

5th Grade Standards at a Glance

Rights and Responsibilities

In 5th grade, students learn about how the Founding documents of the United States were developed and how these documents guide decisions. Students explore the multiple perspectives people have regarding their rights and responsibilities.

[Unit 1: School Desegregation](#)

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This guide was created by an Iowa teacher to demonstrate an example of how a teacher might approach using Iowa's social studies standards to put together coherent units of instruction using compelling and supporting questions and related resources.

Unit 1: School Desegregation

Compelling Question: Can schools be “separate, but equal”?

Vocabulary: Supreme Court, Iowa Supreme Court, Alexander Clark, Separate but Equal, Little Rock Nine, Brown v. Board of Education, Plessy v. Ferguson

Anchor Standard <i>The student demonstrates an understanding of</i>	Social Studies Standard(s) (includes inquiry and content standards) <i>Therefore, the student is able to:</i>	Example Content/Concepts <i>Content/Concepts students should understand include:</i>	ELA Standard(s) <i>ELA standards which connect to Social Studies Standards:</i>
Constructing Compelling Questions (Inquiry)	SS.5.1. Identify the disciplinary concepts and ideas associated with a compelling question.	N/A	N/A
Constructing Supporting Questions (Inquiry)	SS.5.2. Use supporting questions to help answer the compelling question in an inquiry.	N/A	N/A
Gathering and Evaluating Sources (Inquiry)	SS.5.3. Determine the credibility of multiple sources.	N/A	L.5.4, RI.5.IA.1, W.5.8, RI.5.1, RI.5.4, RI.5.5, RI.5.7, RI.5.8, RI.5.10, SL.5.3
Developing Claims and Using Evidence (Inquiry)	SS.5.4. Identify evidence that draws information from multiple perspectives and sources in response to a compelling question.	N/A	W.5.5, W.5.7, W.5.8, W.5.10, RI.5.1, RI.5.9, SL.5.4, SL.5.5

Communicating and Critiquing Conclusions (Inquiry)	SS.5.5. With teacher direction, construct responses to compelling questions supported by reasoning and evidence.	N/A	L.5.1, L.5.6, W.5.4, 2.5.6, 2.5.10. RI.5.1, RI.5.9, SL.5.4, SL.5.5, SL.5.6
Examine Factors that Led to Continuity and Change on Human Development and Behavior (Behavioral Sciences)	SS.5.9. Analyze the strategies that a variety of demographic groups have used to ensure their rights.	<ul style="list-style-type: none"> • Farmville, Virginia • Little Rock Nine • Washington DC protests • Political cartoons • Court cases 	W.5.1, W.5.9, RI.5.2
Interpret Processes, Rules and Laws (Civics/ Government)	SS.5.11. Explain the processes people use to change rules and laws in the classroom, school, government, and/or society.	<ul style="list-style-type: none"> • Farmville, Virginia • Little Rock Nine • Washington DC protests • Political cartoons • Court cases 	W.5.2, RI.5.3
Create Geographic Representations (Geography)	SS.5.19. Create geographic representations to illustrate how cultural and environmental characteristics of a region impacted a historical event.	<ul style="list-style-type: none"> • Compare and contrast <i>Distribution of the Colored Population of the United States: 1890</i> and <i>Distribution of Negro population by County: 1950</i> 	W.5.1, W.5.9
Analyze Human Population Movement and Patterns (Geography)	SS.5.20. Analyze how rules and laws encourage or restrict human population movements to and within the United States of America.	<ul style="list-style-type: none"> • Plessy v. Ferguson • Brown v. Board • Analyze maps: <i>Distribution of the Colored Population of the United States: 1890</i> and <i>Distribution of Negro population by County: 1950</i> • Iowa Supreme Court's ruling 	W.5.1, W.5.9, RI.5.2, RI.5.3

Supporting Question	Resources	Additional Resources
1. Is the U.S. Constitution “color blind?”	<ul style="list-style-type: none"> • Senator Thomas Martin’s Speech on Civil Rights, 1965 (Document) 	None
2. How did “separate but equal” education start and what did it look like?	<ul style="list-style-type: none"> • "Separate Coaches," Segregation of the Railroad, May 26, 1896 (Document) • Classroom in the School, Siloam, Georgia, October 1941 (Image) • The One-Teacher Negro School in Veazy, Georgia, October 1941 (Image) 	<ul style="list-style-type: none"> • Through My Eyes by Ruby Bridges Ruby Bridges was the first African-American child to desegregate the all-white William Frantz Elementary School in Louisiana during the New Orleans school desegregation crisis in 1960. The book is a firsthand account of Bridges' experience as a six-year-old girl being thrust into the spotlight as an iconic figure in the civil rights movement. • Portrait of Ruby Bridges A 1960 portrait of six-year-old Ruby Bridges. • Ruby Bridges Remembers The video interview with Ruby Bridges was for the 50th Anniversary of Brown v. Board of Education in 2010.
3. How did the US Supreme Court and the Iowa Supreme Court end segregated education?	<ul style="list-style-type: none"> • Iowa Supreme Court Rules on Equal Access: Portrait of Alexander Clark, 1868 (Image & Document) • Distribution of the Colored Population of the United States, 1898 (Map) • Attorneys for Brown v. Board of Education, May 17, 1954 (Image) • Distribution of Negro Population by County, 1956 (Map) • "Segregation’s Citadel Unbreached in 4 Years," 1958 (Document) 	<ul style="list-style-type: none"> • Plessy v. Ferguson, U.S. Supreme Court, 1896 A landmark constitutional law case that upheld the state racial segregation laws for public facilities under the doctrine of "separate but equal." • Brown v Board of Education Case Image The image is of Mrs. Nettie Hunt, sitting on steps of U.S. Supreme Court, holding a newspaper, explaining to her daughter Nikie the meaning of the Supreme Court's

		<p>decision banning school segregation in 1954.</p> <ul style="list-style-type: none"> • Parents Involved in Community Schools v. Seattle School District No. 1 In a U.S. Supreme Court ruling from 2006, the Court applied a "strict scrutiny" framework and found a school district's racial tiebreaker plan was unconstitutional under the Equal Protection Clause of the Fourteenth Amendment.
4. Case Study: Who were the Little Rock Nine and why are they significant?	<ul style="list-style-type: none"> • Daisy Bates' Letter about "Little Rock Nine," December 17, 1957 (Document) • Anti-Integration in Little Rock, Arkansas, September 1958 (Image) • Rally at State Capitol in Little Rock, Arkansas, August 20, 1959 (Image) 	None
5. Case Study: How did Farmville, Virginia handle the issue of desegregation in schools?	<ul style="list-style-type: none"> • "Free School" in Farmville, Virginia, September 16, 1963 (Image) • Obstructions and Delays: Griffin v. County Board of Prince Edward County Draft Ruling, January 6, 1964 (Document) 	<p>Supreme Court Cases:</p> <ul style="list-style-type: none"> • Web Site: Landmark Cases of the Supreme Court • Brown v Board of Education Case Image: Mrs. Nettie Hunt, sitting on steps of Supreme Court, holding newspaper, explaining to her daughter Nikie the meaning of the Supreme Court's decision banning school segregation • Parents Involved in Community Schools v. Seattle School District No. 1

<p>6. How did other people view and act on their view of school segregation?</p>	<ul style="list-style-type: none"> • Six Years after Brown, Atlanta Citizens Discuss Their Schools, May 27, 1960 (Video) • Governor George Wallace Attempting to Block Integration at the University of Alabama, June 11, 1963 (Image) • President John F. Kennedy's Civil Rights Address, June 11, 1963 (Video) • "Dark laughter. Now I aint so sure I wanna get educated," September 21, 1963 (Image) • Integration in D.C. Schools, December 15, 1964 (Image) • African-American Children Encounter Protesters, September 13, 1965 (Image) 	<p>Ruby Bridges</p> <ul style="list-style-type: none"> • Children's book: Through My Eyes by Ruby Bridges • Portrait of Ruby Bridges • Video: Ruby Bridges Remembers, interview for the Fiftieth Anniversary of Brown v Board
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You can view the corresponding text set at <https://www.iowaculture.gov/history/education/educator-resources/primary-source-sets/school-desegregation>.

Unit 2: The Right to Vote

Compelling Question: What opportunities does the right to vote provide?

Vocabulary: U.S. Constitution, Alexander Clark, Carrie Chapman Catt, 19th Amendment, Voting Rights Act of 1965

Anchor Standard <i>The student demonstrates an understanding of</i>	Social Studies Standard(s) (includes inquiry and content standards) <i>Therefore, the student is able to:</i>	Example Content/Concepts <i>Content/Concepts students should understand include:</i>	ELA Standard(s) <i>ELA standards which connect to Social Studies Standards:</i>
Constructing Compelling Questions (Inquiry)	SS.5.1. Identify the disciplinary concepts and ideas associated with a compelling question.	N/A	N/A
Constructing Supporting Questions (Inquiry)	SS.5.2. Use supporting questions to help answer the compelling question in an inquiry.	N/A	N/A
Gathering and Evaluating Sources (Inquiry)	SS.5.3. Determine the credibility of multiple sources.	N/A	L.5.4, RI.5.IA.1, W.5.8, RI.5.1, RI.5.4, RI.5.5, RI.5.7, RI.5.8, RI.5.10, SL.5.3
Developing Claims and Using Evidence (Inquiry)	SS.5.4. Identify evidence that draws information from multiple perspectives and sources in response to a compelling question.	N/A	W.5.5, W.5.7, W.5.8, W.5.10, RI.5.1, RI.5.9, SL.5.4, SL.5.5
Communicating and Critiquing Conclusions (Inquiry)	SS.5.5. With teacher direction, construct responses to compelling questions supported by reasoning and evidence.	N/A	L.5.1, L.5.6, W.5.4, 2.5.6, 2.5.10, RI.5.1, RI.5.9, SL.5.4, SL.5.5, SL.5.6

Examine Factors that Led to Continuity and Change on Human Development and Behavior (Behavioral Sciences)	SS.5.9. Analyze the strategies that a variety of demographic groups have used to ensure their rights.	<ul style="list-style-type: none"> • Speeches • Protests • Political cartoons • Court cases • Pamphlets • Advertisements and billboards • Parades and events 	W.5.1, W.5.9, RI.5.2, RI.5.6
Apply Civic Virtues and Democratic Principles (Civics/Government)	SS.5.10. Describe how the Declaration of Independence and the Constitution impact the decisions of government, society, and/or communities. (21st century skills)	<ul style="list-style-type: none"> • Clark’s Speech to Iowa State Colored Convention, 1868 • 15th Amendment • Constitution and By-Laws of the Sac and Fox Tribe, 1937 • Civil Rights Act of 1957 • Voting Rights Act of 1965 	W.5.2, RI.5.2, RI.5.3
Interpret Processes, Rules and Laws (Civics/Government)	<p>SS.5.11. Explain the processes people use to change rules and laws in the classroom, school, government, and/or society. (21st century skills)</p> <p>SS.5.12. Describe how laws, rules and processes have changed over time in order to restrict, protect, or extend rights. (21st century skills)</p>	<ul style="list-style-type: none"> • Speeches • Protests • Political cartoons • Court cases • Pamphlets • Advertisements, billboards • Parades and events • Voter Registration Literacy Tests from Alabama, 1964 	W.5.3, RI.5.2, RI.5.3
Create Geographic Representations (Geography)	SS.5.19. Create geographic representations to illustrate how cultural and environmental characteristics of a region impacted a historical event.	<ul style="list-style-type: none"> • Compare and contrast <i>Distribution of the Colored Population of the United States: 1890</i> and <i>Distribution of Negro population by County: 1950</i> 	N/A
Analyze Change, Continuity, and Context (History)	SS.5.21. Describe the connections between historical developments that occurred within the same time period.	<ul style="list-style-type: none"> • Treaty with Sauk and Foxes, 1867 • 15th Amendment, 1870 	W.5.3, RI.5.2, RI.5.3

		<ul style="list-style-type: none"> • Vote on women's suffrage in Iowa, 1916 • 19th Amendment, 1920 • Political Rights from Citizenship, 1928 • Civil Rights Act, 1957 	
Compare Perspectives (History)	SS.5.22. Explain how economic, political, and social contexts shaped people's perspectives at a given time in history.	<ul style="list-style-type: none"> • Treaties with Sauk and Fox tribes (Meskwaki) in Iowa • Women's suffrage vote in Iowa 1916 • African Americans obtaining the right to vote in Iowa, 1968 	N/A
Justify Causation & Argumentation (History)	SS.5.24. Explain the probable causes and effects of historical developments. SS.5.25. Develop a claim about the past and cite evidence to support it.	<ul style="list-style-type: none"> • African-American suffrage • Women's suffrage • Native American suffrage 	N/A
Iowa History (History)	SS.5.26. Analyze Iowa's role in civil rights history.	<ul style="list-style-type: none"> • African American suffrage in Iowa, 1868 • Women's suffrage in Iowa, 1920 • Native American suffrage in Iowa, 1928 and 1957 	W.5.1, W.5.9, RI.5.2, RI.5.3, RI.5.6

Supporting Question	Resources	Additional Resources
1. How did African Americans obtain the right to vote?	<ul style="list-style-type: none"> • "First Vote" Illustration, November 16, 1867 (Image) • Alexander Clark's Speech at the "Colored Convention" in Des Moines, Iowa, 1868 (Document) • Portrait of Governor William M. Stone, 1868 (Image) • 15th Amendment to the U.S. Constitution, February 27, 1869 (Document) 	<ul style="list-style-type: none"> • Jim Crow and Segregation Primary Source Set This Library of Congress online resource contains classroom material about the use of Jim Crow laws to

	<ul style="list-style-type: none"> • "The Fifteenth Amendment," 1870 (Image) • Distribution of the Colored Population of the United States in 1890, 1898 (Map) • Voter Registration Literacy Test in Alabama, 1964 (Document) • African-American Demonstrators Outside the White House, March 12, 1965 (Image) • Oral History Interview with African-American Politician Robert G. Clark, Jr., in Pickens, Mississippi, March 13, 2013 (Video) • Oral History Interview with African-American Activist Charles Siler about Life in Louisiana, May 10, 2013 (Video) 	<p>oppress African Americans in the south and segregation throughout the United States.</p> <ul style="list-style-type: none"> • 15th Amendment to the U.S. Constitution This Library of Congress web guide provides an overview of the 15th Amendment and its impact on African American men who were granted the right to vote. • Oral History Interview with Rosie Head In this video interview, Rosie Head describes her early life in Greenwood, Mississippi, where her family lived and worked on a plantation. She discusses how her parents faced racial discrimination in their work and how they were cheated by the plantation owner and then blacklisted. In 1964, Head joined the Civil Rights Movement in Tchula, Mississippi, and she recounts the various ways she was involved in the movement: registering voters, working with Freedom Summer volunteers, helping to establish the Child Development Group of Mississippi and campaigning for black candidates for political office.
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<p>2. How did women obtain the right to vote?</p>	<ul style="list-style-type: none"> • Women's Suffrage Parade Shown Passing by Church, October 29, 1908 (Image) • "Votes for Women! The Woman's Reason" by the National American Woman Suffrage Association, 1912 (Document) • Billboard Urging Iowans to Vote "Yes" for Women's Suffrage, 1916 (Image) • Map Abstract of June 5, 1916, Vote for Woman Suffrage Constitutional Amendment in Iowa, 1916 (Map) • Route of Envoys Sent by the Congressional Union for Woman's Suffrage to Organize in the West, between April and May 1916 (Map) • Anti-Suffrage Ad from The Iowa Homestead, May 25, 1916 (Document) • Letter from Anna Lawther of the Iowa Equal Suffrage Association to County Chairs, November 13, 1918 (Document) • Activists Leaving National Woman's Party Headquarters to Take Petition to Senator Jones of New Mexico, 1918 (Image) • Letter from President Woodrow Wilson to Carrie Chapman Catt, June 7, 1918 (Document) • Response Letter from Iowa Secretary of State W.S. Allen to Anna Lawther, December 1918 (Document) • 19th Amendment to the U.S. Constitution, August 26, 1920 (Document) 	<ul style="list-style-type: none"> • Iowa Women's Suffrage Collection To celebrate the centennial of the 19th Amendment, the State Historical Society of Iowa has shared photographs and documents from the Iowa Women's Suffrage Collection. • "Women's Suffrage in Iowa" This online exhibit features women's suffrage resources from the Iowa Women's Archives and State Historical Society of Iowa. • Interview with Carrie Chapman Catt This short video features prominent suffragist leader, Carrie Chapman Catt, who was born and raised in Iowa. • Carrie Chapman Catt's Address to the U.S. Congress This website for the Carrie Chapman Catt Museum in Charles City, Iowa, includes text of a speech Catt gave to to the U.S. Congress in 1917

	<ul style="list-style-type: none"> • Sculpture of Lucretia Mott, Elizabeth Cady Stanton and Susan B. Anthony, between 1921 and 1923 (Image) 	<p>on the inevitability of women's suffrage.</p> <ul style="list-style-type: none"> • "The Fight for Women's Suffrage" from IPTV This online webpage from Iowa Public Television's "Iowa Pathways" collection summarizes the history of women's suffrage in Iowa. • Trial of Susan B. Anthony This online resource from UMKC School of Law summarizes the trial of women's suffragist leader Susan B. Anthony after she illegally voted in Rochester, New York in 1872.
<p>3. How did Native Americans obtain the right to vote?</p>	<ul style="list-style-type: none"> • Sac and Fox Treaty, 1842 (Document) • Iowa Law to "Allow Meskwaki to Purchase Land and Live in Tama, Iowa." July 15, 1856 (Document) • Meskwaki Proclamation Day Brochure: "Old Indian Town," July 13, 1857 (Document) • Sac and Fox Treaty, 1867 (Document) • Motion Presented by Iowa Senator J.B. Grinnell, February 5, 1867 (Document) • "Move On!" Political Cartoon, April 22, 1871 (Political Cartoon) • Citizenship Act, June 2, 1924 (Document) • President Calvin Coolidge Posing with American Indians at White House https://www.iowaculture.gov/history/education/educator-resources/primary-source-sets/right-to-vote-suffrage-women-african/president-calvin-coolidge, February 18, 1925 (Image) • "Political Rights from Citizenship" in The Problem of Indian Administration, February 21, 1928 (Document) 	<ul style="list-style-type: none"> • Congress Granted Citizenship to All American Indians This website includes a three-part timeline on legislation to grant citizenship to American Indians born in the United States. • Civil Rights Act of 1957 This webpage from govtrack.us contains infographics and summaries of the record of the U.S. Senate's vote on the Civil Rights Act of 1957. • Voting Rights for American Indians This Library of Congress webpage contains an article and photos that summarizes

	<ul style="list-style-type: none"> • Constitution and Bylaws of the Sac and Fox Tribes in Iowa, December 29, 1937 (Document) • Oral History Interview with Henry Mitchell, an American Indian Canoe Maker, 1938 (Document) • Civil Rights Act of 1957, September 9, 1957 (Document) • Voting Rights Act, 1965 (Document) • Meskwaki Land Purchases, 2004 (Map) 	<p>the struggle American Indians faced in the process of being granted voting rights in America.</p> <ul style="list-style-type: none"> • Toledo Indian Industrial School These two photographs from the State Historical Society of Iowa the school building, students and staff of the Toledo Indian Industrial School near Tama, Iowa.
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You can view the corresponding text set at <https://www.iowaculture.gov/history/education/educator-resources/primary-source-sets/right-to-vote-suffrage-women-african>.

Unit 3: Korea

Compelling Question: Was the Korean War worth the cost?

Vocabulary: Communism, armistice, 38th parallel, “demilitarized zone”

Anchor Standard <i>The student demonstrates an understanding of</i>	Social Studies Standard(s) (includes inquiry and content standards) <i>Therefore, the student is able to:</i>	Example Content/Concepts <i>Content/Concepts students should understand include:</i>	ELA Standard(s) <i>ELA standards which connect to Social Studies Standards:</i>
Constructing Compelling Questions (Inquiry)	SS.5.1. Identify the disciplinary concepts and ideas associated with a compelling question.	N/A	N/A
Constructing Supporting Questions (Inquiry)	SS.5.2. Use supporting questions to help answer the compelling question in an inquiry.	N/A	N/A
Gathering and Evaluating Sources (Inquiry)	SS.5.3. Determine the credibility of multiple sources.	N/A	L.5.4, RI.5.IA.1, W.5.8, RI.5.1, RI.5.4, RI.5.5, RI.5.7, RI.5.8, RI.5.10, SL.5.3
Developing Claims and Using Evidence (Inquiry)	SS.5.4. Identify evidence that draws information from multiple perspectives and sources in response to a compelling question.	N/A	W.5.5, W.5.7, W.5.8, W.5.10, RI.5.1, RI.5.9, SL.5.4, SL.5.5
Communicating and Critiquing Conclusions (Inquiry)	SS.5.5. With teacher direction, construct responses to compelling questions supported by reasoning and evidence.	N/A	L.5.1, L.5.6, W.5.4, 2.5.6, 2.5.10, RI.5.1, RI.5.9, SL.5.4, SL.5.5, SL.5.6

Evaluate the National Economy (Economics)	SS.5.14. Explain how various levels of government use taxes to pay for the goods and services they provide.	<ul style="list-style-type: none"> How taxes are used to support the war effort 	N/A
Assess the Global Economy (Economics)	SS.5.15. Explain how trade impacts relationships between countries.	<ul style="list-style-type: none"> How trade was impacted as a result of the Korean War 	N/A
Compare Perspectives (History)	SS.5.22. Explain how economic, political, and social contexts shaped people's perspectives at a given time in history.	<ul style="list-style-type: none"> Examine perspectives of various participants in the Korean War 	N/A
Justify Causation and Argumentation (History)	<p>SS.5.24. Explain probable causes and effects of historical developments.</p> <p>SS.5.25. Develop a claim about the past and cite evidence to support it.</p>	<ul style="list-style-type: none"> Discuss causes and effects of the Korean War and its impacts on the world today 	N/A

Supporting Question	Resources	Additional Resources
1. What happened in the Korean War?	<ul style="list-style-type: none"> World Leaders Sign the United Nations Charter, June 25, 1945 (Image) Excerpts from the Geneva Convention: Relative to the Treatment of Prisoners of War, August 12, 1949 (Document) South Korean Soldiers Prepare and Lay an Anti-Tank Mine, July 22, 1950 (Image) Iowa Soldiers at the "Rock of the Marne" Holding the Sign "Happy New 	<ul style="list-style-type: none"> The Korean War This online resource includes a brief history of the Iowa National Guard in the context of the Korean War. IPTV's "Korean War 101" This four-and-a-half minute video excerpt about the Korean War includes a brief look of soldiers from Iowa who served in Korea. 24th Infantry Division in Korea This 28-minute video from the Korean War Legacy Foundation is a detailed

	<p>Year to the Folks at Home," 1951 (Image)</p> <ul style="list-style-type: none"> • 187th Airborne Paratroopers on a Flight to Munsan-ni, Korea, March 1951 (Image) • American Marines Capture Chinese Communists Along the Central Korean Front, March 2, 1951 (Image) • Soldiers Seek Shelter from Mortar Shells in Korea, April 11, 1951 (Image) • Marine Infantrymen Take Cover Behind a Tank Near Hongcheon, Korea, May 22, 1951 (Image) • Aerial View of USS Iowa Near Koje, Korea, October 17, 1952 (Image) • American and North Korean Generals Sign the Korean Armistice, July 23, 1953 (Image) • Korea Demilitarized Zone, 1969 (Map) • Interview with Korean War Veteran William Donald Sinclair, April 2, 2004 (Video) 	<p>look at the 24th Infantry Division as they serve in Korea.</p> <ul style="list-style-type: none"> • Korean War Digital History Project This online project is a developing website that houses multiple videos and tagged clips of veterans telling their experiences from the Korean War. • Korean War Veteran Regina H. Schiffman This webpage from the Veterans History Project includes a small gallery of photographs of Korea War veteran Regina H. Schiffman, who served as a nurse during the war.
<p>2. What was the cost of the Korean War?</p>	<ul style="list-style-type: none"> • American Infantrymen Grieve for a Dead Fellow Soldier near Haktong-ni, Korea, August 28, 1950 (Image) • Korean Woman Searches Through Rubble in Seoul, Korea, November 1, 1950 (Image) • Memorial Service at Hamhung Cemetery, December 13, 1950 (Image) • Iowa Marines with a Hospital Attendant at Naval Station Great Lakes Hospital, March 1951 (Image) 	<ul style="list-style-type: none"> • Korean War - Casualty Summary This online document is a detailed summary of Korean War casualties, updated as of May 16, 2008. The casualties are categorized between the Army, Air Force, Marines and Navy. • "64 Years After Korean War, North Still Digging Up Bombs" Associated Press Article Published by Bloomberg Politics, this article looks at how North Koreans are

	<ul style="list-style-type: none"> • Red Cross Worker at a MASH Hospital in Korea, October 1952 (Image) 	<p>still finding anti-tank mines that were left in the ground, undeployed from the war.</p>
<p>3. How did Americans help the Korean War effort in non-combat ways?</p>	<ul style="list-style-type: none"> • 10,000 United Nations Troops Watching Danny Kaye Perform in Pusan, Korea, November 16, 1951 (Image) • Certificate and Army Letter to Entertainer Danny Kaye Thanking Him for His Service in Korea, 1951 (Document) • Berkshire Piglets to Korea, 1952 (Image) • Pigs to Korea, 1952 (Image) • Operation "Noah's Ark" for Korea, 1952 (Image) • Heifer Loading Dock, 1952 (Image) • Freedom's Gate Bridge, March 10, 1952 (Image) • "Operation 'Pig Lift'" Newspaper Article, August 1952 (Document) • Oral History Interview with Regina H. Schiffman, January 14, 2004 (Audio) 	
<p>4. How do we honor Korean War veterans?</p>	<ul style="list-style-type: none"> • "Korean War Memorial Erected" Newspaper Article, May 17, 1989 (Document) • Korean War Veterans Memorial in Washington, D.C., between 1995 and 2006 (Image) • Korean War Memorial Fact Sheet, 2016 (Document) • Korean War Memorial at the Iowa State Capitol, 2017 (Image) 	<ul style="list-style-type: none"> • Korean War Memorial (War Memorials) by Jennifer Burrows This book focuses on the creation of the Korean War Memorial in Washington, D.C. This book series provides basic history about each war along with a detailed description of the memorial. • Remembering Korea: The Korean War Veterans Memorial by Brent Ashabranner

		<p>This 2001 book focuses on the Korean War Memorial in Washington, D.C. <i>Remembering Korea</i> describes the history, planning and creation of the memorial and profiles the important people involved. In addition, it chronicles the Korean War and describes why it ended in a stalemate.</p>
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You can view the corresponding text set at <https://www.iowaculture.gov/history/education/educator-resources/primary-source-sets/korean-war>.