Volume: 3 Issue: 32 29 June 1951, Friday

Our goal is to keep our soldiers informed

Frontline News

Communist Chinese forces launched a strong counteroffensive in the central and eastern sectors, but they were immediately halted by the United Nations Forces.

It has been learned that the Communists are concentrating troops to protect their supply and maintenance centers in the central sectors.

According to information obtained from prisoners, the gathered soldiers were brought directly to Manchuria without being told they were being taken inland, and it was learned that in the letters they were allowed to write to their families, they were permitted to say only that they were being treated well and were forbidden to write anything other than military-related matters.



Step 4: The students are asked/invited to answer the following questions based on the information in Sources E, F, G, and H.

1. How did the Kutup Yıldızı newspaper (Sources E and H) serve the soldiers in the Turkish Brigade in Korea?
2. Imagine you are one of the soldiers serving in Korea during the war. If you saw your name mentioned in the Kutup Yıldızı newspaper clipping from Source E, along with a brief message from your family and relatives in Türkiye, how would you feel and what would you think?

- Based on Sources F and G, what method was used to ensure communication between soldiers and their families when they could not reach each other through the usual communication tools of that time?
- How do you view the use of an in-unit newspaper to help soldiers stay connected with their families during the Korean War? Discuss with your friends.
- In more recent wars and conflicts, what other ways might soldiers and their families communicate? Please conduct a library and/or Internet research.

Step 5: The students are asked/invited to watch/read Source I.

Source I: Excerpts taken from two different parts of the interview conducted with Korean War veteran Veli Atasoy.

(<https://koreanwarlegacy.org/interviews/veli-atasoy/>)



🕒 12:21-13:04

V. Atasoy: Even when we wrote letters while we were still with the unit, they say someone was stealing our letters and taking the stamps, tearing up the letters. Before we were taken prisoner, there was a fake (müfrüt) sergeant, that is what they called him. He was the one doing it. Later we caught him. We never saw letters being sent or received in the unit, and we did not see any in captivity either, in the POW camp. So, there was no correspondence or letter exchange with Türkiye at all.

🕒 19:26-20:09

V. Atasoy: There was no contact at all (referring to his family) until I reached Türkiye from Korea. No communication of any kind. My father even went to the consulate asking what they had done with his son, hitting his head against stones and walls, but nothing could be done; we were prisoners. The man in the unit was tearing up the letters that came; we did not know. Then we were captured, and again, nothing from home. The Americans used to exchange letters; some of them even talked. We never received a single letter.

Step 6: The students are asked/invited to answer the following questions based on Oral History Interview 2.

- According to Source I, what was the reason given that Veteran Veli Atasoy and the soldiers in his unit were unable to communicate with their families during their time in Korea?
- Imagine for a moment that you are in the place of Veteran Veli Atasoy and his fellow soldiers, and you find out that the letters you thought you had sent to your family were torn up by another soldier just to profit from the stamp on the envelope, and that the letters your family sent to you were also destroyed instead of being delivered to you. How would you feel in such a situation, and what would you do?
- Put yourself in the place of a mother or father of a soldier who was sent abroad to war for national duty and from whom no further news has been received; like the father described by Korean War veteran Veli Atasoy when he says, "...My father even went to the consulate asking what they had done with his son, hitting his head against stones and walls, but what could be done; we were prisoners." Write a short letter to the relevant military authorities expressing your feelings and thoughts and inquire about your son's situation.

To the Commander/Command Headquarters of,

I am the mother/father of, who was sent to Korea with the unit:

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Guiding Question 2: Askerler ile yakınları arasında çeşitli şekillerde kurulan/ gerçekleşen iletişim her iki tarafın moral ve motivasyonlarının güçlendirilmesine ne tür katkılar sağlamıştır?

Task 2: The students are asked/invited to examine Source J and Source K, together with Sources E, H, and I used in earlier stages of the activity, and to answer the related questions.

Step 7: The students are asked/invited to read Sources J and K.

Source J: An excerpt from the Yeni İstanbul newspaper published on 11 November, 1950
(Yeni İstanbul Gazetesi, 1950)

T. Fikret Vardar, Artillery Lieutenant

To my homeland and loved ones,

Far from my country, in this distant corner of the Asian continent, my heart is always filled with your love and longing. It is a great honor for me to come to Korea as a humble member of a heroic unit fighting on the side of the United Nations. We have full faith that here we will once again demonstrate that we are the children of a nation history calls 'hero'. God is always with the Turk who declares his Creator as Truth. I thank Yeni İstanbul newspaper for giving me the opportunity to send my greetings and respects to my dear family and my beloved nation.

Source K: An excerpt from the Yeni İstanbul newspaper published on 11 November, 1950
(Yeni İstanbul Gazetesi, 1950)

Mustafa Çalış (from the Hasanoğulları family)

Yeni Cami District – Söke

To my dear father and family,

Praise be to God, we have arrived safely in the land of Korea. My health and comfort are very good. My friends and I are all in good spirits. I am trying to carry out my duties well, according to your advice. I am hoping to make you and my fellow citizens proud. I send my greetings and kiss your hands.

Step 8: The students are asked/invited to answer the following questions by taking sources E, H, I, J and K into consideration.

1. In Sources J and K, mark the words in the short letters that you do not know/do not understand and research their meanings.
2. In the letter in Source J, what might the author be trying to emphasize with the expression, 'Far from my country, in this far corner of the Asian continent, my heart is always filled with your love and longing'?
3. Which values are emphasized in the letters in Sources J and K?
4. Based on the expression of gratitude toward the Yeni İstanbul newspaper in the letter in Source J, research what different roles the media can undertake in times of war. By evaluating the functions of the media in terms of boosting morale, providing communication, creating national unity, and propaganda through the example of the Korean War, compare these with the role of the media in today's wars and crisis situations.
5. After examining sources E, H, I, J and K, what do you think about the emotional state of soldiers who are far from their homeland, and how do these feelings affect soldiers' performance in war conditions?
6. In what ways might the Kutup Yıldızı newspaper, of which two sample pages are presented in Sources E and H, have contributed to the morale and motivation of Turkish soldiers?

Assessment and Evaluation

1. What methods did the relatives of the Turkish soldiers use to receive news from the front during the Korean War?
2. What is the name of the newspaper that began to be published within the Turkish Brigade in Korea during the Korean War? What function did this newspaper serve during the war?
3. What can be said about the effect of communication between soldiers and their families during the war on their morale and motivation?
4. What were the main factors that affected the morale and motivation of Turkish soldiers in the Korean War?

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Homework

The students are asked to draw a picture or write a letter describing the environment, experiences, and emotions of the Turkish soldiers who participated in the Korean War, based on the information provided in the written, audio, and visual sources above.

'AYLA. THE DAUGHTER OF TWO NATIONS'

Unit 5



Grade Level:

6th, 7th and 8th Grades



Teaching Time:

40 + 40 minutes

Concepts to Digest: War victim, orphan

Skills to Improve: Historical inquiry and analysis, historical empathy

Core Values: Altruism, compassion

Methods-Techniques: Evidence-based historical inquiry

Teaching-Learning Materials: The movie 'Ayla' and other documentaries, oral history, and written sources

Learning Aim: To enable students to recognize the distinction between historical reality and fictionalized reality by examining evidence about the difficulties faced by Korean children during the Korean War and the support and assistance they received from Turkish soldiers while coping with these hardships.

Key Question: How do firsthand testimonies, written and visual sources, and fictional narratives such as films and documentaries reflect historical reality?

Guiding Question 1

What kinds of support did Korean children who lost their families and relatives during the Korean War receive from the Turkish soldiers as they coped with the difficulties they faced?

Objective 1

To develop empathy for children who were victimized during the war by examining example individuals and/or events.

Task 1

Students are asked/invited to examine Sources B, C, D, and E, answer the related questions, and prepare a diary reflecting the emotions and thoughts of a war-affected child.

Guiding Question 2

To what extent might historical reality be accurately reflected in the films and documentaries produced about the Korean War?

Objective 2

To distinguish between historical reality and fiction by analyzing selected film scenes.

Task 2

Students are asked/invited to examine the selected film excerpts together with Sources F, G, and H, answer the related questions, and complete Table 1.

Teaching and Learning Plan

!! Focus on activity

The students are shown a stamp image and asked/invited to answer several introductory questions to begin the lesson.

5 min.



Task 1

The students are asked/invited to examine Sources B, C, D, and E, answer the related questions, and prepare a diary reflecting the emotions and thoughts of a war-affected child.

35 min.



Task 2

The students are asked/invited to examine the movie 'Ayla' together with Sources F, G, and H, answer the related questions, and complete Table 1.

35 min.



Assessment and evaluation

The students are asked/invited to answer the open-ended questions.

5 min.



Homework

Write a short text describing the impact the movie 'Ayla' had on you.

Teaching and Learning Process

Focus on activity: The students are asked/invited to examine Source A together and answer the following questions.

Source A: A postage stamp printed in the 1950s (Denizli, 2015, s. 105)



Question 1: Fotoğrafta görülenlerin kimler olabilir?

Question 2: What might be the reason or justification for printing this image on a postage stamp?

Guiding Question 1: What kinds of support did Korean children who lost their families and relatives during the Korean War receive from the Turkish soldiers while coping with the difficulties they faced?

Task 1: The students are asked/invited to examine Sources B, C, D, and E, answer the related questions, and prepare a diary reflecting the emotions and thoughts of a war-affected child.

Step 1: An excerpt from the diary of Korean War veteran Captain Süleyman Pulat in Source B is read.

Source B: Süleyman Pulat's Diary

6 January 1951 – "I Had Become a Father Too."

A little behind us, a child, her fingers buried in her hair and her head lowered, was seeking compassion from them. The child's bare feet had turned completely purple from the cold snow on the ground and the freezing air, and her small body was trembling violently. My heart shattered into pieces. At once, my feelings of mercy for the little one surged. The small child had lost her family members and had curled up there, choosing the fire as her companion. She did not speak at all. She only wandered her meaningful eyes through the flames of the burning fire.

I immediately went back, told the battalion commander about the situation, and asked for permission to take the child. Upon receiving approval, I ran to the bridgehead together with Lieutenant Colonel Şemsi Eralp. When I arrived, the child was in the same state, standing there unaware of anything. We held her with brotherly affection. She did not object to our action and obeyed us. Now, I too have a child. Silent Müço had become not only mine but the entire battalion's. Müço, who was hungry, was immediately fed. She ate the food placed before her with the fear that she might never find it again, and she put whatever was left into her pockets. Meanwhile, the tailor was cutting a jacket for her out of a blanket he had found. Müço, having forgotten all she had endured until then, was smiling around. At that moment, Müço was in deep sleep in the back of the jeep, easing the exhaustion of the day. Müço slept through the whole night without waking up (Habertürk, 2017).

Step 2: Based on Source B, the following questions are answered.

1. What can be said about how war conditions affected children physically and psychologically, based on Source B?
2. According to what is written in Source B, how were the Turkish soldiers affected by what they had witnessed regarding the children's situation?
3. According to Source B, what kinds of initiatives did the Turkish soldiers undertake for war-affected children?
4. To what extent can the text in Source B be considered accurate and faithful to what truly happened during the Korean War? What can be done to verify the accuracy of what is written here?

Step 3: The students are asked/invited to examine the photographs in Source C.

Source C: Various photographs from the time of the Korean War (Denizli, 2015, pp. 129, 132; Milli Gazete, 2017)



Step 4: The students are asked/invited to answer the following questions based on Source C.

1. Who might the people seen in the photographs be?
2. Are the children and soldiers seen in the photographs the same individuals, or are they different people?
3. What do the photographs tell us about the attitude of the Turkish soldiers toward children?
4. How many children might have been taken under protection by the Turkish Unit that participated in the Korean War? Can you make an estimate?

Step 5: The students are asked/invited to read or listen to two excerpts from the oral history interview conducted with the Korean War veteran Mehmet Aziz Erkmen.

Source D: Two Excerpts from the Oral History Interview Conducted with Korean War Veteran Mehmet Aziz Erkmen

(<https://koreanwarlegacy.org/interviews/mehmet-aziz-erkmen/>)



🕒 36:43-37:06

M. E. Erkmen: Let me tell you, regarding our relations with the local people; you know, in our company, just like in that recently released movie 'Ayla,' where a sergeant takes care of a little girl. We also had a little boy in our company, around four years old...

I do not know his name (I do not remember it), but we took care of him for about a month.

...

🕒 39:57-41:50

M. E. Erkmen: Let me tell you something else. We stayed in the city of Suwon for a while, and there we met a family, three or four of us together. There was a grandmother, a grandfather, a husband and wife, and their three children. The man's arm had been severed at the elbow during the war, and the grandmother's middle finger on one hand had become infected, swollen, yellow, and full of pus. She was twisting in pain, suffering terribly. I went to the company and brought an ointment, a medicated pomade for her, and I also gave her bandages. We had sulfonamide pills with us, they had been given to us in Türkiye before we departed, and I gave her some of those as well. The ointment burst the abscess, and the grandmother's finger healed. They washed our laundry, and we gave them some of our rations. Once a week, we received chewing gum, cigarettes, razor blades, milk, and powdered sugar in small packs; I used to give the family some of that powdered sugar. Over time, we had become, in a way, like a family with them. When the time came to leave, to depart from the city of Suwon, they said, "Take us with you." I told them it would not be possible. The next morning, when we were leaving, they all came as a family... and they were crying.

Step 6: The students are asked/invited to answer the following questions based on the excerpts from the oral history interview conducted with Korean War veteran Mehmet Aziz Erkmen.

1. Could the child mentioned by Korean War veteran M. Aziz Erkmen be one of the children in the photographs in Source D? Why?
2. What kinds of behavior did Korean War veteran M. Aziz Erkmen and his friends display toward the war-affected Korean family?
3. Which values can be associated with the behavior of M. Aziz Erkmen and his friends toward the Korean family?
4. How did the Korean family respond to the approach of M. Aziz Erkmen and his friends?
5. What do the statements in this interview tell us about how positive attitudes and behavior between people can affect others, even during difficult situations such as war?

Step 7: The students are asked/invited to read or listen to the excerpt from the oral history interview with Korean War veteran Necdet Yazıcıoğlu in Source E.

Source E: An excerpt from the oral history interview conducted with Korean War veteran Necdet Yazıcıoğlu

(<https://koreanwarlegacy.org/interviews/necdet-yazicioglu/>)



🕒 26.09-27.34

N. Yazıcıoğlu: Let me tell you one of the important points, a fascinating anecdote. They put us in a vehicle, twenty-four of us together. We went about 150 km to an old village reconstructed near Seoul. This village was designed to symbolize the lives of their ancestors; those who lived 100 or even 150 years ago. “They lived in a house like this, this was their kitchen, they used a lamp like this, they lit candles like this, they plowed the field this way, they shoed the horse this way,” they explained. We arrived, and the teacher was giving a lesson to primary and middle school children, showing them around. The teacher said, “Time out,” meaning break time, and he was only five meters away. The children stood up, ran toward us, held our hands, held us around the waist, and kissed our hands. One child, an older one, maybe around thirteen years old, grabbed my belt. He held my hand, kissed it, looked at me, and said, “Atatürk.” I immediately looked at the teacher, who was waving and smiling. Do you know what he said? He said: “Look, these men came here from 15,000 km away, leaving behind their mothers, fathers, wives, children, and loved ones. They died here; they shed blood. We... we won each other, we won our country. Their ancestor, their savior, Atatürk, is also your savior. Go tell him that,” he said. Moreover, he told me this. Of course, my eyes filled with tears instantly; I cried. In addition, I also cried at another time; not at the front, not during combat. However, when those children, whose parents had died and who were hungry and destitute, opened their hands toward us, asking for bread, asking for ‘chap chap’ (food), I cried a lot.

Step 8: The students are asked/invited to answer the following questions based on the excerpt from the oral history interview conducted with Korean War veteran Necdet Yazıcıoğlu.

1. What might be the reason behind the idea that objects and reenactments representing ways of life in the past, witnessed by Korean War veteran Necdet Yazıcıoğlu during his visit to Korea in the 2000s, are visited by younger generations?
2. What values do the behavior and attitudes displayed by the Korean students and the teacher toward the Korean War veterans visiting from Türkiye demonstrate?
3. What characteristics of the Turkish soldier are reflected in Necdet Yazıcıoğlu’s statement, “I did not cry at the front or in battle. However, when those children, whose parents had died, hungry and destitute, held out their hands toward us asking for bread, asking for food, that is when I cried a lot.”

Step 9: The students are asked/invited to write a diary entry from the perspective of a child affected by the war, based on what they see and read in Sources A, B, C, D, and E.

Dear Diary;

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Guiding Question 2: Kore Savaşı hakkında çekilmiş film ve belgesellerde tarihsel gerçeklik ne derece aslına uygun olarak yansıtılmış olabilir?

Task 2: The students are asked/invited to examine the movie 'Ayla' alongside Sources F, G, and H, answer the related questions, and complete Table 1.



Important Note: The students are asked/invited to watch the movie 'Ayla' with the whole class at school if suitable time and conditions are available after completing Task 1 in the first lesson. If this is not possible, students are encouraged to watch the movie 'Ayla' with their families.

Step 10: The students are asked/invited to read Source F, which includes the news text about Ayla and the movie 'Ayla'.

Source F: About Ayla and the movie 'Ayla'

During the Korean War, which broke out in 1950, Noncommissioned Officer Süleyman Dilbirliği, serving in the Turkish Armed Forces, found a five-year-old Korean girl on the battlefield who had lost her family. Having difficulty pronouncing the little girl's real name, Süleyman gave her the name 'Ayla'.

Süleyman took Ayla into his care and acted as her father for about fifteen months. During this time, Ayla became accustomed to living with the Turkish soldiers and learned Turkish, forming a strong bond with them.

When the war ended, Süleyman had to return to Türkiye and wanted to take Ayla with him. However, Korean law did not allow this, so Ayla was placed at the Ankara School and Orphanage established by Turkish soldiers.

In 2010, after 60 years, Süleyman Dilbirliği and Ayla (whose real name is Kim Eun-ja) were reunited in South Korea. This emotional reunion came after decades of longing, and their story inspired the 2017 movie 'Ayla' (Hürriyet, 2020).

Step 11: The students are asked/invited to examine an excerpt from a documentary featuring Korean War veteran NCO Süleyman Dilbirliği in Source G.

Source G: Selected Excerpts from a Documentary Featuring Korean War Veteran NCO Süleyman Dilbirliği

“We found a little girl there who had lost her way.”

“While we were withdrawing in Korea, during the withdrawal from Kunuri, I do not know exactly where; it was a place where her mother and father had been killed. She was left entirely alone, curled up in the cold... When we saw her there all by herself, we took her with us.”

Wherever they went, they were always together (Narrator).

“Now, when Ayla was eating here, just for fun, to be playful, she would take the spoon (he demonstrates by bringing his hand to his mouth) and say “aaah”, trying to tease us... Then she got used to us, and she even learned Turkish. She also acted as a translator. She had a very cheerful life. She had forgotten her past and had adapted entirely to us. She was with us all the time.” (Koreli Ayla Documentary, 2010)

Step 12: The students are asked/invited to answer the following questions based on the movie ‘Ayla’ and the information in Sources F and G.

1. Did you observe any differences or inconsistencies between the sources you examined about what Ayla experienced during the war (the movie ‘Ayla’, Source F, and Source G)? If so, what might be the reason for these differences?
2. Based on the footage in Source G, what can be said about how others (such as the American general) viewed the attitudes of the Turkish soldiers toward Ayla and other Korean children?
3. Based on Source C and Source G, and the footage from the movie ‘Ayla’, which values can be said to have been influential or decisive in the way the Turkish soldiers approached Ayla and other Korean children? Why?

Step 13: You have learned certain information about Ayla’s real-life story and have watched the movie ‘Ayla’. Complete the following table regarding the consistency between historical facts and what is depicted in the film.

Table 1: Reality and Fiction: Are the events depicted in the movie ‘Ayla’ historically accurate or fictional?

	Reality	Fiction
How did Ayla and Süleyman meet?		
Who cared for and protected Ayla?		
Did Marilyn Monroe give a concert in an environment where Turkish soldiers were also present?		
Did Ayla meet Marilyn Monroe?		
Do we have any information about whether Ayla and/or Süleyman went to Japan?		
Did Ayla learn Turkish well enough to translate for the Turkish soldiers?		

Step 14: By evaluating the information provided by historical sources and the scenes you watched from the film comparatively, answer the following questions.

1. Can the writings of those who witnessed the historical events be trusted? Why?
2. Does Süleyman Dilbirliği remember correctly what he experienced during the Korean War? If he does not, what does this mean for us?
3. Are filmmakers obligated to represent historical reality accurately? Why?
4. After forty-two seconds of the opening of the movie 'Ayla', the text 'This is the story of Süleyman Dilbirliği' appears. Can this film be accepted as Süleyman's real-life story or personal history? Why?

Step 15: The students are asked/invited to watch or read another excerpt from the oral history interview conducted with Korean War veteran Necdet Yazıcıoğlu presented in Source H.

Source H: Another excerpt from the oral history interview conducted with Korean War veteran Necdet Yazıcıoğlu.

(<https://koreanwarlegacy.org/interviews/necdet-yazicioglu/>)



32:01-33:20

N. Yazıcıoğlu: I saw her; let me tell you something important. I saw Marilyn Monroe. She was truly stunning. Now, let me tell you the story. I was a lieutenant, and my battalion commander was a major; one meter eighty-five tall, very handsome, dressed in full combat gear. The Americans were saying, "Leave your weapons, take off the combat gear", because he was wearing a steel vest and carrying hand grenades. They said, "Leave them and come", "Artists have come from America, we're going to have some entertainment." American soldiers and generals were out front, drinking whiskey and having a good time. At that moment, I was standing at the back of the stage with the major. The major said, "Man, I want to see Marilyn Monroe up close." I thought to myself, I was young and inexperienced, "Yes, sir, of course." He said, "Wait a minute." He went and stood right in front of Marilyn Monroe. Marilyn Monroe was suddenly startled. The major said, "Please... I want a piece of your hair." Marilyn Monroe was startled again and said, "No, that is not possible." The major said, "No, I will not let you go; that is not possible." However, she looked at him, really looked at him, he was one meter eighty-five, very handsome... a handsome major with a mustache. She said, "Okay," and took a small strand of hair. The major grabbed it and snipped it. He took it, put it in a piece of paper, and slipped it into his pocket. Now, that hair would be worth millions.

Step 16: The students are asked/invited to answer the following questions based on the part of the oral history interview with Korean War veteran Necdet Yazıcıoğlu given in Source H.

1. How realistic do you think Korean War veteran Necdet Yazıcıoğlu's story about meeting Marilyn Monroe is?
2. How consistent is Necdet Yazıcıoğlu's story about meeting Marilyn Monroe and the events depicted in the film?
3. Imagine yourself as one of the people involved in the dialogue between the Turkish major and Marilyn Monroe described by Necdet Yazıcıoğlu. How would you feel and how would you behave?

Assessment and Evaluation

1. Who is Ayla?
2. How did the Turkish soldiers approach Korean children during the Korean War, and what did they do for them?
3. How did Korean children and adults respond to what the Turkish soldiers did for them during the war and afterward?
4. Based on the sources you examined and the footage you watched, write your thoughts on how accurately historical films reflect historical reality.

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Homework

Write a short text discussing the impact that the film Ayla had on you.



Unit 6

**Grade Level:**

6th, 7th and 8th Grades

**Teaching Time:**

40 + 40 minutes

ANKARA SCHOOL

Concepts to Digest: War, orphan, orphaned child, orphanage

Skills to Improve: Historical empathy, historical inquiry and analysis

Core Values: Friendship, altruism, helpfulness

Methods-Techniques: Lecturing, historical inquiry, case study, questioning, oral history

Teaching-Learning Materials: Photographs, archival documents, interviews

Learning Aim: To demonstrate that the Turkish Armed Forces carried out a humanitarian mission beyond their military duties. This can be shown by examining the activities of the Suwon Ankara School and orphanage, which was established and supported by Turkish soldiers during the Korean War.

Key Question: How was the Suwon Ankara School and orphanage, a significant contribution of Turkish soldiers during the Korean War, established, and what functions did it serve?

Guiding Question 1

How was the Suwon Ankara School and orphanage established?

Objective 1

To understand how the Suwon Ankara School and orphanage was established by using primary sources and testimonies.

Task 1

The students are asked/invited to examine Sources A, B, C, and D, answer the related questions, and prepare a short news text explaining who founded the Suwon Ankara School and orphanage, what resources were used, and how.

Guiding Question 2

How did the activities carried out at the Suwon Ankara School and orphanage help to create a connection between the children who lived and studied there and Türkiye?

Objective 2

To understand how the activities carried out at the Suwon Ankara School and orphanage influenced the feelings and thoughts of Korean children in regard to Türkiye, and how this shaped relations between the peoples of the two countries after then.

Task 2

The students are asked/invited to examine Sources E, F, G, H, I, and J, to answer the related questions, to make inferences about how the activities carried out at the Suwon Ankara School and orphanage influenced Korean children's feelings and thoughts in regard to Türkiye and how this shaped relations between the peoples of the two countries, and to prepare an informative text.

Teaching and Learning Plan

!! Focus on activity

The prepared questions are directed to the students to draw their attention to the topic.

5 min.



Task 1

The students are asked/invited to examine Sources A, B, C, and D, answer the related questions, and to prepare a short news text explaining who founded the Suwon Ankara School and orphanage, with what resources, and how.

35 min.



Task 2

The students are asked/invited to examine Sources B and C, Visual Sources 2, 3, 4, and 5, and Oral History Interview 2, answer the related questions, make inferences about how the activities carried out at the Suwon Ankara School and orphanage influenced Korean children's feelings and thoughts in regard to Türkiye and how this later shaped relations between the peoples of the two countries, and to prepare an informative text.

35 min.



Assessment and Evaluation

The students are asked/invited to complete an assessment composed of open-ended questions.

5 min.



Homework

The students will write three separate letters by considering the perspectives of three different individuals. Those students who prefer, may complete a task to evaluate the evidence used in the activity. This product is then stored in the electronic portfolio.

Teaching and Learning Process

Focus on activity: The students are asked/invited to answer the following questions to draw their attention to the lesson topic.

1. What are the basic needs of children living in a war environment? How might the lack of these needs affect them?
2. What might Turkish soldiers who participated in the Korean War have felt when leaving their families and children behind?

Guiding Question 1: How was the Suwon Ankara School and orphanage established?

Task 1: The students are asked/invited to examine Sources A, B, C, and D, answer the related questions, and prepare a short news text explaining who founded the Suwon Ankara School and orphanage, what resources were used, and how.

Step 1: The students are asked/invited to examine Source A and Source B.

Source A: An Excerpt from the Diary of NCO Hasan Hüseyin Dinçtürk

At the headquarters where I was serving, I saw small children, clearly in need of care, collecting leftover food from the area where excess meals were discarded. Feeling sorry for them, I began helping those children who had lost their mothers and fathers in the war and had no-one left to look after them, using my own supplies. My friends joined me, and we began calling these children by Turkish names and teaching them our marches and songs. Later, we requested two teachers from the local administration and turned the area beside the depot into a school.

At first, there were only five to ten children, but over time their numbers increased, reaching around six hundred and forty. We met all their needs and embraced them with a longing as deep as that of fathers and sons. There, I served both as a teacher to these children and, for a time, as the institution's administrator (adapted from Tekin and Erdem, 2023, pp. 48-49).

Source B: A photo showing NCO Hasan Hüseyin Dinçtürk, several Turkish soldiers, and an elderly Korean man, together with the students of the Ankara School (Denizli, 2015, s. 151)



Step 2: The students are asked/invited to answer the following questions based on Source A.

1. According to Source A, what was the starting point of the developments that led to the establishment of the Suwon Ankara School?
2. According to Source A, by whom were the needs of the Suwon Ankara School met?
3. According to Source A, who founded the Suwon Ankara School?
4. What does Source B tell us about what Korean children experienced during the war?

Step 3: The students are asked/invited to examine Source C.

Source C: Students of the Suwon Ankara School (Denizli, 2015, p. 110)



Step 4: The students are asked/invited to answer the following questions based on Source C.

1. What can be said about the appearance of the children in the photograph (in particular their haircuts and clothing)?
2. What might the children in this photograph be reciting (such as the Turkish National Anthem or the Ankara March)?
3. What kinds of emotions do the children in this photograph evoke in you?

Step 5: The students are asked/invited to examine the Oral History Interview Excerpt 1 in Source D.

Source D: Excerpts from the interview conducted with Korean War veteran Mehmet Aziz Erkmen

(<https://koreanwarlegacy.org/interviews/mehmet-aziz-erkmen/>)



⌚ 37:11-38:02

M.A. Erkmen: Our company commander said, “This child is very young, and the weather is freezing; it was winter. You cannot take care of him here, so take him to Suwon; you’ve heard of the Ankara School there?” He said to me, “Aziz, take a jeep and bring him to Suwon.” I then took him to the Ankara School in Suwon.

...

⌚ 39:12-39:47

M.A. Erkmen: ... The Medical Company Commander, Major Seyfi Aysu, had established that school. They gathered orphaned children in one building and our Brigade provided their food and clothing. The children were taught to speak and read Turkish there. The school's name was the Ankara School.

Step 6: The students are asked/invited to answer the following questions based on Source A and Source D.

1. According to the Veteran M. Aziz Erkmén, what kind of function did the Suwon Ankara School serve during the Korean War?
2. According to Source D, by whom were the needs of the Suwon Ankara School met?
3. According to Source D, who founded the Suwon Ankara School?
4. What might be the reason for the differences between Source A, Source D, and Source F below regarding who established the Suwon Ankara School?
5. In your opinion, which of the statements in these sources reflects the truth regarding who established the Suwon Ankara School? Why?

Step 7: The students are asked/invited to prepare a short news text explaining who founded the Suwon Ankara School and orphanage, what resources were used, and how.

Turkish School in Korea

The Turkish Brigade that we sent to Korea on behalf of the United Nations

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Guiding Question 2: Suwon Ankara Okulu ve Yetimhanesi'nde gerçekleştirilen faaliyetler burada barınan ve eğitim alan çocuklar ile Türkiye arasında nasıl bir bağ oluşturmuştur?

Task 2: The students are then asked/invited to examine Sources E, F, G, H, I, J, and K, to answer the related questions, to make inferences about how the activities carried out at the Suwon Ankara School and orphanage influenced Korean children's feelings and thoughts about Türkiye and how this later shaped relations between the peoples of the two countries, and to prepare an informative text.

Step 8: Students are asked/invited to examine Source E and Source F.

Source E: A view from a Republic Day celebration ceremony held at the Suwon Ankara School (Denizli, 2015, p. 140)



Source F: About the Ankara School

The students' educational needs were met through books and stationery sent by the Ankara Demirlibağçe Primary School, and many musical instruments brought from Türkiye were used for therapy, including a piano from Ankara.

Through these efforts, NCO Hasan Hüseyin Dinçtürk quickly earned the love and respect of the Korean people, and he was given the title 'Father of Orphans'.

The education at the school was conducted in Turkish, English, and Korean. To ensure the children's happiness, an overloaded curriculum was avoided. Instead, physical education and music lessons were used to help the children recover psychologically from the conditions of the war. Ballet and folk-dance performances held at the school, the October 29 Republic Day celebrations, and Korean children singing Turkish songs all helped ease the harsh impact of war on these innocent little children. They also provided morale and motivation for the Turkish soldiers who saw and loved them as their own children (summary adapted from Denizli, 2015, pp. 142-173).

Step 9: Students are asked/invited to answer the following questions based on Sources E and F.

1. What do you see in Source E? Who and what are visible in the image?
2. How did seeing Atatürk's portrait on the wall of a place where children from another country were being educated or sheltered make you feel?
3. According to Source F, what kind of education was provided to the students at the Suwon Ankara School? Why was this the case?
4. According to Source F, what effects did the cultural activities carried out at the Suwon Ankara School have on the children studying there and on the Turkish soldiers?

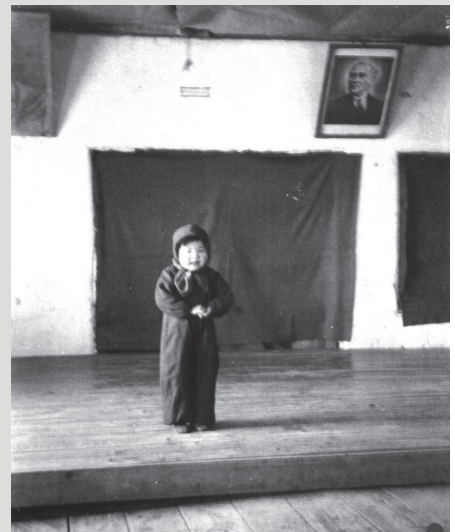
Step 10: The students are asked/invited to examine Source G and Source H.

Source G: A view from a ceremony held at the Suwon Ankara School (Denizli, 2015, p. 139)

Source H: Memories of the Ankara School from two Koreans named Yoon Yeo Yeon and Lee Young

Yoon Yeo Yeon, aged 70, and Lee Young, aged 71, who studied at the Ankara School and feel deep gratitude toward the Turkish soldiers, recount those days with tears in their eyes:

"We survived on the food and drinks of the Turkish soldiers who fought for our freedom. Hüseyin Dinçtürk and his soldiers not only educated us but also acted as both mothers and fathers. There were around six hundred and forty children. For four years, they never left us alone. They made us forget that we had no mother or father. We will carry their love in our hearts until the day we die." (Ege'de Son Söz, 2012)



Step 11: The students are asked/invited to answer the following questions based on Source G and Source H.

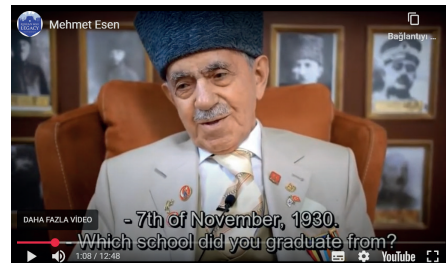
1. What do you see in Source G?
2. What kinds of emotions that you saw in Source G evoke in you?
3. What feelings and thoughts do the individuals sharing their experiences about the Ankara School in Source H express regarding the Turkish soldiers?
4. With which values can we associate the statements made by the individuals who shared their experiences regarding the Ankara School in Source H?
5. How did the approach of Turkish soldiers work toward children during the Korean War and what did they do for them to help create a bond between the people of the two countries (Türkiye and South Korea)?

Step 12: The students are asked/invited to examine the oral history interview presented in Source I.

Source I: An excerpt from the interview conducted with Korean War veteran Mehmet Esen. (<https://koreanwarlegacy.org/interviews/mehmet-esen/>)



04:47-05:58



M. Esen: Back then, I stayed in Seoul (at the hospital). There was this girl, I met her at that time, my little girl... she wasn't really my daughter, but... yes, she was one of them, the poor little thing, we took her in. I used to receive five dollars a month, and I would give that to her. I sent her to school while I was in the hospital. We also had our Kerim, Kerim... We found him somewhere. We were walking through some bushes during a reconnaissance, moving in a skirmish line. I wasn't heavy then; I was as fit as a fiddle, thank God. I noticed something, like an eye looking out and I said, "Kaya, son, wait, what is that? There's something there." Then he came out. This tiny little thing, he didn't know anything. "What will his name be?" they asked. I said, "Well, God is generous [Allah kerim]," and we named him Kerim. I have always loved my children.

Step 13: The students are asked/invited to answer the following questions based on Source I.

1. With which values can we associate with the approach of Turkish soldiers toward Korean children during the war? Why is this the case?
2. What clues does Veteran Mehmet Esen's statement, "I have always loved my children", give us about his and other Turkish soldiers' perspectives on Korean children during and after the war?

Step 14: The students are asked/invited to watch or read the selected parts of Source J (the video featuring Sang-ki Paik, a Korean War veteran and former advisor at the Turkish Embassy in Seoul).

Source J: Selected excerpts from the interview with Sang-ki Paik

(Kore Savaş – Ankara Okulu I, 2007)



08:56-11:30

Of course, during the war, a number of children were left without mothers and fathers. Their mothers had died and their fathers had died. At three or four years old, in this cold, they stood outside hungry and crying.

I always say this everywhere about the Turkish soldiers, about this nation.

This is where 'Turks' most excellent quality comes from. Beyond the war of course, they fought heroically, that is separate, there is humanity, and genuine humanity. Turks cannot bear to see children suffering. The Turkish soldiers feel pity for them and take one or two children with them. They bring them to the battalion or the brigade. They give them hot food, blankets, a place to sleep, food to eat, and clothes to wear. There is a city called Suwon far in the south. They took the children to the Medical Company in Suwon and set up a camp there in tents. An orphanage for orphaned children; it was named the Ankara School. Eventually, they reached about fifty children. These children grew up and later went their separate ways. Those who were five or six years old then are now around sixty or sixty-five.

Those who grew up in the orphanage and survived are now in their seventies, but when Türkiye experienced the devastating 1999 earthquake, they were among the first to rush to help. When news came that the Korean government would provide only seventy thousand dollars in aid to Türkiye, the first to react, together with civil society groups, were again these same people. They believed that such a small amount of aid was insignificant compared with what the Turks had done for the Korean people during the war, which sparked a movement of solidarity.

We launched a relief campaign, friendship, unity, and togetherness. These children came, and I was surprised, and they were surprised too. When I asked who they were, they said, "We are graduates of the Ankara School." Which Ankara School? Because they were orphans. "The Turks helped us; we are graduates of the Ankara School in Suwon," they said. Truly, two or three of them came. Whatever little money they had in their pockets, they brought it. "The kindness and humanity shown to us by the Turks, by the Turkish soldiers, is something we can never forget for the rest of our lives." They stopped by the embassy and said, "Even if it is a small amount, we want to give something as a donation" (Korean War – Ankara Okulu I, 2007).



Step 15: The students are asked to answer the following questions based on the information described in Source J.

1. What can be said about the physical effects of the war on Korean children based on the accounts?
2. What can be said about the emotional effects of the war on Korean children based on the accounts?
3. Based on the accounts, which values appear to have guided the behavior of Turkish soldiers toward civilians, especially children, during the Korean War?
4. According to what is described, how were the attitudes and actions of Turkish soldiers toward civilians and children received by the Korean people during the war?

Step 16: The students are asked/invited to examine Source K.

Source K: Türkiye-South Korea Solidarity (Minho, 2023; used with the written permission of the artist)



Drawings depicting a Turkish soldier helping a Korean child in need during the Korean War (1950-1953) and a Korean relief volunteer helping a Turkish child affected by the Kahramanmaraş Earthquake of 6 February 2023.

Step 17: The students are asked/invited to prepare an informative text based on Source K, using the guiding prompts provided in the box if needed.

War is

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Earthquake is.....

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Similarities between the two concepts include

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Differences between the two concepts include

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In situations of war and natural disasters, international solidarity and cooperation influence and guide nations in

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..... ways.

Assessment and Evaluation

1. What did Korean children who lost their families under wartime conditions feel, and what needs did they have?
2. How did the Turkish soldiers serving in the Korean War feel when they found children who had suffered because of the war?
3. What did they do to meet children's shelter and educational needs, and to support their morale and motivation under the wartime conditions?
4. What were the effects on the children of being taken in by Turkish soldiers during the Korean War, and of having their shelter, educational, and other physical, personal, and psychological needs met?
5. Share your thoughts with your classmates on what children may be experiencing in today's wars and what their shelter, educational, morale, and motivational conditions might be like.

References

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Homework: Empathy Exercise from Different Perspectives

Write three separate letters by thinking from the perspectives of the individuals listed below and answer the related questions.

A. As a Turkish Soldier:	B. As an Orphaned Korean Child:	C. Bir Koreli Yönetici/Öğretmen Olarak:
What did you feel when you encountered orphaned children while fighting in Korea?	How did you feel after losing your family?	How did you evaluate the Turkish soldiers' initiative to establish an orphanage during the war?
Why did you decide to establish the Ankara School?	How did the approach of the Turkish soldiers affect you?	What did this cooperation mean to you?
What motivated you to support Korean children even though you were far from your own family and loved ones?	How did your life change at the Ankara School?	What was the role of the Ankara School in forming Turkish Korean friendship?
What challenges did you face while educating children under wartime conditions?	What did learning Turkish and becoming familiar with Turkish culture make you feel?	



Homework: Evidence Evaluation Table

Evaluate the sources you examined during the activity within the framework of the table below:

Source	Type	Reliability	Information Provided	Perspective	Limitations
Source A					
Source B					
Source D					
Source F					
Source G					
Source H					
Source I					
Source J					
Source K					

TURKISH PRISONERS OF WAR IN KOREA

Unit 7



Grade Level:

6th, 7th and 8th Grades



Teaching Time:

40 + 40 minutes

Concepts to Digest: Identity, de-identification, captivity, prisoner, prisoner of war

Skills to Improve: Historical inquiry and analysis, historical empathy

Core Values: Solidarity, patience, courage, self-control

Methods-Techniques: Evidence-based historical research, historical inquiry and analysis, case study, oral history

Teaching-Learning Materials: Interviews, diaries

Learning Aim: To help students understand what Turkish soldiers captured by the enemy during the Korean War experienced as POWs.

Key Question: How does captivity affect human life physically and emotionally?

Guiding Question 1

According to the stories of Turkish soldiers captured during the Korean War, how does captivity or being a POW affect human life physically?

Objective 1

To develop historical empathy by examining the experiences of prisoners during their captivity based on the example of a selected soldier and the events he went through.

Task 1

The students are asked/invited to examine Sources B, C, D, and E and to answer the related questions.

Guiding Question 2

According to the stories of Turkish soldiers captured during the Korean War, how did the treatment of prisoners affect their spiritual and psychological well-being?

Objective 2

To evaluate propaganda and counter-propaganda techniques through examples and to analyze their expected or possible outcomes.

Task 2

The students are asked/invited to examine Sources F, G, H, and I and to answer the related questions.

Guiding Question 3

How did Turkish soldiers cope with the adverse effects of captivity?

Objective 3

To make inferences about the military discipline and psychological resilience of Turkish prisoners of war in comparison to others, based on personal experiences.

Task 3

The students are asked/invited to examine Sources J, K, L, M, and N and to answer the related questions.

Teaching and Learning Plan

Focus on Activity

The students are asked/invited to view Source A and to participate in a brief discussion.

5 min.

Task 1

The students are asked/invited to examine Sources B, C, D, and E and to answer the related questions.

20 min.

Task 2

The students are asked/invited to examine Sources F, G, H, and I and to answer the related questions.

25 min.

Task 3

The students are asked/invited to examine Sources J, K, L, M, and N and to answer the related questions.

25 min.

Assessment and Evaluation

The students are asked/invited to answer the open-ended questions.

5 min.

Homework

The students are asked/invited to conduct research on how the concept of the North Star emerged, and to save their final product as a presentation in their electronic portfolios.

Teaching and Learning Process

Focus on activity: The students are asked/invited to examine Source A and to share their ideas with their classmates about who the people in the photograph might be and what emotions or thoughts these individuals might have based on their appearance and facial expressions.

Source A: A scene from the Korean War (Türkiye Gazetesi, 2025)



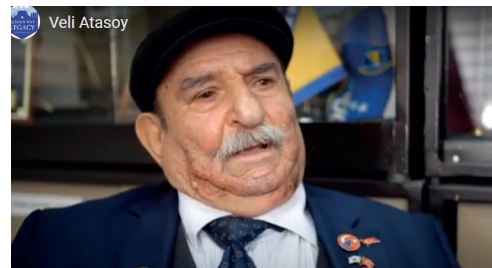
Guiding Question 1: According to the stories of Turkish soldiers captured during the Korean War, how does captivity or being a POW affect human life physically?

Task 1: The students are asked/invited to examine Sources B, C, D, and E and to answer the related questions.

Step 1: The students are asked/invited to examine Sources B, C, D, and E.

Source B: Selected excerpts from the oral history interview with Korean War veteran Veli Atasoy.

(<https://koreanwarlegacy.org/interviews/veli-atasoy/>)



🕒 09:34 - 12:17

V. Atasoy: My right foot... it is injured. Practically every time I walk, our memories play like a film; we recall the time we spent there like a movie reel. It kept recharging, replaying our past experiences. We stayed there, then moved to another camp for about six months. That place was in ruins. They were doing propaganda on us there, but we could not understand anything. After that, we stayed in a city called Pyoktong on the Yalu River, where Korea, Siberia, and Manchuria meet. We stayed there for about two years. For almost a year, our days passed outside, and we were devastated. Finally, in the city of Pyoktong, we... again, we prisoners... emptied garbage bins, boiled water, then pressed dirty clothes, boiled them to get rid of lice. We began to clean the places where we slept. Slowly, slowly, we clenched our teeth and persisted. God above, earth below, there was no-one else. We were hungry and thirsty; we ate whatever they gave us and drank whatever they gave us. Captivity! I did not want to talk about it, but you insisted, so I am telling you, because when I remember those days, I lived through, smoke rises from my head to my feet; I feel hatred, we lived through life, but we lived helplessly.

🕒 13:11 - 13:30

V. Atasoy: In captivity, we were constantly under challenging situations. It is hard to describe or explain captivity. We saw many things, and we endured severe torture.

Source C: After their initial interrogations, Turkish prisoners were forced to embark on a grueling journey that would last for days as they were taken to the camps where they would stay. This journey, made entirely on foot, was a life-or-death struggle for the soldiers, most of whom were wounded, and for this reason it was called the 'death march'. Those who became unable to walk due to exhaustion or worsening injuries were left on the roadside. When Corporal Ahmet Akdağ's wound worsened, the Chinese guards wanted to leave him behind. Corporal Veli Atasoy, although wounded himself, carried his friend on his back until he became too weak to walk. When he could no longer walk, the guards then left him on the roadside. Atasoy became lost on Korean soil, which he did not know at all. He later encountered Koreans, was captured again, and was taken to a prisoner camp, completing his interrupted journey (Fikriyat, 2020).

Source D: I will not leave you in the House of Death

Corporal Veli Atasoy was very cautious. He noticed that the half-raw soybeans distributed once a day in the camp, and the salted fish full of worms that was rarely given, caused diarrhea among the American prisoners. In the prisoner-of-war camp, getting diarrhea meant death. He warned the Turkish prisoners not to eat such food. However, this warning also got him into trouble. When some Turkish prisoners dumped the food on the ground, the Chinese guards became furious. They investigated the incident and eventually traced it back to Corporal Atasoy. As a result, he was sentenced to one week in solitary confinement. During the time Atasoy was in the cell, some Turkish prisoners became ill. One of them was so seriously sick that he was taken to the camp hospital. Atasoy went to the hospital both to learn the fate of his fellow prisoners and to see what the camp hospital was like. However, the place was more like a 'house of death' than a hospital. Atasoy ensured that the Turkish prisoners in the hospital were discharged, and then he began treating his sick friends himself, so they would not be sent back to the hospital (Fikriyat, 2020).

Source E: Medical Corporal Veli Atasoy and Turkish prisoners of war in the winter of 1950-1951 (Onur Çıfci, 2020; p.109).



Step 2: The students are asked/invited to answer the following questions based on Sources B, C, D, and E.

1. According to the account of Veteran Veli Atasoy, what kinds of difficulties did the captured Turkish soldiers experience?
2. According to Source B, what method did the Turkish prisoners use to fight the lice that threatened their health? Research what else can be done to combat lice and similar parasites.
3. What difficulties faced by the prisoners are mentioned in Sources C and D?
4. What is meant by the expression "But this place was more like a 'house of death' than a hospital"?
5. What do Corporal Veli Atasoy's actions while in captivity tell us about his personality?
6. Imagine yourself in the place of Corporal Veli Atasoy in the situation described in Source D. Despite the pressure you faced and your own wound, would you risk carrying a friend on your back who was more seriously wounded than you? Why do you think this way?
7. Examine carefully how the Turkish soldiers in Source E appear. How long after their capture do you think this photograph was taken? What makes you think this

Guiding Question 2: According to the stories of Turkish soldiers captured during the Korean War, how did the treatment of those under captivity affect the spiritual and psychological aspects of their lives?

Task 2: The students are asked/invited to examine Sources F, G, H, and I and to answer the related questions.

Step 3: The students are asked/invited to examine Sources F, G, H, and I.

Source F: The Condition of the Prisoners

“... I saw many wounded and sick among the prisoners. I learned that most of the injured had maggots in their wounds.”

“The prisoners' hair and beards had grown long, and their nails were like claws. Their faces, necks, hands, in short, every part of their bodies were covered with a thick layer of dirt. The smell was unbearable; they were completely infested with lice. After a while, without even looking at my own condition, I felt nauseous from what I had seen, as if I would vomit. I was also in terrible shape, but the other prisoners... Because of the filth, they did not look human, but like some other kind of creature. I wanted to leave that place.”

“If you do not like it here, you can go to another hotel,” Tahsin Sarı joked with me.

“I guess I have to stay because I do not have any money with me” I said (Ruşçuklu, 2005, pp. 286-287).

Source G: Identity and De-identification

Identity strengthens the sense of belonging in an increasingly crowded and globalized world, helping individuals give meaning to life. Being able to define oneself in this regard reinforces spiritual aspects such as trust, belonging, peace, and unity, and enables individuals to act consciously. These feelings, especially in difficult times such as war, migration, or persecution, allow people to hold on to one another and develop the ability to protect themselves and to act together. The opposite of this is de-identification. De-identification has been practiced throughout history by various societies and states, using different methods to serve their own purposes. De-identification blurs a person's beliefs, culture, values, and thoughts, and even makes them forget themselves as if they had lost their memory. In this way, it becomes easier to impose a false identity upon the individual, making them easier to manipulate (Değirmencioğlu, 2010).

Source H: Propaganda Activities Directed at Prisoners

The communists (referring to North Korea and China) removed the ranks of the soldiers in temporary camps and began the propaganda of ‘everyone is equal’. They used certain areas of the camps as classrooms and attempted to teach the prisoners their own ideology, along with songs and marches that praised this ideology. It is also known that prisoners who attended these propaganda lessons were fed better compared to other prisoners in the camps, who complained of hunger (Erlevent, 2014, pp. 132–142).

Source I: Turkish Soldiers Preserving Their Identity

A Chinese officer ordered the prisoners to remove all insignia from their uniforms, such as ranks and emblems, which would have given away who they were. Instead, each prisoner would be assigned an identification number. When the officer saw that Turkish prisoner Private Mehmet Çevlik refused to obey this order, he angrily tore the rank insignia from the Turkish soldier's right arm. When the officer reached for the crescent-and-star emblem to remove it as well, Private Mehmet Çevlik resisted. As a result, he was imprisoned in a cave for three days, suspended from the ceiling by his wrists (Onur Çifci, 2020, pp. 102–103).

Step 4: The students are asked/invited to answer the following questions based on Sources F, G, H, and I.

1. According to Source F, how did the physical appearance of the prisoners affect the psychological state of other prisoners
2. What does the dialogue between the two Turkish prisoners at the end of Source F tell us about the psychological or emotional condition of our soldiers under captivity?
3. Based on Source G, explain in your own words what you understand from the concept of 'depersonalization' and discuss with your peers what individual and societal consequences such attempts may lead to.
4. According to Sources H and I, what kinds of attempts were made to depersonalize the Turkish prisoners?
5. In Source I, what effects might the punishments given to Private Mehmet Çevlik and others who resisted psychological pressure have had on them? Discuss with your peers.

Guiding Question 3: Türk askerleri esaretin olumsuz etkileriyle nasıl başa çıkmışlardır?

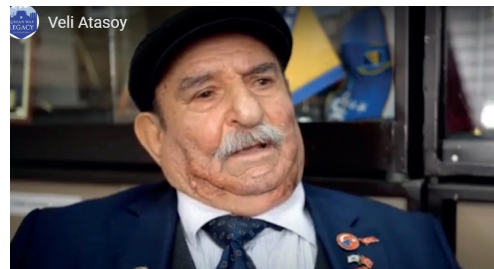
Task 3: The students are asked/invited to examine Sources J, K, L, M, and N and answer the related questions.

Step 5: The students are asked/invited to examine Sources J and K.

Source J: An excerpt from the oral history interview with Korean War Veteran Veli Atasoy. (<https://koreanwarlegacy.org/interviews/veli-atasoy/>)



13:40 - 14:13



V. Atasoy: When I received this medal, I was a medical corporal in captivity. I treated all the United Nations soldiers in the camp, regardless of their country of origin. Together with Chinese and Korean doctors, I dressed their wounds and helped them as much as my knowledge and ability allowed. I received this medal while I was a prisoner.

Source K: Two excerpts from a documentary: Kutup Yıldızı: Kore Savaşı'nın 50. Yıldönümü
<https://www.youtube.com/watch?v=9wiNbyhR64A&t=2808s>



⌚ 41:25-42:32

Let us now go back a little and look at what happened during captivity and learn the secret of survival. During the raids, the United Communist Army would march every prisoner they captured, whatever the nationality, in long convoys toward the north. The North Korean winter in December was snowy, cold, and harsh. When a prisoner who could no longer walk collapsed to the ground, a Chinese guard would first hit him with a rifle butt or kick him, telling him to get up. If he managed one last effort to stand and walk, he saved his life. If he could not rise, the end was death. That is how it was for prisoners of other nations, but when it came to the Turks, things were different. Undoubtedly, among the Turks too, there were injured, sick, or exhausted men. However, before the Chinese guard even acted, several Turks would rush to help, lifting their comrade by the arm, and if that were not enough, one would carry him on his back, taking turns as needed. The secret of why the Turks did not lose a single man during these long death marches, lasting days and continuing north of the Yalu River into Chinese territory, lies in this.

⌚ 45:27-46:30

In this matter as well, the Turkish prisoners differed from the others. Even if there were no rank insignia on their uniforms, it made no difference. A captain was still a captain, and a sergeant was still a sergeant. Food was distributed regularly and equally. No-one was left hungry or neglected. The Turks' attitude both angered and intrigued the Chinese. On a pretext, Captain Hamit Yüksel, the commander, was imprisoned. However, even after a week, nothing changed in the lives of the Turks. The first lieutenant, the next highest-ranking officer, had taken the captain's place. During an interrogation conducted by a Chinese research committee composed of psychologists and sociologists, Captain Yüksel said the following:

"You are wasting your time! The attitude of Turkish soldiers has nothing to do with my personal character. The roots of this behavior lie in their traditional family upbringing. For them, discipline does not begin when they put on a uniform; we learn it first from our mothers."

Step 6: The students are asked/invited to answer the following questions by considering Sources B, J, and K.

1. According to the memories shared by Veteran Veli Atasoy in Sources B and J, what did the soldiers in captivity do to stay alive and maintain their physical health
2. According to Source K, what actions did the captured Turkish soldiers take to ensure their own survival and the survival of their comrades?
3. Based on what is described in Sources B, J, and K, which values can be said to be reflected in the behavior of the Turkish prisoners of war?

Step 7: The students are asked/invited to examine Sources L, M, and N.

Source L: Veteran Faruk Pekerol's Memories of the Turkish Soldiers' Resistance to Propaganda

"...The First Lieutenant continued speaking to console us. Since the Reds could not understand him, he spoke as he wished.

'Friends, I would like to remind you that as long as our hearts and thoughts remain united, no matter how much they try, they cannot influence us. What matters is that we hold tight to one another. They cannot break us apart, nor can they turn us from our path. Until we are freed from here, we will continue to hold each other's hands like friends and brothers. For this reason, we ask you to give your word of honor.'

When we repeated the words friendship and brotherhood and shouted, 'We give our word of honor!' the entire camp and even the nearby market square seemed to shake. Civilians came to the wire fences, wondering what was happening. The Red commander and his men were disturbed by the officer's long speech and by our shouting; their faces had changed." (Ruşçuklu, 2005, p. 292)

Source M: Collaboration with the Enemy and Defection

During the Korean War, significant differences were observed among American, British, and Turkish prisoner groups who lived in the same camps and under the same conditions regarding deaths, collaboration with the enemy, and defection cases. According to figures released by the American authorities, 38 percent of American POWs and 15 percent of British POWs died while in captivity. In contrast, none of the two hundred and forty-four Turkish POWs died in the prison camps.

Fifteen percent of American POWs and twelve percent of British POWs collaborated with the enemy during captivity. By the end of the war, twenty-one American and one British soldier had defected to the opposing side. Among the Turks, only one sergeant and one private collaborated with the enemy, but no Turkish soldier had defected by the end of the war (Onur Çifci, 2020; pp. 19-20 and 29).

Source N: Medical Corporal Veli Atasoy Receiving the Distinguished Service Medal Awarded by the United States Army (Onur Çifci, 2020, p. 338)



Step 8: The students are asked/invited to answer the following questions based on the information given in Sources K, L, M, and N.

1. According to Source K, how did the Turkish soldiers respond to the psychological pressures such as the removal of ranks, which the Chinese commanders in the prisoner-of-war camp applied as a means of de-identification?
2. According to Source L, how did all the Turkish soldiers, both those with rank and those without, behave in the face of the propaganda activities of the Chinese camp authorities?
3. What values do the accounts in Sources K and L show that the Turkish prisoners of war adopted and reflected in their behavior? Why was this?
4. According to Source M, what differences were there between American, British, and Turkish prisoners of war in terms of deaths, collaboration with the enemy, and defections while under captivity?
5. When Sources K, L, and M are evaluated together, how can the reasons for Turkish soldiers surviving the period of their captivity and returning to their country be explained?
6. In Source N, there is a photograph showing Veteran Veli Atasoy being awarded a distinguished service medal by the United States Army. Why might the United States Army have deemed a Turkish soldier worthy of such an award? Research and explain

Assessment and Evaluation

1. By doing Internet research, find the meanings of the concepts of propaganda and psychological warfare.
2. Based on the sources examined, what can be said about the physical and spiritual or emotional effects of captivity on human life?
3. How should enemy soldiers treat the prisoners in their hands? Research and explain.
4. How can the fact that, during the Korean War, not a single Turkish prisoner defected despite the many pressures and acts of violence they had experienced in captivity be explained in terms of moral or spiritual values? Why is this?

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Homework

The students are asked/invited to research what the emblem on the left arm of Private Mehmet Çevlik and other Turkish soldiers represented for the Turkish troops in Korea, who gave the Turkish soldiers the name ‘North Star’, and what this emblem symbolized, as mentioned in Source I, and to prepare their findings as a presentation.



DEVELOPING BONDS AFTER THE WAR

Unit 8

**Grade Level:**

7th and 8th Grades

**Teaching Time:**

40 + 40 minutes

Concepts to Digest:

International relations, ambassador, diplomacy, economic relations, humanitarian, social, and cultural relations

Skills to Improve: Historical inquiry and analysis, historical empathy, and interrogating evidence

Core Values: Friendship, solidarity, and loyalty

Methods–Techniques: Evidence-based historical inquiry and oral

Teaching–Learning Materials: Archival documents, secondary sources, newspaper articles, oral history interview recordings, and infographics

Learning Aim: To enhance the students' knowledge and awareness of how political, diplomatic, economic, humanitarian, social, and cultural relations between Türkiye and South Korea developed in the post-Korean War period.

Key Question: How did Türkiye's participation in the Korean War influence the development of relationships between Türkiye and South Korea in the postwar period?

Guiding Question 1

How have the political and diplomatic relations between the two countries developed?

Objective 1

To analyze the impact of the Korean War on the political and diplomatic relations between Türkiye and South Korea.

Task 1

The students are asked/invited to examine Sources B, C, D, E, and F and answer the related questions.

Guiding Question 2

What is the current state of economic relations between the two countries?

Objective 2

To understand the reflections of the post-Korean War period on the economic relations between Türkiye and the Republic of Korea.

Task 2

The students are asked/invited to examine Sources G, H, I, and J and answer the related questions.

Guiding Question 3

Which institutions and organizations contribute to the development of humanitarian, social, and cultural ties between the two countries, and in what ways?

Objective 3

To understand in which fields and through what activities the leading institutions and organizations contribute to the development of humanitarian, social, and cultural relations between Türkiye and the Republic of Korea.

Task 3

The students are asked/invited to examine Sources K, L, M, and N, answer the related questions, and prepare the required text.

Teaching and Learning Plan

!! Focus on Activity

The students are asked/invited to discuss the given questions in groups, and then to examine the infographic in Source A.

5 min.



Task 1

The students are asked/invited to examine Sources B, C, D, E, and F and to answer the related questions.

20 min.



Task 2

The students are asked/invited to examine Sources G, H, I, and J and to answer the related questions.

20 min.



Task 3

The students are asked/invited to examine Sources K, L, M, and N, answer the related questions, and to prepare the required text.

30 min.



Assessment and evaluation

The students are asked/invited to respond to the prepared open-ended questions.

5 min.



Homework

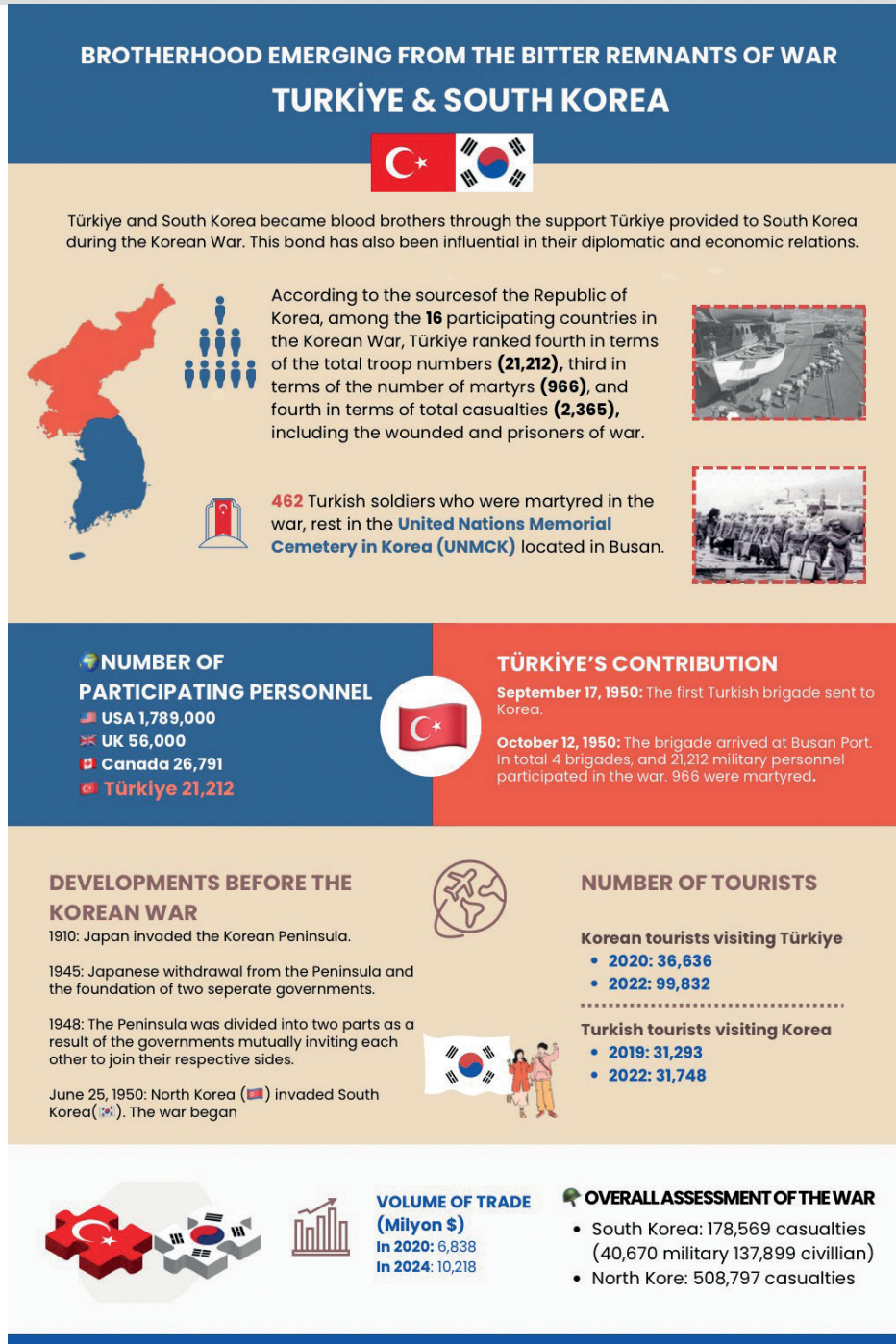
The students are asked/invited to complete the related chart using the provided information set, and to save their product in their electronic portfolio.

Teaching and Learning Process

Focus on activity: The students are asked/invited to discuss the following questions in groups, and then to examine the infographic in Source A.

1. What would you do if you lost your passport while traveling abroad?
2. How do Turkish citizens who get married abroad complete their official procedures?

Source A: Infographic containing various information about the Korean War and the relations between Turkey and South Korea (prepared by the authors).

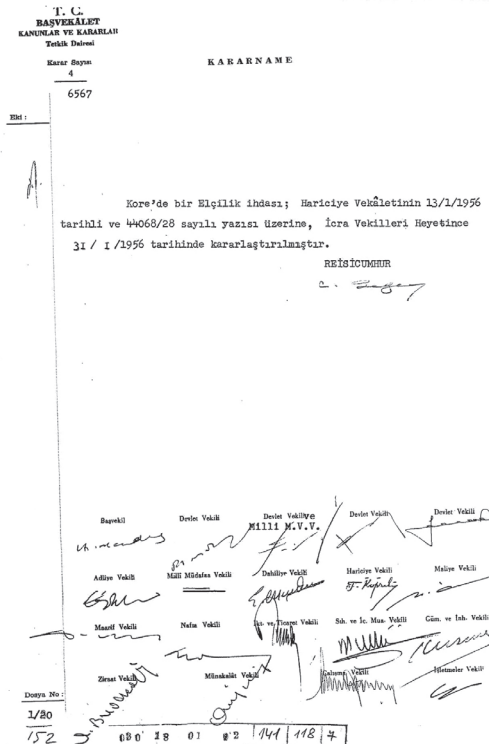


Guiding Question 1: How have the political and diplomatic relations between the two countries developed?

Task 1: The students are asked/invited to examine Sources B, C, D, E, and F and to answer the related questions.

Step 1: The students are asked/invited to examine Sources B, C, and D.

Source B: The Council of Ministers decision regarding the opening of a Turkish Embassy in Korea
(ATASE: 030-18-01 / 141-118- 07)



Republic of Türkiye-Office of the Prime Minister
Laws and Decrees
Review Department
Decision No: 4/6567

DECREE

The establishment (opening) of an embassy in Korea was decided by the Council of Ministers on 31 January 1956, based on a letter from the Ministry of Foreign Affairs dated 13 January 1956, numbered 44068/28.

President

(Signature)

Prime Minister and other ministers

(Signatures)

Source C: An Ambassador

An ambassador is a person who represents her/his country politically and legally in another country. Ambassadors represent the head of state of their own country in the state where they are appointed.

They are established under Public International Law. They communicate diplomatically with other countries. On behalf of their country, they carry out high-level activities in another state. Ambassadors have unlimited diplomatic immunity (Wikipedia, 2025).

Source D: The Duties and Authorities of Ambassadors in Current Times

- To represent the Republic of Türkiye before the state in which they are established and accredited, and to protect the rights and interests of the Republic of Türkiye, its citizens, and legal entities under its jurisdiction..
- To conduct necessary contacts and negotiations with the governments and relevant institutions of the states in which they are established and accredited.
- To work toward establishing friendly relations and enhancing political, military, economic, cultural, scientific, and other forms of cooperation between the Republic of Türkiye and the state in which they are established and accredited.
- To monitor developments in the countries in which they are established and accredited, and to convey relevant information and assessments related to their duties to the appropriate units within the central and foreign missions (Republic of Türkiye Ministry of Foreign Affairs, 2024).

Step 2: The students are asked/invited to answer the following questions based on Sources B, C, and D.

1. Why might Türkiye have felt the need to open an embassy in South Korea?
2. The decision of the Government of the Republic of Türkiye to open an embassy in South Korea in early 1956 points to which developments? Why?
3. According to the information provided in Source C and Source D, what qualifications is the Turkish Ambassador to Seoul expected to have?
4. According to the information provided in Source C and Source D, what duties and/or responsibilities is the Turkish Ambassador to Seoul expected to undertake?

Step 3: Students are asked/invited to examine Sources E and F.

Source E: Developing Bonds

Korea and Türkiye are known as brother countries. It is known that the Göktürk State, considered the origin of the Turkish people, was a neighboring state to Goguryeo in Asia and that the two share ancient historical ties. The foundation of today's strong bilateral relations was undoubtedly Türkiye's participation in the Korean War. Türkiye became the fourth country sending the highest number of soldiers after the United States, the United Kingdom, and Canada, and the third country with the highest number of casualties after fighting heroically in the Battle of Geumyangjang-ri. Based on these ties, in 1957, Türkiye became the third country in the world with which Korea established diplomatic relations (Embassy of the Republic of Korea in Ankara, 2025).

Source F: Political Relations Between Turkey and North Korea

Türkiye's relations with the Democratic People's Republic of Korea (North Korea) are limited. The basis of the diplomatic relations between these two countries is the Memorandum of Understanding signed in Beijing on 15 January 2001. Following completion of the necessary legal procedures in both Türkiye and North Korea, a joint statement was issued on 27 June 2001, announcing that the two countries had established diplomatic relations at the ambassadorial level, effective from 15 January 2001. The Turkish Embassy in Seoul is accredited to North Korea, while North Korea's Embassy in Sofia is accredited to Türkiye (Republic of Türkiye Ministry of Foreign Affairs, 2024).

Step 4: The students are asked/invited to answer the following questions based on Sources E and F.

1. Considering the information given in Source E, what can be said about the perspective of the people and government of the Republic of Korea (South Korea) toward Türkiye and the Turkish Nation?
2. According to Source E, what historical event forms the basis of the political and diplomatic relations between Türkiye and the Republic of Korea (South Korea)?
3. According to Source F, Türkiye does not have an official representation in the Democratic People's Republic of Korea (North Korea), nor does North Korea have one in Türkiye. Based on this information:
 - a) What can be said about the reasons for this situation?
 - b) What solution has been established to maintain relations between the two sides?

Guiding Question 2: What is the state of economic relations between Türkiye and South Korea?

Task 2: The students are asked/invited to examine Sources G, H, I, and J and answer the related questions.

Step 5: The students are asked/invited to examine Sources G, H, and I.

Source G: Türkiye-South Korea Economic Relations

According to data from December 2018, trade between Türkiye and South Korea totaled 6.340 billion USD, with most of it consisting of industrial products imported from South Korea.

Türkiye's main imports from South Korea are the following: mobile phones; electronic devices; computer chips; LCD, LED and OLED display panels/screens; motor vehicles; vehicle parts and components; boilers; machinery and mechanical devices; plastic products; ships; iron-steel; optical instruments and devices; railway vehicles and their parts; rubber and rubber goods; as well as artificial and synthetic fibers suitable for weaving.

Türkiye's main exports to South Korea are the following: liquefied hydrocarbon gas (raw rubber material); vehicle components; pharmaceutical products; electrical machinery and devices; clothing items; boron and other metal ores; food products (hazelnuts, seafood, confectionery, pasta, fruit juice, spices); and leather industry products (Republic of Türkiye Embassy in Seoul, 2024).

Source H: Import

Import, or external purchasing, can be defined in the simplest terms as the act of buying goods from another country and bringing them into the country (Republic of Türkiye Ministry of Trade, 2025b).

Source I: Export

Export can be defined, in its simplest form, as the sale and shipment of a good from one country to another (Republic of Türkiye Ministry of Trade, 2025a).

Step 6: The students are asked/invited to answer the following questions based on Sources A, G, H, and I.

1. When the data presented in Source A and Source G regarding the trade volume between Türkiye and South Korea are evaluated together, what can be said about the economic relations between the two countries?
2. When the goods and products imported (purchased) from South Korea and the goods and products exported (sold) to them are compared, which side appears to benefit more from the economic relations between the two countries? Why?
3. Considering your immediate environment (yourself, your family, and your friends), identify which products imported from South Korea are commonly used in Türkiye.

Step 7: The students are asked/invited to examine Source J.

Source J: An Excerpt from an Interview with Korean War Veteran Rahim Günay
(<https://koreanwarlegacy.org/interviews/rahim-gunay/>)



 12:54-14:04



R. Günay: ... I said I was astonished; I told them this. I said, 'Buildings of 30-40 floors!' But no, there were no bricks, no cement; everything was made entirely of steel. I said, 'These cars, these avenues, these people... this place has become like paradise.' I told them about how it used to be and what I saw. They asked, 'How is this possible? What is the situation here?' So, we explained it to them. Then of course, we were touring around. At that time, a little student said, 'If the Turkish soldiers had not been here, we would not be alive today.' You could never imagine that Korea would develop this much when we left. Yes, that it would develop like this... Later, their Ministry of Education even included details about the heroism of Turkish soldiers in their textbooks. And they taught it to the children. So, the child says, 'If the Turkish soldiers had not been here, we would not be alive today. They saved us.'

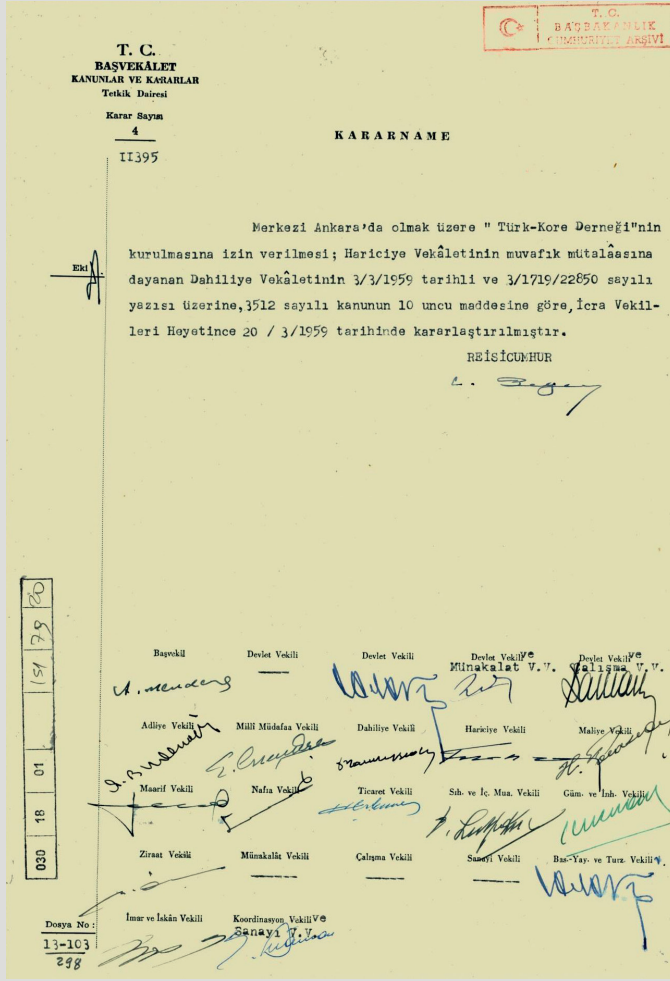
Step 8: The students are asked/invited to answer the following questions based on Source J..

1. Based on the statements of Veteran Rahim Günay, what inferences can be made about the South Korean economy in the post-Korean War period?
2. What emotions did Veteran Rahim Günay feel when he saw Korea years later?
3. Considering the attitudes and expressions shown toward Turkish soldiers years after the war, what can be said about the South Korean perspective on Türkiye and the Turkish people?

Guiding Question 3: Which institutions and organizations contribute to the development of humanitarian, social, and cultural relations between the two countries, and in what ways?

Task 3: Sources K, L, M, and N are examined, the related questions are answered, and the required text is prepared.

Step 9: The students are asked/invited to examine Sources K, L, and M.



Source K: Decree on the Establishment of a Turkish Korean Association Based in Ankara (ATASE: 030-18-01, 151-79-20)

T.R. OFFICE OF THE PRIME MINISTER
LAWS AND DECREES

Review Department

Decision No: 4/11395

DECREE

Permission for the establishment of the "Turkish Korean Association," with its headquarters in Ankara, has been granted based on the letter of the Ministry of the Interior dated 3 March, 1959, numbered 3/1719/22850, which was prepared in accordance with the favorable opinion of the Ministry of Foreign Affairs, and pursuant to Article 10 of Law No. 3512. The Council of Ministers took this decision on 20 March, 1959.

President

(Signature)

Prime Minister and other ministers

(Signatures)

Source L: The Korean Cultural Center

The Korean Cultural Center, located in Ankara, the capital of Türkiye, has been working since its foundation on 13 October, 2011, to expand cultural cooperation and exchange between South Korea and Türkiye through various cultural activities that encompass both tradition and modernity. At the center, in addition to the Korean language and Korean cuisine courses, exhibitions, film and documentary screenings, and many other cultural events, are organized to promote Korean culture to Turkish citizens (Korean Cultural Center, 2025).

Source M: Regarding the Activities of the Yunus Emre Institute in Seoul (TRT Haber, 2021).

South Koreans Learn Turkish at the Courses Offered by the Yunus Emre Institute

TRT HABER

SICAK SAVUNMA ÇOCUK ÖZEL HABER DOSYA HABER DİĞER

Güncel

KAYNAK TRT Haber HABER GİRİŞ 26.04.2021 20:35 SON GÜNCELLEME 26.04.2021 20:41

Güney Koreliler Yunus Emre Enstitüsü'nün açtığı kurslarla Türkçe öğreniyor

Güney Kore'de ilk resmi Türk kültür merkezi olan ve faaliyetine Ocak 2019'da başlayan Seul Yunus Emre Enstitüsü (YEE), ülkede Türkçe öğrenimine yönelik artan talebe çeşitli mecralarda sunduğu kurslarla yanıt veriyor.

The first official Turkish cultural center in South Korea, which started its operation in January 2019, the Seoul Yunus Emre Institute (YEE), meets the growing demand for learning Turkish in the country by providing courses on various media channels.

Step 10: Students are asked/invited to answer the following questions based on Sources K, L, and M..

1. What might be the purpose or purposes of establishing a Turkish Korean Association in Ankara in 1959? Discuss with your classmates.
2. According to Source L, what services does the Korean Cultural Center offer to Turkish citizens who are interested in Korea and Korean culture?
3. According to Source M, what service does the Yunus Emre Institute provide for Koreans?
4. In line to develop humanitarian, social, and cultural relations between Türkiye and South Korea, what other activities could the institutions and organizations mentioned in Sources K, L, and M, as well as similar organizations, carry out? Research this question.

Step 11: The students are asked/invited to examine Source N.

Source N: An Excerpt from an Interview with Korean War Veteran Ali Dağbağlı
(<https://koreanwarlegacy.org/interviews/ali-dagbagli/>)



🕒 12:33 - 13:37

A. Dağbağlı: ... At that time, I was there during the World Cup. During the World Cup, the Koreans applauded our team more than their own. They applauded a lot, and they supported us even more. When it comes to the Turks, I could say they recognize no-one other than the Turks; that's how devoted they were. They would bow in respect. You must have seen it on television as well. They would even visit the homes of Turkish Korean War veterans to ask about their well-being, bowing in respect. The commanders who came here would say, 'If it weren't for you, we wouldn't be here'.

Step 12: The students are asked/invited to answer the following questions based on Source N.

1. What impressions did Korean War Veteran Ali Dağbağlı get during his visit to Korea in 2002?
2. According to what Veteran Ali Dağbağlı describes what feelings and thoughts do Koreans have about Türkiye and the Turkish people?
3. The attitudes of Koreans toward Turkey and Turks indicate that they possess which values? Why?

Step 13: The students are asked/invited to form groups of three or four and to prepare a text presenting their thoughts and suggestions on what additional activities organizations such as the Korean Cultural Association and the Yunus Emre Institute, both of which continue to operate actively today, could carry out to improve relations between the two countries further. The prepared text may follow the format provided below.

Proposed Activities for the Korean Cultural Association and the Yunus Emre Institute

Korean Cultural Association	Yunus Emre Institute

Assessment and Evaluation

1. What are the main factors that have guided the development of relations between Turkey and the Republic of Korea?
2. When the economic relations between Turkey and the Republic of Korea are examined, which side can be said to benefit more from these relations? Why?
3. How do tourist visits, especially cultural trips to areas with historical and natural attractions, influence the development of relations between countries? Research this question.

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Homework

The students are first asked/invited to examine the visitor statistics provided in the lower right corner of Source A. After this, they are required to research the places Korean tourists visit in Türkiye and the types of activities they engage in, as well as the places Turkish tourists visit in South Korea and the activities they participate in. Lastly, the students are instructed to organize the information they obtain in the form of a newspaper article in the box below.

COMMEMORATING THE KOREAN WAR

Unit 9



Grade Level:

6th, 7th and 8th Grades



Teaching Time:

40 + 40 minutes

Concepts to Digest:

Monument, ceremony, association

Skills to Improve: Historical

inquiry and analysis, historical empathy, interrogating evidence

Core Values: Friendship, helpfulness, solidarity, altruism

Methods-Techniques: Direct instruction, evidence-based historical inquiry, oral history case study, questioning, oral history

Teaching-Learning Materials: Photographs, secondary sources, official documents, oral history interview records

Learning Aim: This activity aims to enable the students to comprehend the historical significance of the Korean War and to make them analyze how this war is remembered, commemorated, and transmitted through monuments, ceremonies, and associations. Another goal is to help students evaluate the role of historical memory and shared values in Türkiye-South Korea relations.

Key Question: How do societies remember, preserve, and hand challenging historical experiences and acts of heroism, such as wars, down to next generations?

Guiding Question 1

How do monuments and memorial cemeteries function in remembering historical events and acts of heroism and in shaping collective memory?

Objective 1

To analyze the role and symbolic significance of monuments and memorial cemeteries in the formation of historical memory.

Task 1

Analyzing the symbolic significance of monuments and memorial cemeteries and their function in collective memory, the students are asked/invited to examine Sources B, C, and D and to answer the questions.

Guiding Question 2

How have the monuments and commemorative events that honor the heroism of Turkish soldiers in the Korean War contributed to strengthening the friendship between the two countries?

Objective 2

To evaluate the impact of monuments and commemorative activities honoring Turkish soldiers' heroism in the Korean War on the development of Türkiye-South Korea relations.

Task 2

The students are asked/invited to examine Sources E, F, G, and H, to answer the questions related to the historical significance of the Battle of Kumyangjang-ni, and to complete an activity in which they write a letter to a martyr's family from the perspective of a Korean interpreter.

Guiding Question 3

In the process of remembering and transmitting historical events, what complementary roles are played by different structures and methods, such as oral history studies, ceremonies, and associations?

Objective 3

To understand the complementary roles of various methods (oral history, ceremonies, associations) in remembering and transmitting historical events.

Task 3

Students are asked/invited to examine Sources I, J, K, L, M, N, O, and P, to respond to the related questions, and to evaluate the role of commemorations, ceremonies, and associations in strengthening relations between the two countries.

Teaching and Learning Plan

!! Focus on Activity

The students are asked/invited to examine a photograph of the United Nations Memorial Cemetery in Korea, to answer the related open-ended questions, and to transition this into the lesson.

5 min.



Task 1

Analyzing the symbolic significance of monuments and memorial cemeteries and their function in collective memory, the students are asked/invited to examine Sources B, C, and D and to answer the questions.

25 min.



Task 2

The students are asked/invited to examine Sources E, F, G, and H, to answer the questions regarding the historical significance of the Battle of Kumsang-ni and to complete an activity in which they write a letter to a martyr's family from the perspective of a Korean interpreter.

25 min.



Task 3

The students are asked/invited to examine Sources I, J, K, L, M, N, O, and P, to answer the related questions, and to evaluate the role of commemorations, ceremonies, and associations in strengthening relations between the two countries.

20 min.



Assessment

The students are asked/invited to complete the assessment using open-ended questions.

5 min.



Homework

The students are asked/invited to watch the 1954 film 'Şimal Yıldızı' with their families and to share their ideas and feelings about the film's topic and content.

Teaching and Learning Process

Focus on Activity: After examining Source A, the students are asked to share their thoughts with their peers about how people and countries remember, commemorate, and pass down wars to new generations.

Source A: United Nations Memorial Cemetery (Wikipedia, 2024)



Guiding Question 1: How do monuments and memorial cemeteries function in remembering historical events and acts of heroism and in shaping collective memory?

Task 1: Analyzing the symbolic significance of monuments and memorial cemeteries and their function in collective memory, the students are asked/invited to examine Sources B, C, and D and answer the questions.

Step 1: The students are asked/invited to read Sources B and C.

Source B: The Korean War

In 1950, North Korea, supported by the Soviet Union and China, started a war against South Korea. In response to the United Nations' call, Turkish troops sent by the Government of the Republic of Türkiye supported South Korea in the war, which lasted until July 1953, along with units from several other countries. The Turkish brigades sent to Korea, each made up of about 5,000 soldiers, were mostly replaced by new forces sent from Türkiye in 1951, 1952, and 1953. During the war, over 21,000 Turkish soldiers defended South Korea as if it were their own land, and although the exact number is unknown, about 750 soldiers were martyred or went missing. After the armistice, Türkiye continued sending troops to Korea for some time. The courage and heroism shown by Turkish soldiers in the Korean War helped Korea gain freedom and promote world peace, and they are deeply honored by soldiers from other participating countries and the people of South Korea (Türkiye Muharip Gaziler Derneği, 2025).

Source C: The United Nations Memorial Cemetery

Starting on January 18, 1951, it was decided that soldiers who lost their lives fighting under the United Nations command would be buried in a designated location. A site chosen in Busan (Pusan), South Korea, was later established as the United Nations Memorial Cemetery, where soldiers from different countries who died fighting under the UN command in the Korean War are laid to rest. The part of the cemetery where Turkish soldiers are buried is called the 'Pusan Turkish Memorial Cemetery'.

At the United Nations Memorial Cemetery, burials include 462 Turkish martyrs, 36 Americans, 117 Dutch, 34 New Zealanders, 281 Australians, 378 Canadians, 44 French, 1 Norwegian, 36 South Koreans, 11 South Africans, 885 British, and 15 soldiers of unknown nationality. Each soldier has a headstone indicating their name and nationality. (Wikipedia, 2024).

Step 2: The students are asked/invited to answer the following questions based on Sources B and C.

1. Could you share your thoughts and feelings about the fact that the courage and heroism shown by Turkish soldiers in the Korean War are appreciated not only by South Koreans but also by soldiers from other countries?
2. What contributions might the establishment of a Memorial Cemetery in the city of Busan by the United Nations provide to the remembrance of the Korean War and the commemoration of those who sacrificed their lives?
3. Imagine yourself as a South Korean national visiting the United Nations Memorial Cemetery. During your visit, you learn that the 462 Turkish soldiers buried there sacrificed their lives for your country's freedom and independence. What would you think and feel about the Turkish people and Türkiye?
4. What clues does the fact that Turkish martyrs rest in the same memorial cemetery alongside soldiers from other countries who died in Korea give us about what it takes to achieve world peace and friendship?

Step 3: The students are asked/invited to watch/read Source D.

Source D: Selected excerpts from the oral history interview conducted with Korean War veteran Mehmet Çöpten
(<https://koreanwarlegacy.org/interviews/mehmet-copten/>)



🕒 20:06-20:10

M. Çöpten: It was terrific, and there is also this, at three different places, I saw the one in Seoul too. They erected monuments in all three places. We were very proud. We liked it very much. They built them in three places; we were really pleased with them.

🕒 20:36-20:43

M. Çöpten: ... when we saw how warmly they treated us, that kindness, we felt proud. We said that everything we had done was absolutely worth it, completely justified...

🕒 21:09-21:56

M. Çöpten: ... I am leaving, we are going to Korea. My late mother was very religious and deeply loved her country. Others were crying, but my mother was not. They asked her, "Mehmet is going to Korea, why aren't you crying?" She said, "I raised him for this. For this country, for my homeland. The state is sending them there to save people," she did not know the details, of course. She said, "If my son dies there, I will proudly hold my head high as the mother of a martyr. Moreover, if he returns as a veteran, I will hold my head high as the mother of a veteran." What a blessing it is to have such a mother, she said.

Step 4: The students are asked/invited to answer the following questions based on Source D.

1. What emotions did the monuments built in Korea for the Turkish martyrs and the warm attitudes of Koreans evoke in Korean War veteran Mehmet Çöpten and his comrades?
2. With which values can the words and behavior of Mehmet Çöpten's mother, as she sent her son to Korea, be associated? Why?
3. How might the attitudes and actions of the South Korean government and people toward Türkiye and Turkish Korean War veterans have influenced or shaped the relations between the two countries?

Guiding Question 2: How have the monuments and commemorative events that honor the heroism of Turkish soldiers in the Korean War contributed to the development of friendship between the two countries?

Task 2: The students are asked/invited to examine Sources E, F, G, and H, to answer questions about the historical significance of the Battle of Kumyangjang-ni and to complete an activity in which they write a letter to a martyr's family from the perspective of a Korean interpreter.

Step 5: The students are asked/invited to examine Sources E and F.

Source E: A Photograph Taken During the Korean War (Denizli, 2009, p. 1)



Source F: The Kumyangjang-ni Victory Monument, Korea (Kore Savaşı ve İzleri, 2025)



Step 6: The students are asked/invited to answer the following questions based on Sources E and F.

1. What kind of scene is observed in Source E?
2. What does the scene in Source E tell us about Korea at the time of the war?
3. To which nation might the soldiers represented in Source F belong? Why do you think this?
4. What does the monument seen in Source F show about the perspective of the Korean people and the Korean Government toward the actions carried out by Turkish soldiers during the Korean War?

Step 7: The students are asked/invited to read Source G.

Source G: The Battle of Kumyangjang-ni and its Legacy

Thousands of kilometers away from our country, during the Korean War between 1950 and 1953, Turkish soldiers joined South Korea's call for help under the United Nations flag and successfully fought not only against North Korea but also against Chinese and Russian forces. In the Battle of Kumyangjang-ni, a turning point of the Korean War, Turkish soldiers achieved a remarkable victory through bayonet combat against a Chinese army three times larger than their own, changing the course of the war. By shattering the myth of the 'invincible' Chinese army, the Turkish soldier inspired worldwide admiration and joy. This battle is remembered in Korean War history as the 'extraordinary victory of the allied Turks'.

Due to their achievements in this battle, Turkish soldiers were awarded the Distinguished Unit Citation by the governments of Korea and the United States. The South Korean Ministry of Patriots and Veterans Affairs declared this region the 'Türkiye Road'. To commemorate the successful fight waged by Turkish soldiers against the Chinese forces between 25 and 27 January 1951 in many parts of the region, the monument seen in Source F was erected in the city of Kumyangjang-ni in memory of 3,064 Turkish martyrs and veterans (summarized from Başoğlu, 2012; Denizli, 2009; and Türkiye Muharip Gaziler Derneği, 2025).

Step 8: The students are asked/invited to answer the following questions based on Source G.

1. According to Source G, how did the success of the Turkish units in the Battle of Kumyangjang-ni influence the course of the Korean War?
2. According to Source G, how did the Turkish units display heroism in the Battle of Kumyangjang-ni receiving recognition from other countries?
3. According to Source G, what actions did the Korean Government take to express its gratitude for the heroism displayed by Turkish units in the Battle of Kumyangjang-ni?

Step 9: Students are asked/invited to examine Source H.

Source H: Notes from the Korean War

During the Battle of Kunuri, Captain Kaya Aldoğan was shot while trying to carry a wounded soldier on his back to a safe area. Despite being severely wounded himself, he insisted that his soldier be treated first. During a clash, First Lieutenant Mehmet Gönenç volunteered to distract the enemy alone so his comrades could retreat. He directed all artillery fire onto the hill where he was located and was martyred under friendly fire, saving the lives of thousands of allied soldiers. Noncommissioned Officer Süleyman Dilbirliği shared his food with hungry Korean children and gave his own blanket to a family shivering in the cold. He cared for a little Korean girl as if she were his own daughter (Başoğlu, 2012; Denizli, 2009; Denizli, 2011; Denizli, 2015).

Step 10: The students are asked/invited to answer the following questions based on Source H.

1. Which value or values can the behavior of the Turkish soldiers mentioned in the text be associated with? Why?
2. Why might a person choose to make sacrifices for the well-being of others instead of thinking of their own interests?
3. What functions does the value of altruism serve in social life? Research and explain.

Step 11: The students are asked/invited to complete the following letter-writing activity.

Imagine yourself as a Korean interpreter assigned to one of the Turkish units that actively participated in the Battle of Kumyangjang-ni. Assume that you have been tasked with writing a letter to the family of one of the Turkish soldiers who was martyred in this battle to deliver the news of their son's martyrdom. What would you include in your letter?

Dear Family,

My name is I serve as an interpreter for your son..... who was assigned to the unit of the Turkish Brigade in Korea.

(Here you may explain why you are writing this letter)

.....

.....

(Here you may write what you know about the martyred Turkish soldier)

.....

.....

(Here you may share the feelings and thoughts you wish to express to the family members).....

.....

.....

Guiding Question 3: In the process of remembering and transmitting historical events, what complementary roles are played by different structures and methods, such as oral history studies, ceremonies, and associations?

Task 3: The students are asked/invited to examine Sources I, J, K, L, M, N, O, and P, to answer the related questions, and to evaluate the role of commemorations, ceremonies, and associations in strengthening relations between the two countries.

Step 12: The students are asked/invited to read/examine Sources I, J, K, and L.

Source I: Turkish Fighters in Korea Monument, Ankara (Photographed by the authors)



Source J: 'Korea Friendship Monument' located in Eskişehir Kent Park (Photographed by the authors)



Source K: Turkish Fighters in Korea Monument

After the Korean War, two monuments were erected, one in Korea and one in Türkiye. These two monuments were built in memory of the soldiers who fought in the Korean War and as an expression of gratitude to them. The Turkish Fighters in the Korea Monument, located in Türkiye, was presented as a gift by the Republic of Korea to the Republic of Türkiye on Türkiye's fiftieth anniversary, as a gesture of thanks for Türkiye's contribution to the war. Since the monument incorporates both Turkish and Korean cultural motifs, it has facilitated cultural exchange. The Turkish Fighters in the Korea Monument, which holds significant spiritual value for the Turkish martyrs and veterans who sacrificed their lives in Korea, functions as an important site of memory that ensures the war is remembered and commemorated. The monument is also a fundamental symbol of friendship between the two countries (Wikipedia, 2025).

Source L: Another Monument from Korea to Eskişehir

Eskişehir has welcomed another monument created by sculptors from its sister city, Paju. As is well known, the Korea Friendship Monument, built in 2007 by artists from Paju, was the first artwork to symbolize the friendship and sisterhood between the two cities. After this monument, which includes various figures symbolizing the protection of people from evil according to Korean belief, two additional monuments named Jang Seung and Sot Dae were erected in the same location, Kent Park, and inaugurated with the participation of many guests; this included Korean War veterans from Eskişehir and a delegation from South Korea. In Korea, the Jang Seung and Sot Dae monuments are placed at village entrances and symbolize abundance and prosperity.

Before the opening ceremony, Metropolitan Mayor Prof. Dr. Yılmaz Büyükerşen reminded the audience that Eskişehir and Paju had become sister cities under a memorandum of understanding signed about two years earlier. He said, "Our sister city, Paju, is gifting another monument to Eskişehir. These monuments we are inaugurating today are a step toward strengthening the ties between the two sister cities. The figures on the monuments symbolize protection from evil in Korean belief. I hope that the people of both countries will always be protected from harm, and I thank everyone who contributed to the creation of this monument."

After Mayor Büyükerşen, Kim Myung Jun, General Director of Paju Municipality, expressed his happiness in contributing another monument reflecting Korean culture to Eskişehir Kent Park. He stated that visitors to Kent Park will remember the friendship between the two countries through these monuments (EBB, 2024).

Step 13: The students are asked/invited to answer the following questions based on Sources I, J, K, and L.

1. What do the architectural features of the monument seen in Source I evoke?
2. According to Source I, by whom and for what purpose was the Turkish Fighters in Korea Monument built?
3. According to Source K, what does the Turkish Fighters in Korea Monument represent?
4. What significance does the construction of the Turkish Fighters in Korea Monument in Ankara, the capital of the Republic of Türkiye, hold for remembering, commemorating, and transmitting the Korean War?
5. According to Source L, what are the purposes behind the creation of various monuments in Eskişehir by artists from the South Korean city of Paju?
6. How might the Korea Friendship Monument have influenced the feelings and thoughts of the Turkish public, especially the people of Eskişehir, toward South Korea?
7. What meaning might the participation of Korean War veterans from Eskişehir in the opening ceremony of the Jang Seung and Sot Dae monuments in Kent Park carry?
8. According to the General Director of Paju Municipality, what function will the monuments built in Kent Park serve for?

Step 14: The students are asked/invited to examine Sources M, N, and O.

Source M: A Photograph Taken in Front of the Turkish Fighters in Korea Monument
(Embassy of the Republic of Korea, 2025)



Source N: Another Scene from the Korean War Commemoration Events (TEMAD, 2023)



Source O: The Korean War Veterans' Associations

Veterans who returned from the Korean War established various associations to preserve their wartime experiences, defend their rights, and maintain solidarity among themselves. The foremost of these was the Korean War Veterans Association, founded at the end of 1972, which later came under the umbrella of the Turkish War Veterans Association. This association serves as an umbrella organization that includes not only Korean War veterans but also veterans of other wars. The associations fulfill the following functions:

- Ensuring solidarity and mutual support among veterans
- Preserving the memories of those who were martyred in the Korean War
- Organizing commemorative ceremonies and events
- Strengthening the friendship between Türkiye and South Korea
- Working to protect and improve veterans' rights
- Educating new generations regarding the Korean War and Türkiye's contributions (Türkiye Muharip Gaziler Derneği, 2025)

Step 15: The students are asked/invited to answer the following questions based on Sources M, N, and O.

1. Who might the people seen in Source M be?
2. During what type of event might this photograph have been taken?
3. Why might the individuals in Source N be carrying Turkish and South Korean flags?
4. During what type of event might the photograph in Source N have been taken?
5. Who or which institutions or organizations might have organized the events in these two visuals? Why?
6. Based on these visuals, what can be said about the importance of commemorative ceremonies in remembering and transmitting various events or phenomena? Why?
7. What situations might arise if commemorative ceremonies are not held or are insufficient?
8. According to Source O, what functions do the civil society organizations established by veterans or serving veterans fulfill?

Assessment and Evaluation

1. Give examples of the efforts made by the countries that participated in the Korean War to remember, commemorate, and transmit the war.
2. What might someone who attended a commemorative ceremony related to the Korean War have thought or felt?
3. What might have been done to strengthen relations between Türkiye and South Korea after the war?

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Homework

Watch the 1954 film 'Şimal Yıldızı' with your family and share your thoughts and feelings about the film's topic and content.



Study Units/Learning Activities Designed for High School Students

The nine study units/teaching-learning activities designed for high school students have been carefully developed considering their academic readiness and improving abstract thinking skills. They aim to explore historical events from multiple perspectives. Unlike middle school teaching-learning activities, these focus more on higher-order cognitive skills like analysis, synthesis, and evaluation, offering a structure with greater conceptual depth and pedagogical complexity. In this context, information technologies and artificial intelligence tools are integrated into both classroom and outside-the-classroom learning, not just to boost interaction but to support in-depth analysis, modeling, and inquiry. Throughout the process, students are encouraged to explore layered topics such as international law, media discourse, and socio-economic impacts using traditional evidence analysis and advanced digital tools. This comprehensive approach seeks to deepen students' historical empathy and methodological research skills within an academic discipline framework.

The first study unit prepared for high school students is called The Legacy of the Second World War. Using oral history and large-group discussion methods, this activity aims to improve students' historical inquiry and analysis skills as well as their ability to read maps. During the initial phase, this teaching-learning activity emphasizes reinforcing students' theoretical understanding of the bipolar world order that formed after the Second World War. The main question guiding this study unit is: "How did the bipolar world order develop after the Second World War, and how was this polarization reflected in the Korean War?" The tasks designed to address this question create a learning environment that helps students develop these skills while also encouraging the value of historical empathy.

The teaching-learning activity titled Media and Politics aims to enhance students' skills in historical analysis, inquiry, and writing through direct instruction, discourse analysis, and oral history methods. The main question guiding this study unit is: "How were competing social and political views regarding the Turkish government's decision to send military forces to Korea portrayed in the Turkish media?" The tasks created to address this question are designed to give students a learning experience that fosters these skills while also teaching them the importance of respect.

The third study unit, titled Farewell from İskenderun, aims to develop students' historical analysis and inquiry and historical empathy skills by employing direct instruction, question-answer, and oral history methods. The key question of this study unit is: "In a controversial issue such as the Korean War, how did the relationship between political authorities and public opinion take shape, and how was this reflected in soldiers' experiences?" The tasks prepared to answer this question offer students a learning environment that supports the development of the aforementioned skills, as well as helping them acquire the values of courage, sensitivity, and benevolence.

The study unit titled Wages and Allowances as Part of the Cost of War aims to enhance students' skills in using historical evidence, inquiry, and analysis through methods like research, direct instruction, and Q&A. It is designed to answer the key question: "Based on the example of the Korean War, what can be said about the economic, social, and humanitarian costs of war for a country?" The tasks within this framework are meant to help students develop these skills as well as values like patriotism, cooperation, solidarity, and sacrifice.

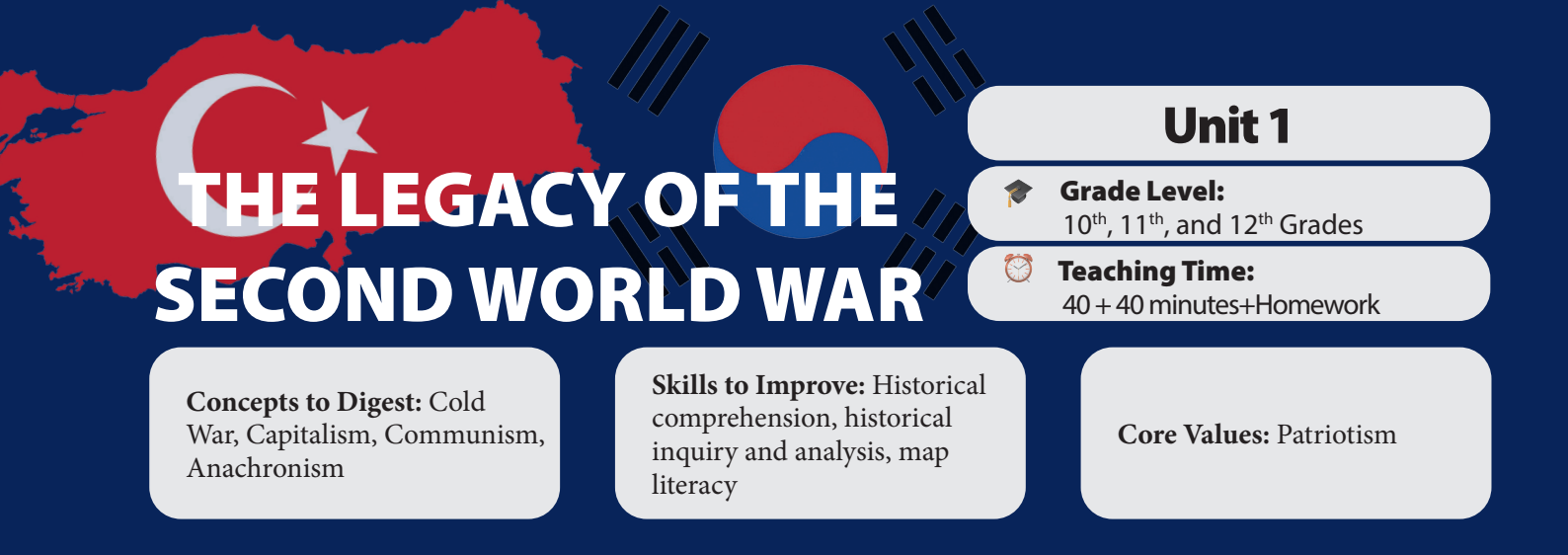
The fifth teaching-learning activity, named as the Korean War Through the Eyes of a Soldier, aims to develop students' skills in using evidence, conducting historical inquiry, and building historical empathy by employing evidence-based research, oral history, and role-playing methods. The key question guiding this study unit is: "How do wars affect the lives of individuals and societies in physical, psychological, and social terms?" The tasks created to answer this question are structured to help students develop these skills and to foster values such as courage, patriotism, and altruism.

The study unit titled Children in War aims to develop students' historical empathy and analysis skills by employing direct instruction, historical inquiry, case study, question-and-answer, and oral history methods. The key question of this teaching-learning activity is: "How do wars affect the lives of children?" The learning tasks prepared in response to this question provide students with a learning environment that supports the development of the aforementioned skills and helps them acquire the values of friendship, altruism, and helpfulness.

The seventh study unit, titled 'Turkish Troops in the Korean War,' aims to present two battles in which Turkish soldiers actively participated during the Korean War, one defensive and one offensive, using both primary and secondary historical sources. It seeks to help students understand the harsh realities of war and to develop their skills in constructing their own historical knowledge. Additionally, this teaching-learning activity aims to foster students' historical empathy through historical inquiry and oral history methods. The main question guiding this activity is: "How did the performance of Turkish units in the Battles of Kunuri and Kumyangjang-ni influence the overall course of the Korean War, and what repercussions did it produce?" The tasks designed to answer this question create a learning environment that supports the development of these skills while also encouraging values of heroism and sacrifice.

The teaching-learning activity titled Prisoners and Captivity aims to develop students' skills in historical empathy, analysis, synthesis, and evaluation by using evidence-based research, direct instruction, and the examination of historical evidence. The main question of this study unit is: "To what extent were the practices during the Korean War compatible with international legal norms regarding prisoners of war?" The tasks designed to explore this question are intended to help students build these skills as well as the values of solidarity, patience, and courage.

The final study unit prepared for high school students is titled 'Turkish Martyrs in Korea.' Using methods such as direct instruction, historical inquiry, case studies, oral history, and creative drama, this study unit aims to enhance students' understanding of history and their analytical skills. The main question guiding this teaching-learning activity is: "How do beliefs and values influence an individual's ability to handle challenges?" The procedures and steps designed to address this question are intended to help students develop these skills while also fostering values like friendship, altruism, patriotism, and helpfulness.



THE LEGACY OF THE SECOND WORLD WAR

Unit 1

**Grade Level:**

10th, 11th, and 12th Grades

**Teaching Time:**

40 + 40 minutes+Homework

Concepts to Digest: Cold War, Capitalism, Communism, Anachronism

Skills to Improve: Historical comprehension, historical inquiry and analysis, map literacy

Core Values: Patriotism

Methods-Techniques: Large-group discussion, oral history

Teaching-Learning Materials: Blank world map, digital map, interview recordings

Learning Aim: This activity aims to help the students understand why the states that fought on the same side and emerged victorious in the Second World War later became divided into opposing blocs, how the Cold War developed in the following period, and how these dynamics influenced the outbreak and progression of the Korean War.

Key Question: How was the bipolar world shaped after the Second World War, and how did this polarization reflect on the Korean War?

Guiding Question 1

What were the significant developments that shaped global politics in the post-Second World War period?

Objective 1

To analyze the causes of the tensions that emerged among the victorious countries in the post-Second World War period.

Task 1

The students are asked/invited to examine Sources B, C, and D and to analyze the causes of the political tensions that arose in the post-Second World War period.

Guiding Question 2

How did capitalist and communist ideologies influence global power balances and international relations in the post-Second World War period?

Objective 2

To understand the ideological and political ideas behind the bipolar world order that emerged during the Cold War, along with the symbols associated with these ideas.

Task 2

The students are asked/invited to examine Sources E, F, G, H, and I, to complete the required steps in the related stages, to prepare a concept map, and to carry out the flag-design activity. In addition, the news-writing activity is assigned as homework

Guiding Question 3

How did the Turkish soldiers who participated in the Korean War perceive the formation of the bipolar world order?

Objective 3

To analyze the general observations of the Turkish soldiers who took part in the Korean War regarding the countries involved in the conflict.

Task 3

The students are asked/invited to examine Sources J, K, L, and M and to answer the related questions.

Teaching and Learning Plan

!! Focus on Activity

The tasks of map study, prediction, and explanation of key concepts are carried out.

5 min.



Task 1

The students are asked/invited to examine Sources B, C, and D and to analyze the causes of the political tension that emerged in the post-World War II period.

25 min.



Task 2

The students are asked/invited to examine Sources E, F, G, H, and I, to complete the steps in the related sections, to prepare a concept map, and to carry out the flag-design activity. In addition, the news-writing assignment is given as homework.

25 min.



Task 3

The students are asked/invited to examine Sources J, K, L, and M and to answer the related questions.

20 min.



Assessment and Evaluation

The students are asked/invited to prepare a newspaper article as homework based on interviews they conduct with their older family members, and to share it on the classroom bulletin board

5 min.



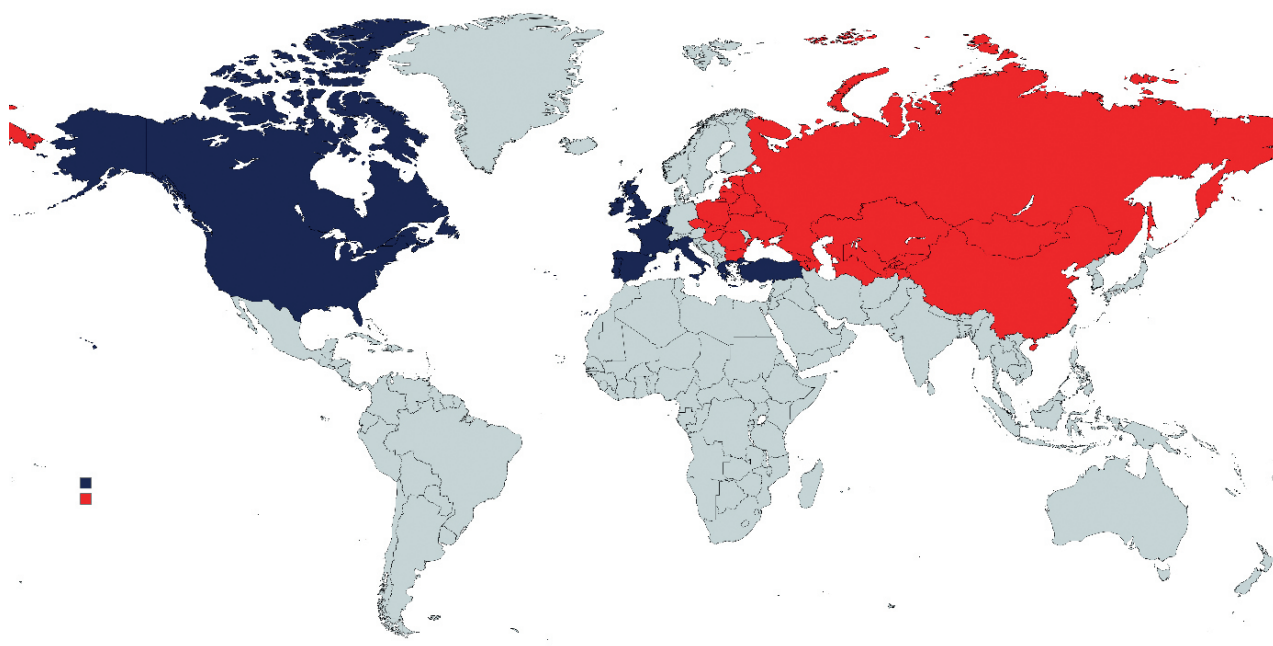
Homework

The students are asked to share the flags, maps, and photographs they have (dated before 1991) related to the Soviet Union and the United States with an older family member who lived during the Cold War. They then write a short news report describing that family member's reactions, feelings, and thoughts upon seeing these materials. It is emphasized that a visual may also be added to the news report.

Teaching and Learning Process

Focus on Activity: Students are asked/invited to examine the color-coded blank world map below, to predict what the colors might represent, and to explore the concept of bloc formation that emerged in the post-World War II period.

Source A: Blank World Map (Prepared by the authors)



Guiding Question 1: What were the significant developments that shaped global politics in the post-World War II period?

Task 1: The students are asked/invited to examine Sources B, C, and D and to analyze the causes of the political tension that emerged in the post-World War II period.

Step 1: The students are asked/invited to first read the information provided in Sources B, C, and D below.

Source B: The Concept of the Cold War and the Developments that led to its Emergence

The Cold War refers to a state of political and military tension in international relations that did not escalate into armed conflict. The Cold War was a period of global political and military rivalry between the Soviet Bloc (also called the Eastern Bloc or Warsaw Pact countries) and the Western powers, lasting from 1945 to 1989.

Developments that shaped global politics after World War II

- The devastation experienced by Europe and European states; traditionally the central and most significant element of the global balance of power
- The emergence of the United States and the Soviet Union as superpowers after the war
- The development of nuclear weapons
- The rise of national independence movements against colonial powers in various parts of the world

Developments that led states into conflict and which triggered the Cold War

- **The Percentages Agreement:** An agreement made between Churchill and Stalin in October 1944, aiming to clearly determine the spheres of influence in Eastern Europe.
- **Berlin Crisis:** This emerged when the U.S., the U.K., and France established the Federal Republic of Germany in their occupation zones, while the USSR founded the German Democratic Republic in its own zone.
- **Disagreement over nuclear arms control:** This further escalated the tension between the Soviet Union and the United States.
- **The USSR's efforts to spread communism:** In eight countries within the Soviet sphere of influence (East Germany, Poland, Czechoslovakia, Hungary, Romania, Bulgaria, Albania, and Yugoslavia), Marxist-Leninist parties seized political power (Koyuncu Lorasdağı, 2023).

Source C: The Percentages Agreement (1944)

The Percentages Agreement was a secret accord made in October 1944 between the British Prime Minister Winston Churchill and the Soviet leader Joseph Stalin toward the end of World War II. The purpose of the agreement was to determine the spheres of influence over Eastern European countries in the postwar period. It became known by this name because the influence over each country was expressed in percentages.

Toward the end of the war, the Soviet Union was rapidly advancing through Eastern Europe, which alarmed Britain. Churchill sought to limit Soviet influence and protect Britain's interests in the Mediterranean area. Ensuring that Greece and Italy remained under Western influence was particularly important to him. However, when the United States shifted its wartime focus toward Western Europe, Churchill chose to negotiate directly with the Soviets.

For this purpose, Churchill traveled to Moscow in October 1944 to meet with Stalin. During the meetings, spheres of influence were assigned for countries such as Bulgaria, Romania, Hungary, Yugoslavia, and Greece. For example, 90% Soviet influence in Romania and 90% British influence in Greece were agreed upon. These percentages represented the expected political and military influence in each country.

The discussions also addressed issues beyond the division of territories, including the Straits and Türkiye's position. Stalin demanded revisions to the Montreux Convention and sought a greater Soviet role over the Straits. While Churchill approached this cautiously, he stated that he was not wholly opposed to Soviet access to warm seas.

As a result of the agreement, the Soviets gained dominance in Eastern Europe, while Britain secured its influence in Greece. Churchill took action against the Greek socialist National Liberation Front, and the Soviets did not intervene. Similarly, when the Soviets established a communist administration in Romania and Britain remained silent.

The Percentages Agreement became publicly known in 1953, when Churchill published his memoirs. The Soviets, however, continued to deny the existence of the agreement for many years. Since the accord involved dividing countries without regard for the will of their peoples, it was criticized both in the West and in the East. Over time, similar negotiations by other states led to a broader historical reassessment of such power-sharing arrangements (Erdoğan, 2022).

Source D: The Cold War (1945-1989)

The Cold War was a bipolar conflict between the United States and the Soviet Union that shaped international relations. During this period, war and security policies came to the forefront, and the tension that had begun with the division of Germany and the establishment of Soviet-style governments in Eastern Europe brought the two superpowers into confrontation over global power distribution. Because no direct armed conflict occurred between them, this process came to be known as the 'Cold War'.

The capitalist Western Bloc, led by the United States, consisted of the industrialized European countries; the Eastern Bloc, by contrast, comprised the Soviet satellite states and China. The North Atlantic Treaty Organization (NATO) and the Warsaw Pact formed the military foundations of these blocs. The Cold War ended with the fall of the Berlin Wall in 1989, the collapse of communist regimes in Eastern Europe, and the dissolution of the Soviet Union in 1991.

The most defining feature of this period was the nuclear arms race and the doctrine of mutual nuclear deterrence, known as the 'Balance of Terror'. In addition, ideological conflicts and competition among the core capitalist states led to numerous conflicts and transformations in many Third World countries, from Africa to Latin America. While weak or failed states emerged in the post-Soviet period, countries such as Korea, China, and Taiwan became sources of tension. In the 2020s, the technological rivalry between the United States and China has revived discussions of a new Cold War (Koyuncu Lorasdağı, 2023).

Step 2: After reading Sources B, C, and D, the students are asked/invited to answer the following questions in order:

1. According to the sources you examined, which states became superpowers after World War II?
2. What does the term the 'Cold War' mean? Explain briefly.
3. In your opinion, which development in the post-World War II period was most influential in shaping global politics and/or triggering the Cold War? Can you give an example of how this historical development affects the world today?
4. How might the Percentages Agreement have contributed to the formation of a bipolar world order? Explain.
5. According to the sources you examined, what were the reasons that the states that fought together against Nazi Germany and its allies during World War II came to take opposite sides in the postwar period?

Guiding Question 2: How did capitalist and communist ideologies influence global power balances and international relations in the post-World War II era?

Task 2: The students are asked/invited to examine Sources E, F, G, H, and I, to complete the steps in the related sections, to prepare a concept map, and to carry out the flag-design activity. In addition, the news-writing activity is assigned as homework.

Step 3: The question, 'Why were the victorious countries of World War II unable to act together in the postwar period?' is posed to the students, and a classroom discussion is thereby initiated.

Step 4: The students are asked/invited to read Sources E and F below.

Source E: Capitalism

Derived from the Latin word 'capitale', meaning capital, capitalism is an economic system in which the private sector and entrepreneurs control the economy. Individuals operate the means of production for profit and may pass them on as an inheritance. Individuals' rights to property and inheritance are guaranteed by law. People have the freedom to engage in enterprise and may accumulate capital by producing in any field they choose. In capitalist countries, state intervention in the economy is minimal. The United States and the United Kingdom are among the leading capitalist countries (Aydoğuş, 2018).

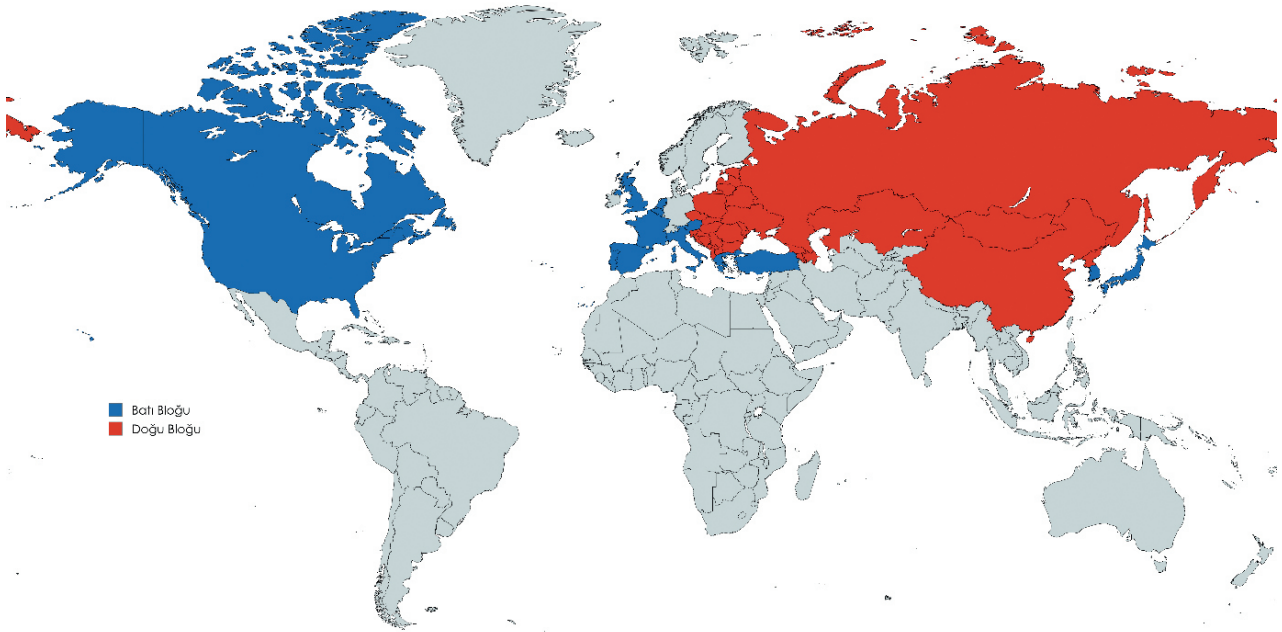
Source F: Communism

Derived from the word ‘common’, communism is the idea that the means of production and consumption should be collectively owned by society. In communist countries, the economy is under the absolute control of the ruling communist party. According to communist ideology, private property does not exist; consequently, citizens in these countries do not possess inheritance rights. Communism also aims to eliminate social classes. The ideological foundations of communism were established in the nineteenth century by Karl Marx. The implementation of communism as a state ideology began in Russia after World War I, with the Bolshevik Revolution and the establishment of the Union of Soviet Socialist Republics (USSR) (Kaynak, 2020).

Step 5: The students are asked/invited to predict which states, apart from the United States and the Soviet Union, may have been influenced by capitalist and communist ideologies based on the information they obtained from the sources above.

Step 6: The map provided in Source G below is shown to the students, and they are asked/invited to compare their previous predictions with the information in Source G. Afterwards, they are asked to make inferences about how the bipolar world order shaped by capitalist and communist ideologies was reflected geographically.

Source G: A Blank World Map Highlighting Bloc Formation During the Cold War (Prepared by the authors)



Step 7: The students are asked/invited to read the information in Sources H and I about the flags of the United States and the Soviet Union, and to examine the visuals.

Source H: The Flag of the United States

([usa.gov](https://www.usa.gov), 2025)



The thirteen red and white stripes of the flag represent the thirteen colonies that revolted against England in the eighteenth century (each of which became a U.S. state after independence). The fifty stars in the upper-left corner of the flag symbolize the U.S. system of government. The fifty states that make up the United States, which is governed by a federal system, are represented by fifty stars on the flag. The red color represents bravery and courage, white symbolizes purity and innocence, and blue stands for vigilance, perseverance, and justice

Source I: The Flag of the Soviet Union

([Britannica.com](https://www.britannica.com), 2025)



It came into use after the Bolshevik Revolution of 1917. The hammer on the flag represents industry and the working class, while the sickle symbolizes agriculture and the peasantry. The five-pointed star above the hammer and sickle represents the ultimate goal of communism; a communist revolution that would take place across the five continents.

Step 8: The students are asked/invited to answer the following questions based on Sources G, H, and I, as well as their prior learning:

1. What do the shapes, symbols, and colors on the flags represent?
2. How were the ideologies of the United States and the Soviet Union reflected in their national flags?
3. Re-examine Source G and investigate which other countries' flags may also reflect elements of capitalist or communist ideology.
4. What are the fundamental differences between capitalism and communism?
5. Why might the rivalry between these two ideologies have continued as the Cold War as opposed to turning into a direct armed conflict? Share your views with your classmates.

Step 9: The students are asked/invited to create a concept map, with the entire class participating, that shows the shared and differing characteristics of the Cold War, Capitalism, and Communism.

Concept Map
Capitalism and Communism

Step 10: The students are asked/invited to create, with the entire class, a table comparing the political, economic, and social characteristics of the ideologies of Capitalism and Communism.

	Political	Social	Economic
Capitalism			
Communism			

Step 11: Flag Design

The students are asked/invited to design a flag that depicts the bipolar world of the Cold War period. They are informed that they may use the information they gathered from Sources E, F, G, H, and I while creating their design. The flag they create should represent one side of the Cold War.

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Guiding Question 3: How did the Turkish soldiers who participated in the Korean War perceive the emergence of the bipolar world order?

Task 3: The students are asked/invited to examine Sources J, K, L, and M and answer the related questions.

Step 12: The students are asked/invited to listen to/read the oral history interviews conducted with Turkish veterans Mehmet Aziz Erkmen, Osman Yaşar Eken, and Rahim Günay, who fought in the Korean War.

Source J: An Excerpt from the Oral History Interview with Veteran M. Aziz Erkmen
(<https://koreanwarlegacy.org/interviews/mehmet-aziz-erkmen/>)



🕒 05:24-05:52

M. A. Erkmen: First, let me say that we disembarked at the Port of Busan. We waited there for one day. I counted the ships in the harbor from the deck of our vessel; thirty-six ships were flying the American flag in the Port of Busan, thirty-six in total. After leaving Busan, we went to Daegu.

Source K: Selected Excerpts from the Oral History Interview with Veteran O. Yaşar Eken
(<https://koreanwarlegacy.org/interviews/osman-yasar-eken/>)



🕒 4:34-04:47

O. Y. Eken: The Vegas Battles... In the Korean War, regarding Korea's destiny... Kunuri is separate, that is true but look at the Vegas Battles.

🕒 04:55-05:22

O. Y. Eken: This hill here, the place marked as my company's position, look, the area marked in blue is where my company was located, yes. Moreover, the red lines show where the Chinese were positioned; look, the Chinese. We fought there against the Chinese, not against North Korea. That night, we lost one hundred and forty-seven soldiers; one hundred and forty-seven martyrs in twenty-six hours. This did not happen in Kunuri. However, do you know how many Chinese soldiers died that night? Three thousand five hundred of them.

Source L: An Excerpt from the Oral History Interview with Veteran Rahim Günay
(<https://koreanwarlegacy.org/interviews/rahim-gunay/>)



🕒 15:46-16:15

R. Günay: ... There are North Korean soldiers. There are South Korean soldiers. Moreover, of course, the Americans are there as well. They are brothers and relatives; how did they end up fighting each other like this? Well, in 1950, the world was divided into two. The eastern part, Russia and China, became communist countries. This side represented democracy, meaning NATO; fifteen states joined NATO.

Step 13: The students are asked/invited to answer the following questions based on the oral history interviews:

1. Veteran M. Aziz Erkmen and a number of other soldiers state in their memories that Turkish troops first encountered American ships at the Port of Busan, the first place they reached in Korea. What might be the reason that Turkish soldiers first encountered American ships off the Korean coast?
2. What might be the reason that the Korean War veteran Osman Yaşar Eken says, “We fought there against the Chinese?”
3. To what extent do the words of the Korean War veteran Rahim Günay, “In 1950 the world was divided into two. The eastern region, Russia and China, became communist countries. This side represented democracy, meaning NATO; fifteen states became part of NATO ...” accurately reflect the historical reality of the period described?
4. How reliable are the above testimonies of our Korean veterans as historical sources regarding the time in which they lived? Discuss them in terms of the opportunities they offer and their limitations.
5. What might be the reasons why the interests of countries differ even when they are located in the same geographical region?

Step 14: The students are asked/invited to examine Source M.

Source M: Anachronism

Anachronism refers to evaluating historical events through the value judgments and accumulated knowledge of the present day. Considering events or concepts that did not exist in a given historical period as if they did, based on today’s perspective, leads to misconceptions in historical research. Historical events must be interpreted in accordance with the context or the conditions of the period in which they occurred (Öztürk, 2011).

Step 15: The students are asked/invited to review the content of Sources J, K, L, and M and to determine whether any anachronistic statements appear in these sources.

Assessment and Evaluation

1. What do the concepts of the Cold War and the bipolar world order mean? Research and explain.
2. Explain the concepts of Capitalism and Communism.
3. What are your thoughts on how the Cold War period has influenced today’s world?

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Homework

The students are asked to share the flags, maps, and photographs they have (dated before 1991) related to the Soviet Union and the United States with an older family member who lived during the Cold War. They then write a short news report describing that family member's reactions, feelings, and thoughts upon seeing these materials. It is emphasized that a visual may also be added to the news report

In My Grandfather's Memories: The Cold War Era



Unit 2



Grade Level:

10th, 11th, and 12th Grades



Teaching Time:

40 + 40 minutes+Homework

MEDIA AND POLITICS

Concepts to Digest: Media, Public Opinion, Political Party, Non-Governmental Organization, Columnist

Skills to Improve: Historical Empathy, Historical Analysis and Inquiry, Creative Writing

Core Values: Respect, Sensitivity, Patriotism

Methods-Techniques: Lecture, Discourse Analysis, Oral History Study

Teaching-Learning Materials: Newspaper clippings, oral history interview recordings

Learning Aim: This activity aims to help students understand the role of the Turkish press in shaping public opinion and political perspectives regarding the Turkish government's decision to send military forces to Korea.

Key Question: How were competing social and political viewpoints concerning the Turkish government's decision to send military forces to Korea represented in the Turkish media?

Guiding Question 1

How did the columnists writing for different newspapers evaluate the government's decision to send military forces to Korea?

Objective 1

To analyze the writings of the columnists of the time and to make inferences about how Turkish public opinion was shaped.

Task 1

The students are asked/invited to work in groups to examine Sources B, C, and D, to answer the given questions, and to write a newspaper column about Türkiye's decision to send troops to Korea.

Guiding Question 2

How did the statements of the politicians and political parties featured in the Turkish press influence public opinion regarding Türkiye's decision to send military forces to Korea?

Objective 2

To analyze the statements of the political parties and their leaders of the time and draw inferences about the roles these institutions and individuals played in shaping Turkish public opinion.

Task 2

The students are asked/invited to examine Sources E, F, and G, to answer the related questions, and to prepare a speech text for a political party leader concerning Türkiye's decision to send troops to Korea.

Guiding Question 3

How did the views of intellectuals and non-governmental organizations, as reflected in the Turkish press, influence the formation of public opinion regarding Türkiye's decision to send military forces to Korea?

Objective 3

To analyze the statements of intellectuals and NGOs, along with oral history interviews, and to understand the roles these individuals and institutions played in shaping public opinion.

Task 3

The students are asked/invited to examine Sources H, I, J, and K, to answer the related questions, and to prepare a slogan or poster.

Teaching and Learning Plan

!! Focus on Activity

At the beginning of the lesson, a newspaper clipping (Source A) is shown, and the students' attention is drawn through questions about the visual it contains.

5 min.



Task 1

The students are asked/invited to work in groups to examine Sources B, C, and D, to answer the related questions, and to write a newspaper column regarding Türkiye's decision to send troops to Korea. (The column-writing activity may begin in class and be completed as homework)

25 min.



Task 2

The students are asked/invited to examine Sources E, F, and G, to answer the related questions, and to prepare a speech text for a political party leader concerning Türkiye's decision to send troops to Korea. (The column-writing activity may begin in class and be completed as homework)

25 min.



Task 3

The students are asked/invited to examine Sources H, I, J, and K, to answer the related questions, and to prepare a slogan or poster.

20 min.



Assessment and Evaluation

Open-ended questions prepared for this lesson are asked of the students.

5 min.



Homework

The column writing activities that were started but not completed in class are assigned as homework. The students' are instructed to store their completed works in their digital portfolios.

Teaching and Learning Process

Focus on Activity: The students are asked/invited to examine the photograph on the right side of the newspaper clipping in Source A, which depicts two soldiers resembling a father and son, and to answer the following questions:

Question 1: What might the father and son depicted here be thinking and feeling at the moment this photograph was taken?

Question 2: Imagine that you are with your father on a battlefield or another similarly dangerous place. What would you think and how would you feel?

Source A: Headline: Father and son at Korean Front, 7 February 1951 (Vatan, 1951)

VATAN
EGRİYE EGRİ - DOĞRUYA DOĞRU

GÜNÜN YAZISI:
Sultan Murat II'nin 500. üncü ölüm yıldönümü
Yazan: FERİDUN FAZIL TULBENTÇİ
Bugün ikinci sayfamızda

Zonguldakta işçilere sanatoryom açılacak
Sağlık Bakanının Grupta izahatı
Antidemokratik kanunları açıklamak, taramak ve incelemek için derhal faaliyete geçecek komisyonlar kuruldu

Arkadaşımız Sabahattin SÖNMEZDEN
Ankara, 6 (Telefonla) — Demokrat Parti Meclis grubu bugün de güçlü bir toplantı yaptı, saat on beşten on sekire kadar çalıştı. İlk defa, gazete kâğıtlarından alınan gündüzün kaldırılmasını teklif eden bir takrir konuşuldu. Takrir sahiplerinden Fethi Celikbas, zümruk muafiyeti tesisi, bununla birlikte belirsiz beslemekten vazgeçmek suretiyle telatı edilebileceğini belirtti. Başbakan yardımcısı ile Maliye Bakanı hükümetin görüşünü esaslı tekliflerden sonra arz edilebileceğini söylediler. Bu meselenin sonra, Abdurrahman Boyacıgililer, Zonguldak kömür havzasındaki büyük işçi kütlesinin sağlık durumunu açıkladı, yeni hastane ve sanatoryum ihtiyacını belirtti. Sağlık Bakanı, verdiği cevapta işçi sağlığının korunması yolunda yeni tedbirler alınıp yeni müesseseler kurulacağını söyledi. En son olarak, gruptaki sual takrir müessesesinin üzerinde duruldu. Şevki Yılmaz, Süleyman Keremzade, Bahadır Dülger, Zuhuri Danışman, her sual takirrine bir jistarak halise gelmesini önemle lüzumu üzerinde durdular. Konuşmak hakkı suali soran la cevap verecek Bakana inhisar etsin diyenler oldu. Suale sorana

Balkanlarda hazırlık
Vaşington'da Balkan devletleri ile müzakereler yapılmış
Londra, 6 (Nafen) — Balkanlara karşı Sovyetlerin yapabilecekleri bir tecavüz hareketi ile ilgili olarak Vaşington'da gayri resmi görüşmeler cereyan ettiği bildirilmektedir. Nafen ajansının diplomatik muharririne göre bu görüşmeler Türkiye, Yugoslavya, Yunanistan, Amerika, İngiltere ve Fransa arasında cereyan etmektedir.

Kereye takviye kuvvetleri
Balıkesir 6 (Husus) — Kore savaş birligini takviye etmek üzere seirimdeki birliktin ayrılan 60 er ve subay bugünkü trenle İzmirine muayene için hareket etmiştir. Kabraranlarını

Kore cephesinde baba - oğul
Yanyana süngü hücumuna kalktığı erlerini öz oğulları gibi seven Tugay Komutanı Tahsin Yazıcı, neferler arasında «Tahsin Baba» diye anılmaktadır. Kore cephesinin canlı kalesi bu baba-oğul resmini, sütunlarımıza Türk cesareti kadar Türk şefkatinin de mükemmel bir timsalidir diye iftiharla kovuvaruz.

Mareşal Montgomery bu yıl harp olmyacağıını söylüyor
Morren (Avjire) 6 (A.A.) — Tatilini burada geçirmekte olan Mareşal Montgomery dün akşam bu seneye içinde bir harp olacağını



Guiding Question 1: How did the columnists of the time writing for different newspapers evaluate the government's decision to send military forces to Korea?

Task 1: The students are asked/invited to work in groups to examine Sources B, C, and D, to answer the related questions, and to write a newspaper column regarding Türkiye's decision to send troops to Korea.

Step 1: The students are asked/invited to examine the newspaper columns presented in Sources B, C, and D.

Source B: The Original Version and Summary of Muhip Dranas's Column 'Gün Geçerken', Published in the Zafer Newspaper on 28 July, 1950 (Dranas, 1950)

Provocative Opposition

In this country, since we have adopted a democratic system of government, every issue may be evaluated and debated by any citizen in whatever way aligns with their own thoughts and conscience. Accordingly, regarding the Korea issue as well, every citizen and every political party may discuss and evaluate the recent decision of the Government of the Republic of Türkiye; that is, the decision to send an armed force of four thousand five hundred soldiers to join the United Nations army on the Korean front, as either appropriate or inappropriate.

However, when a national and vital matter is at stake, this right cannot and should not go beyond the framework of a discussion or disagreement within a family. The government's decision is in no way contrary to the Constitution. Is it a mistake or not? Sit down and debate it, gentlemen! However, do not engage in harmful and dangerous provocations such as 'Acheson remained silent' or 'Stalin frowned'.



Source C: The Original Version and Summary of Asım Us's Column Published in the Vakit Newspaper on 27 July, 1950 (Us, 1950)

Türkiye Is in One of the Most Delicate Periods of its History

The government's decision to send a force of four thousand five hundred soldiers to join the United Nations troops fighting in Korea leaves no need for further words to express the gravity of our current circumstances. The Turkish nation has bound its own existence to the existence of the United Nations.

In principle, this decision cannot be opposed. However, announcing such decisions definitively, before their approval by the Grand National Assembly, is contrary to the constitution. Even if that were not the case, it would still have been appropriate, for the sake of national unity, to give the decision weight and legitimacy at a national level.

In other words, had the government sought consultative contact and secured the opposition party's participation instead of merely expecting its acceptance of the decision, nothing would have been taken away from the government's authority. On the contrary, a consensus could have been reached on setting a timeframe for implementing the decision in a way that would be more beneficial, or at least less harmful, for both the United Nations and the country.



Source D: The Original Version and Summary of Nihat Erim's Column
Published in the Ulus Newspaper on 28 July 1950 (Erim, 1950)

The Government's Decision in Relation to the Constitution

Article 26 of the Constitution lists the powers that must be exercised directly by the Grand National Assembly. The authority to make agreements and treaties with other states, as well as the authority to declare peace and war on behalf of the Turkish nation, belongs exclusively to the Grand National Assembly. Therefore, unless the Assembly makes such a decision, the government cannot wage war. Sending four thousand five hundred soldiers to Korea and placing them on the line of fire is undeniably an act of war. However, the Korean War is not a bilateral conflict between two states; rather, it is a collective punitive and disciplinary action taken by the United Nations against North Korea, which violated international law.

The current government's initiative involves sending four thousand five hundred Turkish youths into a situation that demands the sacrifice of their blood. The Turkish soldier is patriotic. He has always fulfilled his military duty with dignity and courage. Wherever the State assigns him, he will once again carry out this duty in a manner befitting the honor of our nation. However, from a constitutional standpoint, the government has placed itself in a dire position of responsibility. How it has done so is difficult to understand. Should not the opinions of the State's principal legal institutions have been sought before making such an important decision?



Step 2: The students are asked/invited to answer the following questions based on these sources.

1. How does each columnist view the idea of Türkiye sending troops to Korea?
2. What are the reasons or evidence underlying the perspectives expressed in the columnists' writings?
3. How many competing or differing viewpoints appear in these columns?
4. What might be the causes of these differing viewpoints (political affiliations, personal worldviews, humanitarian concerns, and so on.)?
5. Which of the views expressed by the columnists seems more reasonable to you, and why?

Step 3: The students are asked/invited to form groups of four to five, re-examine the columns in Sources B, C and D, and then write their own newspaper column expressing their group's shared view on the Turkish Government's decision to send troops to Korea. In this two or three-paragraph column, the students may address how they evaluate the government's decision in light of existing legal regulations, the advantages and disadvantages of this decision for the country, the nation, and the soldiers who would be sent to Korea, and whether they support this decision along with the reasoning behind their stance. (The column-writing activity may begin in class and be completed as homework)

Title.....

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Guiding Question 2: How did the statements of the politicians and political parties of the time published in the Turkish press influence public opinion regarding Türkiye's decision to send military forces to Korea?

Task 2: The students are asked/invited to examine Sources E, F, and G, answer the related questions, and to prepare a speech text for a political party leader concerning Türkiye's decision to send troops to Korea

Step 4: The students are asked/invited to read the newspaper articles in Sources E, F, and G.

Source E: The original version and summary of the front-page news from the *Ulus* newspaper dated 30 July, 1950 (*Ulus*, 1950)



Kasım Gülek made a statement to the press: The Parliament is unaware that four thousand five hundred soldiers will be deployed to Korea.

If the danger and security situation has not changed since the time we were in power, we can clearly state that by sending four thousand five hundred soldiers, Türkiye will be reducing its security.

We carefully read Prime Minister Adnan Menderes's statement given to journalists. We do not know whether the public, who expected a detailed explanation from the Prime Minister regarding the government's decision to assist in the Korean War, will be satisfied with this speech.

The Parliament is unaware that four thousand five hundred soldiers will be deployed to Korea. The fact that consultation with the United Nations was deemed unnecessary concerning military assistance is also a matter that requires criticism. Rather than explaining the government's decision, Prime Minister Menderes placed greater emphasis on criticizing those who opposed it from various perspectives.

Source F: The original version and summary of the front-page news from the *Zafer* newspaper dated 29 July, 1950 (*Zafer*, 1950)



The Government's decision is not a declaration of war.

The Prime Minister emphasized that the criticisms were unfounded.

Our opponents cannot say that this decision should not have been made.

First of all, let us state that the decision taken by our government is not a declaration of war; it is an initiative and decision to preserve peace. In our opinion, aggression can be prevented and world peace protected only through decisions of this nature, taken by freedom-loving nations, as ours has done. It was the belief that peace could be maintained through the efforts of each state acting independently, and that nations could save themselves from disasters threatening others by seeking their own solutions, that led to the unprecedented calamities and tragedies of the Second World War.

Our government has made this decision with full awareness and conviction. So much so that, even if we were faced with the same situation a thousand times, the decision we would take each time would again be this one. The experiences of the two great wars the world have lived through, and those of the last few years, have made it clear that the independence and existence of countries cannot always be defended strictly within their own geographical borders. It is undeniable that we live in an era when the world has reached a shared destiny, both in peace and in war.

In Korea, the waving of our flag will reflect both the most idealistic and the most realistic aims and perspectives. Indeed, sincerely embracing the United Nations ideal also means believing in this principle. They want to cite the hesitant and indecisive actions of certain states regarding the Korean War as examples to us. However, to act hesitantly and indecisively, driven by narrow sentiments and vague hopes, and to believe that the disasters threatening the world can be avoided in this way, would be an inconceivable act of negligence after all the experiences and catastrophes the world has endured.

There is no need for lengthy calculations or extensive information to determine whether assigning a force of four thousand soldiers from our army will represent a deficiency or weakness for us. Are those who, for the past ten years, have claimed to have kept armies of a million or half a million under arms not the very same people? The ratio of four thousand to four hundred thousand is not even a matter for calculation.

We have joined the United Nations Charter. The provisions of this Charter have been ratified and approved by our laws. The consequences of this ratification and approval, and the obligations arising from it, were preemptively mandated to the government by the Grand National Assembly. If communist aggression is not confronted in Korea and spreads, the Turkish public will certainly not misunderstand the implications of similar provocations within our own country, and it will make its judgment accordingly.

Source G: The original version and summary of the front-page headline from the Vakit newspaper dated 30 July, 1950 (Vakit, 1950)

It Is Possible to Reverse the Decision Made in Violation of the Constitution

The Menderes Government Must Resign

It Is Necessary to Convene the Grand National Assembly for an Extraordinary Session Urgently

Türkiye must not be weakened in terms of its strategic position. First of all, it must be acknowledged that the Korean War is connected to the fate of Formosa, Japan, and the Philippines, and that it is an American war. How can Mr Cain, who serves on the Armed Forces Committee of the U.S. Senate, forget that one of the defense lines of the Western world is the Black Sea coast? Türkiye, which for years has maintained a large and strong army, enduring burdens far beyond its financial means and suffering hardships, has been safeguarding world peace.

Mr Cain, who stresses the need for America not to be weakened out of fear of a potential Third World War, seems to overlook Türkiye's extremely delicate strategic position. The coincidence of our decision to send troops to the Korean War with the visit of an American senator to Ankara, together with Mr Cain's recent statements, gives the matter a particular significance and meaning.

According to the American senator, who is also a member of the Senate Armed Forces Committee, the Korean War is not an American war; it is a United Nations' war. America must be strong in the face of the signs of a possible Third World War appearing on the horizon.



Step 5: The students are asked/invited to answer the following questions based on an examination of Sources E, F, and G.

1. What are the perspectives of the politicians and political parties whose views appear in the newspaper headlines regarding Türkiye's decision to send troops to Korea?
2. In Source E, what message might be intended with the statement written from the perspective of Kasım Gülek, the CHP Secretary General at the time: "If the danger and security situation has not changed since the time we were in power, we can clearly state that, by sending four thousand five hundred soldiers, Türkiye will be reducing its own security?". Do you find this message and its viewpoint convincing? Why?
3. In Source F, what is meant by the statement addressed to Prime Minister Adnan Menderes: "First of all, let us state that the decision taken by our government is not a declaration of war; it is an initiative and decision to preserve peace." Discuss.
4. What are the reasons or grounds behind the views of the Democrat Party and the Republican People's Party regarding Türkiye's decision to send troops to Korea?
5. How reasonable or convincing do you find the arguments put forward by the Democrat Party and the Republican People's Party concerning Türkiye's decision to send troops to Korea, as well as the evidence or grounds they use to support these arguments? Why do you think this way?
6. What does the way political parties are viewed in these newspapers tell us about the relationship between politics and the media?

Step 6: The students are asked/invited to write a speech text, from the perspective of a political party leader, about Türkiye's decision to send troops to the Korean War, based on the sources examined in Steps 1 and 2, and what they have learned. (The speech text-writing activity may begin in class and be completed as homework)

My Dear Citizens,

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Guiding Question 3: Aydınların ve sivil toplum kuruluşlarının Türk basınına yansıyan görüşleri, Türkiye'nin Kore'ye askeri güç göndermesi konusundaki kamuoyunun oluşmasında nasıl bir rol oynamıştır?

Task 3: The students are asked/invited to examine Sources H, I, J, and K, to answer the related questions, and then to prepare a slogan or poster.

Step 7: The students are asked/invited to examine Sources H, I, and J.

Source H: Peyami Safa's column titled 'Bakışlar', published in the Ulus newspaper on 30 July, 1950 (Safa, 1950)

Not Excitement but Calculation

Peyami SAFA

"Without convening the Grand National Assembly, without consulting the opposition parties, without gauging public opinion, without receiving any guarantees from America or the relevant states... For the government to hastily and abruptly decide to send soldiers to Korea on a matter that concerns the very existence of the Turkish Nation... has caused great astonishment and even greater concern among citizens."

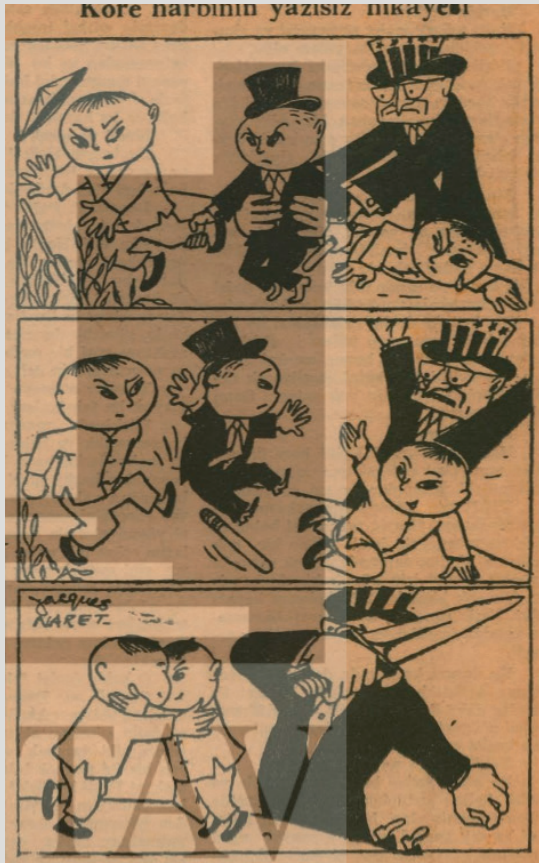
Government propaganda claims that the opposition parties are turning a foreign policy issue into a domestic political matter. What a nonsense! Does discussing a foreign policy issue, one that is directly tied to the life and vital interests of the Turkish Nation, in the Grand National Assembly mean degrading it into a domestic political dispute?

The Korean War is not a matter of excitement but of calculation. The reluctance of most United Nations member states to participate in this war is based on many political and military calculations and concerns. Would it not be childish to hope that they might see us among them and be inspired by enthusiasm like children?



Source I: The original text, summary, and related cartoons from a news article in the July, 1950 issue of the Barış Magazine (Barış Dergisi, 1950)





In the Face of Events

America has decided to oppose the national liberation movements in the Far East through direct military intervention and to incorporate Korea and Formosa into its strategic system as bases and bridgeheads against the Asian continent. The South Korean government, led by Syngman Rhee, was in a situation very similar to that of the former Chiang Kai-shek government. At one point, the United States House of Representatives even considered rejecting a \$60 million aid package for South Korea.

Immediately after the decision to intervene in Korea, the United States ordered its naval forces in the Far East to defend Formosa. This constitutes a direct intervention in the Chinese civil war, which has nothing to do with the Korean conflict. France, by participating directly in the Security Council's call for a defensive action in Korea, has joined the intervention. Britain's hesitation to place its fleet in Japanese waters under American command stems entirely from its concerns about Hong Kong. In other words, the issue is not 'helping South Korea' but protecting the British Empire's interests in the Far East.

Source J: A news report from the Ulus newspaper dated 30 July, 1950 (Ulus, 1950)

Four Members of the 'Peace-Lovers' Detained

The investigation being carried out by a committee of assistant prosecutors, under the supervision of Istanbul Prosecutor Nail Özkan and Deputy Chief Prosecutor Hicabi Dinç, regarding allegations that the 'Peace-Lovers Association' executives and other individuals published materials that could harm national interests and thereby undermine national resistance continued today.

Following the initial investigation, the interrogations of Behice Boran, Associate Professor and President of the Peace-Lovers Association, Adnan Cemgil, the Association's Secretary General; lawyer Vahdettin Barut, and printer Kemal Anıl, who printed the statement in question, were conducted at the Duty Magistrate's Court. As a result of the interrogation, all four suspects were detained.

In addition, the prosecutor's office conducted searches at the homes of Adnan Cemgil and Behice Boran, and the documents obtained were submitted to the judge, who ordered their confiscation. The prosecutor's investigation committee continues its work.

Telegram from the Student Union

Following the statements made regarding the Turkish Peace-Lovers Association, the National Turkish Student Union sent the following telegram to Prime Minister Menderes:

"The nationalist youth gratefully acknowledge your reaffirmed decision to fight with determination against those who seek to violate freedom. Should there be any duties you assign to us in this matter, we respectfully declare that we will strive to fulfill them with all our strength and devotion."

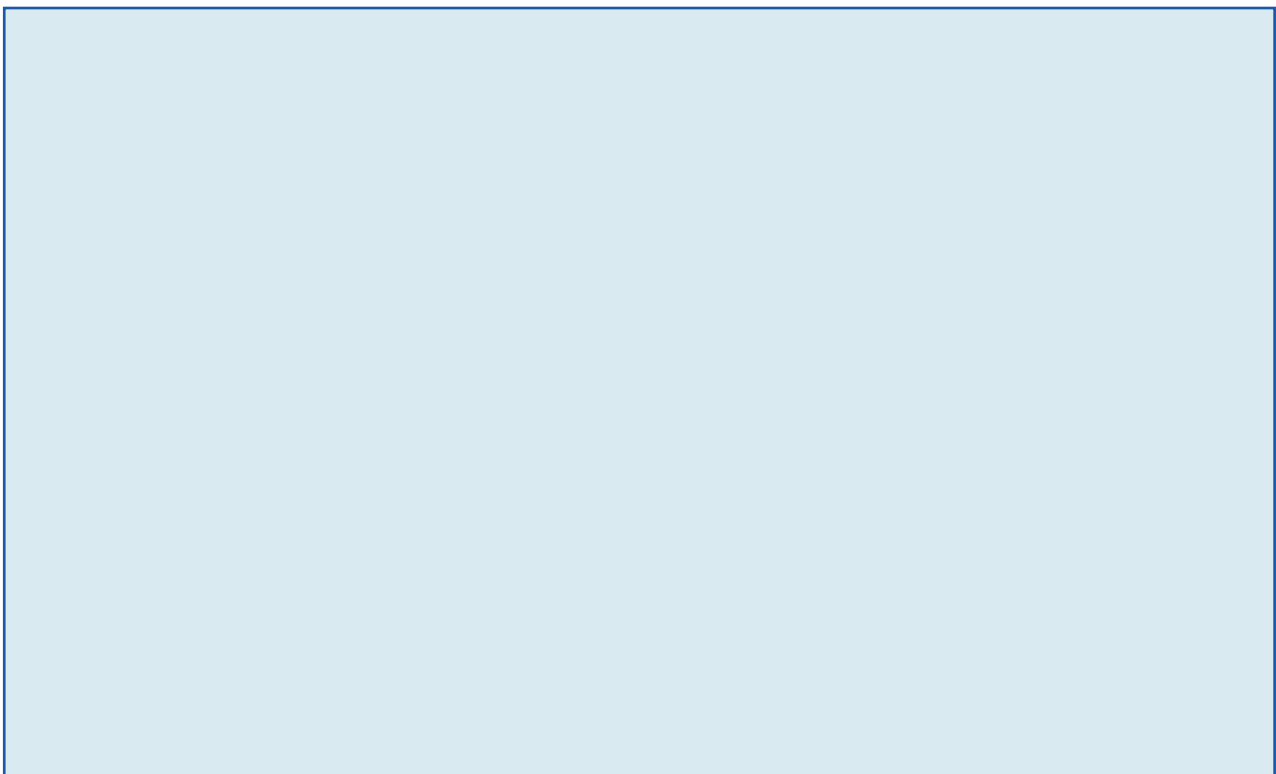


Step 8: The students are asked/invited to answer the following questions based on Sources H, I, and J.

1. What viewpoint does Peyami Safa express in the column presented in Source H regarding the government's decision to send troops to Korea?
2. What does Peyami Safa intend to convey to his readers with the sentence, "Does discussing a foreign policy issue, one that is directly tied to the life and vital interests of the Turkish Nation, in the Grand National Assembly mean degrading it into a domestic political dispute?"
3. According to the text in Source I, what is the perspective of the Barış Magazine and the Peace-Lovers Association (which publishes the magazine) regarding the Korean War?
4. In the cartoon included in Source I, how are the countries participating in the Korean War depicted?
5. According to Source J, what are the leaders of the Peace-Lovers Association, and the printer who printed the statement prepared by the Association, accused of?
6. What does the telegram from the National Turkish Student Union, provided in the continuation of Source J, tell us about this civil society organization's stance toward the Peace-Lovers Association?
7. Based on the telegram from the National Turkish Student Union, what can we infer about the reaction of Prime Minister Adnan Menderes toward the dissenting NGOs and intellectuals?
8. How do Sources H, I, and J indicate that the views of the intellectuals and NGOs diverged regarding Türkiye's decision to send troops to Korea? What might the reasons be behind these differences (for example, political affiliations, public or broader worldviews, humanitarian concerns)?

Step 9: The students are asked/invited to imagine themselves as members of a civil society organization active in the mid-1950s and to prepare a slogan or poster reflecting the perspective of the organization they have chosen or imagined regarding Türkiye's participation in the Korean War.

The students are asked/invited to place their slogan or poster in this box.



Step 10: The students are asked/invited to listen to/read the relevant sections of the oral history interview presented in Source K.

Source K: An excerpt from the oral history interview conducted with Korean War veteran Şerafettin Baran (<https://koreanwarlegacy.org/interviews/serafettin-baran>)



Şerafettin Baran



03:39-06:40

Ş. Baran: We used to hear it on the news or on the radio in the village; we listened to it there. They said Korea advanced five kilometers beyond the thirty-eighth parallel, then retreated three meters, and that is how we followed what was happening. We listened to the radio. We knew nothing about Korea at first. Yes, when the war broke out, the Korean War, we started listening to it on the radio. Later, I became a soldier; I was doing my military service here, in Ankara. We drew lots here. After completing basic training and the oath ceremony, we drew lots, and Korea came out for us. We went to Korea; we drew lots to decide who would go. We received three months of training in Izmir. There was war; we were already thinking about the war. We set out for Korea and went to the war, but then an agreement was made. We entered the oceans. We spent seventeen days at sea. It took twenty-four days in total, but around the seventeenth day, they said, “The ceasefire has been declared today.” They said it was at about 10:10. We did not believe it at first, but newspapers were always being printed on the ship. We read them and still did not believe it. Later, it turned out that the ceasefire had indeed fully taken effect.

Step 11: The students are asked/invited to answer the following questions based on Source K and the other sources examined above.

1. What can be said about what Şerafettin Baran knew about Korea before joining the military and before being sent there?
2. How was the decision made for veteran Şerafettin Baran to go or be sent to Korea?
3. Where and how did veteran Şerafettin Baran and his friends learn about the ceasefire? How might this information have affected them psychologically?
4. To what extent do Şerafettin Baran's views on the Korean War overlap with the information, ideas, and interpretations presented in the news reports, commentaries, and opinion columns examined above? What evidence can you use to support your thinking?

Assessment and Evaluation

1. According to the opinion columns you examined, how did the views of the political parties differ regarding Türkiye's participation in the Korean War?
2. According to the opinion columns you have examined, what views did the civil society organizations express concerning Türkiye's participation in the Korean War?
3. How, and to what extent, might media organizations such as the newspapers and magazines of the time have influenced the general views of the Turkish public regarding Türkiye's participation in the Korean War in the 1950s?

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Homework

The students are asked to complete the activities of writing newspaper columns and the speech text as homework, which they had begun during class.

FAREWELL FROM ISKENDERUN

Unit 3

**Grade Level:**

9th, 10th, and 11th Grades

**Teaching Time:**

40 + 40 minutes + Homework

Concepts to Digest: Brigade, Supplies, Equipment, Staging, Propaganda

Skills to Improve: Historical Analysis and Inquiry, Historical Empathy

Core Values: Courage, Sensitivity, Benevolence

Methods-Technique: Direct Instruction, Questioning, Oral History

Teaching-Learning Materials: Memory journal, period photographs and videos, case studies

Learning Aim: This activity aims to help the students recognize the relationship between political institutions and public opinion on a controversial issue, and to empathize with the experiences and feelings of soldiers of the First Turkish Brigade during their journey from Türkiye to Korea and up to the battlefield.

Key Question: How was the relationship between political institutions and public opinion shaped in a controversial context such as the Korean War, and how was it reflected in the experiences of the soldiers?

Guiding Question 1

During the Korean War, what kind of relationship emerged between political institutions and public opinion in the context of a controversial issue?

Objective 1

To make inquiry-based inferences about the relationship between political institutions and public opinion during the Korean War by drawing on oral history interviews and period videos.

Task 1

The students are asked/invited to examine Sources E, F, and G and to answer the questions in Step 2.

Guiding Question 2

What did the soldiers of the First Turkish Brigade experience and feel during their journey from Türkiye to Korea, and throughout the process leading to the battlefield?

Objective 2

To understand and make sense of what the soldiers of the First Turkish Brigade experienced and felt during their journey from Türkiye to Korea, and throughout the process leading to the battlefield.

Task 2

The students are asked/invited to examine Sources H, I, J, K, and L and to answer the given questions.

Teaching and Learning Plan

!! Focus on Activity

Sources A, B, C and D are shown, and the relevant questions are asked.

5 min.



Task 1

The students are asked/invited to examine Sources E, F, and G and to answer the questions in Step 2.

25 min.



Task 2

The students are asked/invited to examine Sources H, I, J, K, and L and to answer the related questions.

45 min.



Assessment and Evaluation

The open-ended questions provided are answered.

5 min.



Homework

The students are asked/invited to write a letter to their family from the eyes of a soldier or someone else who experienced a sea journey from Türkiye to Korea like the Turkish soldiers at the time of the Korean War. The completed work is stored in their electronic portfolio.

Teaching and Learning Process

Focus on Activity: The students are asked/invited to examine the photographs in Sources A, B, C, and D after being informed that these images were taken during the journey preparations and training period of the Turkish Brigade that would participate in the Korean War.

Source A: The Passage of Units belonging to the Korean Brigade through Ulus Square during their march in Ankara (AsMvKSK, 2019, p. 22)



Source B: Turkish soldiers boarding the ship to depart for Korea (AsMvKSK, 2019, p. 43)



Source C: The Brigade Band practicing the National Anthems of other countries sending soldiers to Korea (AsMvKSK, 2019, p. 74)



Source D: Two Turkish soldiers receiving training with a bazooka, a modern weapon of the period (AsMvKSK, 2019, p. 68)



Afterward, the students are informed that although the Turkish Brigade, which had gathered in August 1950 at Sarıkışla in Ankara, had planned to participate in the Korean War, it did not engage in its first combat until November 1950. They are asked/invited to make predictions about what might have been done during the approximately three-month interval

Guiding Question 1: In the context of this controversial issue, such as the idea of Türkiye sending troops to Korea, what kind of relationship existed between the political institutions and public opinion at the time of the Korean War?

Task 1: The students are asked/invited to examine Sources E, F, and G and to answer the questions in Step 2.

Step 1: The students are asked/invited to watch the oral history interview (Source E) and the additional videos (Sources F and G).

Source E: An excerpt from the oral history interview with Veteran Ali Rıza Yurtnaç (<https://www.youtube.com/watch?v=hE1hU1mF1S4>)



🕒 12:44-15:37

A. R. Yurtnaç: After Merzifon, we came to Ankara. In the 28th Division in Ayaş, the 241st Infantry Regiment was called up; our regiment was assigned to Korea. Before going to Korea, I was living in Ordu. When I first join the military, we were in Ayaş where we were in sergeant training. When the Korea issue arose, our 241st Infantry Regiment was selected. Then we underwent medical examinations at the Gülhane Hospital; every soldier, the entire regiment. About half were deemed unfit for service. As a result, reinforcements came from other places, Izmir, Erzurum, and so on, to support our 241st Infantry Regiment. Then the brigade was formed. After that, we moved from Ayaş to the Armored Brigade in Etimesgut. We received American training there; one month, day and night. After one month, we boarded a train and traveled to Iskenderun. The ships had not arrived in Iskenderun when we arrived there so we set up tents on the Belen Plateau. We waited there for the boats for fifteen days. On the Belen Plateau... then we departed from Iskenderun. Around the twentieth of September, after about twenty-five days, we arrived there. In October, we reached Busan. We were at the Port of Busan.

🕒 16:10-17:11

A. R. Yurtnaç: Once we arrived in Korea, we disembarked in Busan... From there, we took our backpacks on our shoulders and boarded a train to Daegu. There were buildings there, built by the Japanese at the time. We were placed in those buildings. The buildings were three to four stories high. Our entire regiment settled there and there were ample facilities, like a barracks. We trained there for twenty-one to twenty-five days. Day and night, we prepared ourselves; preparing for war. The Korean people treated us with great warmth in Daegu. After twenty-five days of training in Daegu, we boarded military trucks. After the training, we moved to Kunuri.

Source F: The Turkish Military Unit participating in the United Nations Forces on the way to Korea (TCKTBa, no date)



🕒 00:22-01:14

Orator: As our heroic unit, preparing to go to Korea to safeguard world peace on behalf of the United Nations, gets ready for a ceremonial parade; they stand with their Regimental Flag, which will always wave proudly at their side. Our brave soldiers, each one an example of courage from our valiant army, wait for their commander, who will arrive shortly for inspection. Now, Brigadier General Yazıcı, the commander who was loved and respected by the soldiers as if he was a father, begins inspecting the unit. As always, our flag, which has flown victoriously everywhere, rises proudly in the hands of a hero, as if...



🕒 03:35-04:47

Orator: One day, our Korean Unit arrived at Ankara Station by train. Truly, they came with the joy and excitement of people like going to a wedding; laughing, singing folk songs. Nearly the entire city had gathered at Ankara Station. Officials, the soldiers' acquaintances, and hundreds of citizens flocked there, surrounding the heroes and offering them flowers, sweets, various gifts, and above all, their warm smiles and wishes for a safe journey. People gazed with admiration at the commander and his soldiers, who were loved by all. Before the unit departed from Ankara Station, everyone joined in singing the National Anthem, filling the atmosphere with a deep sense of reverence. Finally, the journey...

Source G: Turkish forces on the way to Korea (TCKTBb, no date)

🕒 02:23-03:36

Orator: Oh! Enjoy your meal. Of course, one should not forget to write a few lines of congratulations to the family back home. How beautiful it is to worship God together in this open-air mosque on the morning of the Eid (religious holiday)! May God be with them. Here they are, all rising with clear foreheads from the prostration in which they have collectively bowed before the Merciful. After the unit's imam offers a heartfelt prayer, the commander will celebrate the holiday with the soldiers. A number of soldiers carry their heavy weapons and drive their vehicles along with them and this equipment is loaded onto the ships. The time has now come to depart for Korea.



🕒 06:05-08:05

Orator: Sometimes you see the Brigadier General stepping onto a ship, joining his soldiers, and, as always, asking after their well-being. Here is the unit's Chief of Staff, Lieutenant Colonel Tokay, stepping aboard as well, never losing the smile on his face. Our courageous, intelligent, resilient, and valiant soldiers, from the highest-ranking officer to the lowest-ranking private, are thoroughly united, and their morale is beyond any description or praise. They will join the heroic efforts undertaken under the United Nations banner to protect world peace and here is the glorious Regimental Flag. The unit's sacred symbol is being brought aboard the ship. Meanwhile, the cranes lift and lower equipment; now the time to set sail is near.

Step 2: The students are asked/invited to analyze and to evaluate the audiovisual sources they examined (and/ or their transcriptions) using the questions below.

Mise-en-scène Analysis (Analysis):

1. What might be the reasons for employing 'mise-en-scène' in the videos you watched?
2. When the 'mise-en-scène' and visual compositions used in the videos are examined, how might they be said to shape public perception? Why?

Propaganda Analysis (Synthesis):

1. Were any propaganda techniques used in the videos you watched? If you believe they were, please identify them.
2. For what purposes might these techniques have served within the political and social context of the period? Why is this?
3. Do you think similar propaganda techniques are used by the media today? If so, can you give examples?

Reality and Representation Comparison (Evaluation):

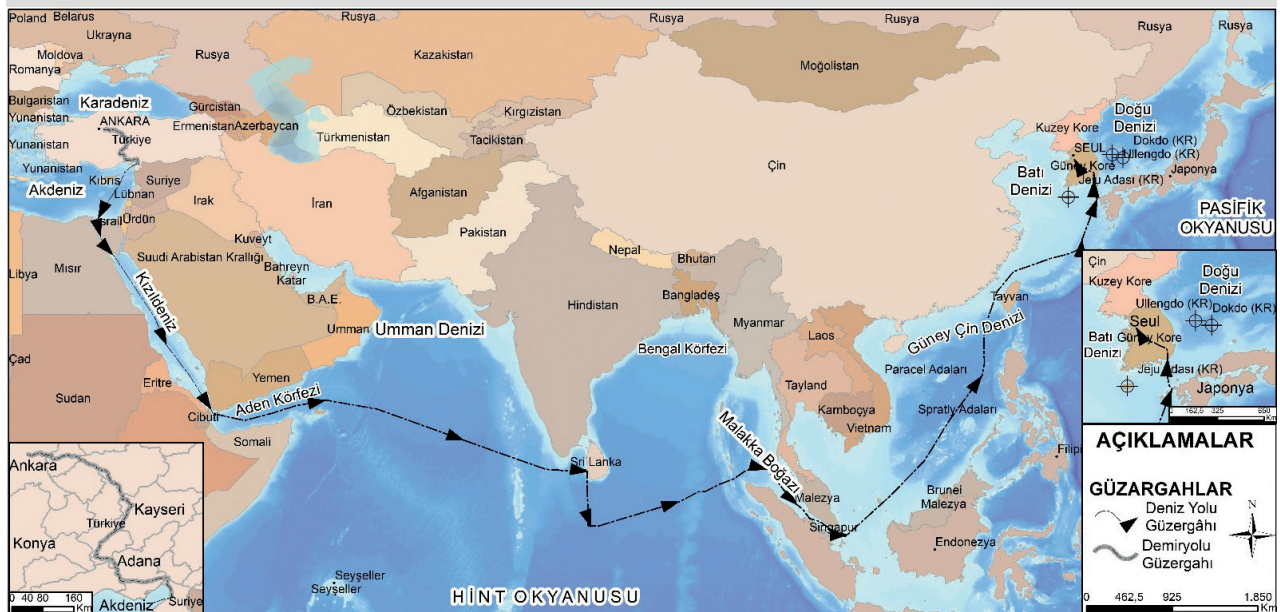
1. When the feelings and thoughts expressed in soldiers' diaries, such as in Source I below, are compared with those conveyed in the videos, what similarities and differences can be identified?
2. What might the reasons be for the differences between the soldiers' actual feelings and thoughts and the emotions portrayed in the videos?
3. How might the relationship between the political institutions and public opinion be characterized in the context of this controversial issue? Interpret your thoughts.

Guiding Question 2: What did the soldiers of the First Turkish Brigade experience and feel during their journey from Türkiye to Korea and throughout the process leading to the battlefield?

Task 2: The students are asked/invited to examine Sources H, I, J, K, and L and answer the related questions.

Step 3: The students are asked/invited to examine the map in Source H.

Source H: Map showing the route of the Turkish Brigade's journey to Korea
(Prepared by the authors).



Step 4: The students are asked/invited to examine Source I and then to read the diary excerpts of martyr First Lieutenant Mehmet Gönenc presented in Source J.

Source I: A photograph of Martyr First Lieutenant Mehmet Gönenc (Denizli, 2011, p. 117)



Source J: Selected excerpts from the diary of martyr First Lieutenant Mehmet Gönenc

2 October 1950, Monday

I woke up at 05:45. I went up to the deck and did some physical exercises. The sun is just rising, but the weather is quite hot. I do not know where we are at the moment. The sea surrounds us. We are waiting for Jeddah with great impatience. The ship is rocking lightly. Now I will take my bath and go to breakfast.

Today our work begins.

Every morning, we receive the news from the ship's radio in English. We translate it into Turkish and learn about world affairs day by day. Since there is no radio in either the lounge or the dining hall, this is the only deficiency. It seems I was mistaken, do not misunderstand, not about the radio, but about the distance. As I am writing these lines, we are apparently passing off the coast of Jeddah.

The captain announced the news. The morning after tomorrow, we will arrive in the Gulf of Aden. This evening at 19:00, we will watch an open-air movie on the ship's deck. They prepared the screen during the day. Let's see what films they have.

4 October 1950, Wednesday

Then we studied English for about an hour. Around 13:00 we reached the waters off Hadrhamaut. Today, we also conducted an alarm drill. The battalion imam gave a sermon to the soldiers and recited the Qur'an.

There were two pairs of boxing gloves on the ship. At first, none of the Americans wanted to box with me. Then one volunteer appeared. We put on the gloves and boxed two rounds of two minutes each. It was something like a cockfight. The referee was a forty-two-year-old black man, a former boxer. He invited me to train every evening, and I accepted.

Thursday, 5 October 1950

Today I was on duty. I was present in the kitchen during the distribution of dinner. There was supposed to be a movie tonight, but because it seemed like it might rain, it was canceled. After then, while the others were searching for radio stations in the lounge, they found the Turkish broadcast from London. We all gathered around the radio. The sound affected us deeply.

Now, I understand what it truly means to long for home. Yet it had only been one week since we left but with every passing second, we moved a little farther away.

Today again, the Americans helped us with language learning. I tried to communicate, half in English and half through gestures, with the black boxer for about half an hour. He wrote his name and address in my notebook. Honestly, I am very pleased with the ship's crew; they are very friendly.

At 21:30, we listened to Perihan Sözeri's record 'Last night, in despair, I lost myself', during the Turkish broadcast of Voice of America.

6 October 1950, Friday

Not knowing the language is terrible, especially when traveling to distant lands among strangers; true, we communicate with gestures and such, but it is not enough. I can manage broken German with a German man named William. I wonder what we will do in Korea. I definitely want to learn English.

Tonight, we will move our clocks one hour forward again. We continued the film we had to stop yesterday because of the rain. The film is titled 'The Enchanted Garden' and stars Pat O'Brien and Herbert Marshall.

7 November 1950, Tuesday

Today, for the first time since coming to Korea, I took a bath. This evening was quite exciting. Rumors began to spread that we would depart for the front in two days and that the situation there was worrying. After listening to the evening radio news, all the personnel at the training site gathered, as the lieutenant colonel was going to give a speech. He could not come because he was occupied so we returned to our rooms. (Summarized from Denizli, 2011, pp. 61-105.)

Step 5: The students are asked/invited to examine Source K and to read the excerpts summarized from the memoirs of Veteran Faruk Pekerol presented in Source L.

Source K: A photograph of Turkish soldiers arriving at the Iskenderun train station (Denizli, 2011, p. 86)



Source L: An excerpt from the memoirs of Korean War Veteran Faruk Pekerol, Written by Bülent Rusçuklu

“On Tuesday, 17 October 1950, before dawn, the loudspeaker of the American military transport ship McRea announced the wake-up time for all officers and enlisted men.

Throughout the voyage, the Turkish soldiers on board were responsible for maintaining order and cleanliness in their assigned areas, cabins, dining halls, and the deck, and after handing them over to the American crew, they assembled fully equipped on the deck at 05:30.

All the personnel were experiencing the excitement of the war they were about to join, along with the anxiety and impatience of setting foot in a country they did not know.

After a twenty-one-day sea journey, the American military ship slowly entered the Port of Pusan in South Korea with the first light of morning. The city's lights had not yet gone out.

The port was full of military vehicles and warships. It was, frankly, like a fairground.

Because another military ship that had docked earlier was still unloading, the Turkish soldiers on the McRea were ordered back to their cabins to unload their equipment.

They had to wait one more day before setting foot in South Korea.

On Wednesday morning, 18 October 1950, we set foot on Korean soil.

After the assembly below, we began marching in firm and proper steps toward the Pusan train station.

The people lined up along both sides of the road were shouting joyfully from the heart. Their enthusiastic cheers continued all the way to the station.

At 11:30, we began boarding the trains. Since it was lunchtime, they had distributed canned food. Having eaten breakfast very early in the morning, we were hungry and because we could not read the labels on the cans, we were curious about their contents. So, we began trying to open them.

The train had not yet departed. Holding a can and its key opener, I got off and approached an American military policeman walking nearby. With the help of the English, I had learned at school and some hand gestures, I asked him how to open the can.

Inside the cans were meals, fruit compotes, and desserts.

By the time our train left the port city for Taegu in the north, it was 12:00.

Late at night, our train entered the station at Taegu, and we disembarked in order; company, platoon, and squad.

After twenty-three days of training, At 08.30 on Friday, 10 November, 1950, we left Taegu for the front to fight the Reds.

As we moved northwest, we began to encounter the tragic and painful scenes of villages and towns destroyed by bombs. Along the roadsides and in the fields, we also saw the wrecks of tanks, artillery, trucks, and jeeps.

According to our commanders, these areas had been invaded by the enemy before we arrived. From the very first days, we began to understand the devastation the war had inflicted on this country.

After three days and nights of travel by military trucks, we reached Seoul, the prewar capital of South Korea. We pitched our tents in the areas designated for us.

During this journey, we suffered our first loss, a martyr, due to an accident.

Because the roads were rough, our senior supply sergeant in the logistics vehicle died when the vehicle overturned after being unable to brake on a sudden curve.

This unexpected accident saddened us all.

Early the next morning, we continued northward in trucks.

After passing through towns of various sizes for two days, we arrived in the city of Changdan on the evening of 17 November, 1950.

On 21 November, 1950, toward evening, we reached Pyongyang, the capital of North Korea, located northwest of Kaesong. Without stopping, we continued our journey. Some nights we camped by rivers. When passing through villages and towns, Korean children and adults shouted, "Okay, chop chop, eat eat!" We gave them food from our rations.

Then, on 24 November 1950, our supply company settled south-east of Kunuri (Kunmori), north of Pyongyang." (Ruscuklu, 2012, pp. 24–32).

Step 6: The students are asked/invited to answer the following questions based on Sources H, I, J, K, and L.

1. According to the sources, what difficulties did the Turkish soldiers encounter during their journey to Korea?
2. What might the Turkish soldiers have felt in response to the events they witnessed and experienced as they moved from Taegu toward the battlefield?
3. If you had seen and/or experienced similar situations, what would you think and feel?
4. Compare the feelings and thoughts of the soldiers before participating in the war, as shown in the videos, with their emotions and thoughts during active involvement in the war. Do you observe any changes? If so, what are they?

Assessment and Evaluation

1. Summarize the types of preparation, tasks, and procedures that took place from the initial decisions about which units would participate in the war to the selection process and the soldiers' arrival at the battlefield.
2. To what extent can it be said that the videos prepared by the Ministry of Culture accurately reflected the emotions and thoughts of the soldiers preparing to depart for Korea? Why is this?
3. According to the sources you have examined, what kind of situation did Turkish soldiers encounter upon arriving in Korea?

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Homework

Writing a Letter to My Family

The students are asked/invited to write a letter to their family from the eyes of a soldier or someone else who experienced a sea journey from Türkiye to Korea like the Turkish soldiers at the time of the Korean War. They are required to take into consideration the experiences described in the diaries of the two soldiers they read in this activity. In their letter, they may include one, several, or all of the following topics:

- Daily life during the journey to Korea and in Taegu
- Conditions of the journey to Korea
- Communication with soldiers from other countries on the ship
- Efforts to adapt to a different culture
- The soldiers' training on the ship and in Taegu
- Longing for home, based on the expressions of the martyr First Lieutenant Mehmet Günenç

Unit 4

**Grade Level:**

9th, 10th, and 11th Grades

**Teaching Time:**

40 + 40 minutes+Homework

WAGES AND ALLOWANCES AS PART OF THE COST OF WAR

Concepts to Digest: Economy, daily wage, purchasing power, budget

Skills to Improve: Using historical evidence, historical inquiry and analysis

Core Values: Patriotism, Cooperation, Solidarity, Self-sacrifice

Methods-Techniques: Historical inquiry, research, direct instruction, questioning

Teaching-Learning Materials: Photographs of banknotes, dictionary

Learning Aim: This activity aims to help the students gain general knowledge regarding Türkiye's economy during the period and, by comparing salaries, daily wages, and other payments to those assigned to Korea or elsewhere, draw inferences about the cost of war based on payments to individuals in different professions.

Key Question: Based on the example of the Korean War, what can be said about the economic, social, and human costs of war for a country?

Guiding Question 1

What was Türkiye's economic situation in the post-World War II period?

Objective 1

To make inferences about Türkiye's economic situation in the post-World War II period.

Task 1

The students are asked/invited to read Sources A, B, C, and D, to answer the given questions, and to prepare an informative text.

Guiding Question 2

How did the payments made during the Korean War differ according to the personnel's training and qualifications?

Objective 2

To make inferences about how a person's education and acquired qualifications for their profession or job are two main factors that determine their income.

Task 2

The students are asked/invited to examine and analyze source documents E, F, G, H, I, and J, to answer the related questions, and to fill in Table 1.

Guiding Question 3

In extraordinary situations such as the Korean War, what other financial burdens besides personnel payments does war place on a country's economy (equipment, logistics, medical support, and so on), and what are the long-term economic effects of these burdens?

Objective 3

To make inferences about the economic costs of payments made to specific military and civilian personnel in extraordinary situations, such as wartime.

Task 3

The students are asked/invited to fill in Table 2, to answer the related questions in groups, and to write a newspaper column.

Teaching and Learning Plan

!! Focus on Activity

Various banknotes are shown to the students, who are then asked to guess which countries they belong to and what their currency units are called.

5 min.



Task 1

The students are asked/invited to read Sources A, B, C, and D, to answer the given questions, and to prepare an informative text.

25 min.



Task 2

The students are asked/invited to examine and analyze source documents E, F, G, H, I, and J, to answer the related questions, and to fill in Table 1.

25 min.



Task 3

The students are asked/invited to fill in Table 2, to answer the related questions in groups, and to write a newspaper column.

20 min.



Assessment and Evaluation

Open-ended questions are answered.

5 min.



Homework

The students are asked/invited to conduct an online and AI-assisted inquiry into a country's capacity to wage and sustain war. The resulting product is stored in their electronic portfolio.

Teaching and Learning Process

Focus on Activity: Photographs of various national currencies are projected on the screen. The students examine the banknote images in Table 1 and predict which countries they belong to. The teacher then shares the correct information about which countries these currencies belong to.

Visual 1: Sample Banknotes from Various Countries (Allnumis.com, 2025; Kitantik.com, 2025; Notafilia-kp.com, 2025; Numista.com, 2025).



Guiding Question 1: What was Türkiye's economic situation in the post-World War II period?

Task 1: The students are asked/invited to read Sources A, B, C, and D, to answer the given questions, and to prepare an informative text.

Step 1: The students are asked/invited to read Source A and Source B.

Source A: Fundamental Economic Concepts

Economy: A social science that regulates production, distribution, and consumption activities to meet people's unlimited needs with limited resources. The wartime economy examines how countries mobilize their resources under extraordinary conditions or circumstances.

Daily Wage: The payment given to an individual for one day of work. During the Korean War, daily payments to military and civilian personnel varied depending on rank and duty location.

Purchasing Power: The amount of goods and services that a given amount of money can buy. It changes with the value of the currency and inflation rates. When compared using the value of gold, the difference in purchasing power between the 1950s and today becomes clearly visible.

Budget: The total planned income and expenditures of a state, institution, or individual for a specific period. During wartime, extraordinary expenses impose additional burdens on the budget (Prepared by the authors).

Source B: The Use of Money in Trade

Meeting human needs requires a division of labor within society. As a result of this division of labor, the exchange of different goods and services requires an accurate measure of value. The difficulties of the barter system created the need for a commonly accepted standard of value and, as its tangible representation, an instrument for exchanging goods and services. This instrument, first invented approximately 2,700 years ago on Anatolian soil, made it possible to measure the value of an item or service and to exchange it for another item or service easily and quickly (Prepared by the authors).

Step 2: The students are asked/invited to answer the following questions based on Sources A and B.

1. According to the information in Source A, what kind of relationship can be identified among the concepts of purchasing power, budget, and economy?
2. What might the medium of exchange be as mentioned in Source B?
3. If the instrument mentioned in the text did not exist, how would the exchange of goods and services be carried out?
4. In economic systems where production, distribution, and consumption activities are regulated, what functions does the instrument of money serve?

Step 3: The students are asked/invited to read Source C.

Source C: What is Money?

Money, the most widely used medium of exchange for goods and services, generally refers to coins and banknotes. It functions as a unit of value, a means of exchange, and a store of value. The use, value, and circulation of money are regulated and supervised by states, which are recognized as political structures responsible for ensuring security and justice in political, legal, and economic spheres. Today, almost every developed state or union of states determines its monetary policy and issues money through an institution with autonomous status. Many countries have their own national currency. The funds issued carry different denominations, facilitating commercial transactions. Countries also take various security measures to prevent counterfeiting; that is, the production of fake money (Prepared by the authors).

Step 4: The students are asked/invited to answer the following questions based on Source C

1. According to Source C, what is the most fundamental function of money?
2. What is the name of the institution responsible for determining monetary policy and issuing money in many countries, including the Republic of Türkiye?

Step 5: The students are asked/invited to match the economic terms below with the numbered explanations.

Income	Expenditure	Budget	Inflation
.....			
Current Account Deficit	Liberalism	Disinflation	
.....			

1. Price increases accompanied by a decrease in purchasing power

2. A situation that arises when a country's imports exceed its exports

3. The calculation of income and expenditure

4. Money received from somewhere or earnings obtained

5. A decrease in the rate of price increases

6. Spending or expenditure

7. A reduction in government intervention in the economy

Step 6: The students are asked/invited to read Source D.

Source D: Türkiye's Economy Before and During the Korean War

Although Türkiye did not actively participate in World War II, it was affected by the war's adverse economic conditions. However, after years of inflation, there was no significant increase in prices between 1941 and 1951. During these years, an emphasis was placed on ensuring that public expenditure did not exceed budget revenues. Although prices began to rise again in 1951, the economic policies implemented by the Democrat Party led to the years between 1950 and 1954 being remembered, albeit briefly, as a period of economic prosperity. With the Democrat Party's rise to power, public intervention did not decrease, but policies prioritizing liberal, private enterprise policies, were pursued.

In the early years, the expansion of cultivated lands, the increase in agricultural production due to favorable weather conditions, and the growing global demand, especially for wheat during the Korean War, opened the way for greater agrarian exports. Additionally, U.S. economic and military aid, along with the use of the treasury's foreign currency and gold reserves, supported economic development.

Although the rate of growth in agriculture did not match that of other sectors, growth was also observed in mining, sugar, cement, and textile production, driven by public support. Although the roots of the inflation experienced after 1954 lie in earlier years, the period from 1946 to 1953 can be considered a time of economic growth. Linked to this, income levels and living standards also rose during this period. However, due to the effects of the liberal import regime, the external deficits of 1952 and the inflation that resumed in 1951 became felt significantly after 1954 (Adapted from Boratav, 1985; Pamuk, 2012).

Step 7: The students are asked/invited to answer the following questions.

1. According to Source D, what is the reason that no significant price increases occurred between 1941 and 1951?
2. According to Source D, in which sectors did production increase after 1950?
3. Prepare a brief informative text about Türkiye's economy in the post-World War II period.

Economy: Türkiye's Economy in the Post-World War II Period

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.....

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Guiding Question 2: How did the payments made during the Korean War differ according to the personnel's training and qualifications?

Task 2: The students are asked/invited to examine and analyze source documents E, F, G, H, I, and J, to answer the related questions, and to fill in Table 1.

Step 8: The students are asked/invited to examine Sources E, F, G, H, and I.

Source E: Decision on the wages to be paid to cooks to be sent to Korea (ATASE: 30-18-1-2 / 124 - 79 - 11)

(Bakanlık ve Kara kuvvetleri kısmı)

Bölüm Madde Üdemeğin çeşidi

203 Geçici hizmetliler ücreti

Görevin adı	Sayı	Ücret Lira	Hizmet süresi		Tutarı Lira
			Ay	Gün	
Koreye gidecek birlik için aşçı	4	300	6	-	7.200

Aslı gibidir.

[Signature]

030 18 0 2 124 75 11

(Ministry and Land Forces section)

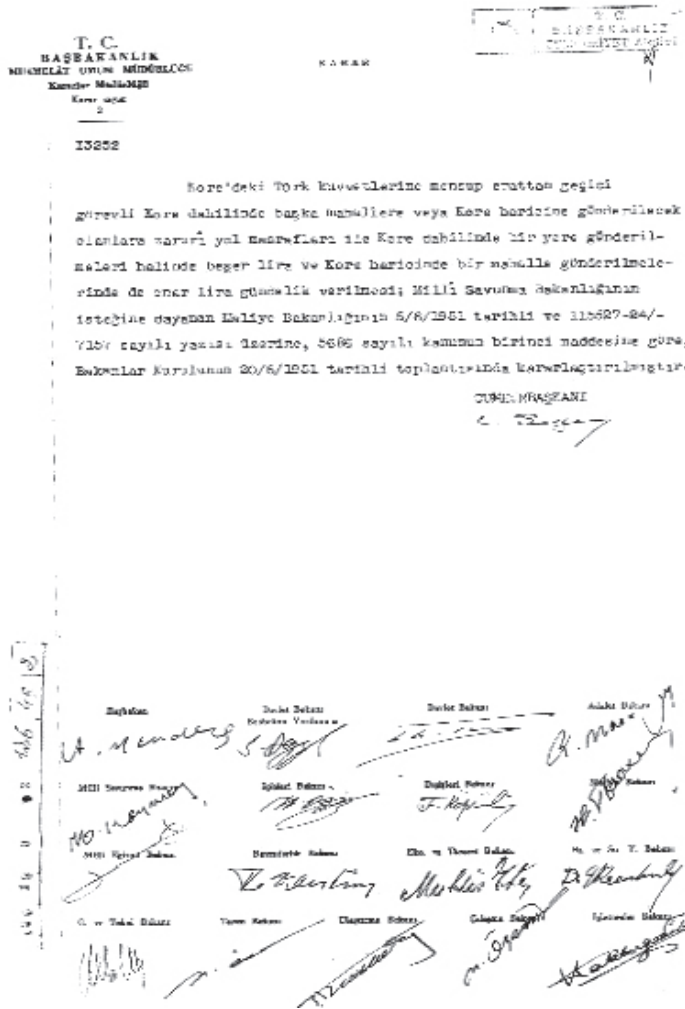
Section **Article** **Type of Allowance**
203 Wages for temporary personnel

Duty Title	No	Wage in Liras	Length of Service		Lira
			Months	Days	
Cooks assigned to the unit are to be sent to Korea	4	300	6	-	7.200

Certified true copy.

050 18 0 82 121/2511

Source F: Decision on the Temporary Duty Allowances to be paid to Soldiers serving in Korea
(ATASE: 30-18-1-2 / 126 - 49 - 2)



**T.R. PRIME MINISTRY
GENERAL DIRECTORATE OF
ADMINISTRATIVE
Department of Decisions
Decision No: 3**

Decision (13252)

It has been decided that conscripted soldiers belonging to the Turkish forces in Korea who are assigned on temporary duty to other locations within Korea or outside Korea shall be paid necessary travel expenses, and, if they are sent to a location within Korea, a daily allowance of five lira, and if they are sent to a location outside Korea, a daily allowance of ten lira. This decision was taken at the meeting of the Council of Ministers on 20/6/1951, based on the Ministry of Finance's written request dated 5/6/1951 and numbered 115527-24/7157, which was itself based on the request of the Ministry of National Defense, in accordance with Article 1 of Law No. 5686.

President of the Republic
C. Bayar

Prime Minister
A. Menderes

The signatures of the Deputy Prime Minister and the other ministers are also present.

The signatures of the Deputy Prime Minister and the other ministers are also present.

Source H: Decision on the Temporary Duty Allowances to be paid to Air Force Pilot Officers assigned to Korea and other locations during the Korean War (ATASE: 30-18-1-2 / 132 - 49 - 9)

T. C.
BAŞVURALIK
HAKKINDA KARAR
Karar No: 4
870

KARARNAME

T.R. PRIME MINISTRY
GENERAL DIRECTORATE OF
ADMINISTRATIVE AFFAIRS
Department of Decisions
Decision No: 4

Decree (970)

Geçici görevle ve iki ay müddetle Kore'ye gönderilmiş olan Hava Kurmay Yb. Suat Eraybar, Kur. Yb. Vedat Baykal, Yarbay Hakkı Göksever, Kur. Alb. İhsan Aras, Kur. Alb. Muhsin Batur, Kur. Alb. Ekrem Olçay, Binbaşı Nüşet Yolaç, Ed. Yzb. Cemil Serteser, Yzb. Bekir Akkan ve Yarbay Ziya Güncüye 60 lt. lirası gündelik verilmesi; Maliye Vekâletinin suvarlık müfettişine dayanan Millî Servis Vekâletinin 25/5/1953 tarihli ve 860018 sayılı yazısı üzerine, 3441 sayılı kanunun 2 inci maddesine tevfiğe, İcra Vekilleri Heyetince 30/6/1953 tarihinde kararlaştırılmıştır.

KARARNAME

It has been decided that Air Staff Lieutenant Colonel Suat Eraybar, Staff Lieutenant Colonel Vedat Baykal, Lieutenant Colonel Hakkı Göksever, Staff Major İhsan Aras, Staff Major Muhsin Batur, Staff Major Ekrem Olçay, Major Nüşet Yolaç, Senior Captain Cemil Serteser, Captain Bekir Akkan, and Lieutenant Colonel Ziya Güncü, who were sent to Korea on temporary duty for a period of two months, shall each be paid a daily allowance of 60 lira. This decision was adopted by the Council of Ministers on 20/6/1953, pursuant to Article 1 of Law No. 3441, based on the letter of the Ministry of National Defense dated 25/5/1953 and numbered 860018, which was itself prepared in accordance with the favorable opinion of the Ministry of Finance.

President of the Republic
C. Bayar

Prime Minister
A. Menderes

The ministers' signatures are also present.

Handwritten signatures and stamps of various officials, including the President of the Republic (C. Bayar) and the Prime Minister (A. Menderes), along with other ministers and officials, are present on the document.

[illegible]

Step 9: The students are asked/invited complete Table 1 based on the information provided in Sources E, F, G, H, and I regarding the travel allowances and daily payments made to military or civilian personnel assigned to Korea or other locations (such as Japan or the United States) during the war.

Table 2: Payments made to Military and Civilian Personnel assigned to Korea or other locations during the War

Personnel Assigned	Daily payments received (per person)	According to the average value of a Republic gold coin between 1951 and 1953 (35 TL)	According to the average value of a Republic gold coin on the day this activity is conducted (check online)	Average monthly income (30 days)
Cook				
Soldier assigned to Korea.				
Soldier assigned outside Korea.				
Nurse				
Pilot officers				
Chief of the General Staff of Operations				

Step 10: The students are asked/invited to answer the following questions based on Sources E, F, G, H, and I and Table 1.

1. What types of documents do Sources E, F, G, H, and I contain? Why is this so?
2. Considering the institutions that prepared these documents and the individuals whose signatures appear on them, what can be said about their reliability?
3. According to Table 1, who receives the highest and lowest daily wages?
4. What might be the reasons for the differences in payments among personnel with different duties? What do these differences allow you to infer about Türkiye's social and economic structure at the given time?
5. Considering the gold prices of the early 1950s and of today, what can be said about the appropriateness or adequacy of the payments made to those assigned abroad during the Korean War?
6. The information in Sources E, F, G, H, and I show that decisions regarding assignments abroad and the payments to be made to such personnel during the Korean War were taken by the Council of Ministers. Considering this, what can be said about the importance the government of the time attached to the Korean War?

Step 11: The students are asked/invited to listen to/read the oral history interview conducted with Korean War Veteran Mehmet Cemil Yaşar, presented in Source J. They are then asked/invited to examine Source K.

Source J: An Excerpt from the Oral History Interview conducted with Korean War Veteran M. Cemil Yaşar

(<https://koreanwarlegacy.org/interviews/mehmet-cemil-yasar/>)



26:09-26:35



M. C. Yaşar: While fighting, fighting in the places where we fought, and while we were fighting in Korea, we fought as if we were fighting an enemy in our own homeland. If we had not thought this way, Korea would not have gained its freedom today. In other words, we fought by treating the enemy before us as if they were enemies in our own country.

Step 12: The students are asked/invited to answer the following questions based on Source J.

1. Based on the statement by Veteran M.C. Yaşar, what characteristics of our soldiers fighting in Korea are reflected here? Why is this?
2. When the payments made to soldiers and other professionals assigned to Korea in the sources above are compared with the statement by Veteran M.C. Yaşar in Source J, what values can be identified as motivating Turkish soldiers during the Korean War?

Guiding Question 3: In extraordinary situations such as the Korean War, what other financial burdens, besides personnel payments, does war place on a country's economy (equipment, logistics, medical support, and so on), and what are the long-term economic effects of these burdens?

Task 3: The students are asked/invited to fill in Table 2, to answer the related questions in groups, and to write a newspaper column.

Step 13: The students are asked/invited to use the information provided in Table 2 and, taking into account that four Turkish brigades were sent to Korea during the war, that each brigade had approximately 250-300 officers, and that these officers served for an average of one year, calculate the approximate total payments made to the officers and fill in Table 3.

Table 3: Payments Made to Officers Serving in Korea During the War

Personnel Assigned	Estimated/Average Payments Made Between 1950-1953	Estimated Current Value of Payments*
The estimated total payment made to a single officer in one year.		
The estimated total payment made to all officers in one year.		
The estimated total payment made to all officers over four years.		

*Calculations are made by taking into account that the average value of a Republic gold coin between 1950 and 1953 was 35 TL, and that its current value is ... TL (students are asked/invited to look up the current gold value online).

Step 14: The students are asked/invited to answer the following questions.

1. Considering that the cost of the Korean War to Türkiye includes not only the payments made to personnel but also military equipment, logistical support, medical services, and payments made to the families of martyrs, what can be said about the total cost of participation in the war?
2. Taking into account the approximate current equivalents of the payments made to military personnel during the Korean War, what can be said about how participation in a war might affect a country's economy?

Step 15: It is evident that Türkiye's participation in the Korean War, in addition to the estimated economic and human costs, brought financial and political gains, including NATO membership and U.S. financial aid. Based on this information, the students are asked/invited to write a newspaper column that either supports or opposes Türkiye's decision to send troops to Korea. In this column, the students may use the concrete information provided in the sources above as evidence. They may also discuss the possible short-term and long-term effects of the war's human, social, military, economic, and political dimensions.

The Cost of Fighting in Korea

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Assessment and Evaluation

1. What can be said about Türkiye's economic situation between 1950 and 1954?
2. Wars have the costs of machinery, equipment, and most importantly human beings. From the labor and time invested in an individual from birth to adulthood to the significance of each life in giving rise to and raising new individuals, that is in bringing forth future generations, every life has value. In this regard, write your thoughts on the cost of war to a country.
3. Based on the payments and allowances made to those assigned to the Korean War, as shown in Table 2, and also taking into account the human cost, what can be said about the cost to the Turkish economy of sending soldiers to the Korean War?
4. The Korean War affected Türkiye not only financially, but also in terms of military experience, international prestige, and political gains. Considering these effects, evaluate the costs and the gains of the war.

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Homework

The students are asked/invited to investigate the most critical factors that affect the value of a country's currency. They are also asked/invited to examine how currency value and a country's other forms of wealth (such as human resources, underground and above ground resources, and the level of development of its arms industry) influence that country's capacity to wage and sustain war. The students are asked/invited to train an artificial intelligence application with at least five scholarly articles written on this topic and based on this to write a report describing the answers they reached to the questions above.

KOREAN WAR THROUGH THE EYES OF A SOLDIER

Unit 5

**Grade Level:**

9th, 10th, and 11th Grades

**Teaching Time:**

40 + 40 minutes+Homework

Concepts to Digest: Diary,
Volunteering

Skills to Improve: Using
Evidence, Historical Inquiry,
Historical Empathy

Core Values: Courage,
Patriotism, Altruism

Methods-Techniques: Evidence-Based Historical Inquiry, Oral History, Role-Playing

Teaching-Learning Materials: Personal diaries, newspaper clippings from the period

Learning Aim: This activity aims to help students analyze the physical and psychological effects of war on individuals, specifically Turkish soldiers who participated in the Korean War, through primary sources.

Key Question: How do wars affect the physical, psychological, and social lives of individuals and societies?

Guiding Question 1

What personal, social, and political factors influence individuals' decisions to participate in or avoid participating in a war?

Objective 1

To make inferences about what people consider when making a significant decision, such as joining a war.

Task 1

The students are asked/invited to examine Sources A, B, and C, to answer the questions about the factors that shape a soldier's decision to participate in or not to participate in a war and to consider how the challenges in these decision-making processes are overcome. They are then asked to complete Table 1 based on their analysis.

Guiding Question 2

What physical and psychological experiences did the soldiers who participated in the Korean War live through, and how did these experiences affect them?

Objective 2

To interpret how the journey to and from the war influenced soldiers' daily routines and their perceptions of other cultures.

Task 2

Students are asked/invited to examine Sources D, E, F, G, and H, to answer the questions related to the situations, events, phenomena, and processes a soldier witnessed and experienced during the journey to and from Korea, to list key moments from these travel experiences, and to complete the partially written diary entry.

Guiding Question 3

Based on the information found in a soldier's diary, what can be inferred about the psychological effects of being in a war environment on soldiers and civilians (Koreans)?

Objective 3

To make inferences about how the news received during the war and the situations encountered affected soldiers.

Task 3

Students are asked/invited to read Source I and carry out a dramatization activity (historical empathy through role-playing). Afterwards, they are asked/invited to examine Source J and to prepare a news text expressing their thoughts on how the war restricted people's lives.

Teaching and Learning Plan

!! Focus on Activity

Source A is projected, and the students are asked/invited to respond to the open-ended questions.

5 min.



Task 1

The students are asked/invited to examine Sources A, B, and C, to answer the questions about the factors influencing a soldier's decision to participate in or withdraw from war, to consider how challenges in these processes were overcome, and to create Table 1.

20 min.



Task 2

The students are asked/invited to examine Sources D, E, F, G, and H, to answer the questions related to the situations, events, phenomena, and processes a soldier witnessed and experienced during the journey to and from Korea, to list the travel experiences, and to complete the unfinished diary entry.

25 min.



Task 3

The students are asked/invited to read Source I and to carry out a dramatization activity (historical empathy through role-playing). Afterwards, they are asked/invited to examine Source J and to prepare a news text expressing how the war restricted people's lives.

25 min.



Assessment and Evaluation

Open-ended questions are answered.

5 min.



Homework

The students are asked/invited to write a diary page describing the experiences of a soldier who participated in the Korean War.

Learning and Teaching Process

Focus on Activity: The students are asked/invited to examine the newspaper clipping provided in Source A and to answer the questions below.

Source A: The 63-year-old volunteer (Milliyet, 1950a)

63 yaşındaki gönüllü

Gazi Hasan Çavuş Kore'ye gönüllü gitmek istiyor

Ankara, 3 (Ankara Ajansı) — Balkan Harbinden beri bütün harplere iştirak etmiş ve kolundan 8 yara almış 63 yaşında Çanakkale kahramanlarından Gazi Hasan Çavuş şehrimize gelerek Kore'ye gönüllü olarak gitmek için Milli Savunma Bakanlığına bir istida vermiştir.

Gazi Hasan Çavuş bu istidasında, Hükümetimizin Kore'ye asker göndermek kararını Karahisarda duyar duymaz 800 kilometrelik yoldan koşup geldiğini, 325 senesinde giydiği asker elbisesini o günden beri çıkarmamış olduğunu söyleyerek şöyle demektedir: «— Bu mukaddes yurdum için her zaman canımı fedaya hazırım. Harbe bir türlü doyamadım.

Şimdi de sulh düşmanı olan kızılarmı karşılamak ve çarpışmak için içimde büyük bir istek var. Kore'ye gönüllü gönderilerek bu aşkımın kırılmamasını saygılarımla dilerim.»

The 63-year-old volunteer

Veteran Sergeant Hasan wants to volunteer for Korea

Ankara, 3 (Ankara Agency): Veteran Sergeant Hasan, a 63-year-old hero of the War of Gallipoli who has participated in every war since the Balkan Wars and has received eight wounds to his arm, came to our city and applied to the Ministry of National Defense requesting to volunteer for service in Korea.

In his application, Veteran Sergeant Hasan states that as soon as he heard in Karahisar about Turkish Government's decision to send troops to Korea, he ran 800 kilometers to come here, and that he has not taken off the military uniform he wore in the year 325 (referring to the Hijri year 1325, corresponding to 1907-1908 in the Gregorian calendar). He adds:

“For this sacred homeland of mine, I am always ready to sacrifice my life. I have never grown weary of war.

Now, I have a deep desire to confront and fight the Reds, the enemies of peace. I respectfully request to be sent to Korea as a volunteer so that this passion of mine will not be broken.”

Question 1. What makes this text interesting?

Question 2. Why might this news have been published?

Guiding Question 1: What personal, social, and political factors influence individuals' decisions to participate in or avoid participating in a war?

Task 1: The students are asked/invited to examine Sources A, B, and C, to answer the questions about the factors influencing a soldier's decision to participate in or refrain from participating in war, to consider how challenges in these processes were overcome, and to create Table 1.

Step 1: The students are asked/invited to examine Sources A, B, and C.

Source B: An excerpt from an interview with Ali Muzaffer Kocabalkan, a Korean War Veteran (<https://koreanwarlegacy.org/interviews/ali-muzaffer-kocabalkan/>)



🕒 03:44-05:05

Ali M. Kocabalkan: My enlistment... I had actually applied earlier. My older brother was in the First Korean Contingent; he went while he was a sixteen-month soldier. When he was wounded there, I also wanted to join the military. I insisted a bit, but they did not take me because my other brother was also serving at the time, so they refused. I eventually went in 1953. I went directly to Sivas. From there, we departed for Korea. Well, the commander... I used to play football, you know? I was also an electrician and spoke a number of languages. Because of these things, the commander sent me on the selection day, telling me, 'Go, have a look around', and he even gave me money. I went, but it rained that day, and I returned after receiving the order to come back. My brother and I both volunteered to go. In fact, when the deployment orders came from there, the commander hid my file. He did not want to send me. So, I went to the battalion commander and explained the situation. He said, 'You go'. He told me to get on a jeep. That is where I understood that my file would turn up eventually.

Source C: An excerpt from the diary of Korean War Veteran M. Aziz Erkmen-Part 1

28 August (1950): ...After lunch, with a certain amount of hesitation, we went to see our school commander along with our sick friend. I knocked on the door, and we entered. My friend stood to my left, saluted, and assumed the position of attention. Our school commander was walking around the room. There were two American captains present, one sitting on the edge of the desk and the other standing. (These two captains later came with us to Korea.)

...Major, we are going to Korea to fight. Among the selected soldiers, some are married and do not want to go, and some are ill. A number of friends wish to volunteer. Since we are going to war, it is not reasonable to expect those to be effective there, who do not want to go to Korea while their minds remain here (Erkmen and Erkmen, 2011, p. 13).

Step 2: The students are asked/invited to answer the following questions based on the information provided in Sources A, B, and C.

1. With which core values can the statements and actions of Veteran Sergeant Hasan in Source A be associated? Why?
2. According to Source B, what motivated Korean War Veteran Ali Muzaffer Kocabalkan to volunteer for service in Korea?
3. What challenges did Ali Muzaffer Kocabalkan face in his effort to go to Korea, and what did he do to overcome them? What do his ways of dealing with these challenges suggest about his personality and values?
4. According to Source C, what reasons did the soldiers who did not want to go to Korea have? How do you evaluate these reasons as a human condition? Do you think refusing to go to Korea contradicts the value of patriotism? Why or why not?

Step 3: The students are asked/invited to classify the soldiers' reasons for participating in the war and complete Table 1.

Table 1: Reasons for Soldiers' Participation in the War.

<i>Personal</i>	<i>Social</i>	<i>Political</i>

Guiding Question 2: What physical and psychological experiences did the soldiers who participated in the Korean War live through, and how did these experiences affect them?

Task 2: The students are asked/invited to examine Sources D, E, F, G, and H, to answer the questions related to the situations, events, phenomena, and processes a soldier witnessed and experienced during the journey to and from Korea, to list the travel experiences, and to complete the unfinished diary entry.

Step 4: The students are asked/invited to examine Sources D, E, F, G, H, and I.

Source D: An excerpt from the Diary of Korean War Veteran M. Aziz Erkmen-Part 2

From Ankara-21 September, Thursday (1950): Today we departed from Ankara by train, heading toward Iskenderun. At many train stations, people who had come to see us off were giving the soldiers various gifts such as grapes, sherbet, sugar, and similar treats. A few could not hold back their tears and cried, while others recited prayers. A number said, "May God protect you, go safely, return in peace." Since the radio and newspapers had been reporting news about the Turkish unit that would go to Korea, people gathered at the stations along the route to bid farewell to the soldiers.

Iskenderun-22 September, Friday (1950): We arrived in Iskenderun at 16:30. Film cameras arrived as well. Those who were going to Korea were filmed (Erkmen and Erkmen, 2011, p. 17).



Source E: Turkish unit departing for Korea (Milliyet, 1950b)

Adana, 14 (Milliyet) – A meeting was held today under the chairmanship of the Governor of Hatay to organize the embarkation of Turkish units to be sent to the Korean front to join the United Nations forces. The Garrison Commander, as well as the District Governor and Mayor of Iskenderun, also attended the meeting. During the meeting, the main outlines of the farewell ceremony for our soldiers were established as a formal program. According to this program, our unit, which will arrive in Iskenderun by various trains, will board the ships from there and be sent off with a large ceremony jointly held by military and civilian authorities, civil society organizations, and the public. Religious rites will also be performed during this ceremony. The entire country will be represented through delegations arriving from all provinces. It is estimated that the embassies of friendly nations will also participate in the ceremony.

According to the information provided to us, our unit will set out after the Feast of Sacrifice.

Source F: An Excerpt from the Diary of Korean War Veteran M. Aziz Erkmen-Part 3

3 October, Tuesday: The clocks were set two hours forward. I am feeling unwell today. The flying fish have disappeared; they are no longer seen off the coast of India. Through an announcement made over the loudspeaker, it was reported that the ship would not move until the brigade's surgeon captain completed an operation, as the ship's captain was suffering from severe kidney pain. After the operation was completed, the ship continued its course. During the surgery, the ship remained motionless on the open sea for a while (Erkmen and Erkmen, 2011, p. 18).

Source G: An Excerpt from the Diary of Korean War Veteran M. Aziz Erkmen-Part 4

6 October, Friday (1950): "At 8:00 in the morning, we entered Colombo Port (Sri Lanka). The weather was rainy. The soldiers were given five dollars as pay, sergeants ten dollars, and it was said that officers were given twenty-five dollars each. The weather cleared up, the rain stopped, and the ground dried immediately.

Women were walking barefoot, wearing bright silk dresses with one end draped over their shoulders, and carrying silk umbrellas. Tugboat and ship captains working in the harbor were performing their duties barefoot, wearing ties, formal uniforms, and caps. Thirty-five percent of the island's inhabitants are Muslim, sixty percent Christian, and five percent Buddhist. Officers were granted permission to go into the city. Various souvenirs were sold at the port, including ebony elephant and tiger figurines, sewing and shaving kits, and jewelry for women. Officers who were allowed to disembark bought many souvenirs. Even though we were going to war, it was impossible not to be captivated by the charm of those beautiful pieces of art.

We bought coconuts and pineapples, which we had never seen in Turkey. I enjoyed the pineapple's taste very much. In the heat, it refreshes you like a sweet, cold sherbet." (Erkmen and Erkmen, 2011, p. 19)

Source H: An Excerpt from the Diary of Korean War Veteran M. Aziz Erkmen-Part 5

8 June (1951): All the company gathered inside one of the large, enlisted men's tents. A table and a typewriter were brought in. The company clerk, Sadık Asimgil from Mersin, sat at the typewriter. The reason for these preparations was that a drawing of lots would be held to determine the first group to return home; they would exchange places with the replacement unit arriving from Turkey.

Senior noncommissioned officer İbrahim Gökteş held slips of paper in his hand, each bearing a soldier's name, along with slips marked 'full' or 'empty'. First, the lots for the two depot sergeants who would return home were to be drawn. The names of Necati and me were written down, and slips marked 'full' and 'empty' were prepared. Two sugar sacks were brought in and Lieutenant Sahir placed our name slips in one bag and the full/empty slips in the other. Another draw would determine which one of the two corporals, Şinasi or Gıyasettin would go home and who would stay.

There was complete silence in the tent. At that moment, if a fly had passed by, one could have heard the sound of its wings. Everyone was filled with tension. In the dim light of the tent, it was impossible to discern the color of anyone's face. Surely, everyone looked pale. I could feel my face turning yellow with excitement; my heart was pounding as if it would burst through my chest and leap out and the longing for our homeland burned like a fire. The tiny slip of paper to be drawn from the sack felt as though it would determine the destiny of our entire future... (Erkmen and Erkmen, 2011, p. 50).

Step 5: The students are asked/invited to answer the following questions based on Sources D, E, F, G, and H.

1. If you were one of the soldiers participating in the Korean War, how would you feel when seeing the people who came to bid you farewell and witnessing their emotional reactions?
2. In Source C, it is noted that the soldiers who arrived in Iskenderun were filmed. Why might the soldiers departing for Korea have been recorded on film?
3. In Source E, it is mentioned that clocks were set two hours forward during the journey to Korea. What might be the reason for this practice?
4. What kind of information does the ability to perform surgery on the ship tell us about the ship?
5. In Source F, the expression “Even though we were going to war, it was impossible not to be captivated by the charm of those beautiful pieces of art” is used. What does this statement suggest about human nature?
6. In Source H, the soldiers preparing for the draw that will determine who returns to Turkey are described. According to this source, what expectations do the soldiers seem to have?

Step 6: The students are asked/invited to re-examine Sources D, E, F, G, and H, to create a list of the experiences and observations encountered by Korean War Veteran M. Aziz Erkmen during his journey to and from Korea and then to complete the diary-writing activity following the instructions provided in Box 1.

Box 1: Travel Experiences.

1.
2.
3.
4.
5.
6.
7.

How might these experiences have affected the war veterans? Write a short diary entry in your own words from the perspective of a soldier, describing these experiences.

.....

Guiding Question 3: Based on the information found in a soldier’s diary, what can be inferred about the psychological effects of being in a war environment on soldiers and civilians (Koreans)?

Task 3: The students are asked/invited to read Source I and to carry out a dramatization activity (historical empathy through role-playing). Afterwards, they are asked/invited to examine Source J and to prepare a news text expressing how the war restricted people’s lives.

Step 7: The students are asked/invited to examine the diary excerpts provided in Source I.

Source I: An Excerpt from the Diary of Korean War Veteran M. Aziz Erkmen-Part 7

30 November, Thursday (1950): I received three letters, two of them from Sedat Başar. Sedat is a friend of ours from Silivri and is someone we know as a family.

1 December, Friday (1950): Sedat Başar of Silivri also arrived. I gave him the two letters that had been sent to him. The letters brought news that his wife had given birth to a baby boy (Erkmen and Erkmen, 2011, p. 28-32).

Step 8: The teacher selects two volunteer students and asks them to dramatize the event described in Source I. After the dramatization, the students are asked/invited to share with their classmates how they felt during the activity.

Step 9: The students are asked/invited to examine the following excerpts from the oral history interview conducted with M. Aziz Erkmen.

Source J: Two Excerpts from the Interview with Korean War Veteran M. Aziz Erkmen
(<https://koreanwarlegacy.org/interviews/mehmet-aziz-erkmen/>)



⌚ 06:27-07:22

M. A. Erkmen: ...Everywhere was in ruins. There were not even paved roads in Korea. At the entrances of some villages and towns, the ground was nothing but piles of earth and ash. At the entrances, signs would say, 'this is such and such place', meaning that this used to be a village or a town. When we went to Seoul, it was like a ghost city. Seoul was a wreck. In my book, there are some photographs of this. There are also photos I took in Seoul. The buildings in the city had no windows, no frames, no doors; nothing.

⌚ 08:49-10:05

M. A. Erkmen: The people were living in extreme misery. Children came out barefoot, wearing nothing. Let me describe a later scene: as we were withdrawing from the Kunuri front, the civilians were fleeing with us from the Chinese forces. Women had their babies tied on their backs, and a bag of rice balanced on their heads. Ten-to-twelve-year-old children carried their younger siblings on their backs, along with a bag of rice. The elderly and the sick had been abandoned along the roads. Tens of thousands of people were running from the Chinese troops. A few had tied two tree branches together to make a sled-like structure, placed a few belongings on it, and were dragging it along as they walked. It was utter misery. Children who had lost their families were crying out and running in every direction. It is impossible to describe such devastation. Moreover, we tried to help them however we could, even giving away our rations or any extra shirts or clothing we had.

Step 10: The students are asked/invited to complete the following tasks:

1. The students are asked/invited to place themselves in the position of one of the individuals mentioned in the oral history interview in Source J (a Turkish soldier witnessing the hardships faced by the Korean people, or a Korean child, woman, or older adult) and share with their classmates what they might have felt and thought while experiencing the events described.
2. The students are asked/invited to prepare a news article describing how the war affected people's lives, writing from the perspective of one of the individuals mentioned in the oral history interview. In the news article, they should include their observations regarding concrete events and situations as well as their personal impressions. They may use the headline given in the box below or create a similar one.

The Human Tragedy That Happened in Korea

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Assessment and Evaluation

1. Why might Mehmet Aziz Erkmen have felt the need to keep a diary during the war?
2. In an extraordinary situation such as war, what benefits might keeping a record of one's experiences have for the individual?
3. What is the importance of primary sources such as diaries for understanding historical events? Explain by giving examples from Mehmet Aziz Erkmen's diary.
4. What are the physical and psychological effects of the war experience on soldiers? Explain by giving examples from the sources you have examined.
5. Classify the motivations of Turkish soldiers who participated in the Korean War and explain which motivations were more effective, providing your reasons.

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Homework

The students are asked/invited to write a diary entry describing the experiences of the soldiers who participated in the Korean War. They are informed that reflecting on their personal answers to the questions below will be helpful and reminded to pay attention to conveying the events and emotions in the sources they had examined.

1. With which historical figure did you empathize the most during this activity? Why was this?
2. What similarities and differences can you identify between this person's experiences and those of individuals living through wars in today's world?



Unit 6



Grade Level:

9th, 10th, and 11th Grades



Teaching Time: 40 + 40 minutes

CHILDREN IN WAR

Concepts to Digest: Children's rights, violation of rights, war, orphan, psychological trauma, stress disorder, orphanhood, orphanage

Skills to Improve: Historical inquiry and analysis, historical empathy

Core Values: Friendship, altruism, helpfulness

Methods-Techniques: Direct instruction, historical inquiry, case study analysis, questioning, oral history

Teaching-Learning Materials: Paper, pencils, and as many printouts of Table 1 as there are students in the class.

Learning Aim: Öğrencilerin çocuk haklarını temel alan bir bakış açısıyla savaşın devam ettiği farklı ortamlarda, çocukların neler yaşadıkları ve neler hissettikleri konusunda bilgiye dayalı bir farkındalık geliştirmelerini sağlamak.

Key Question: How do wars affect the lives of children?

Guiding Question 1

According to memories of the Korean War and other sources, how do wars affect the lives of children?

Objective 1

To develop historical empathy by analyzing what war-affected children experienced and felt, based on real-life stories.

Task 1

The students are asked/invited to examine Sources C, D, E, F, G, H, I, and J, to answer the related questions, and to carry out the news-writing activity provided in Step 3.

Guiding Question 2

During the Korean War, what did Turkish soldiers do for children?

Objective 2

To understand which values Turkish soldiers embraced in their approach to Korean children and what they did for them, based on case examples.

Task 2

The students are asked/invited to examine Sources K, L, M, N, O, and R, to answer the related questions, and to carry out the letter-writing activity.

Guiding Question 3

What are the similarities and differences between the problems children experience in today's wars and conflicts and those experienced during the Korean War?

Objective 3

To comparatively analyze the effects of past and present wars on children within the framework of universal children's rights.

Task 3

The students are asked/invited to examine Source S and Source T, complete Table 1, and then to take part in the discussion activity provided in Step 16.

Teaching and Learning Plan

!! Focus on Activity

The students are shown Source A (a photograph of Seoul and Captain Süleyman Pulat) and Source B (Korean children at the Ankara School), and they are asked/invited to respond to the related questions.

10 min.



Task 1

The students are asked/invited to examine Sources C, D, E, F, G, H, I, and J, to answer the related questions, and to carry out the news-writing activity provided in Step 3.

35 min.



Task 2

The students are asked/invited to examine Sources K, L, M, N, O, and R, to answer the related questions, and to carry out the letter-writing activity.

20 min.



Task 3

The students are asked/invited to examine Source S and Source T, to complete Table 1, and then to take part in the discussion activity provided in Step 16.

20 min.



Assessment and Evaluation

An assessment consisting of open-ended questions is conducted.

5 min.



Homework

Preparing a speech text. This product will be stored in the electronic product portfolio.

Teaching and Learning Process

Focus on Activity: The students are asked/invited to examine the photographs provided in Source A and Source B and then to answer the following questions.

Source A: A photo from the time of the Korean War
(Denizli, 2015, p. 124)



Source B: Korean children receiving education and shelter at the Ankara School and orphanage
(Denizli, 2015, p. VII)



1. Based on facial expressions and body language, what emotions might the child and the soldier in the photograph in Source A be experiencing? Why?
2. What can be said about the physical and psychological conditions of the children shown in the photograph in Source B?
3. To what extent might the children shown in both photographs have had access to rights such as living, education, shelter, and health under war conditions? To what extent might they have benefited from these rights?

Guiding Question 1: According to memories of the Korean War and other sources, how do wars affect the lives of children?

Task 1: The students are asked/invited to examine Sources C, D, E, F, G, H, I, and J, to answer the related questions, and to carry out the news-writing activity provided in Step 3.

Step 1: The students are asked/invited to examine Sources C, D, E, and F.

Source C: A letter sent from Korea to a local newspaper in Bandırma

“War shows what it can do to a country. You can witness this in Korea. Magnificent cities have been reduced almost entirely to piles of brick and concrete rubble. One would think that a devastating earthquake wave had passed through here.

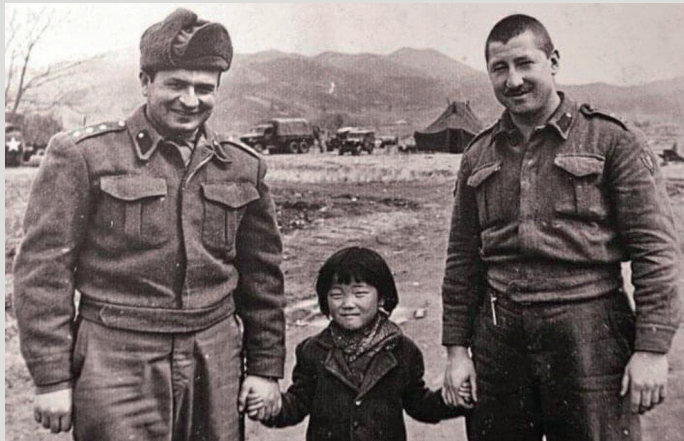


And the Koreans... Ah, this is truly heartbreaking. These poor people are like ghosts wandering among the ruins. The roads are filled with women and children. Fearing that the Reds are coming, they abandon their homes and villages and head south, toward an unknown destination. The men have gone to war, mothers have lost their children, everyone is struggling to survive, and no one is able to see or be aware of anyone else.

It is winter. The ground is covered with snow, and the air is bitterly cold. On the roads, you come across those who have frozen to death. Do not even look at those tiny children. A three-year-old child is holding the handle of a small cart, trying to move it together with his four-year-old older brother.

On 6 January, we were retreating from Seoul. It was two o'clock in the morning. We had passed Suwon by about ten kilometers. On the road, I saw a five-year-old boy. He was walking alone. There was no one else around, not a soul in sight. With just a few examples like these, I have tried to convey the misery here (Denizli, 2011b, pp. 157–159).”

Source D: Captain Süleyman Pulat and First Lieutenant Mehmet Günenç with a Korean girl they named Seoul (Denizli, 2011, p. 91)



Source E: Turkish Soldiers and Seoul (Denizli, 2015, p. 104)



Source F: Two Pages from the Diary of Captain Süleyman Pulat**6 September 1951-I had become a parent too**

Farther back, a child stood with her fingers tangled in her hair, her head lowered, silently begging for compassion. The child's bare feet had turned deep purple from the cold of the snow-covered ground and the freezing air, and her small body was trembling violently. My heart broke into pieces. I was immediately overcome with feelings of mercy for the little one. Having lost her family, the child had curled up there, choosing the fire as her only companion. She did not speak at all. She merely moved her expressive eyes among the flames of the burning fire. I immediately went back, informed the battalion commander of the situation, and asked for permission to take the child with us. Upon receiving approval, I ran toward the bridgehead together with Lieutenant Colonel Şemsi Eralp. When I returned, the child was still there in the same position, unaware of everything. We embraced her with the affection of a brother. She did not find our action strange and obeyed us calmly. I had now become a parent as well. Quiet Müço was no longer only mine but belonged to the entire battalion. Müço, who was hungry, was immediately fed. She ate what was placed in front of her, fearing she might never find food again, and put the leftovers in her pockets. Meanwhile, the tailor was making her a jacket from a blanket he had found. Müço, on the other hand, was smiling around as if she had forgotten all the suffering she had endured. At this moment, Müço is fast asleep in the back of the jeep, recovering from the exhaustion of many days. Müço slept through the night without waking.

7 September, 1951- We accepted Müço's name as Seoul

We are now in Chonom. Together with all my comrades, we decided to name Müço 'Seoul'. Seoul is content with her life. She had a haircut, dressed, and properly clothed. The unmarried soldiers began to see her as their sister, and the married ones as their child. Thus, Seoul became the beloved child of the entire brigade (Habertürk, 2017).

Step 2: The students are asked/invited to answer the following questions based on Sources C, D, E, and F.

1. How are Korea and Korean civilians, especially women and children, portrayed during the war in Source C?
2. In the sentence 'The roads are filled with women and children; fearing that the Reds are coming, they abandon their homes and villages and head south, toward an unknown destination', what is meant by the expression 'an unknown destination'? Research and explain.
3. Place yourself in the position of Müço or Seoul as described in Source F at the moment of encountering Turkish soldiers. In such a situation, what would you feel and think, and what would you do? Why?
4. In the photographs in Source D and Source E, how does Seoul appear alongside the Turkish soldiers?
5. What clues do the photographs in Source D and Source E provide about Turkish soldiers' approach to Korean children?

Step 3: The students are asked/invited to prepare a short news article using the visuals and texts provided in Sources C, D, E, and F. In the article, they may address the children's physical and psychological appearance and characteristics as shown in the visuals, the hardships and difficulties they experienced, the soldiers' attitudes and behavior toward them, and, finally, the relationships formed between the children and the soldiers.

What I Witnessed in Korea

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Step 4: The students are asked/invited to examine Sources G and H.

Source G: War and Children

Documenting the psychological effects of war is very difficult, and its impact on children is often subtle. The psychological effects are felt more deeply by children than the physical effects, and they are more difficult and limited to treat. Children display symptoms of post-traumatic stress disorder through recurring, detailed, and distressing thoughts and images. These children relive traumatic events repeatedly through dreams, storytelling, or play. Depression and anxiety disorders are commonly observed among children who have experienced war.

In war zones, children are deprived of educational opportunities due to the destruction of schools, lack of educational materials, and shortages of teachers. This situation leads children to view the future with hopelessness and prevents them from developing their abilities. Growing up in a society whose norms and values have been overturned by war causes symptoms that manifest in many ways. Attitudes and values are also affected by the moral collapse brought about by war. In children affected by fear, aggressive behavior may emerge through various forms of conduct (summarized from Hatun, Çağlayan, & Gönüllü, 2003).

Source H: Psychological Trauma

Psychological trauma refers to the effects caused by events that create extreme fear, leave a person in terror, produce a sense of helplessness, and are often extraordinary and unexpected (Türkiye Psikiyatri Derneği, 2025).

Step 5: The students are asked/invited to answer the following questions by taking Sources G and H into account.

1. According to Source G, what are the possible adverse effects of wars on children?
2. Classify these effects under the headings of the short-term and long-term effects, and the physical and psychological effects.
3. Which of the possible effects mentioned here can be defined as psychological trauma as described in Source H? Why?

Step 6: The students are asked/invited to examine Sources I and J.

Source I: A Memory of Korean War Veteran Nazım Dündar Sayılan

I will never forget it. In a secluded part of the forest, I encountered a boy about nine years old, trembling with fear, his eyes and mouth wide open. Believing that he was about to be killed, the child had crouched down, covering his face with both hands. When he realized that I was a rescuer, he threw his arms around my neck and clung to me with all his strength, almost taking my breath away. He could not believe that he was still alive and kept embracing me again and again. He swallowed the food I gave him without chewing, and even the affection I showed could not stop his trembling.

I learned that the child's name was Kim. He could barely walk with the help of two crutches. His family had migrated south. Kim had run away from home and taken refuge in the forest so as not to be a burden on his family. I carried him on my back to the jeep and sent him to the medical station behind the lines to see a doctor (Denizli, 2015, pp. 105–109).

Source J: An excerpt from an oral history interview with Korean War veteran Mehmet Esen <https://koreanwarlegacy.org/interviews/mehmet-esen/#clip-1>



4:47 – 6:07

M. Esen: Well, at that time, I was staying in Seoul. There was that little girl, we called her ‘Chin Chon’ back then. She was about my younger daughter's age. She was not my daughter, of course, but she was one of them, the poor child. We took her in as well. I used to earn five dollars a month, and I gave that money to her. I sent her to school while I was in the hospital. And then there was our Kerim. We saw him, Mehmet was like a father to him, while we were moving along. We noticed something among the bushes, like a figure. I said, “Kaya son, stop, what is that?” Moreover, out he came. He was this tiny person, and I did not even know his name. I asked him, and he said, “Mehmet, what will happen?” I said, “God knows best, let his name be Kerim”, and that is what we named him. I have always loved children. We didn’t take Chin Chon with us, but Kerim stayed with us. Wherever we went, Kerim went too, I said that myself. They told us his mother and father were far away.

Step 7: The students are asked/invited to answer the following questions based on Sources I and J.

1. Can the behavior and conditions of the Korean children named Kim in Source I and Kerim in Source J, after being found by Turkish soldiers, be evaluated as signs of psychological trauma? Why?
2. What is meant by the statement ‘Kim took refuge in the forest so as not to be a burden on his family’?
3. If you were in Kim’s position, do you think you would have acted in the same way? Why or why not?
4. What might have happened to Kim and Kerim if they had not encountered Turkish soldiers and had not been taken under their protection?

Guiding Question 2: During the Korean War, what did Turkish soldiers do for children?

Task 2: The students are asked/invited to examine Sources K, L, M, N, O, and R, to answer the related questions, and to carry out the letter-writing activity.

Step 8: The students are asked/invited to examine Sources K, L, and M.

Source K: Two excerpts from an oral history interview with Korean War veteran A. Muzaffer Kocabalkan

(<https://koreanwarlegacy.org/interviews/ali-muzaffer-kocabalkan/>)



🕒 23:49 – 25:06

A. M. Kocabalkan: Children from the village used to come, boys and girls together, aged about six to twelve or thirteen. I would throw food to them from the other side of the wire fence at our position and give them whatever surplus I had. I gave one, three, and five portions whenever I could. The commander, our captain, eventually forbade it, and he was right. He said, “You cannot give it,” and ordered that the children not be allowed inside. They did not let them in, but I was distraught. They were hungry, truly hungry. I say this sincerely. It may not be right to say this, but a twelve-year-old would say, “Take me with you, just give me food.” Unfortunately, there was nothing left, not even cats or dogs. Hunger was very severe at that time. Nothing remained. May God never let anyone fall into such a situation. Because of this, near our unit, there was a bridge and a stream, and a large pipe ran underneath. I used to put the food into that pipe so they could come from the other side and take it. I was caught doing this and was sentenced to fifteen days in detention.

🕒 25:43 – 26:39

A. M. Kocabalkan: We had a child, like a son to us. I named him Ahmet. There was no-one around him; he wandered about, and there are photographs of him. He is not with me today, but I still remember him. I used to put him to bed, wake him up, feed him, and give him water. He was everyone’s favorite. Later on, our captain noticed. He said, “You cannot keep him here; you cannot do this.” Through the communications company, we sent him to the Brigade. We had grown very attached to him. The child was very intelligent, around six or seven years old. He picked up words quickly, whether in English or Turkish.

Source L: A group of Korean children brought to the Ankara School to be taken under the protection of Turkish Soldiers (ATASE, 2016, p. 153).



Source M: A Turkish soldier with Korean children caring for them (ATASE, 2016, p. 151).



Step 9: The students are asked/invited to answer the following questions based on Sources K, L, and M.

1. According to the statements of Veteran Ali Muzaffer Kocabalkan in Source K, what kind of approach did Turkish soldiers display toward Korean children?
2. According to Ali Muzaffer Kocabalkan's account, what risks did Turkish soldiers take in order to help Korean children?
3. What can be said about the physical and psychological conditions of the children shown in the photograph in Source L?
4. What can be said about the physical and psychological conditions of the children shown in the photograph in Source M?
5. What might be the reasons for the differences between the physical and psychological conditions of the children depicted in Source L and Source M? Discuss.

Step 10: The students are asked/invited to examine Sources N, O, and P.

Source N: An excerpt from the diary of Non-Commissioned Officer Hasan Hüseyin Dinçtürk

At the headquarters where I was on duty, I saw little children, clearly in need of care in every respect, collecting leftover food from the place where surplus meals were discarded. With deep sorrow, I began to help those children, whose parents had been killed in the war and who had no-one left to care for them, using my own supplies. My comrades joined me, and we began addressing these children in Turkish and teaching them our National Anthem and the Ankara March. Later, we requested two teachers from the local authorities and turned the area next to our depot into a school. At first, the number of children was only five or ten, but over time it increased to about six hundred and forty. We met all their needs and embraced them with the longing of a father for a child. There, I served both as a teacher for those children and, for a while, as the facility's administrator (adapted from Tekin & Erdem, 2023, pp. 48–49).

Source O: Korean children and Turkish soldiers brought to the Ankara School for shelter and education (Erkmen ve Erkmen, 2011, p. 67)



Source P: Children in the Garden of the Suwon Ankara School (Arkitera, 2019)



Step 11: The students are asked/invited to answer the following questions based on Sources N, O, and P.

1. According to Source N, to meet which needs of Korean children did Turkish soldiers take action?
2. According to Source N, what kinds of education did Turkish soldiers provide for Korean children?
3. According to Source N, how did Turkish soldiers approach Korean children?
4. What can be said about the physical and psychological conditions of the children shown in Source O and Source P?

Step 12: The students are asked/invited to examine Source R, which summarizes the assistance provided by Turkish soldiers for Korean children.

Source R: Humanitarian Aid Activities of Turkish soldiers in Korea

The presence of Turkish soldiers in Korea was not limited to a military mission; it was also evident in humanitarian aid activities. Within this scope, Turkish soldiers carried out the following services:

- **Ankara School and Educational Support:** The orphanage and school established by Turkish soldiers in the city of Suwon in 1952 provided education and shelter for more than one hundred orphaned children. In other locations where they were stationed, Turkish soldiers also made efforts to support children's education and provided food and financial assistance to another school.
- **Health Services:** Turkish military medical personnel provided regular health services to the local population, especially to children. Vaccination campaigns and basic health check-ups were carried out.
- **Food Aid:** By setting aside portions of their own rations, Turkish soldiers regularly provided meals for Korean children suffering from hunger.
- **Distribution of Clothing and Blankets:** Clothing and blankets sent from Türkiye and those obtained through the soldiers' own means were distributed to Korean children.
- **Psychological Support:** Turkish soldiers took a close interest in children affected by war trauma, taught them games, and provided emotional support and encouragement (prepared by the authors)..

Step 13: The students are asked/invited to place themselves in the position of one of the children who benefited from one or more of the humanitarian aid activities summarized in Source R and provided by Turkish soldiers, and to write a short letter expressing their feelings and thoughts regarding the Turkish soldiers who offered them these opportunities and support.

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Guiding Question 3: What are the similarities and differences between the problems children experience in today's wars and conflicts and those experienced during the Korean War?

Task 3: The students are asked/invited to examine Source S and Source T, complete Table 1, and then to take part in the discussion activity provided in Step 16.

Step 14: The students are asked/invited to examine Source S.

Source S: Children in contemporary wars

According to data provided by UNICEF, approximately four hundred and fifty million children worldwide are currently living in conflict zones. This means that one in every six children globally is affected by conflict. Ongoing conflicts in regions such as Syria, Yemen, Gaza, Sudan, Myanmar, and Ukraine are profoundly impacting the lives of millions of children. Within this context, it can be stated that children face the following risks:

- **Physical harm:** Wars and armed conflicts may result in burns and blast injuries, orthopedic injuries leading to loss of function, traumatic brain injuries, and other forms of abuse directed at children.
- **Nutrition-related problems:** Wars and prolonged armed conflicts expose societies, and especially children, to food insecurity, hunger, and malnutrition.
- **Infectious diseases:** Conditions created by armed conflicts endanger basic public health functions such as vaccine distribution, health surveillance, and the investigation of disease outbreaks. In addition, people displaced by war are often forced to live in crowded camps, which encourages the spread of infections.
- **Psychological trauma:** Exposure to armed conflict and the loss of parents or other close relatives during or after conflict may lead children and adolescents to experience feelings of threat, fear, and loss, resulting in post-traumatic stress disorder.
- **Other health problems:** The destruction of health infrastructure, disruption to vaccination programs, and a lack of access to basic health services put children's health at serious risk.
- **Disruption of education:** Insecurity caused by war or conflict conditions directly restricts access to education. The use of school buildings for military purposes turns them into direct targets, endangering the lives of students and teachers and leading to partial or complete destruction of these facilities.
- **Use of children as soldiers or laborers:** In some regions, children under the age of twelve are forcibly recruited by armed groups. During wartime, children may also be used as cooks, porters, messengers, or spies.
- **Displacement or refugee and migrant status:** Wars force millions of children and families to flee their familiar environments in search of safer places, compelling them to live under demanding conditions in camps or informal settlements in urban areas.
- **Digital threats:** In modern wars, children face additional risks such as exposure to propaganda, theft of personal data, and manipulation in digital environments (Irmak & Piyal, 2023; UNICEF, 2022).

Step 15: The students are asked/invited to complete Table 1 by comparing the effects of the Korean War on children with the effects of contemporary wars and conflicts on children, drawing on the information provided in Source S and the knowledge they have gained throughout this activity.

Table 1:

Risks	Children During the Korean War	Children in Contemporary Wars	Similarities	Differences
Physical harm				
Nutrition-related problems				
Infectious diseases				
Psychological trauma				
Other health problems				
Disruption of education				
Use as soldiers or laborers.				
Displacement				
Digital threats				

Step 16: The students are asked/invited to examine Sources S and T together and to discuss which article or articles of the United Nations Convention on the Rights of the Child are related to each of the risks defined in Source S.

Source T: Selected articles of the United Nations Convention on the rights of the child

Article 6: Every child has the inherent right to life.

Article 19: Children must be protected from all forms of violence, abuse, and neglect.

Article 22: Refugee children have the right to special protection and assistance.

Article 24: Children have the right to benefit from health services.

Article 28: Every child has the right to education.

Article 38: All necessary measures must be taken to protect children affected by armed conflicts. Children under fifteen may not be recruited into the armed forces.

Article 39: All appropriate measures must be taken to promote the physical and psychological recovery and social reintegration of children who are victims of armed conflict (UNICEF, 2025).

Assessment and Evaluation

1. What effects did the Korean War have on Korean children? Create a list.
2. What did Turkish soldiers do for Korean children?
3. With which values can the actions of Turkish soldiers for Korean children be associated? Why?
4. Wars and conflicts restrict or completely prevent the exercise of which children's rights as articulated in the United Nations Convention on the rights of the Child?
5. From a children's rights perspective, what can be done to reduce the impact of wars on children?

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Homework

The students are invited to prepare a speech on the theme 'War and Children's Rights' to be presented at an event on 20 November, World Children's Rights Day. It is emphasized that the following points should be taken into consideration while preparing the speech:

1. Providing examples of the effects of wars on children from the Korean War to the present day
2. Explaining similarities and differences through a comparative approach
3. Offering suggestions for the protection of children's rights
4. Emphasizing the promotion and dissemination of a culture of peace

TURKISH TROOPS IN THE KOREAN WAR

Unit 7

**Grade Level:**

9th, 10th, and 11th Grades

**Teaching Time:**

40 + 40 + 40 minutes

Concepts to Digest: Defense, Offensive

Skills to Improve: Historical inquiry and analysis, historical empathy, map reading

Core Values: Heroism, self-sacrifice, courage, altruism

Methods-Techniques: Tarihsel sorgulama, sözlü tarih çalışması

Teaching-Learning Materials: Oral history interviews, newspaper reports, secondary sources, maps

Learning Aim: To develop an awareness of and an appreciation for the heroism of Turkish soldiers in Korea by closely examining two key engagements involving Turkish units, one defensive and one offensive, and the critical roles they played.

Key Question: How did the performance of Turkish units in the battles of Kunuri and Kumyangjang-ni affect the overall course of the Korean War, and what kinds of repercussions did it generate?

Guiding Question 1

How did the Battle of Kunuri (defensive), in which the Turkish Brigade played an active role during the Korean War, take place, and what kinds of effects and outcomes did it produce?

Objective 1

To explain how the battles and engagements in which the Turkish Brigade participated during the Korean War were carried out.

Task 1

Students are asked/invited to examine Sources B, C, D, E, F, G, and H, to answer the related questions, and to prepare the news text requested in Step 3.

Guiding Question 2

How did the Battle of Kumyangjang-ni (offensive), in which the Turkish Brigade played an active role during the Korean War, take place, and what kinds of effects and outcomes did it produce?

Objective 2

To analyze in detail the Battle of Kunuri (defensive) and the Battle of Kumyangjang-ni (offensive), in which Turkish soldiers took part during the Korean War, by examining them closely in the light of available evidence.

Task 2

Students are asked/invited to examine Sources I, J, K, L, M, and N and to answer the related questions.

Guiding Question 3

What kinds of effects did the performance displayed by Turkish units in the battles of Kunuri and Kumyangjang-ni generate in Türkiye and abroad?

Objective 3

To raise students' awareness of the heroism demonstrated by Turkish soldiers who participated in the Korean War.

Task 3

Students are asked/invited to examine Sources O, P, R, S, T, U, V, and Y, to answer the related questions and to carry out the medal-design activity requested in Step 15.

Teaching and Learning Plan

!! Focus on Activity

The students are asked/invited to examine the photograph provided in Source A and to make predictions about where and when it was taken, who the people in the photograph are, and what they are trying to do.

5 min.



Task 1

The students are asked/invited to examine Sources B, C, D, E, F, G, and H, to answer the related questions, and to prepare the news text requested in Step 3.

35 min.



Task 2

The students are asked/invited to examine Sources I, J, K, L, M, and N and to answer the related questions.

40 min.



Task 3

The students are asked/invited to examine Sources O, P, R, S, T, U, V, and Y, to answer the related questions, and to carry out the medal-design activity requested in Step 15.

30 min.



Assessment and Evaluation

The students are asked/invited to answer open-ended questions.

10 min.



Homework

The students are asked/invited to access, by way of the Internet, newspaper issues dated 26 November-4 December 1950 and 25-29 January 1951 that were used in this activity, and to analyze news reports, commentaries, and opinion columns related to the Korean War, particularly the battles of Kunuri and Kumyangjang-ni, using ChatGPT or a similar artificial intelligence tool. Based on this analysis, they then prepare a text explaining the impact of Turkish units on the overall course of the war and their concrete contributions to the United Nations forces. The product is stored in students' electronic portfolios.

Teaching and Learning Process

Focus on Activity: The students are asked/invited to examine the photograph below (**Source A**) and to make predictions about where and when it was taken, who the people are, and what they are trying to do.

Source A: Soldiers and a Flag (Denizli, 2011, p. 152)

Note I:

The Turkish Brigade, which arrived at the Port of Pusan on 18 October, 1950, reached the city of Daegu two days later and began its preparations for war. Assigned to the command of the 25th Division of the U.S. Eighth Army, the Turkish Brigade's initial duties included combating guerrilla forces and ensuring the security of roads and bridges. When the United Nations forces began to retreat after being disrupted by the enemy offensive that started on 26 November, 1950, the Turkish Brigade was tasked with covering this withdrawal and ensuring its security (Denizli, 2010; Kore Savaşı ve İzleri, 2025).



Guiding Question 1: How did the Battle of Kunuri (defensive), in which the Turkish Brigade played an active role during the Korean War, take place, and what kinds of effects and outcomes did it lead to?

Task 1: The students are asked/invited to examine Sources B, C, D, E, F, G, and H, to answer the related questions, and to prepare the news text requested in Step 3.

Step 1: Students are asked/invited to examine Sources B, C, and D.

Source B: The Battles of Kunuri (26-30 November, 1950)

The Turkish Brigade was assigned the mission of ensuring the safe withdrawal of United Nations forces, delaying the enemy's advance by engaging and harassing it, and thereby gaining time. As United Nations units, primarily American forces, were retreating, the Turkish Brigade was deployed against the enemy on the evening of 26 November, moving east from Kunuri toward Tokchon. The first contact with the Chinese army occurred on the morning of 28 November in the Wawon area during the advance toward Tokchon. Despite heavy casualties, the Turkish Brigade delayed the Chinese army's advance at Wawon, later at Sinnimni, Kaecheon, and the Kunuri Pass. Attempts by the Chinese army to encircle and destroy Turkish troops were repelled each time by the heroic acts of Turkish soldiers. The bravery of the Turkish Brigade in the battles of Kunuri enabled a large portion of the United Nations forces to withdraw without being destroyed. The losses suffered by the Turkish brigade in the Kunuri battles totaled 767, including 218 martyrs, 94 missing, and 455 wounded (Denizli, 2010; Kore Savaşı ve İzleri, 2025).

Source C: The headline of the Zafer Newspaper, dated 30 November, 1950 (Zafer, 1950) (The front page and the continuation of the news article)

The Heroism of our Korean Unit

We are fighting without retreating a single step against an enemy five times stronger.

Every encirclement maneuver by the Reds has been broken.



Despite the enemy's tremendous pressure and artillery fire, we are holding the pass.

While the United Nations forces are retreating along the entire front, the Turkish forces continue their heroic resistance against the fierce attacks of the Chinese units. A Turkish battalion on the Sunchon road at Kunuri is currently surrounded. Meanwhile, the battalion commander sent a radio message stating that he had dispatched a tank and a company to assist them and that the soldiers had the situation under control. This message was met with great astonishment by the Turkish unit's command.

One Against Five

According to reports from correspondents in Korea, the Turkish Brigade, which holds a highly strategic pass between Tokchon and Kunuri, situated between two steep mountains, and which protects the Eighth U.S. Army from encirclement, has not retreated so far despite being under tremendous pressure. It is reported that units of the U.S. Army have moved into action tonight to support the Turkish forces. Turkish units are fighting enemy forces at a ratio of one to five.

Source D: The Vatan Newspaper dated 2 December, 1950 (Vatan, 1950a) (The front page and the continuation of the news article)

Thanks to the Turkish Brigade's three-day-long heroic resistance, four Allied divisions were saved from an unimaginable disaster of defeat.

During the Battle of Kunuri, the Turkish Brigade displayed extraordinary heroism by holding the front line at the most critical moments for the United Nations forces. In the face of sudden raids and intense attacks by Chinese forces, Turkish soldiers maintained their positions, enabling the withdrawal of American divisions. Despite being encircled at times, the Turkish Brigade repelled enemy assaults through bayonet charges and did not abandon its positions under extremely harsh conditions. In particular, between 27 and 29 November, the Turkish soldiers' resistance halted the enemy advance and allowed most UN forces to escape encirclement. During this heroic defense, although the Turkish Brigade suffered heavy casualties against the numerically superior Chinese forces, it successfully fulfilled its mission.



Step 2: The students are asked/invited to answer the following questions based on Sources B, C, and D.

1. According to the information presented in Source B, what tasks were assigned to the Turkish units during the Battle of Kunuri?
2. According to Sources B, C, and D, what did the Turkish units manage to achieve during the Battle of Kunuri?

3. In Source C, what is meant by the expressions 'the soldiers had control of the situation' and 'fighting enemy forces at a ratio of one to five'? Explain this.
4. In Source D, what difficulties faced by the Turkish units during the course of the war are intended to be conveyed by the sentence, 'Although the Turkish Brigade was encircled from time to time, it repelled enemy attacks with bayonet charges and did not abandon its positions under harsh conditions'?
5. By comparatively evaluating the information presented in Sources B, C, and D, explain what the Turkish units did or did not succeed in accomplishing during the Battle of Kunuri.

Step 3: The students are asked/invited to use the Internet and AI tools to investigate who the individuals shown in the photographs in Source D are? In addition, why did a national newspaper feature these individuals on its front page? After this, the students are asked/invited to prepare a news report focusing on the actions and roles of these individuals during the Battle of Kunuri.

Three Heroes at Kunuri

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Step 4: The students are asked/invited to examine the following Sources E and F.

Source E: An excerpt from an oral history interview conducted with Korean War Veteran Ali Rıza Yurtnaç (<https://koreanwarlegacy.org/interviews/ali-riza-yurtnac/>)



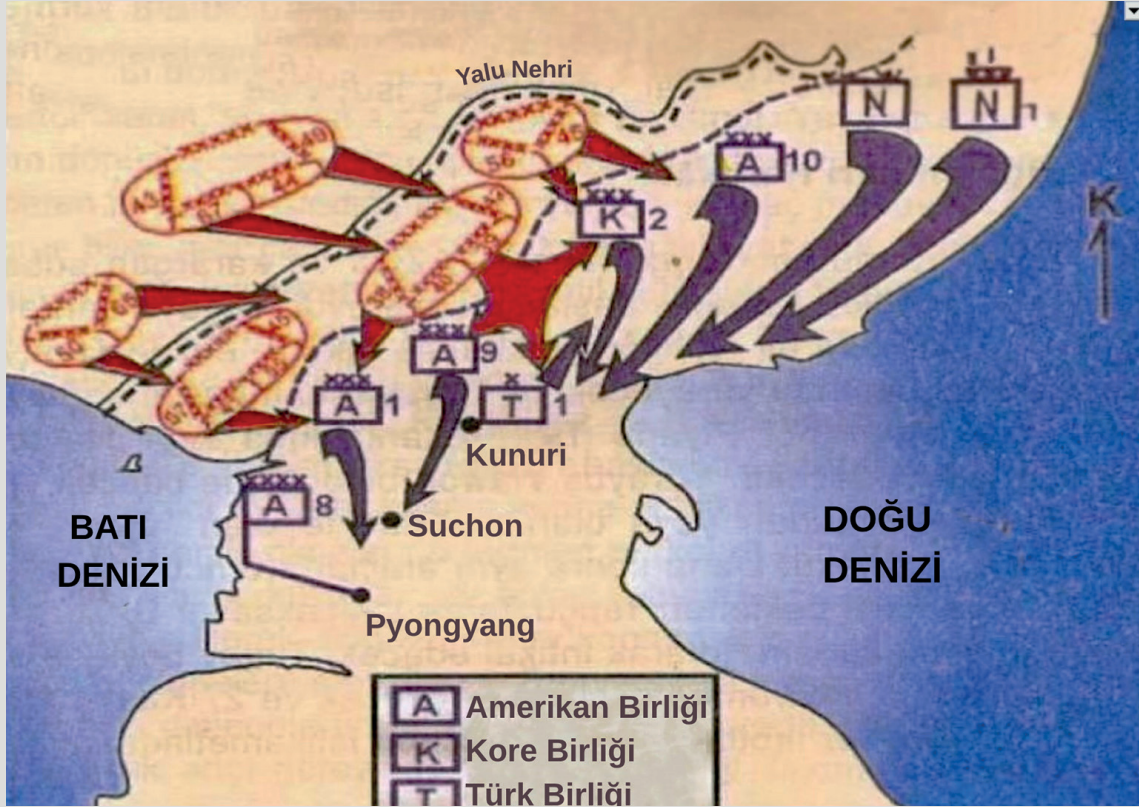
🕒 19:21-22:22



A. R. Yurtnaç: After Taegu, we boarded the troop transport vehicles in the evening and arrived in Kunuri by morning. At the time, I knew nothing about Kunuri; I learned about it later. We got off the military transport vehicles and walked along a very narrow, steep road for approximately 15-20 kilometers, going up and down continuously until evening. Toward the evening, news arrived that we had approached Manchuria. From there, we walked back another twenty kilometers on foot and took positions there at night. There were actually no proper trenches; we took cover among the rocks. There was a bridge, and a number of soldiers were positioned farther ahead on it. The fighting began in the morning. The Chinese had surrounded us there, and many of our soldiers were martyred. They had positioned themselves among the pine trees, set up machine guns, and opened fire. They advanced to within fifty meters of us; we fired at them, they fell, but more kept coming. In my squad, our corporal was wounded. The medics arrived and evacuated him. We continued fighting there until evening. There were houses across from us, and the houses began to burn. There was no food; nothing at all. United Nations aircraft arrived, but they could not fire at close range; they fired at distant targets because there were also United Nations soldiers in the area. Behind us was the U.S. 8th Corps, which carried out a withdrawal. We held the Chinese forces

at the front to delay the American withdrawal. The next day, we pulled back a little and fought again. During the withdrawal attack, I was wounded on the last day. When I was wounded, I rolled down the slope. One of our machine gunners caught me. One of our anti-aircraft units was passing by, with a trailer attached behind it. They placed me inside the trailer. The anti-aircraft unit continued firing as it moved and broke out of the encirclement.

Source F: A sketch illustrating the tactical movements of United Nations Forces and enemy units during the Battles of Kunuri (Denizli, 2010, p. 33)



Step 5: The students are asked/invited to answer the following questions based on Source E and Source F.

1. In the sentence 'Toward the evening, news arrived that we had approached Manchuria', what does Manchuria refer to? The students are asked/invited to research this region and indicate it on the sketch provided in Source F.
2. How does veteran Ali Rıza Yurtnaç describe the role undertaken by the Turkish units during the Battles of Kunuri? What kind of consistency or contradiction exists between his account and the information presented in Sources B, C, and D?
3. According to Source E, why could the United Nations air power not be used effectively against the enemy?
4. What do the details presented in Source F reveal about the difficulties experienced by the Turkish units during the Battles of Kunuri? Explain this.
5. What do Veteran Ali Rıza Yurtnaç's statements, "When I was wounded, I rolled down the slope. One of our machine gunners caught me. Our anti-aircraft unit was passing by. There was a trailer behind it. They put me in the trailer. The anti-aircraft unit fired continuously and broke out of the encirclement." Tell us about the effects of war and armed conflict on human life.

Step 6: The students are asked/invited to examine Source G and Source H.

Source G: A Turkish officer and his unit martyred during the Battle of Kunuri

During the Battle of Kunuri (on the night of 28-29 November 1950), Infantry Senior Captain Esat Öztüzün, the Company Commander of the Headquarters Company of the 3rd Infantry Battalion, gathered the remaining members of his company, which had suffered heavy losses (three officers, one non-commissioned officer, and eighteen enlisted soldiers), and set out to search for their battalion. Unable to locate the battalion throughout the night, they halted at the foot of a hill. Shortly after leaving this position at daybreak, they encountered enemy forces. Under intense fire from both sides, they managed to escape the dangerous situation by moving through the shrubland. After passing through a cornfield, they ate raw corn to satisfy their hunger and continued marching for a while. In a village ahead, they noticed approximately fifty to sixty soldiers warming themselves by a fire. By the time they realized these soldiers were enemy troops, it was already too late. Surrounded, they were captured following clashes that continued until 10:30 a.m. Captain Öztüzün and his soldiers were then forced to march northward behind a Chinese company under armed guard.

During the march, the officers informed the soldiers that the enemy would eventually kill them and that they should attempt to escape together at the first opportunity. While they were marching, an American truck that was approaching from the opposite direction failed to take a bend and overturned. Taking advantage of the confusion, First Lieutenant Ömer Köklü threw the Chinese guard carrying a machine gun into a stream and encouraged the others to flee. As the soldiers ran together toward the southwest, they were subjected to prolonged and intense enemy fire from behind. Only one officer and four enlisted soldiers survived this escape attempt. Those who survived stated that the remaining soldiers were shot and martyred. As Captain Esat Öztüzün's name does not appear on the list of Turkish prisoners submitted to the Armistice Commission, it is believed that he was martyred during this incident (Cited in by Ülgen, 2007, pp. 208-209).

Source H: The situation of Turkish soldiers captured during the Battles of Kunuri

...Among the prisoners, I saw many who were wounded and ill. I learned that most of the wounded had maggots in their injuries. The captive soldiers' hair and beards had grown long, and their fingernails were like hoes. Their faces, necks, hands, in short, their entire bodies, were covered with a thick layer of dirt. The smell was unbearable; one could hardly stand near them. They were completely infested with lice. After a while, without even considering my own condition, I felt nauseated by what I saw and almost vomited. I myself was in a deplorable condition, but the captive soldiers... (Rusçuklu, 2005, pp. 286-287).

Step 7: The students are asked/invited to answer the following questions based on Source G and Source H.

1. According to Source G, what kinds of difficulties did Turkish soldiers struggle with in Korea, and what risks did they face?
2. Do the details provided in Source G conclusively state that Captain Esat Öztüzün was martyred during the Battles of Kunuri? Why or why not?
3. What does the fact that the Turkish soldiers were willing to risk death rather than remain in captivity tell us about their morale, motivation, and their views on the possible consequences of captivity?
4. According to the information presented in Source H, how and to what extent does captivity affect human life?

Guiding Question 2: How did the Battle of Kumyangjang-ni (offensive), in which the 2nd Turkish Brigade played an active role during the Korean War, take place, and what kinds of effects/outcomes did it produce?

Task 2: The students are asked/invited to examine Sources I, J, K, L, M, and N and answer the related questions.

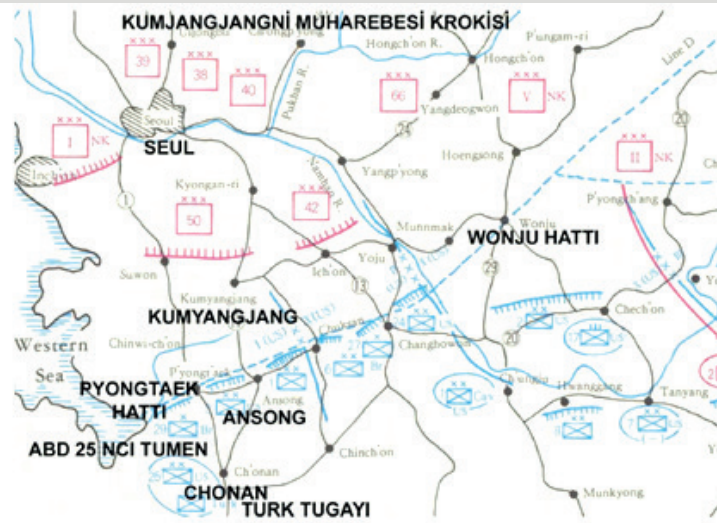
Step 8: The students are asked/invited to examine Sources I, J, K, and L.

Source I: The Battle of Kumyangjang-ni (27 January, 1951)

Despite continued offensives reinforced by additional troops, the North Chinese army could not be stopped. This situation negatively affected the morale of the United Nations forces, which had withdrawn approximately four hundred kilometers, and significantly weakened their will to fight. Within the United Nations forces, the belief that the war would be lost had become widespread, and plans were therefore prepared to abandon Korea.

The Turkish Brigade was assigned a mission of forced reconnaissance in order to locate the enemy and reveal its position and strength. The brigade began its offensive on 25 January, 1951. All the enemy objectives and the town of Kumyangjang-ni were captured. As a result of this offensive the United Nations forces also launched counter attacks, and the Chinese army was defeated. This long-anticipated victory was achieved at Kumyangjang-ni. The Battle of Kumyangjang-ni also demonstrated that the North Chinese armies could be defeated. This victory caused the United Nations forces, whose morale and determination to fight had been severely shaken by Chinese attacks and who had been planning to withdraw from Korea, to abandon these plans, allowing the war to continue in favor of the United Nations. Seoul was liberated once again (Kore Savaşı ve İzleri, 2025).

Source J: A sketch illustrating the tactical movements of United Nations forces and enemy units during the Battles of Kumyangjang-ni (Denizli, 2009, p. 4)



Source K: A news report from the Milliyet Newspaper dated 28 January, 1951 (Milliyet, 1951)

28
OCAK
1951
Pazar

YIL: 1 — SAYI: 267

Posta Kutusu : 4 8 2
TELEFON : 2 9 6 1 4
FİYATI : 10 Kuruş

Milliyet

Adanada pamuk satışları

Adana 27 (A.A.) — Adana borsasında bugünkü satışlarda pamuk fiyatlarında yeni yükselmeler olmuş ve birinci ekser 25 kuruşta muamele görülmüştür. Geçen haftaya nazaran 15 kuruş daha yükselmiş bulunan Adana pamuk, tırna karı hariçte istekli alıcılar mevcuttur. İşbu durum üzerine güney bölgesi bandrolü Mısır'dan alınmış olup Hong-Kong ve Kore için pamuk alacaktır.

“ULUS,, GAZETESİNE MECBURİ CEVAP

Ankarada çıkan Halk Partisi organı Ulus Gazetesinin 27 Ocak tarihli sayısına ikinci sayfasında «Milliyet Gazetesi» başlığı altında ve gazetesinin hakkında çıkan bir yazıyı aynen aşağıya alıyoruz:

MİLLİYET GAZETESİ

Bay A. Naci Karacaoğlu, ne Demokrat Partiden, herhangi bir şahsa, sayın Celal Bayar'la Savın İdini hasta



Kahine

Birliğimizin Korede yeni muvaffakiyetleri

Mehmetçik, stratejik tepeleri tutmuş, yüzlerce kızılı süngüden geçirmiş, Çinlilerin ric'at hattını keserek Birleşmiş Milletlere yeni zaferler sağlamıştır

Ol. Sahap Güler

Ankara'da gitti

Tokyo 27 (A.P.) — Kore cephesinden alınan en son haberlere göre, Müttefik kuvvetleri bugün Savun'un bu zeyinde girişimleri derinde.

Tokyo 27 (A.P.) — Kore hatlarından bugün alınan

New Successes of our Units in Korea

Mehmetçik (the title historically representing Turkish warriors fighting for Islam) secured strategic hills, bayoneted hundreds of communist troops, and cut the Chinese retreat lines, thereby achieving new victories for the United Nations

Tokyo, 27 (A.P.): According to the latest reports received from the Korean front, Turkish Brigade units, which launched bayonet assaults during the deep advance carried out today by Allied forces north of Suwon, achieved remarkable successes playing a significant role. The apparent objective of this advance operation was to drive all Chinese and North Korean communist forces north of the Han River, which bends south of Seoul.

Korea, 28: For three days, our heroic soldiers advancing while fighting south of Seoul, the capital of South Korea, wrote new epics with their bayonets and once again inflicted a heavy defeat on the Communist Chinese units. Most of the Chinese communist prisoners currently held by our brigade belong to the units that fought against us during the Battle of Kunuri. Colonel Dora, recalling the Battle of Kunuri, stated, "We have avenged our martyrs."

Source L: A news report from the Cumhuriyet Newspaper dated 29 January, 1951 (Cumhuriyet, 1951a)

GIDASI Vital B1, C, D, VİTAMİNLERİ
KATILIM
Yegane kurvet

Cumhuriyet
KURUCUSU: YUNUS NADİ
27 nci yıl sayı: 9514
Telefonlar: Umumî Santral Numarası: 24298, Yenî İşleri 24299, Mektep: 24296
Telgraf ve mektup adresi: Cumhuriyet, İstanbul — Posta Kutusu İstanbul No. 246
Pazarlesi 29 Ocak 1951

ALMAN Kraft 1951 Radyoları

“Kore harbinin en çetin ve kanlı piyade hücumu,,

Pamuk ihracı meselesi ve et kombinaları

Sekizinci ordu komutanı tugayımızı tebrik etti, General Yazıcı diyor ki: «Şehidlerimizin intikamını aldık»

Düşmanın 500 ölü, 500 yaralı ve bir o kadar esir kaybettiği bildiriliyor, tugayımızdan bir gedikli ile altı er şehid düştü, 35 kahraman da yaralandı

(Harb Muhabirimiz Faruk Fenik Telsizle Bildiriyor)

Ekonomi Bakanı, pamuk ihracatının ne için serbest bırakıldığını izah etti ve elde kâfi derecede stok bulunduğunu söyledi

Bütçe Komisyonunda, muhalefet milletvekilleri hükümetin et kombinaları içinde aldığı kararları da tenkid ettiler

“The fiercest and bloodiest infantry assault of the Korean War”

The commander of the Eighth Army congratulated our brigade. General Tahsin Yazıcı stated, “We have avenged our martyrs.”

It was reported that the enemy suffered five hundred killed, five hundred wounded, and a similar number taken prisoner. At the same time, one non-commissioned officer and six enlisted soldiers from our brigade were martyred, with thirty-five heroes being wounded.

Turkish soldiers demonstrated great heroism against Chinese forces during the Korean War. By breaching enemy trenches with bayonet charges, they captured strategically important hills. While the opposing forces suffered heavy losses in both casualties and prisoners, Turkish losses remained relatively low. The American commanders and journalists expressed their admiration for the courage of the Turkish soldiers. They stated that the Turks employed a simple yet effective tactic, defeating the enemy through direct bayonet attacks. Tahsin Yazıcı particularly praised the soldiers' success, emphasizing that despite the Chinese forces being numerically superior and better equipped, the Turkish troops prevailed. These victories provided great morale to the Turkish nation, and the bravery of Turkish soldiers was highly valued by the Allied states. These battles have gone down in military history as enduring examples of heroism.

Step 9: The students are asked/invited to answer the following questions in line with the information presented in Sources I, J, K, and L.

1. According to Source I, which side gained the upper hand in Korea during the approximately three-month period following the Battles of Kunuri?
2. Students are asked/invited to find a map of the Korean Peninsula online and mark the cities of Pyongyang and Seoul on the map. Then, by comparing the sketches provided in Source F and Source J with the map information, students are asked/invited to evaluate how United Nations forces performed during the period between the Battles of Kunuri and Kumyangjang-ni.
3. According to Source K, how did Turkish units gain the advantage over the enemy during the Battles of Kumyangjang-ni?
4. According to Colonel Dora, how should the success of the Turkish units in the Battles of Kumyangjang-ni be interpreted/understood?
5. When Source L is examined, what key factor enabled the Turkish units to succeed against an enemy that was both numerically superior and better equipped (with more and higher-quality weapons and equipment)?
6. According to Sources I, K, and L, what impact did the performance of the Turkish units in the Battles of Kumyangjang-ni have on public morale in Türkiye and on the soldiers of the countries fighting alongside the United Nations?

Step 10: The students are asked/invited to examine Source M and Source N.

Source M: Oral history study. An excerpt from an oral history interview with Korean War veteran Mehmet Cemil Yaşar

(<https://koreanwarlegacy.org/interviews/mehmet-cemil-yasar/>)



15:55-19:57

M. C. Yaşar: If you wish, I can tell you about the final battle. It took place on 25 January. On that day, our General delivered a speech. Yes, those were the dates, I had noted them simply as 25 January, just for information. Our General gave a speech there. He said that we are mortal beings, merely guests in this world. It was a farewell speech. He explained that the battle ahead would be tough. When we advanced on foot toward the area where the battle would take place, we encountered a chain of mountains, very high terrain. Our military unit, members of our brigade, split into two groups, moving through the streams on the right and left sides of the mountain. To maintain communication, our liaison soldiers moved diagonally from right to left and from left to right, ensuring coordination and checking whether there was any ambush or danger. In this way, we descended into the valley. On the far side of that valley, there was a town, though I cannot recall its name. In that area, there was a Chinese unit known as the 'Lightning Steel Army', regarded as the most combat-capable unit among the Chinese forces that had previously fought at Kunuri. This unit fought in its positions until death. Yes, I also wrote this down as a record. That battle changed the fate of Korea and the Korean people. The Turkish Brigade achieved the first victory of the United Nations there. The Americans came personally to witness it; delegations arrived. Only after seeing the enemy soldiers lying dead in their positions did they believe it. For that battle, the General accepted a medal of honor on behalf of the Turkish soldier. He did not want a medal for the services we had rendered, but he was compelled to accept it on that occasion. Yes, when we crossed the ridge and reached the valley, our soldiers attacked from two directions; from the right and the left. By attacking from both sides, the enemy was not given any opportunity to escape or withdraw. That victory was achieved with the fewest casualties we had suffered. As a result of that victory, the fate of Korea, its independence and freedom, was changed.

Source N: The Story of a Soldier Martyred in the Battle of Kumyangjang-ni

At 14:00, the enemy withdrew from Hill 266 in an face of the assault carried out by the Third Company under the command of Captain Necdet Serman and pulled back to a dominant ridge line consisting of steep, rocky hills rising to an elevation of four hundred and thirty-one meters. At that time, Second Lieutenant Selahattin Erkemen, who was the Platoon Commander of the Second Platoon of the Second Company positioned behind the II Battalion, and who was well known among all regimental personnel for his exceptional bravery displayed during the Battles of Kunuri and Hill 156, was martyred while leading his platoon in an attack against the enemy for the success of the II Battalion. His loss deeply affected us all (Dora, 1963, p. 219).

...When, in the darkness, I descended with great difficulty to the path at the foot of the hill by holding onto the rocks, I saw the body of Second Lieutenant Selahattin Erkemen, who had been martyred during the day in the II Battalion sector, being carried on a stretcher on the shoulders of four soldiers from his own platoon.

When the soldiers carrying their lieutenant approached us and recognized me, one of them said: "...he left us orphaned and heartbroken." We said, 'Do not do it, my lieutenant, do not go, machine-gun fire is coming; let us silence it first and then move on.' However, he replied, "Come on now, can't you see they are pressing the Seventh Company ahead? Is this a place to stop?" Moreover, he rushed forward, saying, "Follow me", and had not taken more than fifteen steps when he was suddenly shot in the head and fell lifeless to the ground (Dora, 1963, pp. 221–222).

Step 11: The students are asked/invited to answer the following questions based on Source M and Source N.

1. Considering the account presented in Source M, what kind of impact can be said to have been created by the speech delivered by the General (General Tahsin Yazıcı) on Turkish soldiers? Why is this?
2. How does Veteran Mehmet Cemil Yaşar personally evaluate the Battles of Kumyangjang-ni?
3. What might be the reasons why the Americans did not initially believe the success achieved by Turkish units at Kumyangjang-ni and wanted to witness it firsthand?
4. Based on the information provided in Source M, what can be said about the personality of the martyred Second Lieutenant Selahattin Erkemen and the values he embraced?

Guiding Question 3: What kind of impact did the performance displayed by Turkish units in the Battles of Kunuri and Kumyangjang-ni create in Türkiye and abroad?

Task 3: The students are asked/invited to examine Sources O, P, R, S, T, U, V, and Y, to answer the related questions, and to carry out the medal design activity requested in Step 15.

Step 12: The students are asked/invited to examine Source O.

Source O: On the Psychological and Strategic Effects of the Successes Achieved in the Battles of Kunuri and Kumyangjang-ni

Between 27 and 30 November, through the battles fought at Wawon, Simnimni, and the Kunuri and Sunchon passes, the Turkish Brigade halted the Chinese offensives by engaging in close combat. In doing so, it prevented the encirclement of the 9th Corps and the destruction of the 2nd Division. Securing three critical days and sufficient space required for withdrawal enabled the Eighth Army to retreat safely. The success achieved by the Turkish Brigade at Kunuri demonstrated that victory was possible for United Nations forces and significantly increased the morale and motivation of all the UN units.

The victory achieved at Kumyangjang-ni provided great morale to the United Nations Army. Until that victory, the UN forces had been unable to hold their ground against the Chinese and had continuously withdrawn. In this battle, however, the Turkish forces defeated the Chinese within two days, inflicted heavy casualties on them, and pushed them back ten kilometers from their strongest defensive positions. This proved that the Chinese were not invincible. With this renewed morale, the UN Army did not retreat even a single step thereafter. Just one week earlier, plans had been made to withdraw to the Pusan perimeter and even to evacuate Korea entirely. Once again, the Turkish Brigade had changed the course of the war. With this victory, which not only defeated the Chinese Army but also, in the words of the great Atatürk, overcame the ill fate of the United Nations Army as well (Yücel, 2001, p. 52).

Step 13: The students are asked/invited to answer the following questions based on Source O.

1. According to Source O, what kind of psychological impact did the performance displayed and the successes achieved by the Turkish units in the Battles of Kunuri and Kumyangjang-ni have on the United Nations forces?
2. According to Source O, how did the success achieved by the Turkish units in the Battles of Kunuri and Kumyangjang-ni shape the overall course of the Korean War?

Step 14: The students are asked/invited to examine Sources P, R, S, T, and U.

Source P: The Headline of the Yeni İstanbul Newspaper, dated 3 December, 1950 (Yeni İstanbul, 1950)

The Prime Minister and the Chief of the General Staff sent messages of appreciation to our Korean brigade

Adnan Menderes: “The great sacrifice and heroism displayed by our forces have filled our hearts with rightful pride.”

Nuri Yamut: “Friend and foe alike, without exception, the entire world has come to admire and appreciate your heroism.”



Source R: A few sentences from the Vatan Newspaper dated 2 December, 1950 (Vatan, 1950b)

In the words of an American officer, the statement, “I have never seen soldiers like this before” became a symbol of the courage displayed. The lines held by the Turkish forces secured the safe withdrawal of the allied troops, enabling nine divisions to retreat to new defensive positions without losses. In this way, the Turkish Brigade assumed a role that changed the fate of the United Nations forces during the Korean War.

Source S: A message from the Commander of the U.S. Eighth Army, W. H. Walker.

Following the battles of Kunuri, the Commander of the Eighth Army, General Walton H. Walker, stated in his message to the Turkish Brigade in Korea that the Turkish combat unit, operating together with the 2nd Division, prevented the encirclement and destruction of the army through its heroic courage and the delaying actions it carried out over four days. He emphasized that on the night of 28 November, 1950, the Turkish combat unit was surrounded near Wawon by communist forces estimated to be of divisional strength; however, the Turkish soldiers fought with great bravery and killed two hundred enemy soldiers with bayonets in close combat. He further stated that despite the enemy forces in this sector reaching the strength of six divisions after two days of fighting, they failed to break through the lines, and that the Turkish combat unit, together with the 2nd Division, secured the necessary time to prevent the encirclement of the Eighth Army (Yazıcı, 1963, p. 217).

Source T: A news report from the Cumhuriyet Newspaper, dated 29 January, 1951. (Cumhuriyet, 1951b)

During the Korean War, the Turkish Brigade held the front line alone for days, saving the United Nations forces from a major defeat. Matthew Ridgway and J. Lawton Collins personally visited the front to congratulate the Turkish soldiers and expressed their admiration. The wounded Turkish soldiers drew attention with their endurance in the face of pain; during examinations conducted by doctors using needles, they showed no reaction and proudly responded, "I am a Turkish soldier. Does a needle hurt?" While conveying this situation to Collins, Tahsin Yazıcı stated that even when wounded by bullets, Turkish soldiers would say, "I am fine, my commander!" These examples symbolized the Turkish soldiers' resilience to pain and unwavering dedication to duty. The generals spoke highly of the heroism of the Turkish unit and emphasized that they were inspired by its courage.

*Mehmedcik or Mehmetcik is a title given to Turkish soldiers.

**Source U: International Reaction to the Success of Turkish Units in the Battles of Kunuri**

"The heroic battles fought by the Turkish Brigade created an elixir-like effect on all the United Nations forces." - *The Times*.

"4,500 soldiers knew how to work wonders in the middle of the line of fire. The sacrifices made by the Turks will never be forgotten." - *The Washington Tribune*.

"The surprise of the Korean battles was not the Chinese, but the Turks. At present, it is impossible to find a word capable of describing the heroism shown by the Turks in these battles." - *Abend Post*.

"At Kunuri, the Turks displayed a heroism worthy of their glorious history. Through their valiant fighting, the Turks earned the admiration of the entire world." - *Le Figaro*

"While the Turks were fighting and dying for a long time in the face of the enemy, the British and Americans were withdrawing. When their ammunition ran out, the Turks fixed bayonets and attacked the enemy, and a fierce hand-to-hand struggle began. Fighting as they withdrew and carrying their wounded comrades on their backs, the Turks managed to pull back. In Pyongyang, they marched in a parade with their heads held high." - *G.G. Murtin*.

“We owe the certain escape of thousands of United Nations soldiers from encirclement to the heroism of Turkish soldiers. The Turkish soldiers in Korea added yet another new and unforgettable page of honor to the heroic traditions and legends of the Turkish Nation.” - Emanuel Shinwell, Minister of Defence of the United Kingdom.

“The Turks are heroes among heroes. For the Turkish Brigade, there is no such thing as impossible.” - *Douglas MacArthur*, Commander-in-Chief of United Nations Forces.

“This time, it was the Turks who saved you.” (Referring to the American Army). - *TASS* (Sipahi, 2007)

Step 15: The students are asked/invited to answer the following questions based on Sources P, R, S, T, and U.

1. How did the Prime Minister of the period, Adnan Menderes, and the Chief of the General Staff, General Nuri Yamut, respond to the success achieved by the Turkish units in Korea?
2. According to Source R, what role did the Turkish Brigade's struggle at Kunuri play in the overall course of the Korean War?
3. In Source S, how is the combat situation described in the statement attributed to the Commander of the U.S. Eighth Army that, “The Turks fought bravely and killed two hundred enemy soldiers with bayonets in hand-to-hand combat”? The students are asked/invited to discuss this with their classmates.
4. In the newspaper report presented in Source T, how realistic and accurate are the expressions, “Mehmetçik-what a magical name!” and “I am a Turkish soldier. Does a needle hurt?”? What might have been the purpose of General Collins, or the newspaper officials likely writing on his behalf, in using such expressions?
5. What perspective do the individuals and institutions whose views are conveyed in Sources R, S, T, and U present regarding the role played by the Turkish units in the Battles of Kunuri, and on what common point do they converge?
6. How can it be interpreted that even TASS, the official news agency of the Soviet Union, a country that supported North Korea during and after the Korean War, used the statement, “This time, it was the Turks who saved you,” addressing the Americans?

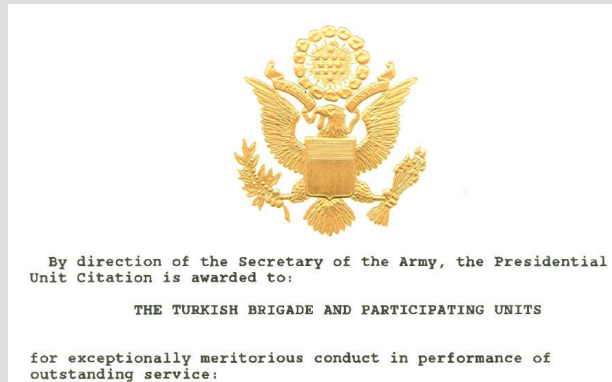
Step 16: The students are asked/invited to examine Source V and Source Y.

Source V: Reactions of the United States and South Korean Governments to the Victory at Kumyangjang-ni

The successes achieved by the Turkish Brigade also had a substantial impact on American public opinion. Upon the recommendation of the Commander of the Eighth Army, the Turkish Brigade was awarded the Distinguished Unit Citation and its official citation by the United States for its outstanding achievements in the battles fought between 25-27 January 1951. Until that time, this decoration had been awarded only to two American units of this kind. Apart from these, the Turkish Brigade became the first unit of a foreign nation to receive this distinction. This decoration and its citation were sent to the Turkish Brigade together with a message from the Commander-in-Chief of United States Army Forces in the Far East, Matthew Ridgway. In the message, it was stated that ‘there are very few occasions on which the highest decoration of the American Government has been awarded more appropriately’, and the success demonstrated by the Turkish Brigade was formally commended. The decoration was affixed to the regimental flag of the 241st Regiment during a ceremony held on 6 July, 1951, by the Commander of the Eighth Army, James Van Fleet. In the official citation of the decoration, the performance of the Turkish Brigade during the battles of 25-27 January was praised in detail (Erkilet et al., 1975, p. 216).

As a result of the same victory, the President of South Korea, Syngman Rhee, awarded the Korean Presidential Unit Citation to the Turkish Brigade on 17 September, 1952 (Artuç, 1980).

Source Y: The Opening Section of the citation of the Distinguished Unit Citation Awarded to the Turkish Brigade by the United States Congress (Denizli, 2009, p. 165)



The Turkish Brigade and its attached units

In accordance with the briefing and guidance of the Army Command, they were awarded this Distinguished Unit Citation in recognition of their exceptional, virtuous, and morally exemplary conduct, as well as the extraordinary courage and heroism they displayed.

Step 17: The students are asked/invited to answer the following questions based on Source V and Source Y.

1. What does the fact that the United States awarded the Distinguished Unit Citation to the Turkish Brigade for the first time as a unit belonging to another country indicate about the level of success achieved by Turkish soldiers in the Battles of Kumsang-ni?
2. What does General Ridgway's statement, "There are very few occasions on which the highest decoration of the American Government has been awarded more appropriately," mean? Explain.
3. How can the decision of South Korean President Syngman Rhee to award the Turkish Brigade the Korean Presidential Unit Citation be interpreted?

Step 18: The students are asked/invited to form groups of three, four, or five and design a badge/medal to be awarded to Turkish soldiers as a symbol of the success they displayed during the Korean War. It is emphasized that the designed medals should include the following elements/features:

1. The geographical distance and cultural closeness between Türkiye and Korea
2. Symbols representing Türkiye, South Korea, and the United Nations
3. The courage, heroism, and self-sacrifice of Turkish soldiers
4. The inclusion of written expressions (in appropriate proportion) as well as visual elements

The students may place their designs here.

Note II:

During the Korean War, Turkish units undertook many different missions beyond the Battles of Kunuri and Kumyangjang-ni and successfully fulfilled these duties. Among the most significant of these were the defense of Seoul and the Battle of Bloody Vegas, which are briefly addressed below.

Defense of the Capital Seoul - The Taegyewon-ni Battle (13-18 May, 1951): The Turkish Brigade, assigned to positions around the capital city of Seoul, prevented the city from falling into enemy hands for the third time through its successful defensive operations.

The Battle of Bloody Vegas (28-29 May, 1953): On the night of 28-29 May, 1953, the Chinese army launched an attack on the forward outpost units defending the hills located approximately six hundred meters ahead of the main battle line held by the brigade. These hills were designated by the Americans as Carson, Elko, Little Vegas, Big Vegas, East Berlin, and West Berlin. The objective of the Chinese forces was to gain an advantage at the negotiating table by strengthening their position during the armistice talks intended to bring the war to an end. Turkish forward outpost units fought heroically and succeeded in halting the enemy advance. Among these hills, the one that came to be known in history as Bloody Vegas changed hands several times in a single night but was never surrendered to the enemy. As a result, China failed to gain the advantage it sought in the armistice negotiations. This battle made a significant contribution to the signing of the armistice agreement and the end of the war. During these engagements, 151 of our soldiers were martyred, and 241 were wounded (Kore Savaşı ve İzleri, 2025).

Assessment and Evaluation

1. What meanings do the terms offensive and defensive convey to you? Define them in your own words.
2. What are the main differences between the Battles of Kunuri and Kumyangjang-ni?
3. When the numbers of martyrs, wounded, and missing soldiers of the Turkish units in the Battles of Kunuri and Kumyangjang-ni are compared, in which battle can it be said that greater success was achieved? Why is this so?
4. Against which forces did the Turkish units fight during the Battles of Kunuri and Kumyangjang-ni?
5. For success displayed in which battles were Turkish soldiers awarded medals?
6. How did the performance of the Turkish units in the Battles of Kunuri and Kumyangjang-ni resonate in Türkiye and around the world?

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Homework

The students are asked/invited to access the newspaper issues used in this activity, dated 26 November to 4 December 1950 and 25 to 29 January 1951, online. Using ChatGPT or a similar AI tool, the students are asked/invited to analyze news reports, commentaries, and opinion columns related to the Korean War, especially the Battles of Kunuri and Kumyangjang-ni, and to prepare a written text that demonstrates the impact of Turkish units on the overall course of the war and their concrete contributions to the United Nations forces. The product is saved in the students' electronic portfolios.

PRISONERS AND CAPTIVITY

Unit 8



Grade Level:

9th, 10th, and 11th Grades



Teaching Time: 40 + 40 minutes

Concepts to Digest: Prisoner, captivity, Geneva Convention, prisoner of war

Skills to Improve: Historical empathy, historical inquiry, and analysis

Core Values: Solidarity, patience, courage

Methods-Techniques: Evidence-based historical inquiry, direct instruction, questioning

Teaching-Learning Materials: Archival documents, secondary sources, oral history studies, maps, photographs

Learning Aim: To examine international legal norms concerning prisoners of war.

Key Question: To what extent were the practices during the Korean War consistent with international legal norms concerning prisoners of war?

Guiding Question 1

According to international law, what do captivity and prisoner of war status mean, and what rights do prisoners have?

Objective 1

To develop an understanding of how the concepts of captivity and prisoner of war are used in international legal texts and what rights are granted to prisoners.

Task 1

The students are asked/invited to examine Sources B, C, and D, answer the related questions, and to carry out the newspaper (news/ commentary) writing activity.

Guiding Question 2

How were the perspectives of the United Nations forces and the Turkish Brigade regarding the treatment of prisoners and the measures to be taken to avoid capture by the enemy reflected in the relevant directives during the Korean War?

Objective 2

To understand, through the analysis of directives prepared within the United Nations forces in general and the Turkish Brigade in particular, what measures were taken to prevent soldiers from being captured and how prisoners were expected to be treated.

Task 2

The students are asked/invited to examine Sources E, F, G, and H and to answer the related questions.

Guiding Question 3

How did the experiences of soldiers who were captured during the Korean War affect their lives while they were in captivity?

Objective 3

To develop an empathetic perspective on how captivity affects human life by examining the experiences of soldiers who were taken prisoner during the Korean War.

Task 3

The students are asked/invited to examine Sources I, J, K, L, M, N, and O, to answer the related questions, and to prepare the speech-writing activity presented in Step 12.

Teaching and Learning Plan

!! Focus on Activity

The students are asked/invited to examine Source A and to answer the related questions.

5 min.



Task 1

The students are asked/invited to examine Sources B, C, and D, to answer the related questions, and to carry out the newspaper (news/commentary) writing activity.

15 min.



Task 2

The students are asked/invited to examine Sources E, F, G, and H and to answer the related questions.

30 min.



Task 3

The students are asked/invited to examine Sources I, J, K, L, M, N, and O, to answer the related questions, and to complete the speech-writing activity presented in Step 12.

25 min.



Assessment and Evaluation

The students are asked/invited to respond to open-ended assessment and evaluation questions.

5 min.



Homework

The students are asked/invited to conduct online research on the provisions of the Geneva Conventions related to prisoners of war and on institutions and organizations that ensure these rights are upheld, and to prepare a written text based on their findings.

Teaching and Learning Process

Focus on Activity: The students are asked/invited to examine Source A and to predict who the individuals shown in the photograph might be and what kind of event may have taken place at the moment the picture was taken.

Source A: A photograph from the time of the Korean War (Denizli, 2024, p. 5)



Guiding Question 1: Uluslararası hukuka göre esaret ve esirlik nedir, esirler hangi haklara sahiptir?

Task 1: The students are asked/invited to examine Sources B, C, and D, to answer the related questions, and to carry out the newspaper writing activity (news/commentary) presented in Step 3.

Step 1: The students are asked/invited to examine Sources B, C, and D.

Source B: Captivity and Prisoners

In the Turkish Language Association (TDK) dictionary, the word 'esir' is defined as 'slave' or 'captive' (TDK, 2025) and is most commonly used to refer to a prisoner of war. Being captured, in captivity, or in imprisonment is one of the most painful aspects of war. Because captivity usually occurs in an environment of hostility during wartime, prisoners have historically remained highly vulnerable to abuse. At the same time, prisoners have also been regarded as an essential instrument or source of power used by the parties involved in war or conflict against one another.

In the past, the treatment of prisoners was entirely left to the will or discretion of the individual or institution that captured them. However, beginning in the nineteenth century, alongside developments in human rights, discussions emerged emphasizing that prisoners should also be entitled to certain rights, and efforts to improve conditions were initiated. One of the most significant developments following the Second World War was the Geneva Conventions, which laid the foundations of international law governing the treatment of prisoners of war (Geneva Conventions, 1949; İnan, 1972; International Committee of the Red Cross, 2025).

Source C: Those recognized and not recognized as prisoners of war under the Geneva Convention

Following the harm suffered by large numbers of civilians during wars, a conference was first held in Geneva in 1864 through the initiatives of the Swiss government. Later, in 1906 and 1929, the convention was revised with various amendments and additions, and four conventions were drafted. The third of these four conventions, titled 'The Geneva Convention of 12 August, 1949, relative to the treatment of prisoners of war' and signed by states worldwide on 9 December, 1949, forms the foundation of contemporary international humanitarian law.

According to the provisions of the Geneva Convention, those recognized as prisoners of war include:

- Members of a country's armed forces;
- Personnel serving in non-combat roles within the armed forces, such as doctors and military chaplains;
- Members of militias and volunteer forces that a responsible leader commands, carry visible, distinctive signs, and openly bear arms;
- Civilians who rise and take up arms collectively;
- Civilian personnel accompanying the armed forces, such as war correspondents attached to military aircraft;
- Spies who enter enemy territory without changing their uniform.

Those not considered prisoners of war include:

- Individuals such as spies and armed civilians (guerrillas) who conduct covert or overt hostile activities against the enemy while disregarding the laws and customs of war. Such individuals are subject to various penalties under the laws of the enemy state (Geneva Convention, 1949; İnan, 1972).

Source D: Article 13 of the Geneva Convention on the protection of the rights of prisoners of war

- (1) Prisoners of war must be treated humanely at all times. Any unlawful act or omission that causes the death of a prisoner of war or seriously endangers their health is prohibited.

Prisoners of war may not be confined in cells or similar closed detention facilities solely because of their status as prisoners of war. However, they may be detained in camps in order to prevent their return to the battlefield. They must be released and repatriated without delay after the cessation of active hostilities. Prisoners of war must be able to maintain contact with the outside world, particularly with their families and friends. They have the right to correspond by letter and message and to receive individual parcels or collective consignments containing food, clothing, or medical supplies.

- (2) Prisoners of war must at all times be protected, particularly against acts of violence or intimidation, and against insults and public curiosity.

To protect their dignity and security, their images and personal information must not be made public.

- (3) Reprisals against prisoners of war are prohibited.

Throughout their detention, prisoners of war must be treated humanely and with respect for their personality and dignity. They may not be subjected to coercive interrogation. International humanitarian law sets out minimum conditions of detention for prisoners of war, including provisions related to accommodation, food, clothing, hygiene, and medical care. Prisoners of war must receive adequate medical treatment. Seriously wounded or sick prisoners of war must be repatriated without delay (summarized from the Geneva Convention, 1949; İnan, 1972; International Committee of the (Red Cross, 2025).

Step 2: The students are asked/invited to answer the following questions based on Sources B, C, and D.

1. According to Source B, what is captivity? What are the most important dangers, risks, or problems that prisoners may face?
2. In an international legal text such as the Geneva Convention, why might it be necessary to specify in detail who is recognized as a prisoner of war and who is not? The students are asked/invited to research possible reasons/justifications.
3. According to the Geneva Convention, what might be the reasons for not recognizing a person as a prisoner of war, who was captured by the enemy in arms at the time of a war?
4. What is the primary purpose of the provisions summarized in Article 13 of the Geneva Convention presented in Source D? The students are asked/invited to discuss this.

Step 3: The students are asked/invited to research to what extent the provisions presented in Source D are taken into account by the parties involved in contemporary conflicts or wars (for example, the Russia-Ukraine War or Israel's occupation in Gaza), and whether prisoners are treated in accordance with these provisions. Based on the data they obtain, the students are asked/invited to prepare a short newspaper text (news report/opinion piece) that includes both their findings and their personal reflections on the evidence.

International Law and the Realities of War

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Guiding Question 2: Kore Savaşı'na katılan BM Ordusu ve Türk Tugayı'nın esirlere nasıl yaklaşılması gerektiği ile düşmana esir düşmemek için alınacak tedbirlere yönelik bakış açısı ilgili talimatlara nasıl yansıtılmıştır?

Task 2: The students are asked/invited to examine Sources E, F, G, and H and to answer the related questions.

Step 4: The students are asked/invited to examine Sources E, F, and G.

Source E: A directive prepared by the United Nations Forces Headquarters on how captured prisoners should be treated, and distributed to all units, including the Turkish Brigade (ATASE, 48-0-43a)

U.N. 1st Turkish Armed Forces Command

CT.53-27 / 3 December 1951

Section: I Number:

Focusing on the treatment to be applied to prisoners of war

1. It has come to the attention of the United States Eighth Army that, from time to time, prisoners of war have been subjected to improper treatment by units belonging to the United Nations. Such improper actions carried out by United Nations forces are contrary to the Geneva Convention of 1949. The enemy is also using them as a means to prevent their own soldiers from surrendering and seeking refuge within our lines as prisoners of war. On the other hand, due to the mistreatment of prisoners, we will also lose opportunities for propaganda in any future struggle against communism.

TASNİF DIŞI

A	6-19
D	10
F	23

B.M.
1. Türk Silahlı K. K. İda
Şube : I
Sayı :
CT.53-27
3-Aralık-1951

Özü : Harp esirlerine yapılacak esirler Hk.

1- Birleşmiş Milletlere mensup Devletler tarafından harp esirlerine zaman zaman fena muamele yapılmakta olduğu S.Amerikan Ordusunun diplomatine çıkmıştır. Birleşmiş Milletler Kurumları tarafından yapılan böyle fena hareketler, 1949 Cenevre anlaşmasına aykırı olduğu gibi, Ayrıca düşman tarafından da kendi askerlerinin esir olarak hatırlanmaya iltica etmelerini önleyen bir vasıta şeklinde kullanılmaktadır. Diğer taraftan fena muamele gören esirler yüzünden, Istikbalde komünizme karşı yapılacak olan mücadelede, propaganda imkanlarına kaybetmiş olacağız.

2- Birleşmiş Milletlerin katıldığı 12-Ağustos-1949 tarihli Cenevre Anlaşmasının harp esirlerine yapılacak muamele ile ilgili 13. Maddesi şöyle demektedir. Harp esirlerine her zaman insani muamele yapılmalıdır. Esirin nezareti esnasında, Onu alıkoyan Makam tarafından ölüme veya ciddi bir tehlikeye sebep olan kamusuz bir hareket veya hususta bulunmak yasaktır. ve böyle hareketler şimdiden anlaşmanın ciddi bir ihlali şeklinde telakki edilecektir. Bilhassa hiçbir harp esiri fiziki bir sakatlığa ve onun menfaati ile ilgili Tıp, Diş, ve hastahane tedavisi bakımından mübah görülmeyen her hangi bir çeşit Tabba ve ilmi bir tecrübeye maruz bırakılmaz.

Keza harp esirleri, hususile öfkeli zor hareketlere, tehdit ve hareketlere ve halkın tecrübesine karşı her zaman korunmalıdır. Harp esirlerine karşı misilleme tedbirleri almak da yasaktır.

3- Sorumlu Komutanlar, Düşman esirlerine 12-Ağustos-1949 tarihli Cenevre Anlaşmasının maddeleri gereğince muamele yapılmasını temin edeceklerdir.

Tercüme eden
Astğm. Muzaffer Özay

Baş. Komutan General
Van Fleet Y.
Albay
Lawrence E. Nobles

2. Article 13 of the Geneva Convention dated 12 August, 1949, to which the United Nations is a party, concerning the treatment of prisoners of war, states that prisoners of war must at all times be treated humanely. Any unlawful act or omission by the detaining authority that causes the death of a prisoner of war or seriously endangers their health is prohibited, and such acts shall be regarded as serious violations of the Convention. In particular, no prisoner of war may be subjected to physical mutilation or to any medical or scientific experiment that is not justified by medical, dental, or hospital treatment carried out in the interests of the prisoner.

Likewise, prisoners of war must at all times be protected, especially against violent or coercive acts,

threats, insults, and public curiosity. Reprisals against prisoners of war are also prohibited.

3. Responsible commanders shall ensure that enemy prisoners are treated in accordance with the provisions of the Geneva Convention dated 12 August, 1949.

Translated by
Second Lieutenant Muzaffer Özsoy

For the Commander-in-Chief
General Van Fleet (on behalf of)
Colonel
Lawrence E. Nobles

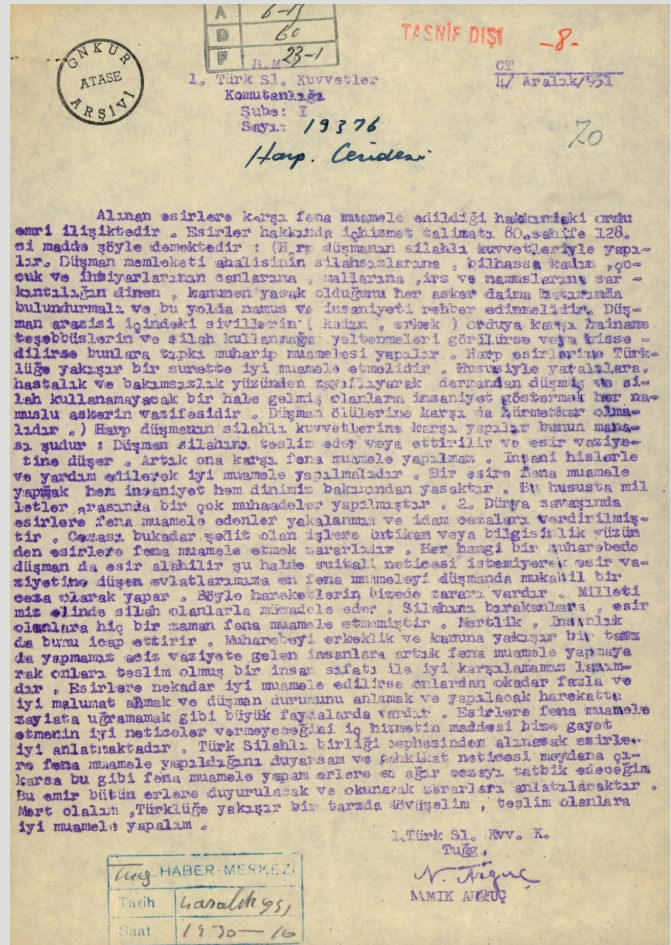
Source F: Instructions sent by the Turkish Brigade to all its subordinate units regarding how prisoners taken should be treated (ATASE, 48-0-43b)

1st Turkish Armed Forces Command CT. / 4 December 1951

Section: V Number: 19376

The army order concerning the mistreatment of captured prisoners is attached. Article 128 on page 80 of the Internal Service Regulations regarding prisoners states as follows: "Every soldier must always bear in mind that harassing the unarmed civilians of the enemy country, especially women, children, and the elderly, and violating their lives, property, honor, and dignity are forbidden by religion and by law. Moreover, he must take honor and humanity as his guide in this matter. If civilians (women or men) within enemy territory are seen or suspected of attempting treason against the army or resorting to the use of weapons, they shall be treated as combatants. Prisoners of war must be treated well in a manner befitting Turkishness. Showing humanity to the wounded, to those weakened by illness or neglect, and to those who have fallen into helplessness and are no longer capable of bearing arms is the duty of every honorable soldier. The enemy dead must also be treated with respect. War is waged against the armed forces of the enemy. This means that once the enemy lays down or is made to lay down his arms and falls into the status of a prisoner,

no ill treatment shall be inflicted upon him. He must be treated well with humane feelings and assistance. Mistreating a prisoner is forbidden both by humanity and by our religion. Many international deliberations have been held on this matter. Those who mistreated prisoners during the Second World War were captured and sentenced to execution. Given the severity of such punishment, mistreating prisoners out of revenge or ignorance is harmful. In any battle, the enemy may also take prisoners; therefore, as a retaliatory measure, the enemy may inflict the worst treatment upon our sons who fall into captivity unwillingly. Such actions are also harmful to us. Our nation fights those who bear arms. Those who lay down their arms and become prisoners have never been mistreated. Honor and humanity require this. We must conduct warfare in a manner befitting manhood and the law; once people become eligible for lawful treatment, we must no longer mistreat them and must receive them as surrendered human beings. The better prisoners are treated, the greater the benefits gained, such as obtaining more and better information from them, understanding the enemy's situation, and avoiding casualties in future operations. The Internal Service Regulations clearly explain that mistreating prisoners will not yield positive results. If I hear of or determine through investigation that prisoners taken by Turkish armed units have been mistreated, I will impose the heaviest punishment on the soldiers responsible. This order shall be announced and read to all soldiers, and its harmful consequences shall be explained. Let us be honorable; let us fight in a manner befitting Turkishness and treat those who surrender well."



Turkish Armed Forces
Signature
Brigadier General NAMIK ARGUC

Source G: A photograph from the Korean War (Denizli, 2010, p. 90)



Step 5: The students are asked/invited to answer the following questions based on Sources E, F, and G.

1. Why did the United Nations Army Command consider it necessary to prepare the directive presented in Source E?
2. The students are asked/invited to compare the directive presented in Source F with the United Nations directive in Source E. What are the similarities and differences between these two directives in terms of their approach to how prisoners should be treated and the way they address the issue?
3. Who might the people shown in Source G be? What appears to be taking place at the moment the photograph was taken?
4. Do the scenes shown in Source G indicate how carefully the United Nations forces and the Turkish Brigade implemented the directives in Sources E and F? Why?
5. With the statement, 'Our nation fights those who bear arms. Those who lay down their arms and become prisoners have never been mistreated. Honor and humanity require this', what message is the Turkish Brigade Commander trying to convey to the soldiers or other audiences beyond the Geneva Convention?

Step 6: The students are asked/invited to examine Source H.

Source H: A directive outlining the measures to be taken to prevent soldiers from being captured by the enemy (ATASE, 25-1-39)

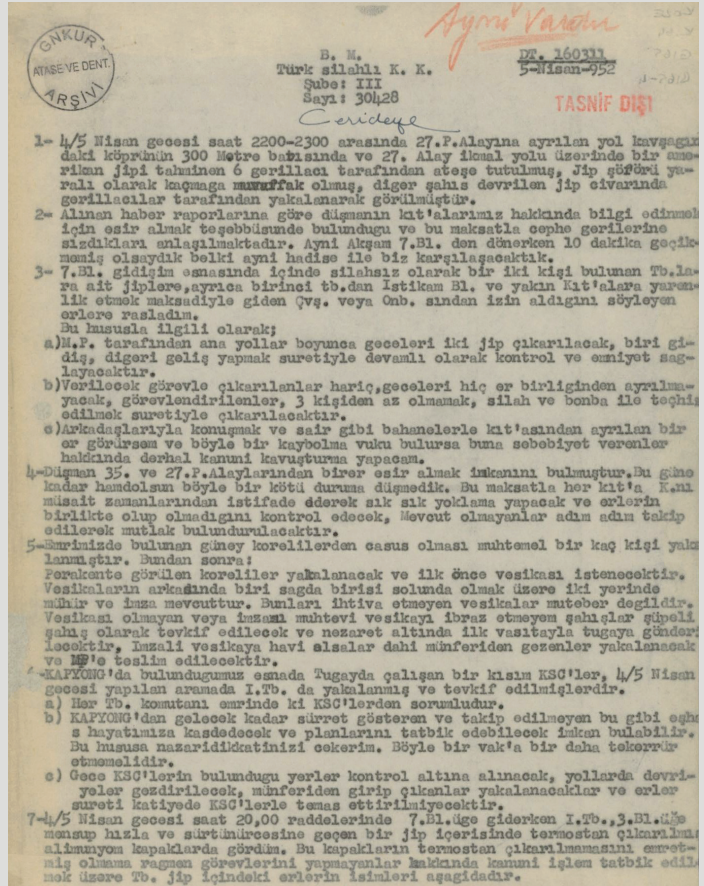
**U.N. Turkish Armed Forces Command
DT. 160311 / 5 April 1952**

Section: 304 Number: 30428

- On the night of 4/5 April, 1951, an American jeep was fired upon by North Korean guerrillas, while the driver escaped wounded, the other individual was captured (taken prisoner).
- Intelligence reports indicate that the enemy is attempting to capture personnel in order to obtain information about the United Nations forces.
- Cases have been observed in which military vehicles carrying unarmed soldiers were approached by soldiers claiming that they had permission from a sergeant or corporal and stating that they were going to assist units other than their own.

About this matter;

- Two jeeps shall be deployed at night along main roads by the M.P. (Military Police); one operating outbound and the other inbound, in order to provide continuous control and security.
- Except for those officially assigned, no soldier shall leave his unit at night. Those who are assigned duties shall be dispatched in groups of no fewer than three, equipped with weapons and grenades.
- If any soldiers leave their units under pretexts such as talking with friends or similar excuses, immediate legal action shall be taken against both those individuals.



- The enemy has captured a number of soldiers attached to American units, whereas no such incident has occurred on the Turkish side. In order to prevent such incidents, roll calls shall be conducted frequently at appropriate times.
- Certain South Koreans assigned to the Turkish Brigade may be spies. Therefore, from now on:
 - ▷ Koreans found wandering in a dispersed manner shall be detained, and their documents shall be checked first.
 - ▷ Those without documents or with missing or problematic documents shall be detained as suspicious persons and sent to the Brigade. Those who have documents but are found wandering independently shall be apprehended and handed over to the Military Police.
 - ▷ During the search conducted on the night of 4/5 April, several KSCs (Korean Civilian Employees) working within the Brigade were apprehended and detained on suspicion of being enemy agents. Each Battalion Commander is responsible for the KSCs under his command. Enlisted soldiers must under no circumstances have contact with KSCs.
- It has also been learned that soldiers have moved away from their units for purposes such as obtaining drinking water and have encountered various incidents. Commanders shall procure the water required by their units during the daytime, and no-one shall be sent to fetch water at night. Non-commissioned officers, sergeants, and corporals shall not have the authority to grant leave to enlisted soldiers and shall not dare to do so.
- Night inspections shall be conducted frequently within the Brigade. All matters specified in this order shall be read and explained collectively to enlisted soldiers. At appropriate places and times, signatures shall be obtained from officers, and no further tolerance shall be shown for such inappropriate conduct.

Please ensure that the necessary actions are taken accordingly.

Commander of the Turkish Armed Forces
Brigadier General Namık ARGUÇ

Step 7: The students are asked/invited to answer the following questions based on Source H.

1. According to Source H, what are the sources of risks and problems experienced within the United Nations forces and the Turkish Brigade regarding captivity, being taken prisoner by the enemy, and espionage activities?
2. According to Source H, why do forces involved in war and armed conflict attempt to capture prisoners from the opposing side?
3. Based on the information provided in Source H, what measures were taken against the risks of being captured by the enemy and/or espionage activities, as well as other related threats?

Guiding Question 3: How did the experiences of soldiers who were captured during the Korean War affect their lives while they were in captivity?

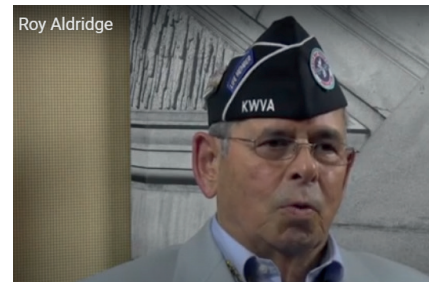
Task 3: The students are asked/invited to examine Sources I, J, K, L, M, N, and O, to answer the related questions, and to complete the speech-writing activity presented in Step 12.

Step 8: The students are asked/invited to examine Source I.

Source I: Two excerpts from an oral history interview with American Korean War veteran Roy Aldridge

Roy Aldridge

(<https://koreanwarlegacy.org/interviews/roy-aldridge/>)



27:42-28:59

R. Aldridge: ... and, uh, I was a passenger, and I opened up and I kick the hatch out of the Bombay doors, and I dropped out. I think I tumbled. When I opened my chute, when I tumbled, just as I opened my chute, I saw the aircraft disintegrate. I was the only one survivor. I was the only survivor. Everybody's asked me how high we were. All I can say is when my chute opened, I swung about three times and hit the ground in a rice paddy. You had Korean brown earth and, uh, before I could get my chute completely off, I was, they had me. Yeah. April the 13th. I don't know if it was a Friday or not... You know, and, uh. Yes, Uh huh. They blindfolded me, they hit me two or three times and, uh, kept saying 'chungee, chungee', and I kept saying look, look, look, you know, you know?

30:16-35:51

R. Aldridge: I was transferred into a camp or what it is officially called, it was a holding area. If you look at the maps with all the prisoner of war camps, called Pak's Palace, P-A-K'-S Palace, P-A-L-A-C-E. It was just outside of Pyongyang, North Korea. I was put in a small cell, and I was given some gruel-type soup. Looked like barley or something, oat, oats and rice or something and a small piece of bread to eat. One meal a day. There were no lights or anything. I mean, it was, wasn't total darkness. There was, you could see a little light like through the curtains or something like that, you know. But, uh, you could see through the cracks of the cell. No, this was a hard building. It was a hard building. They took me out of that and took me into a marbled hall, very elegant hall. And there were three Koreans sitting up on this bench, and they were dressed. Hm. Very elegant, and they were all speaking Korean, North Korean, I don't know if there's a difference between two languages and I still don't. And, uh, the one Korean officer sitting by me, uh. He was asking my name and I told him my name, and I said I'm Airman Second Class, or Airman First Class Roy E. Aldridge, AF19453530, and he asked me did you drop bombs, and I said, unfortunately I said yes cause that's, they knew, and, uh. He was my translator. I guess, uh. Anyway, they read and stood up and read my name. I understood my name, and when it was all over with, uh, my translator told me I was a war criminal and I'd just been convicted for crimes against humanity for biological and chemical warfare against the People's Republic of North Korea, and I was sentenced to die. And they tied my hands behind my back, walked me down the hall, and then they untied my hands and said now, this is the interpreter. Had another North Korean officer, and they hit me two or three times, and, uh, he says if you sign these papers where you confessed to doing crimes against humanity, you will receive life in prison. You will not die. Well, stubborn I guess, I don't know. I would not disgrace my country, and I wouldn't, not disgrace my family, and I told him to go to hell. No. And they hit me two or three more times and asked me to sign, I said no. Then they tied my hands behind my back, took me outside the compound, and I dug a hole. A shallow grave. And they tied my hands behind my back again, pushed me down on my knees, put a blindfold on me, and I felt the gun muzzle at the back of my head, and it went click, and they got me up, and I urinated all over myself and, and, and, and then defecated in my pants, and they took me back to my cell. Six times they did that to me. Six times. And there was 20, 30 of us, I can't remember, I have no idea as to how many were in there. Only Air Force. It was South African Air Force, Australian Air Force, British Air Force, U.S. Air Force, prisoners there, and then one day they came in and, time means nothing now.

Step 9: The students are asked/invited to answer the following questions based on Source D and Source I.

1. If the experiences Roy Aldridge went through during his capture had happened to you, what would you think and how would you feel?
2. What kind of treatment was Roy Aldridge subjected to while he was in captivity?
3. To what extent is the treatment Roy Aldridge experienced during captivity consistent with the provisions of the Geneva Convention summarized in Source D? Why?
4. What might be the reason for the North Korean officer's attempt to force Roy Aldridge to sign documents confessing to crimes against humanity, with the promise that his death sentence would be commuted to life imprisonment if he did so? For what purpose might the North Koreans have intended to use a document signed by Roy Aldridge? Discuss.

Step 10: The students are asked/invited to examine Source J and Source K.

Source J: The Death March and the Valley of Death

During the Battles of Kunuri, a group of soldiers was taken prisoner. This group of captured soldiers was marched toward the borders of North Korea and Manchuria. Their route led to a temporary camp located in Hofong, known as the 'Cold Camp' or the 'Valley of Death'. The captured prisoners were forced to march for hours in winter conditions, at temperatures ranging from -20 to -25 degrees Celsius, while suffering from hunger and sleep deprivation. During this march, some developed pneumonia, while others lost their lives due to frozen and gangrenous fingers caused by the extreme cold, as they were barefoot, or because their bleeding wounds froze. Guards repeatedly forced the prisoners to keep moving using bayonets and kicks. As the prisoners had no plates or utensils, they ate the food thrown in front of them by placing it on their clothing or in their hats (summarized from Onur Çifci, 2020, pp. 90-98).

Source K: A map of North Korea showing the Kunuri area and the Valley of Death (Google, 2025)



Step 11: The students are asked/invited to answer the following questions based on Source J and Source K.

1. According to Source J, what kinds of difficulties did the prisoners experience during the march to the temporary camp?
2. What might be the reasons for subjecting prisoners to the treatment and hardships described in Source J?
3. How might the experiences described in Source J during the journey have affected the prisoners physiologically and psychologically?
4. Apart from those mentioned in Source J, what other risks and dangers might the prisoners have been exposed to? Discuss.
5. Source K shows the route along which the death march took place. Consider how prisoners, many of whom were likely wounded or ill, lacked seasonally appropriate clothing and footwear, and were forced to walk approximately ninety km mostly at night during the coldest days of winter, might have endured this journey. If you were in their place, what would you think and how would you feel?

Step 12: The students are asked/invited to examine Source L and Source M.

Source L: Captivity experiences of Turkish Prisoners

Prisoners were given boiled, unsalted grains, either shaped into balls or made into porridge, twice a day. The food tasted so bad that it was almost inedible. On one occasion, Captain Yüksel and his soldiers marched without food for two days. Malnutrition caused many prisoners to suffer from night blindness, commonly known as 'chicken blindness', which made night marches even more difficult. When food was not provided or was insufficient, the Turkish prisoners tried to meet their energy needs by collecting edible grass, leaves, and hot peppers from the roadside (summarized from Onur Çifci, 2020, pp. 165–166).

When the convoy stopped to rest in a village reduced to ruins, one of the Turkish prisoners shouted at the top of his voice, "Run, run, I found it, I found meat." When the crowd of Chinese guards and prisoners reached the spot, they saw that what had been found was the skin of a cow or ox that had been lying there for a long time and had become maggot-infested and rotten. The prisoners lit a fire there and placed the skin over it, first watching the maggots embedded throughout burn away, then the hair on the skin burn. Afterwards, they shared and ate the thoroughly roasted skin among themselves (summarized from Rusçuklu, 2007, pp. 238–239).

Source M: Two excerpts from an oral history interview with Korean War veteran Veli Atasoy
(<https://koreanwarlegacy.org/interviews/veli-atasoy/>)



🕒 12:21 - 13:05

V. Atasoy: Even when we were still in the unit, it turns out that our letters were being stolen, the stamps were removed, and the letters were torn up. Before we were captured, there was a fake sergeant in the unit, he was called 'Müfrüt sergeant', and he was the one doing this. Later, we caught him. We never saw letters being delivered or received in the unit, and we did not see any during captivity either, in the prisoner camp. In other words, there was no correspondence with Türkiye at all; no letters.

🕒 19:26 - 20:10

V. Atasoy: There was no contact at all from Korea until we returned to Türkiye. No contact whatsoever. My father even went to the consulate and, asking what had happened to his son, beat himself against stones and walls, but there was nothing that could be done; we had become prisoners. In the unit, incoming letters were being torn up, so we did not know about them. Then we were captured, and again there was nothing from home. The Americans were corresponding by letters, some of them could communicate, but we did not receive any letters.

Step 13: The students are asked/invited to answer the following questions based on Source L and Source M.

1. According to Source L, what are the main problems that prisoners experience during captivity?
2. According to Source L, what methods did Turkish prisoners resort to in order to cope with malnutrition or hunger?
3. Considering that prisoners were willing even to eat the skin of a maggot-infested animal due to hunger and malnutrition, discuss what the hardships and limitations of life in captivity can compel individuals to do.
4. According to veteran Veli Atasoy, what was the reason for the communication problems experienced by Turkish soldiers while they were still in their units?
5. Put yourself in the place of veteran Veli Atasoy's mother or father and imagine that you had not received any news for years from your son who had been sent to Korea with his unit. What would you feel, what actions would you take, and where would you seek help? Why?

Step 14: The students are asked/invited to form groups of three, four, or five and prepare a speech evaluating the extent to which the treatment of prisoners by North Korea and China, with Soviet support, during the Korean War was consistent with international law. In preparing their speeches, the students are asked/invited to compare the relevant provisions of the Geneva Convention with the prisoner experiences presented in Sources I, J, L, and M.

Was the law also held captive?

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Step 15: The students are asked/invited to examine Source N and Source O.

Source N: An interrogation report of an enemy soldier captured during the Korean War (ATASE, 114-0-53)

Initial Interrogation Report of a Prisoner of War

11 May 1953

1. Identity of the prisoner and his unit

a. Name: T'ING-SI

Nationality: Chinese

Rank: Private

Duty: Battalion Messenger

Education: None

Age: 22

Occupation: Textile worker

Date of enlistment: August 1952

Gender, physical traits, relatives: None

b. Unit: 1st Field Army, 65th Army, 195th Division

585th Regiment, 1st Battalion.

c. Date and circumstances of capture:

At 110200-May-953, the prisoner and another Chinese soldier (reportedly of Korean origin) departed from BS.94886, located near the 1st Battalion combat command post, generally proceeding eastward and arriving at XXXX ES.94889. From there, they turned south and followed the bank of the Imjin River, reaching BS.945885. At this location, the Imjin River is narrow and shallow and also shows slight tidal activity. The Chinese had constructed a small dam there.

The other soldier accompanying him was carrying a PPS-1943 submachine gun (with ammunition). Near daylight hours, the prisoner and his companion approached a stream close to United Nations territory and conducted reconnaissance of the area. After the reconnaissance, the prisoner returned to 958882 and slept there on the evening of 11 May, 1953.

During daylight hours on 12 May, 1953, he advanced approximately five hundred meters toward the United Nations front, reached the front of the protective wire obstacle, and continued reconnaissance. Upon observing a position, which he assumed to be an observation post, he attempted to shout and signal. As no one on the United Nations side heard him, he returned and slept again at his previous location on the night of 12 May, 1953.

On 13 May, 1953, during daylight hours, the prisoner moved again and saw two United Nations' soldiers were approaching him. Fearing that the soldiers might shoot him, he went to the water's edge and fell asleep. After a short time, he was surrounded by elements of the 25th Reconnaissance Company, warned by shouting, and was captured at 131020-May-953 in the vicinity of BS.995884.

2. Appearance

During questioning, the prisoner became flushed. His distance perception was weak. Some parts of his statements were confused due to disorientation. The degree of credibility attributed to the prisoner was low.

3. Combat Capability

a. Strength

(1)

Unit	Authorized	Present	Losses / Changes	Date
Hq. Bn. Sec.	30	50	Regimental observation personnel assigned for movement	March-53
Bn. Messenger Section	15	13	One prisoner of war, one drowned	May-953
1st Company	80	73	Twenty sent from China	11-May-953
			Seven killed (by U.N. artillery)	Sept-952
2nd Company	80	100	Twenty sent from China	Sept-952
3rd Company	90	90	Ten sent from China	Sept-952
			Five dead, five wounded	2 May sunset time
With UN artillery				

(14 May 53)

GURUP
ATASE VE DENT
ARSNI

25. Arca Tumen Kh.
30. 25
11-May-953

Harp esirinin ilk sorgu raporu

1. Esirin huriyet ve birliği.

a. İsmi : T'ING - SI
Milliyeti : Çinli
Rutbesi : Er
Gerevi : Tb. Habercisi
Tahsili : Yok
Yasi : 22
Mesgeliyeti: Mensucat İscisi
Hizmete girişi : 1952 Ağustos
Cinsi, cıbbiliyeti, Akrabalığı : Yok
b. Birlik : 1 inci Sahnra ordusu, 65 inci ordu, 195 inci Tumen 585 inci Alay, 1 inci Tabur.

c. Yakalandığı tarih ve sarıldığı durum.

110200-May-953 de, Esir ve diğer bir cınlı asker (cedit koreli imis) 1 inci Tb. muharebe idare yeri civarı olan BS.94886 dan umumiyetle doguya yuruyerek XXXX ES.94889 a geldiler buradan guneye donup Imjin nehrinin kiyisini takiben BS.945885 e geldiler. Buradan Imjin dar ve sarp olup aynı zamanda hafif miktarda mad ve cesir vardır. Çinliler burada bir bent kurmuşlardır.

*Anındaki diğer arkadaşları PPS-1943 makinali tabanca taşıyorlardı. (Cephaneyle) Buradan gündüz isigina yakın bir zamanda esir ve arkadaşları Birleşmiş Milletler arazisine yakın dere kenarına gelip araziyi keşfettiler.

Kesiften sonra esir geri donerek 958882 ye geldi ve 11-May-53 aksami burada uyudu. 12-May-53 gunu gündüz saatlerinde Birleşmiş Milletler cephesine dogru 500 metre ilerliyerek koruyucu tel organun önüne gelerek araziyi keşfe devam etti ve bir mevzi gorecek orayı gozetleme postası zannı ile bagirarak isaret vermek is-tedi isinde, Birleşmiş Milletler tarafından bu bagirmayı kimse isitmeyince tekrar geri donerek eski yerinde 12-May-953 gagesi uyudu.

13-May-953 gunu esir, gündüz saatlerinde tekrar hareket etti ve 2 Birleşmiş Milletler askeri gordu. Bu askerler ona dogru yaklaşıyorlardı.

Askerlerin kendini vurmasından korkarak suyun kenarına geldi ve yukuya daldi Kısa bir zaman sonra 25 inci Kesif belugu elemanları tarafından sarıldı, bagirarak ihtar edildi ve 131020-May-953 de BS.995884 civarında esir edildi.

2. Gorunus.

Esire konusulduğunda kimisiyordu. Mesafe ayarı zayıf idi. Konusmalarının bazı kisiaları askinlikten eturu karışık idi. Esire inanma derecesi zayıf.

3. Muharebe gucu .

a. Kuvvet ;

(1) Kuvvet, zayıf ve degismeler.

Birlik	Esas	halen	Zayıf / Degisme	Tarih
1. Tb. An.	30	50	Alay gozetleme personeli, hareket icin alınmış.	Mart-53
Tb. Haberci				
Kısmi	15	13	1 Harp esiri,	13-May-953
			1 Bogulmus	11-May-953
1 inci Bl.	80	73	20 Cinden gonderilmiş	Eylul-952
			7 si olu (Bl. Topcusuyla)	
2 inci Bl.	80	100	20 Cinden gonderilmiş	Eylul-952
3 ncü Bl.	90	90	10 Cinden gonderilmiş	Eylul-952
			5 Olu, 5 yaralı	
			Bl. Topcusu ile	2 Mayıs gunes batarken

GURUP ATASE VE DENT ARSNI

Source O: A photograph taken during the Korean War (ATASE, 2016, p. 161)



Step 16: The students are asked/invited to answer the following questions based on Source N and Source O.

1. What sections does the interrogation report of the captured Chinese soldier consist of? Why might the report have been structured in this way?
2. From whose perspective is the account of what the prisoner did before being captured written? Why might this narrative choice have been made?
3. Based on the initial interrogation of the captured soldier, what information did the Turkish Brigade Command obtain about the enemy?
4. To what extent do the scenes shown in Source O appear to be consistent with what is described in Source N? Why?
5. Considering Sources N and O together, what can be said about how enemy soldiers captured by Turkish forces were treated? Why?

Assessment and Evaluation

1. Based on the experiences of a number of Turkish soldiers whose captivity stories are summarized in this study unit, students are asked/invited to define the concept of 'captivity'.
2. The students are asked/invited to explain what soldiers should do and what kinds of precautions they should take in order to avoid being captured by the enemy.
3. The students are asked/invited to discuss which values can be associated with the ability of captured Turkish soldiers to endure hardships and survive with resilience. Why did they?
4. If you were assigned the task of establishing a body of war law that all countries must follow, students are asked/invited to explain what additional principles they would include, beyond those stated in Source D, regarding how prisoners of war should be treated. Why?

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Homework

The students are asked/invited to examine the articles of the Geneva Convention related to the treatment of prisoners of war through online research. They are asked/invited to investigate whether, and to what extent, individuals held in captivity as a result of contemporary conflicts and wars benefit from the rights set out in the Convention. In addition, the students are asked/invited to identify institutions and organizations that monitor the implementation of these rights and work to ensure their protection, and to research the types of activities these bodies carry out. The information and findings obtained are to be compiled into a written text and stored in the students' electronic portfolios.



TURKISH



MARTYRS IN KOREA

Unit 9

**Grade Level:**9th, 10th, and 11th Grades**Teaching Time:**

40 + 40 + 40 minutes

Concepts to Digest: Martyr, catechism, religious practices

Skills to Improve: Historical empathy, historical inquiry and analysis

Core Values: Friendship, altruism, patriotism, helpfulness

Methods-Techniques: Direct instruction, historical inquiry, case study analysis, questioning, oral history, role play

Teaching-Learning Materials: Archival documents, oral history interviews, photographs

Learning Aim: Based on the experiences and stories of Turkish soldiers who participated in the Korean War, this study unit aims to enable students, to draw inferences about the concept of martyrdom and the religious and worldly meanings attributed to it, and to develop an evidence-based understanding of how Turkish soldiers who were martyred in Korea are remembered and commemorated.

Key Question: How do beliefs and values influence an individual's capacity to cope with the difficulties they encounter?

Guiding Question 1

What kinds of spiritual and moral support do soldiers need to endure and fight in wars, and what measures were taken to meet these needs for the Turkish soldiers who participated in the Korean War?

Objective 1

To understand the types of moral motivation soldiers require and to comprehend what was done to meet these needs for the Turkish soldiers who took part in the Korean War.

Task 1

By examining Note 1 and Sources B, C, D, E, F, and G, the students are asked/invited to answer the related questions and to carry out the presentation preparation activity given in Step 5.

Guiding Question 2

How do the martyrdom stories of those who fell in the Korean War and the memories of veterans offer a perspective on the Turkish soldiers' moral motivation during the war and their approach to martyrdom?

Objective 2

To develop an understanding of the Turkish soldiers' moral motivation during the war and their approaches to martyrdom by analyzing the martyrdom stories of those who fell in the Korean War and the memories of the veterans.

Task 2

By examining Sources H, I, J, K, L, and M, students are asked/invited to answer the related questions and to complete the letter-writing activity in Step 12 and the role-playing activity in Step 15.

Guiding Question 3

What has been done, and what is still being done, to honor the rights of the Turkish soldiers who were martyred in Korea and to remember and commemorate them?

Objective 3

To develop an evidence-based awareness of the actions taken to honor the rights of the Turkish soldiers who were martyred in Korea and to remember and commemorate them.

Task 3

By examining Sources N, O, P, and R, students are asked/invited to answer the related questions.

Teaching and Learning Plan

!! Focus on Activity

The students are asked/invited to examine Source A together and to answer the related questions.

5 min.



Task 1

By examining Information Note 1 and Sources B, C, D, E, F, and G, the students are asked/invited to answer the related questions and to carry out the presentation preparation activity given in Step 5.

35 min.



Task 2

By examining Sources H, I, J, K, L, and M, the students are asked/invited to answer the related questions and to complete the letter-writing activity given in Step twelve and the role-playing activity in Step fifteen.

35 min.



Task 3

By examining Sources N, O, P, and R, the students are asked/invited to answer the related questions.

40 min.



Assessment and Evaluation

An assessment activity which involves answering open-ended questions.

5 min.



Homework

After examining Sources S and T and Information Note 2, the students are asked/invited to prepare a booklet using the information and visuals provided in these sources. The completed booklet is saved in the students' digital portfolios.

Teaching and Learning Process

Focus on Activity: The students are asked/invited to examine Source A and to speculate on when and where the photograph was taken, who the people in the picture might be, and what was taking place at the time.

Source A: A photograph from the time of the Korean War (*AsMvKSK, 2019, p. 216*)



Guiding Question 1: Askerler, savaşlarda mücadele edebilmeleri için manevi açıdan ne tür desteklere ihtiyaç duyarlar ve Kore Savaşı'na katılan Türk askerlerinin bu ihtiyaçlarını karşılamak için neler yapılmıştır?

Task 1: The students are asked/invited to examine Note 1 and Sources B, C, D, E, F, and G, to answer the related questions, and to complete the presentation preparation activity in Step 5.

Step 1: The students are asked/invited to examine Information Note 1, Source B, and Source C.

Note 1:

Military service, as a duty or profession, is perhaps one of the most difficult yet most sacred callings, as it requires individuals to risk, and when necessary, to sacrifice their lives. In situations such as conflict and war especially, soldiers need a spiritual force, namely moral motivation, that will multiply their material strength when facing life-threatening risks. In such circumstances, a soldier must first possess a strong state of mind to use effectively not only physical strength, such as arm and muscle power, but also weapons, equipment, and other resources at their disposal. In other words, regardless of which tools, weapons, machines, or equipment are used in a conflict or war, it is ultimately the human being who uses them and benefits from them. This is when the central element is the human being, the values, attitudes, tendencies, and beliefs that person holds, in short, their morale and motivation, become decisive (prepared by the authors).

Source B: The soldiers' morale and motivation

Morale, in general terms, is a state of mind that determines desire, hope, confidence, and determination. In other words, morale is a psychological state characterized by mental and emotional excitement and reflects individuals' and groups' feelings and thoughts about their work and duties. In military life, the personal dimension of morale is the feelings a soldier has about their duty. It is a matter of job satisfaction and personal fulfillment for the soldier.

As a concept, motivation refers to the process of encouraging, stimulating, or prompting action. In Turkish, it is commonly associated with terms such as drive, incentive, or activating force. Functionally, motivation can be defined as 'individuals acting of their own will and desire to achieve a specific goal'. In the military, motivation can be understood to be a soldier's readiness to carry out every duty with great willingness and to take any risks encountered during the execution of assigned tasks.

In situations such as conflict or war, values and beliefs are commonly invoked to motivate soldiers and boost their morale. In this context, within the Islamic faith, the most essential concepts referred to are martyrdom and being a veteran (Gülhan, 1996).

Source C: Martyrdom and being a Veteran

A martyr is defined in dictionaries as a person who dies for a sacred cause or belief. In Islamic belief, a martyr is defined as a person who sacrifices his life in the path of God, aspiring to something better than this world and all that it contains. Another meaning of martyrdom is to voluntarily renounce worldly life and its blessings to attain the highest spiritual rank and remain in that state (Atar, 2010; Gülhan, 1996; TDK, 2025).

The concepts of martyr and martyrdom are found not only in Islam but also in Judaism, Christianity, and Sikhism. Scholars who have examined these religions and belief systems have identified specific characteristics of martyrdom. A number of these include the willing acceptance of death, the heroic manner in which it occurs and is witnessed by others, the benefits it provides to others, and the expectation of salvation or reward in the afterlife (Gürkan, 2010).

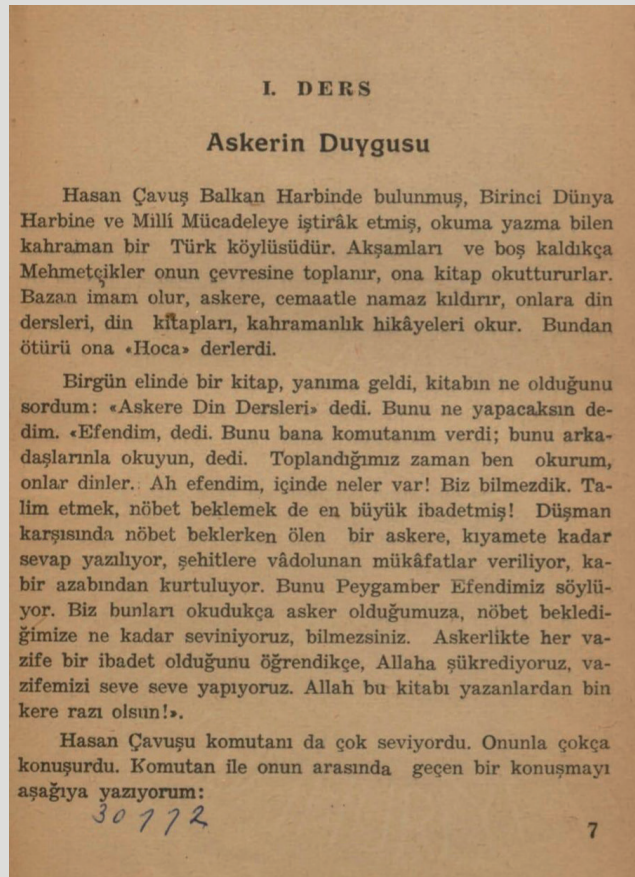
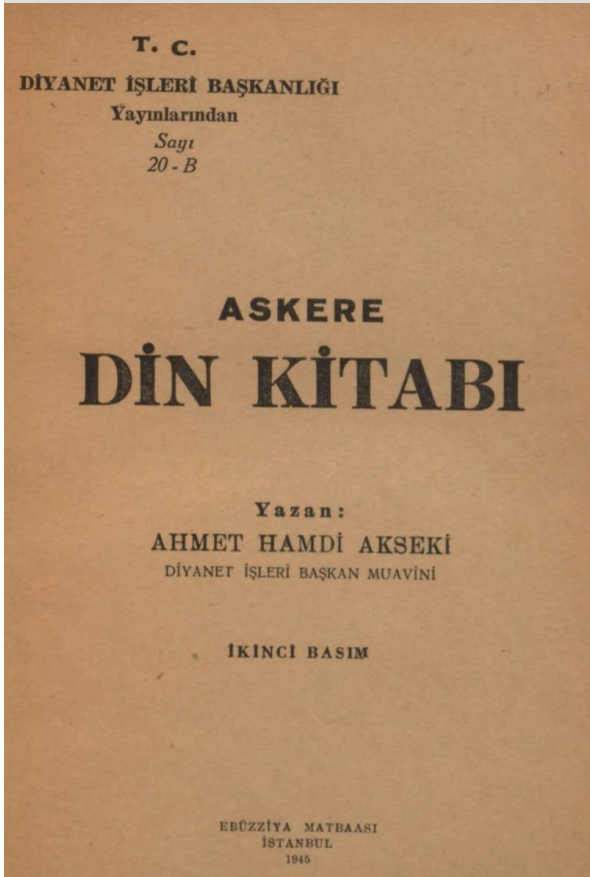
A veteran (gazi) is a title and honorific used especially by Turks for those who fight for religion, originally as an equivalent to the term 'mujahid'. Over time, however, this meaning has narrowed, and the concept of being a veteran has come to be used mainly for those who fought for religious reasons and survived the conflict (Özcan, 1996; TDK, 2025).

Step 2: The students are asked/invited to answer the following questions based on Information Note 1, Source B, and Source C.

1. According to Note 1, what do soldiers need most during moments of conflict or war?
2. In Source B, what kinds of risks faced by a soldier are implied by the statement '...being willing to take any risks that may be encountered during the execution of assigned duties'?
3. Based on the information provided in Source B, define the concepts of morale and motivation in your own words.
4. According to Islamic belief, what reward is promised to a person who voluntarily renounces worldly life and its blessings? Research this issue.
5. How might the concepts of martyrdom and being a veteran, and the meanings they convey, have influenced Turkish soldiers fighting in Korea? Discuss with your classmates.

Step 3: The students are asked/invited to examine Source D and the related source.

Source D: 'A Religious Guidebook for Soldiers' prepared by the Presidency of Religious Affairs of the Republic of Türkiye (Akseki, 1945).



LESSON I

The Soldier's Feelings

Participated in the Balkan War, the First World War, and the National Struggle, Hasan Çavuş is an educated heroic Turkish peasant. In the evenings and whenever they are free, the 'Mehmetçiks' (Turkish soldiers) gather around him and have him read books to them. Sometimes he becomes the imam, leads the soldiers in congregational prayer, and reads them religious lessons, religious books, and stories of heroism. Because of this, they used to call him 'Hoca' (the teacher).

One day he came to me with a book in his hand; I asked him what the book was and he replied, 'Religious Lessons for the Soldier'. I asked, what will you do with this? He replied, "Sir, my commander gave this to me and said to read this with your friends. When we gather, I read and they listen. Oh sir, if you only knew what is inside! We did not know. It turns out that training and keeping watch are also the greatest forms of worship! For a soldier who dies while keeping watch against the enemy, merit (thawab) is recorded until the Day of Judgment; they are given the rewards promised to martyrs and are saved from the torment of the grave. Our Prophet says this. You cannot imagine how happy we are to be soldiers and to keep watch as we read these things. As we learn that every duty in military service is an act of worship, we thank Allah and perform our duty gladly. May Allah be pleased a thousand times over with those who wrote this book!"

Source E: Values

Friendship: This value refers to the affection, attachment, companionship, and loyalty that individuals show toward one another. During the Korean War, the sense of camaraderie, loyalty, and commitment among soldiers can be considered a reflection of the value of friendship.

Altruism: Described also as selflessness, altruism refers to a person's willingness to make sacrifices for the well-being of others without considering personal interests. A soldier who gives the last drop of water from his canteen to a wounded comrade at the front exemplifies altruism.

Patriotism: This value means loving one's homeland and nation with a deep passion and being willing to make every kind of sacrifice for this cause. Those who translate this value into action are described as patriotic. It reflects an individual's love for and loyalty to their country.

Helpfulness: This value refers to enjoying helping others and sincerely choosing to do good for them. Under wartime conditions, the support and assistance that Turkish soldiers provided both to one another and to Korean civilians can be shown as examples of this value (TDK, 2025).

Step 4: The students are asked/invited to answer the following questions based on Source D and Source E.

1. Why might the Presidency of Religious Affairs have felt the need to prepare a religious guidebook specifically for soldiers?
2. Besides their beliefs, which values do soldiers draw upon when they risk their lives and fight the enemy during war?
3. According to Source D, what is promised in Islam to those who are martyred while performing their military duty?
4. What is meant by the statement in Source D that every duty performed in military service is regarded as an act of worship?
5. Why might the author of Source D have preferred to present religious knowledge through a narrative using a character named Hasan Corporal, rather than conveying it directly?
6. Which of the values defined in Source E are addressed in the text on the book page presented in Source D?

Step 5: The students are asked/invited to form groups of three or four and research a real-life story from their own lives, or from the lives of a relative or a friend, related to each of the values defined in Source E. Afterwards, as a group, they are asked/invited to examine the stories they have found and to identify the one with the most impact. Finally, they are asked/invited to prepare a presentation to share this story with their teacher and classmates.

Our Values

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Step 6: The students are asked/invited to examine Source F and Source G.

Source F: A photograph from the Korean War (Denizli, 2010, p. 235)



Source G: A Council of Ministers decision on the appointment of six imams to serve under the Command of the Korean Turkish Armed Forces (ATASE, 125-40-9)

T. C.
BAŞBAKANLIK
MUAHİRAT UMUM MÜDÜRLÜĞÜ
Kararlar Müdürlüğü
Karar sayı: 3
13078

KARAR

Ücretleri Millî Savunma Bakanlığı 1951 yılı bütçesinin (E) cetveline giren (203) üncü " Geçici hizmetliler ücreti" bölümüne konulan ödenekten verilmek üzere, Kore Türk silâhlı kuvvetleri emrinde çalıştırılacak altı imama ait ilişik cetvelde yazılı kadroların 1/5/1951 tarihinden geçerli olmak üzere onanması; Maliye Bakanlığının uygun görüşüne dayanan Millî Savunma Bakanlığının 1-112-3/6943 sayılı ve 17/5/1951 tarihli yazısı üzerine, 5751 sayılı kanunun 6 nci maddesine göre, Bakanlar Kurulunca 23 / 5 /1951 tarihinde kararlaştırılmıştır.

CUMHURBAŞKANI
C. Bayar
CUMHURBAŞKANI

68 0 3 8 0 1 8 2 125 40 9

Başbakan
Devlet Bakanı
Devlet Bakanı
Adalet Bakanı
Millî Savunma Bakanı
İçişleri Bakanı
Dışişleri Bakanı
Maliye Bakanı
Millî Eğitim Bakanı
Bayındırlık Bakanı
Ek. ve Ticaret Bakanı
Sa. ve So. Y. Bakanı
C. ve Tekel Bakanı
Taram Bakanı
Ulaştırma Bakanı
Çalışma Bakanı
İşletmeler Bakanı

Republic of Türkiye
Prime Ministry
General Directorate of Procedures
Department of Decisions
Decision No: 3/13078

Decision

The approval of the positions listed in the attached schedule for six imams to be employed under the command of the Korean Turkish Armed Forces, with their salaries to be paid from the appropriation allocated to Section (203), 'Wages of Temporary Personnel', included in Table (B) of the Ministry of National Defense's 1951 budget, to be adequate as of 1 May 1951. This is based on the favorable opinion of the Ministry of Finance and upon the letter of the Ministry of National Defense dated 17 May 1951 and numbered 1-112-3/6943 and has been decided by the Council of Ministers on 23 May 1951 pursuant to Article 6 of Law No. 5751.

President
C. Bayar

Prime Minister
A. Menderes

The signatures of the Deputy Prime Minister and other ministers are present.

Step 7: The students are asked/invited to answer the following questions based on Source F and Source G.

1. What is the event shown in the photograph in Source F? Who are the people seen in the image?
2. Why might there have been a need for a religious official, such as an imam, at the front during wartime?
3. What kinds of services might the imams appointed through Source G have provided for Turkish soldiers fighting in Korea?
4. Which beliefs and values might soldiers have relied on in order to cope with the hardships they faced at the front?

Guiding Question 2: How do the martyrdom stories of those who fell in the Korean War and the memories of veterans offer a perspective on Turkish soldiers' moral motivation during the war and their approach to martyrdom?

Task 2: The students are asked/invited to examine Sources H, I, J, K, L, and M, to answer the related questions, and to complete the letter-writing activity in Step 12 and the role-playing activity in Step 15.

Step 8: The students are asked/invited to examine Sources H, I, and J.

Source H: The moral motivation of Turkish soldiers during the Gallipoli Campaign

"The distance between the opposing trenches was eight meters; in other words, death was inevitable... Those in the first trench were all martyred without exception; those in the second trench took their place. They knew they would die within three minutes, yet they showed not the slightest fear; there was no sign of wavering. Those who could read held the Qur'an in their hands, preparing to enter paradise. This is an admirable example that demonstrates the spiritual strength of the Turkish soldier. You can be certain that it was this lofty spirit that won the Battle of Gallipoli" (quoted from M. Kemal Atatürk; Öner, 1989, p. 28).

Source I: A martyr: Captain Kaya Aldoğan

When the Korean War began, Senior Captain Kaya Aldoğan was serving as the Head of the Kuşadası Military Recruitment Office. He was only included in the unit to be sent to Korea after submitting his application for a third time. Appointed as the Commander of the 1st Company of the 4th Battalion in the Korean Turkish Brigade, Kaya Aldoğan and his company were among the first units to take part in the Battles of Kunuri. On the night of 28/29 November 1950, on the Simninni hills northeast of Kunuri, the enemy initially retreated in the face of the 1st and 2nd Turkish Battalions on the front line but soon launched a very strong counter attack. The withdrawal of friendly units on both flanks, leaving the area exposed, further weakened the situation of the Turkish unit. Toward midnight, it was learned that an enemy column advancing from the left was attempting to seize a pass north of Kaechon. Captain Aldoğan's company, which was in reserve, undertook this mission, quickly secured the pass, and opened fire on the enemy. After realizing that a large number of enemy soldiers were attempting to encircle them, Captain Aldoğan ordered Platoon Commander Lieutenant Halil Akdoğan to withdraw with part of the company, stating that he and the remaining soldiers would stay behind to cover them. While they were withdrawing, a grenade battle began between the enemy group approaching the position and those who



remained with Captain Aldoğan. The enemy was forced to retreat, leaving hundreds of dead behind. A soldier who survived that clash wounded later described what he witnessed that night as follows:

“My captain, Corporal Abdullah, and Mustafa took cover behind a ruined wall. The captain threw perhaps more than twenty grenades. At one point, he said, ‘I have been hit, boys’, but he kept throwing grenades. Just as he was about to throw the last grenade, we were caught in a rain of fire. My captain cried out once more, ‘Oh my mother!’ and collapsed. The grenade in his hand fell beside him. One or two seconds later, a tremendous explosion threw everything into chaos.”

Captain Aldoğan was shot in the wrist just as he had pulled the pin of the grenade and was about to throw it. The grenade fell from his hand and exploded, causing his death. When the positions were re-entered the following morning after the enemy had withdrawn, only a few pieces of clothing, eight grenade rings, bloodstains splattered on the rocks, and the buckle of the strap of the camera he had brought with him to Korea were found (summarized from Denizli, 2010, pp. 1-29).

Source J: A Martyr: Lieutenant Mehmet Günenç

On the evening of 22 April 1951, while intense fighting in the Korean War was continuing, enemy forces began attacking UN troops along the entire front near the Han River. Turkish units were ordered to make the necessary preparations and defend the sector placed under their control. At around 11:00 p.m., the officers of the 9th Turkish Company, positioned on Hill 425, realized that the U.S. Company of the 24th U.S. Regiment, deployed on their right flank, was no longer in its position. They also saw that the Philippine Battalion, which was supposed to secure their left flank and rear, had already abandoned its position. As a result, enemy forces approached the defensive positions where Turkish units were resisting with relative ease. Despite everything, the 9th Turkish Company tried to hold its position as long as possible. The enemy captured many soldiers, and a large number were martyred. After midnight, radio communication between the 9th Company and the Turkish Brigade Headquarters became very weak. At around 12:20 a.m. on the night of 23 April, the officers at the Turkish Artillery Battalion Headquarters heard a voice coming through the radio. It was First Lieutenant Mehmet Günenç speaking.



“The enemy has taken control of the hill where we are positioned. We have suffered heavy losses. The Infantry Company Commander has been captured, and our radio operator has been killed. I am now giving you the coordinates where all artillery batteries must open fire.”

A short while later, the liaison officer at the Turkish Artillery Battalion Headquarters replied:

“The location you have described is exactly the place where you are right now.”

First Lieutenant Mehmet Günenç responded:

“Yes, you are right. We do not want to be captured by the enemy. Do not allow us to be taken prisoner. We are ready and willing to die under our own fire. I am giving the coordinates again. All artillery batteries must open fire to destroy the hundreds of enemy soldiers surrounding us.”

After this transmission, the radio fell silent.

The officers at the Turkish Artillery Battalion Headquarters were stunned by this request. A fellow officer was asking for artillery fire to be directed at the very location where he and other Turkish soldiers were fighting. After assessing the situation, they decided to fulfil First Lieutenant Mehmet Günenç's final request. Shortly thereafter, not only the batteries of the Turkish Artillery Battalion but also many other batteries belonging to UN Forces opened fire on Hill 425. The following day, UN forces recaptured Hill 425. Turkish forces suffered sixty-two martyrs and thirty-five wounded, while the enemy captured one hundred and five soldiers; a number which included those who went missing. The Chinese Division, on the other hand, suffered approximately one thousand casualties and more than two thousand wounded. The remains of First Lieutenant Mehmet Günenç were never located (summarized from Denizli, 2011, pp. 175-181).

Step 9: The students are asked/invited to answer the following questions based on Sources H, I, and J.

1. According to the statements given in Source H, to which characteristic of the Turkish soldier does Mustafa Kemal Atatürk attribute the victory of the Gallipoli Campaign? Why is this?
2. According to the information in Source I, Captain Kaya Aldoğan gave up his relatively comfortable post as the Head of the Kuşadası Military Recruitment Office and applied three times to go to Korea. Which values he embraced might have motivated him to act in this way?
3. What might have been the reason for Captain Aldoğan ordering the platoon commander to withdraw with part of the company? With which value or values can this action be associated? Why do you think this way?
4. In Source J, it is stated that despite the withdrawal of the allied units assigned to defend the right and left flanks in the face of increasingly intense enemy attacks, the Ninth Turkish Company continued to resist and tried to hold its position. What kind of sense of duty does this behavior of the Turkish soldiers demonstrate? Why?
5. Lieutenant Mehmet Günenç's request to direct artillery fire onto the positions he and a few of his comrades were defending shows what kind of moral and spiritual strength he and his comrades possessed.
6. What values does Lieutenant Mehmet Günenç's making such a request indicate that he embraced?
7. Based on the stories of Captain Kaya Aldoğan and Lieutenant Mehmet Günenç, what might the relatives who sent their husbands, fathers, brothers, or children to Korea alive and well, but could not even reach their bodies, have felt, thought, and experienced?

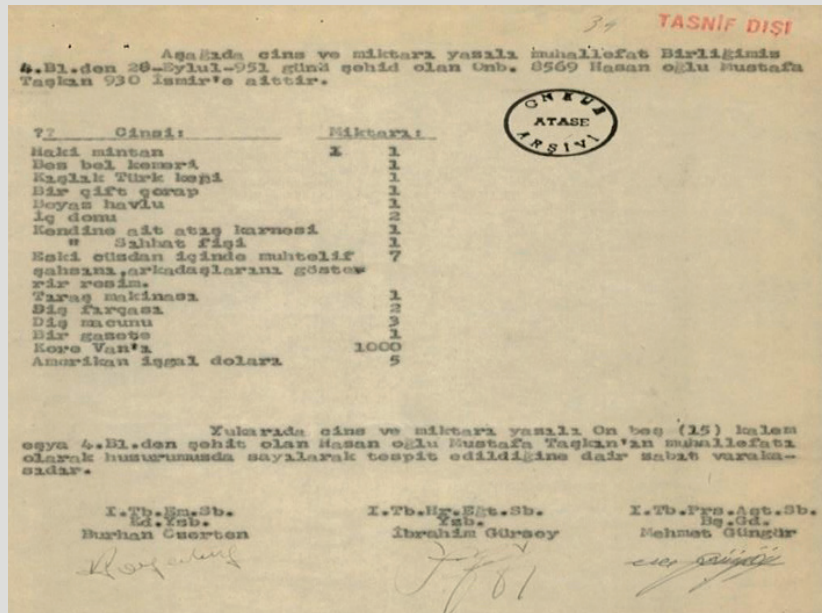
Step 10: The students are asked/invited to examine Source K.

Source K: A record document listing the belongings of a soldier martyred in Korea; Hasan, the son of Mustafa Taşkın. (ATASE, 42-0-55)

The personal effects listed below, indicating their type and quantity, belong to Corporal No. 8569 Hasan, son of Mustafa Taşkın, a martyr from our 4th Battalion on 28 September 1951, registered in Izmir (930).

Type Quantity

Khaki shirt	1
Canvas belt	1
Winter Turkish cap	1
One pair of socks	1
White towel	1
Underwear	2
Personal marksmanship record	1
Personal medical record	1
Photographs in an old wallet	7
Shaving razor	1
Toothbrush	1
Toothpaste	1
Newspaper	1
Korean Won	1000
U.S. occupation dollars	5



This is the official record stating the fifteen (15) items listed. The above were counted and identified in our presence as the personal effects of Hasan, son of Mustafa Taşkın, who was martyred in the 4th Battalion.

1st Bn. Training Section 1st Bn. Training & Education Sec. 1st Bn. Personnel and Logistics Section.
 Sr. Capt. Burhan Özerten Capt. İbrahim Gürsoy Master Sgt. Mehmet Güngör

Step 11: Answer the following questions based on Source K.

1. What might be the reason for preparing this official record?
2. What clues do the belongings found on the fallen Turkish soldier give us about the conditions under which the war was fought?
3. Classify the items listed in the record according to their type or purpose of use.
4. Why do you think the document bears the signatures of three different individuals? Research and discuss.

Step 12: Put yourself in the place of one of the close comrades-in-arms of a soldier who was martyred in Korea and write a letter to inform his family of his martyrdom. In your letter, you may include your memories of your fallen friend, his words and actions at the moment of his martyrdom, the belongings he left behind, and how you will remember and honor him. Those who wish may choose, instead of writing a letter, to find a poem written for martyrs and write it down.

Dear, loyal, and long-suffering family of my martyred brother,

.....

.....

.....

.....

Step 13: The students are asked/invited to examine Sources L and M.

Source L: Two excerpts from an oral history interview with Korean War veteran Mehmet Bakış (<https://koreanwarlegacy.org/interviews/mehmet-bakis/>)



🕒 05:51 – 07:29

M. Bakış: First, we went to Vegas, then to Chorwon, and after that to the front I which mention last. There were major clashes there; we suffered heavy casualties. We did not see much at first, we did not engage, but when we finally did, the fighting lasted twenty-four hours straight. There were places where the enemy was that close to us; 10 meters, 15 meters away. Yes, that is close. Opposite us were Koreans, North Koreans. I was not wounded, but the men next to me went through a lot. In fact, a wounded man came, he was utterly exhausted, and his life was basically gone. I gave him some water from the cap of my canteen, and then he passed away.

🕒 08:01 - 09:49

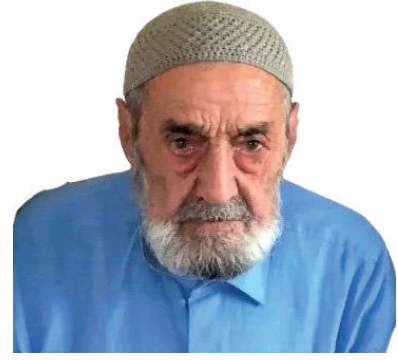
M. Bakış: After that, the Americans came and took over from us. They could not defend the place either, so they abandoned it. It fell to the North Koreans. We took very heavy losses there, maybe around forty martyrs, three lieutenants, one senior sergeant major, and one staff sergeant. The bodies of these men were never found. Unfortunately, we could not find them. What happened was the following: when we withdrew, we said, “We will go to collect the bodies.” They said we should go to collect the bodies, but unfortunately, we never had the chance. The weapons we had were no longer usable. What remained stayed there, we could not retrieve them, sadly.



Source M: An excerpt from an oral history interview with Korean War veteran Mustafa Süt

(<https://koreanwarlegacy.org/interviews/mustafa-sut/>)

M. Süt: We experienced a great disaster. I went to Korea and took part in the war. I fought. I had a friend named Mustafa Çoban. He was wounded after stepping on a mine, and one of his legs was amputated. There was a sheikh from my hometown Adıyaman; his name was Sufi Mehmet. He was wounded and returned home, but he later became a martyr. I did not see where he was wounded. I stayed with them for almost a year; five months at the front and five months in support services. They opened fire on the tent where we were staying. They threw hand grenades. Twelve of our comrades were martyred. We responded there, and the enemy retreated. While we were fighting at the front, America betrayed us and poured bullets on us. I stayed at the heart of the war for three months.



Step 14: The students are asked/invited to answer the following questions based on Sources L and M.

1. Imagine that you are in the combat situation described by Veteran Mehmet Bakış, facing an armed and fully equipped enemy at a distance of only 10-15 meters, almost face-to-face. How would you feel?
2. What did Veteran Mehmet Bakış do as a final duty for the wounded Turkish soldier? Do you think this action was appropriate and meaningful? Why do you think so?
3. The fact that the Turkish unit could not even find an opportunity to recover the bodies of their fallen soldiers highlights which aspect of war?
4. Imagine witnessing, as Veteran Mustafa Süt did, the loss of twelve of your friends right before your eyes in a single moment of the war. How would you feel and what would you think?

Step 15: Role Playing

Based on the story presented in Source L by Veteran Mehmet Bakış, the students are invited to perform a creative drama using the roles below.

Scenario 1: ‘The Last Drop of Water’ A scene is reenacted in which a soldier gives water from the lid of his canteen to his wounded comrade, followed by the comrade’s martyrdom.

Scenario 2: ‘The Bond of Brotherhood’ A scene is reenacted depicting soldiers who voluntarily take risks by entering enemy-controlled territory to recover the bodies of their martyred comrades, their experiences during this mission, and a dialogue that takes place when informing the family about the martyrdom of their loved one.

After the role-playing activity, students who take part are asked/invited to share with their classmates what they thought and how they felt while performing their roles.

Guiding Question 3: Kore’de şehit olan askerlerin haklarını teslim ederek onları hatırlamak ve anmak neler yapılmış ve yapılmaktadır?

Task 3: The students are asked/invited to answer the relevant questions by examining Sources N, O, P, and R.

Step 16: The students are asked/invited to examine Source N.

Source N: Information on the countries that participated in the Korean War on behalf of the United Nations and the Units they deployed (Türkiye Muharip Gaziler Derneği, 2025)

Country and Type of Unit Deployed (Combat: C, Medical Support: MS)	Initial Number of Troops Deployed	Number of Troops Deployed During the Course of the War	Missing/ Lost and Killed/ Dead	Dates of Entry and Withdrawal
Turkey (C)	5.726	56.536	724*	17.10.1950 / 1971
USA (C)	302.482	1.789.000	36.94	27.06.1950 / 1957
United Kingdom (C)	14.198	56	1.078	29.06.1950 / 1957
Canada (C)	6.146	25.687	321	26.07.1950 / 1957
Australia (C)	2.282	8.407	339	29.06.1950 / 1957
New Zealand (C)	1.389	3.794	23	30.07.1950 / 1955
Philippines (C)	1.4	7.42	112	19.09.1950 / 1955
France (C)	1.119	3.421	262	29.07.1950 / 1965
Thailand (C)	1.294	6.326	129	16.07.1950 / 1955
Greece (C)	1.263	4.099	192	01.12.1950 / 1955
Ethiopia (C)	1.271	3.518	121	06.05.1951 / 1965
Colombia (C)	1.068	5.1	163	08.05.1951 / 1955
Belgium (C)	900	3.498	99	31.01.1951 / 1955
Netherlands (C)	819	5.322	120	16.07.1951 / 1955
Luxembourg (C)	44	3.794	2	31.01.1951 / 1953
South Africa (C)	826	826	34	16.11.1950 / 1963
Sweden (MS)	154	162	–	28.09.1950 / 1957
Norway (MS)	105	623	3	22.06.1950 / 1954
India (MS)	70	627	1	20.11.1950 / 1953
Italy (MS)	72	623	–	16.11.1951 / 1955
Denmark (MS)	100	630	–	07.03.1951 / 1953

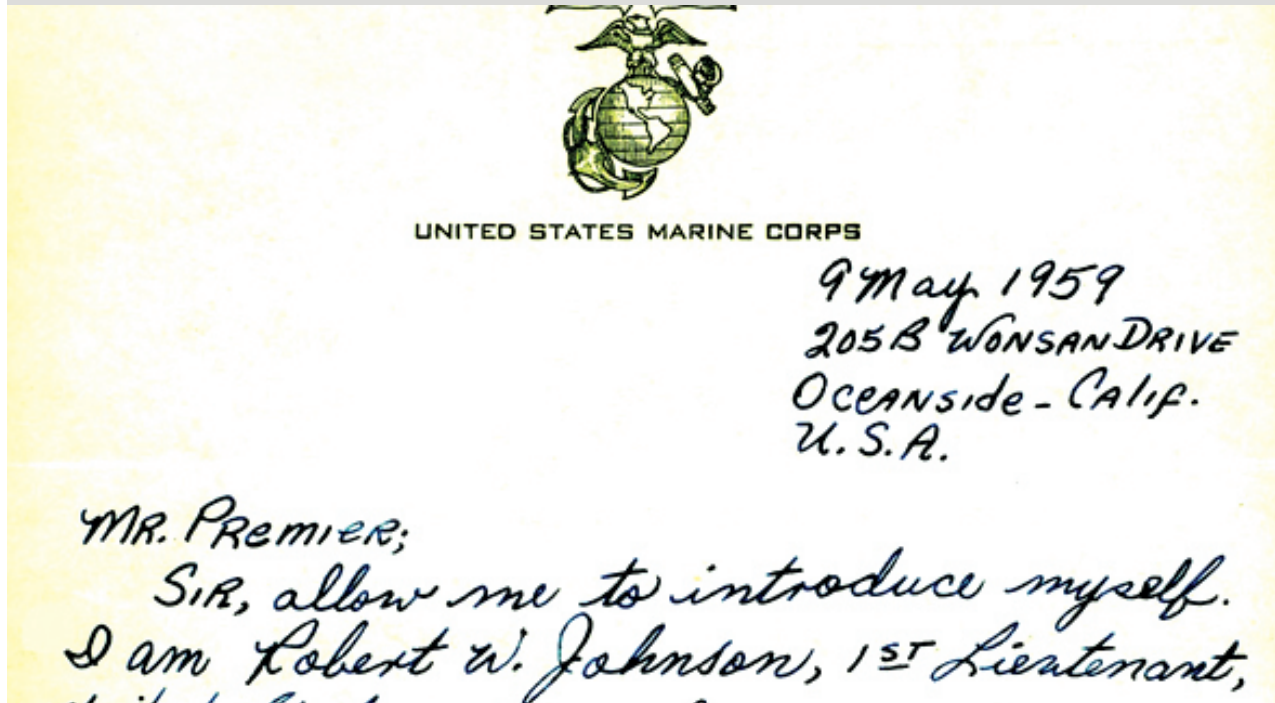
* It has not been determined whether the information in this table was obtained from sources of the Ministry of Foreign Affairs of the Republic of Korea, nor has it been found to be consistent with various Turkish sources.

Step 17: The students are asked/invited to answer the following questions based on Source N.

1. According to Source N, which country sent the most troops to assist South Korea following the UN call? What is Turkey's rank in the order?
2. According to the table, which country suffered the highest number of casualties in the Korean War? What is Turkey's rank in this regard?
3. What kind of relationship can be observed between the number of troops sent by countries participating in the Korean War and the casualties they suffered?
4. A number of countries sent only medical support units to Korea. What might be the reasons for this? Research and discuss.

Step 18: The students are asked/invited to examine Source O.

Source O: A letter sent by an American officer who participated in the Korean War to the Prime Minister of the time, Adnan Menderes (ATASE, 58-359-8)



United States Marine Corps

9 May 1959
205B Wonsan Drive,
Oceanside,
U.S.A.

Mr. Premier,

Sir, allow me to introduce myself. I am Robert W. Johnson, 1st Lieutenant, United States Marine Corps. In 1952, I was a corporal in the USMC and served in Korea until May 1953. In that year, I had the honor of fighting alongside your soldiers. My admiration for your country has never ceased. I truly wish every nation were half as good an ally as Turkey, and their combat units even half as good as your soldiers.

Sir, the reason I write to you is to secure the address where I may send a small sum to purchase a wreath of flowers to be put on the grave of one of your unidentified dead service members.

Please do not be offended by my writing directly to you, as I am sure you have many pressing matters at hand.

I would greatly appreciate your help, sir.

Respectfully yours,
Robert W. Johnson
1st Lt., 0972337, U.S.M.C.R.
205B Wonsan Drive
Oceanside, Calif.

Step 19: Students are asked/invited to answer the following questions based on Source O.

1. Why did American First Lieutenant Johnson feel the need to send this letter?
2. What kind of opinion does Lieutenant Johnson hold about the Turkish soldiers who participated in the Korean War? What might be the source or reason for these views?
3. By requesting that the wreath purchased with the money he sent be placed on the grave of an unidentified soldier, and through the feelings and thoughts he expressed in his letter, which values does Lieutenant Johnson demonstrate that he embraces? Why?

Step 20: The students are asked/invited to examine Sources P and R.

Source P: The Turkish martyrs' section at the United Nations Memorial Cemetery in Busan, South Korea (Denizli, 2011, p. 114)



Source R: The monument at the entrance of the Turkish martyrs' section in the United Nations Memorial Cemetery in Busan, South Korea (Kim, 2024), and the monument in Ankara to Turkish Soldiers who fought in Korea (Prepared by the authors)

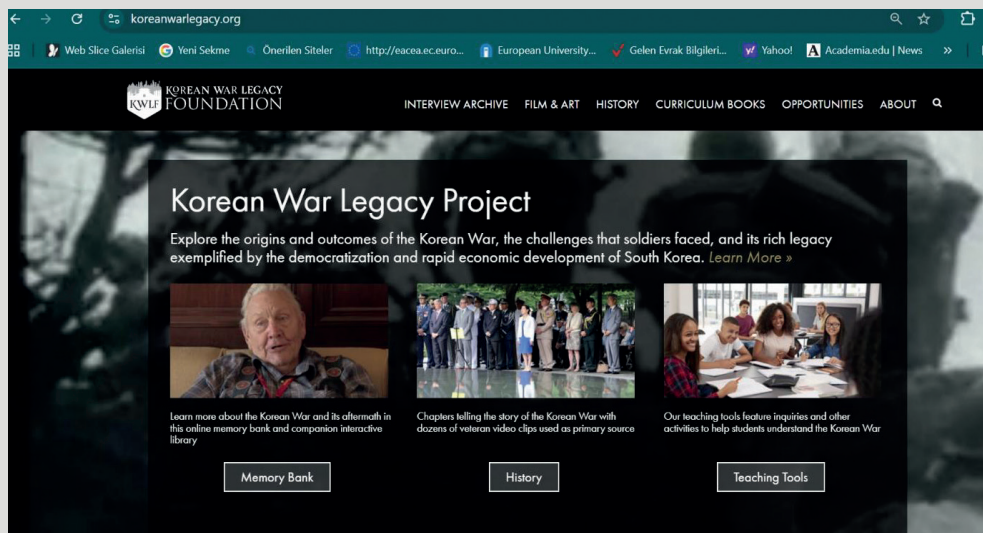


Step 21: The students are asked/invited to answer the following questions based on Sources P and R.

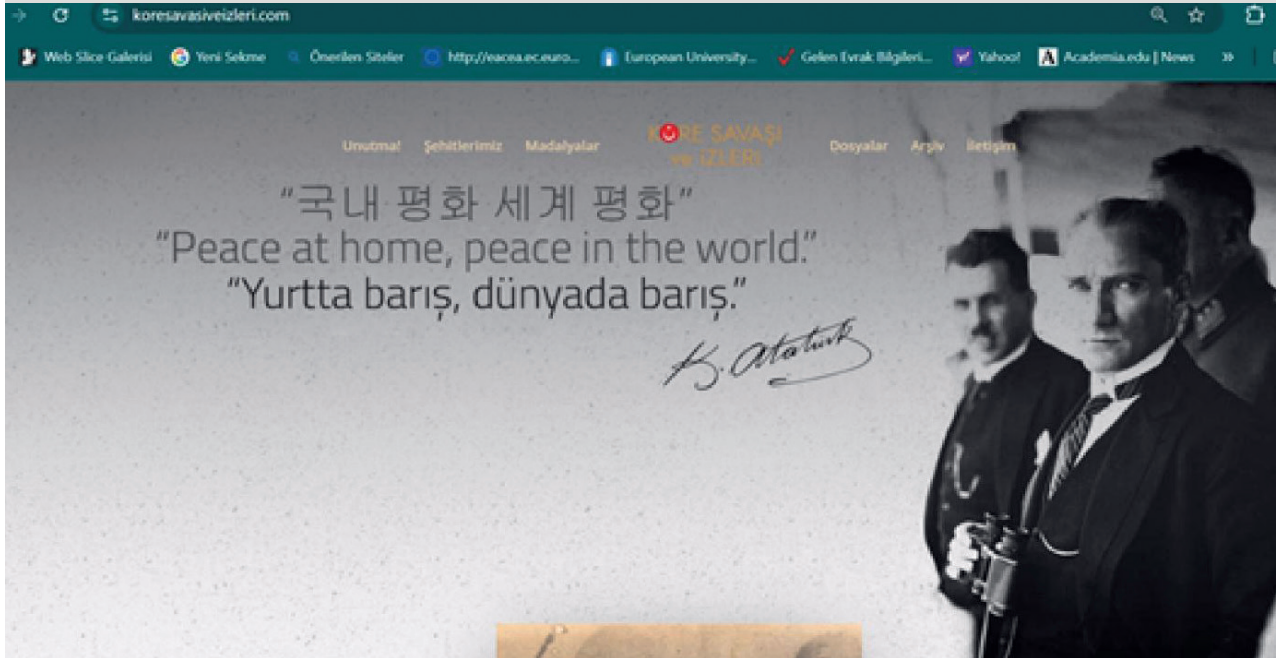
1. Source P shows the condition of the Turkish martyrs' section within the UN Memorial Cemetery in Busan, South Korea, in the 1950s. In contrast, Source R shows its condition in a more recent period. What does the change between the two photographs tell us about the value given to the martyrs and the respect shown to their memory?
2. Which values are emphasized in the inscriptions on the monument shown in Source R?
3. What do the architectural elements of the monument to Turkish Soldiers who fought in Korea, shown in the second image in Source R, symbolize or evoke?

Step 22: The students are asked/invited to examine Sources S and T and Information Note 2.

Source S: The website of the Korean War Legacy Foundation (<https://koreanwarlegacy.org/>)



Source T: The website titled ‘Kore Savaşı ve İzleri’ (The Korean War and its traces)
<https://koresavasiveizleri.com>



Note 2:

The Korean War Legacy Foundation (also known as the Foundation for Preserving the Memory of the Korean War) is a U.S.-based foundation established with the encouragement and support of the Government of the Republic of Korea. It is an organization that works to ensure that the Korean War is not forgotten in the countries that fought on the side of the United Nations for the independence of South Korea, and to preserve the memory of those who sacrificed their lives during the war. The foundation's website offers a rich digital archive consisting of oral history interviews conducted with approximately one thousand six hundred veterans from many countries who had participated in the war, as well as source books, teaching materials, and visual resources prepared for the teaching of the Korean War in the United States, the United Kingdom, Canada, and many other countries.

The website titled ‘Kore Savaşı ve İzleri’ (The Korean War and its Traces) is a digital archive prepared by Prof. Dr. Hakan Kumbasar, the son of the late retired Colonel and Korean War veteran Cihan Kumbasar, in order to preserve the memory of his father and his comrades-in-arms. The archive was later entrusted to the Turkish Association of Combat Veterans. The website includes various periodical and non-periodical publications, photographs, and activities organized over the years to commemorate the Korean War (prepared by the authors).



Homework

After the students are divided into groups of three, they are asked/invited to examine Source S, Source T, and Note 2, and to prepare a booklet introducing the services these websites provide to ensure that the Korean War is not forgotten and to keep alive the memory of those who sacrificed their lives during the war. The brochure should also include visuals and/or screenshots taken from the mentioned websites. If the teacher deems it appropriate, each group may alternatively be assigned to examine only one website and prepare a promotional brochure specifically for that site.

🎯 Assessment and Evaluation

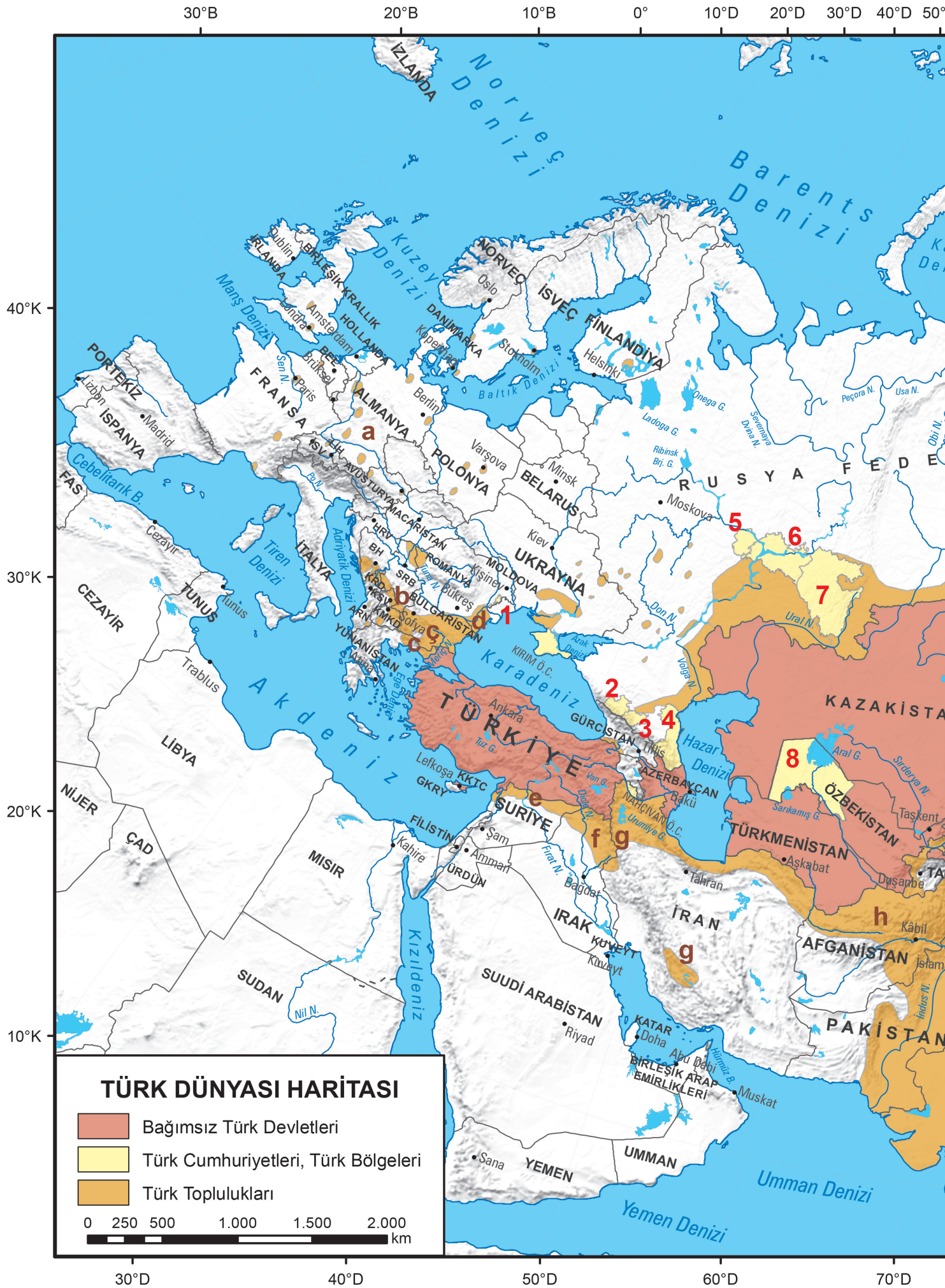
1. What measures did the Turkish Government take to enable Turkish soldiers to meet their religious needs at the front?
2. What beliefs and values contributed to the moral motivation of Turkish soldiers who participated in the Korean War? Explain this.
3. What kind of state of mind (moral motivation) do the stories of our martyred soldiers show that Turkish soldiers fighting in Korea possessed?
4. Write your opinion, with reasons, on whether the efforts made to commemorate the soldiers who were martyred in the Korean War are appropriate and sufficient.

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D 60°D 80°D 100°D 120°D 130°D 140°D 150°D 160°D 170°D 180°



TÜRK CUMHURİYETLERİ, TÜRK BÖLGELERİ

- 1 GAGAVUZ YERİ
- 2 KARAÇAY-ÇERKESYA
- 3 KABARDİN-BALKARYA C.
- 4 DAĞISTAN C.
- 5 ÇUVAŞISTAN C.
- 6 TATARİSTAN C.
- 7 BAŞKURT C.
- 8 KARAKALPAKİSTAN C.
- 9 ALTAY C.
- 10 HAKASYA C.

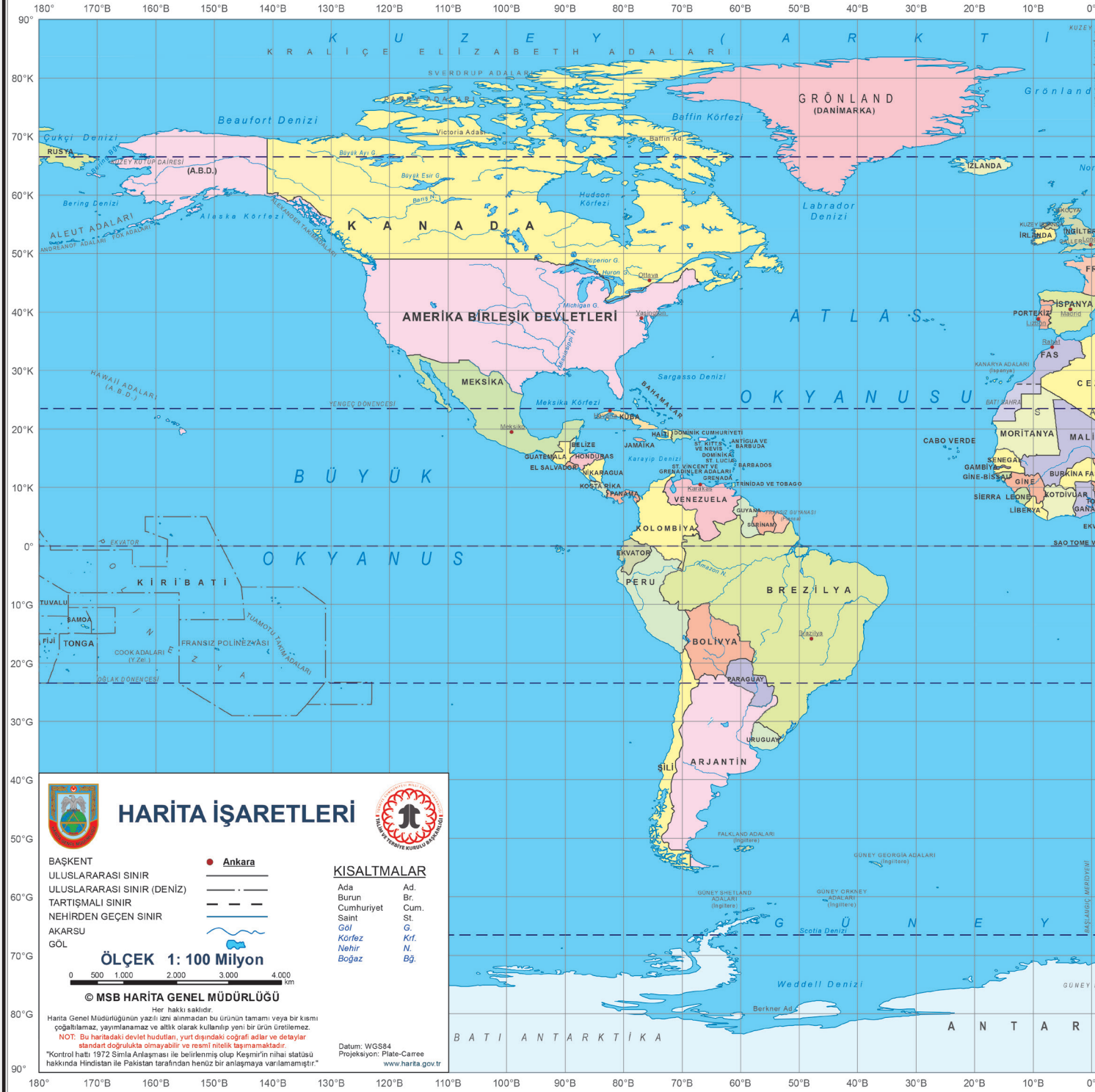
TÜRK TOPLULUKLARI

- a Avrupa'daki Türkler
- b Kosova Türkleri
- c Yunanistan Türkleri
- ç Bulgaristan Türkleri
- d Romanya Türkleri
- e Suriye Türkmenleri
- f Irak Türkmenleri
- g İran Türkleri
- h Afganistan Türkmenleri
- i Pakistan Türkmenleri
- i Hindistan Türkmenleri
- j Çin H. C. Türkleri
- k Moğolistan Türkleri
- l Rusya Federasyonu Türkleri

ÜLKE KISALTMALARI

ARNAVUTLUK	ARN
BELÇİKA	BEL
BOSNA - HERSEK	BH
GÜNEY KIBRIS RUM YÖNETİMİ	GKRY
HRVATİSTAN	HRV
İSVİÇRE	İSV
KARADAĞ	KRD
KOSOVA	KSV
KUZAY KIBRIS TÜRK CUMHURİYETİ	KKTC
KUZAY MAKEDONYA	KMKD
LIHTENŞTAYN	LİH
SİRBİSTAN	SRB

DÜNYA SİYAHISI



Sİ HARİTASI

