



ENQUIRY 5

THE GLORIOUS GLOSTERS. WHAT HAPPENED AT THE BATTLE OF THE IMJIN RIVER, APRIL 1951?

A two-lesson enquiry by Erica Kingswood

Erica Kingswood is Subject Leader for History at Chipping Campden School, England. She has a particular interest in Asian history and especially in the British contribution in the Korean War.

ENQUIRY OUTLINE

SUMMARY

This enquiry seeks to engage students with the different interpretations of the famous Battle of the Imjin River, in particular the events of Hill 235 and the experience of the Glosters (the Gloucestershire Regiment). The principal outcome is for students to build a narrative from a range of contemporary source material.

Students will also explore the different ways in which the battle has been interpreted, particularly the contrast between the way it is remembered with reverence in the Republic of South Korea and the relative lack of attention paid to it in Britain.

KEY AREAS OF FOCUS

- Different interpretations of the Battle of the Imjin River.
- How the same source material can be used as evidence to support a range of interpretations.
- How the source material can be used to create a narrative of the battle.
- The importance of the battle in the context of the war.

TARGET AGE RANGE

The enquiry is designed for use with Key Stage 4. It targets GCSE in terms of skills and knowledge; however, it can easily be used in a Year 9 Cold War study, or as a case study on how to use historical evidence at Year 9, GCSE or A-level.

SCHOLARLY RATIONALE

The Korean War is known as the 'forgotten war'. Dr Kathryn Weathersby, Professor of History at the Korea University, explains that this is because it is a messy, unresolved war that festers and has been wilfully forgotten (Weathersby, 2019). Professor Thomas Hennessey of Canterbury Christ Church University agrees and goes on to evidence this, particularly in Britain, with the obvious lack of memorials. Hennessey also suggests that sandwiched between World War II and the Vietnam War, the Korean War is lost. It was rarely on the front page and, particularly after 1951, was merely known for being the 'war of the hills' (Hennessey, 2019). According to Dr Grace Huxford, the England cricket team's Ashes victory in 1953 got more media attention than returning troops at the end of the Korean War (Huxford, 2019).

Interestingly, Huxford did identify that media interest went up slightly after the Battle of the Imjin River, suggesting that it was, if nothing else, worthy of reporting (Huxford, 2019). Huxford carefully explores

the value of using veteran testimony as they describe individual experiences of battle, but also the problems with using such life-telling narratives as they come from a range of military personnel with a range of experiences, motivated to tell their stories for a range of reasons (Huxford, 2015). This enquiry focuses on getting students to learn from these narratives.

British Voices, The Imperial War Museum, Age UK and the Korean War Legacy Foundation have been tirelessly recording veterans' accounts for the past decade. Traditional accounts of the Battle of the Imjin River tell the tale of the heroic 1st Battalion, Gloucestershire Regiment (aka the Glorious Glosters), holding back wave after wave of Chinese soldiers at Hill 235, allowing the majority of UN forces to retreat and regroup and stopping the Chinese advance on Seoul. Over 500 of the original 773 men were taken as prisoners of war, 59 were killed and 34 later died in captivity. It remains the bloodiest battle fought by the British since World War II. After the war, Koreans officially referred to Hill 235 as Gloster Hill. In 1957, a memorial was unveiled, and in 2014 this was expanded into the impressive Gloucester Valley Bridge and memorial garden. In Britain there is substantial reference to the Glorious Glosters; at the Soldiers of Gloucester Museum in the City of Gloucester there is a small plaque attached to the city war memorial, and the MoD Barracks near Gloucester were renamed Imjin Barracks.

However, there is a counter-narrative that suggests that while the action may have helped to stop the Chinese advance on Seoul, the battle itself was a chaotic catastrophe – that the Glosters' last stand was a military blunder, leading to the capture of hundreds of soldiers. At the heart of this resource, therefore, is a consideration of how far these narratives stand up to scrutiny in light of the available source material.

CURRICULAR RATIONALE

In the past four decades, teachers, exam boards and textbook publishers have grappled with how to meaningfully engage students with historical evidence. It will always be a somewhat artificial endeavour without the academic rigour of proper historical research, but most teachers agree that it is an essential skill for students to learn. What they disagree about is how to teach it. Ashby's research in Project Chata (Concepts of History Teaching and Approaches) suggested in 2004 that students 'all too often learn interrogation routines for dealing with sources that have little to do with understanding of these sources as historical context' (Ashby, 2004 p. 45).

This challenge is very evident when looking at exam questions. How can a student be expected to evaluate the utility of a piece of evidence without first using that evidence for a specific enquiry? This is why we often see superficial evaluation or stock phrases used incorrectly such as reliability or bias. Howells says that students need to first have an 'acquaintance with the source material' (Howells, 2007, p. 30). Teachers must avoid being sucked into exam rhetoric; 'the relationship of student and source appears to be of what the student can do to the source rather than what the source can do for the student' (*op.cit.*, pp. 32–33).

This resource attempts to address the issue Howells raises. Using historical evidence is interesting, motivating, engaging, challenging and proper history. In this resource students will work like historians to build a narrative of the famous Battle of Imjin by using source material from the time, just as a historian would. The underlying principle is summarised again by Howells when he states that we should 'concentrate on sources as the building blocks of a positive and constructive history. We should see sources as tools, not as suspicious and dubious.' (*op.cit.*, pp. 33, 35)

A secondary intent in this resource is to expose students to new aspects of the Korean War narrative. Most Korean War teaching resources focus on the causes and consequences of the war, or the war in the Cold War context. Those that do examine the actual theatre of war tend to concentrate on the American experience, with the British troops rarely featured in any depth. In this resource students will gain an opportunity to understand the importance of the Battle of the Imjin River to the Korean War and as part of the British experience of the war.

REFERENCES

- Ashby, R. (2004) 'Developing a concept of Historical Evidence: Students' Ideas about Testing Factual Claims' in *International Journal of Historical Learning, Teaching and Research*, 4, no.2, pp44-55
- Hennessey, T. (2019) *The UNO Coalition in Korea: Tracing the War through Multiple Perspectives and Experiences*. Presentation at the 2019 Korean War Legacy Foundation Athens Conference.
- Huxford, G. (2015) 'Write your Life!' in *British Prisoners of War in the Korean War and Enforced Life Narratives*, *Life Writing*, pp. 2–23.
- Huxford, G. (2019) *British Military Experiences in the Korean War*. (Podcast) Historical Association. www.history.org.uk/podcasts/categories/442/podcast/592/the-british-military-in-the-korean-war
- Howells, G. (2007) 'Life by sources A to F: really using sources to teach AS history' in *Teaching History*, 128, pp. 30–35.
- Weathersby, K. (2019) *Why Study the Korean War*. Presentation at the 2019 Korean War Legacy Foundation Athens Conference.

SCHEME OF WORK

OVERVIEW

This enquiry comprises two lessons, which aim to give students a detailed understanding of the Battle of the Imjin River. Ideally the lessons should be used in a single sequence.

Lesson 1 aims to get students engaged with evidence to create a narrative of the events at Imjin River, April 1951.

In Lesson 2 students are then asked to write their own account of how UN forces were able to halt the Chinese Spring Offensive. Students finally consider how important they think the battle was and consider how it was or should be remembered.

Extension: To support teacher understanding a summary overview of events is provided, which could be shared with students if time allowed. There is also a list of materials to extend teachers' knowledge, such as Grace Huxford's podcasts on the use of testimonies or documentaries such as the *20th Century Battlefields 1951 Korea*, which gives a particularly detailed account of the events at Imjin River.

Lesson	Key content
<p>Lesson 1:</p> <p>Using evidence to build a narrative of what happened at the Battle of the Imjin River</p>	<p>It starts with an overview of the events of the Korean War from June 1950 to April 1951 and sets up the idea of stalemate. Teachers can use as much or as little of the material provided as required by their particular curriculum and the contextual knowledge of their students. As a result, Lesson 1 might need to be extended into a second lesson.</p> <p>Lesson 1 then provides students with a rich variety of contemporary evidence such as testimonies, military records and photographs, which they use to gain an understanding of the Battle of the Imjin River. Students are asked to use the evidence to back up assumptions about the battle (Option A) or find key facts (Option B).</p> <p>Students recap the war so far and then use a selection of contemporary evidence to build a narrative of the battle.</p>
<p>Lesson 2:</p> <p>How to write an account of the Battle of the Imjin River</p>	<p>Lesson 2 draws on the information gathered in Lesson 1. With this in mind, the lesson begins with a recap of the battle.</p> <p>Students are then asked to write their own account of how UN forces were able to halt the Chinese Spring Offensive. This draws on their knowledge of the battle, but then extends their narrative by forcing them to use these facts to address the specific demands of the question. A range of features are suggested for students to use in their accounts.</p> <p>To wrap up this enquiry students are asked to revisit how the battle is remembered. There is a valuable opportunity for students to argue the case for more appropriate memorialisation of Imjin in Britain.</p>

LESSON 5.1 BREAKDOWN: USING EVIDENCE TO BUILD A NARRATIVE OF WHAT HAPPENED AT THE BATTLE OF THE IMJIN RIVER

STARTER/ACTIVITY 1: THE MAIN DEVELOPMENTS IN THE KOREAN WAR 1950–51

(SLIDES 1–8)

Slides 4–8 provide an overview of the Korean War. If you have already used other enquiries in this book or already spent some teaching time on the war, you may not need this at all. So how you use this depends on the speed at which you wish to go through it and whether it needs class time. The maps and information could simply be printed off for student reference.

However, assuming that the background is needed, ideally you should talk the class through the main developments of war prior to 1951. Students then make their own copy of the basic diagram on **Slide 4** (and Resource sheet 5.1B) and use the information they can gain from **Slides 5–8** to make the diagram into a useable summary.

ACTIVITY 2: WHY ARE WE LOOKING AT THE BATTLE OF THE IMJIN RIVER, APRIL 1951?

(SLIDES 9–11)

The aim of this activity is to help students to see that the Battle of the Imjin River was highly significant. Show **Slide 9** and simply ask students to explain how they know the battle was significant and who felt that it was significant. This could possibly lead on to further discussion about whether it was similarly significant back in the UK, but it is best to delay that until Lesson 2. For these purposes, we really want to emphasise its strategic significance within the context of the war.

From this point, you could move straight to Activity 3. Alternatively, you could use **Slides 10–11** to fill in more detail about the build-up to the battle. Remember, the focus of this enquiry is on using the source material about the battle. Don't run out of time to properly consider those sources. If there is any risk of that, then you ought to expand this first lesson into two:

- Lesson 1A would be the overview and context (Activities 1 and 2).
- Lesson 1B would be Activity 3.

ACTIVITY 3: WHAT HAPPENED AT THE BATTLE OF THE IMJIN RIVER? (SLIDES 12–17)

Start by playing the sound file hyperlinked on **Slide 12**. We have suggested listening as far as 3'14. However, 3'14–4'15 is also useful but note that there is one mild curse word.

At this stage, simply ask students to listen.

Follow this up by using **Slide 13** to highlight how historians find sources like this so useful and how they could make inferences from what Tommy Clough is saying even though he does not say it. Inference is a vital skill in using sources and writing history. Then ask students to listen to the clip again but this time trying to identify at what points in the clip each of these inferences listed on **Slide 13** can be made.

Slide 14 then sets up the main task for the rest of the lesson. Students will need Resource sheet 5.1C evidence pack (also shown on **Slides 15–17**) and Resource sheet 5.1D.

Students can work in groups or independently and you can select/reduce the number of sources for students to make it more accessible. However, don't worry too much about which sources to cut. They are all useful so you can select randomly

BEFORE YOU START

You will need:

- Lesson PowerPoint 5.1
- Resource sheet 5.1A (Korean War overview chart)
- Resource sheet 5.1B (Imjin River key words support sheet)
- Resource sheet 5.1C (Evidence pack)
- Resource sheet 5.1D (Evidence table A or B)

You will also need to decide how much or how little of the introductory overview of the Korean war is needed.

PLENARY (SLIDE 18)

When students have finished examining the sources, they should collate their findings and report back. This could be done individually, in pairs or as a class.

LESSON 5.2 BREAKDOWN: HOW TO WRITE AN ACCOUNT OF THE BATTLE OF THE IMJIN RIVER

BEFORE YOU START

You will need:

- Lesson PowerPoint 5.2
- Resource sheet 5.1B (Imjin River key words support sheet)
- Resource sheet 5.2A (Imjin River writing frame)
- Resource sheet 5.2B (War memorial letter-writing frame)

If you are using the 'four corners' debate for Activity 3, you will need to label the four corners of your room A to D in advance.

STARTER/ACTIVITY 1 (SLIDES 1–3)

You will need to decide how much recap is needed.

- If this is a follow-on from Lesson 1, then students can refer to their narratives from the previous lesson.
 - Or you could use a documentary clip such as *20th Century History 1951 Korea* (Dan and Peter Snow, BBC 2) to set the scene.
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ACTIVITY 2: WRITE AN ACCOUNT OF THE BATTLE OF THE IMJIN RIVER (SLIDE 4)

Students are now ready to write their own account of how UN forces were able to halt the Chinese Spring Offensive. They draw on their knowledge of the battle from the sources they examined in Lesson 1 and their understanding of the key features of writing an historical account.

Resource sheet 5.2A provides a writing frame for their writing. You may wish to add to or remove some of the prompts in order to support or challenge students.

ACTIVITY 3: SHOULD IMJIN RIVER BE BETTER REMEMBERED? (SLIDES 5–7)

Whether you proceed to this activity (or how you set it up) will depend on whether you have used either of the Key Stage 3 enquiries (Enquiries 2 and 3) that give similar opportunities to study and create memorials.

For these notes, however, we are assuming that this is relatively new territory. And, even if you have tackled the earlier enquiries, the fact that this memorialisation is in the context of a specific and significant battle gives this a different dimension from Enquiries 2 and 3.

Slide 5 reminds students how the battle is remembered in South Korea. **Slide 6** overviews its memorialisation in Britain (there are memorials but they are much less prominent and less creative). Make sure that you add any local examples if there is one near your school.

Slide 5 asks students to compare the two and consider possible reasons for the differences.

Slide 7 then offers some explanations.

You could tackle this as a 'four corners' debate. You will need to label the four corners of the room A to D in advance. **Slide 7** provides students with four possible reasons, A to D. They need to choose which they most agree with and move to that corner of the room. The teacher can direct a debate, challenging students to justify their decision.

ACTIVITY 4: PLENARY (SLIDES 8–9)

We bring the learning on this topic together by making the case for a better Imjin memorial in Britain. In arguing their case, this allows students to use:

- their knowledge of the events of the battle

- its significance within the war
- its current memorialisation
- the experiences of the soldiers

in arguing their case.

Use **Slide 8** for class discussion. Students together come up with arguments. Alternatively, you could suggest some to them and they repeat the ‘four corners’ strategy.


Finally, on **Slide 9**, they are invited to write to the UK War Memorials Trust persuading them to create a monument to honour those who fought at Imjin River. The site shows that the British government takes memorialisation very seriously.

There are four headings suggested that they can use to support the case, and also Resource sheet 5.2B provides a writing frame. However, not all students will want or need these prompts and they should be encouraged to come up with their own.

SELECTED LESSON POWERPOINTS

LESSON 5.1

**Enquiry 5:
The Glorious Glosters**
What happened at the Battle of the Imjin River, April 1951?



Exploring and Teaching the Korean War | Lesson 5.1

**Enquiry overview:
The Glorious Glosters**
What happened at the Battle of the Imjin River, April 1951?

Lesson 5.1

Use evidence to build a narrative of what happened at the Battle of the Imjin River

Lesson 5.2

Write an account of what happened at the Battle of the Imjin River

Exploring and Teaching the Korean War | Lesson 5.1

Lesson 5.1 Overview

Lesson 5.1

Use evidence to build a narrative of what happened at the Battle of the Imjin River

Content covered in the lesson:


- **Background:** The main developments in the Korean War 1950–51
- **Focus:** Why we are studying the Battle of the Imjin River
- **Evidence:** Making inferences from sources about what happened at the battle
- **Conclusions:** What happened at the Battle of the Imjin River?

Exploring and Teaching the Korean War | Lesson 5.1

Background: What were the main developments in the Korean War 1950–51?

Activity 1

- Here is a very basic summary chart of the main phases of the Korean War 1950–51.
- The diagram would not make much sense to anyone who has not studied the war.
- Your task is to use the next four pages to add dates, countries, events and other facts and figures that will turn this from a skeleton into a useful summary of the events.



Your teacher can give you your own copy as Resource sheet 5.1A.

Exploring and Teaching the Korean War | Lesson 5.1

LESSON 5.1 (continued)

Map 1: The Korean War to summer 1950

25 June 1950 – After skirmishes across the 4km-wide security zone (which had been set up at the 38th parallel), the ROK were surprised when the NKA invaded with 130,000 troops.
28 June 1950 – Seoul, the capital of the ROK, fell to the NKA.
Summer 1950 – ROK and UN forces were pushed all the way to Pusan in the south-east corner of the ROK.



Your teacher can give you a glossary, Resource sheet 5.1B.

Map 2: The Korean War to October 1950

15 September 1950 – US invasion at Inchon. This split the NKA and allowed the ROK and UN to break out of Pusan.
7 October 1950 – US/UN/ROK forces, under the leadership of American General Douglas MacArthur, crossed the 38th parallel and invaded the DPRK. Their forces moved north towards the Yalu River (the border with China).



Map 3: The Korean War to January 1951

19 October 1950 – China declared war on the US/UN/ROK, claiming that the invasion of the DPRK was an act of aggression. Thousands of Chinese soldiers crossed the Yalu River.
November 1950 – US/UN/ROK pressed on northwards. They captured Pyongyang.
Winter 1950 – Chinese forces, under the leadership of General Peng Dehuai, engaged with the UN forces in a number of battles. The UN defence crumbled and they were forced to withdraw from the DPRK.
January 1951 – China pushed south over the 38th parallel and took Seoul.

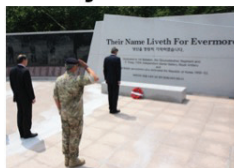


Map 4: The Korean War to April 1951

15 March 1951 – After four counter-offensives, the UN recaptured Seoul. The Chinese were overstretched and forced to retreat.
April 1951 – General MacArthur publicly called for atomic weapons to be used against Beijing to force China out of the war. He was sacked by President Truman and replaced by General Matthew Ridgway.
 Truman, Ridgway and the UN advocated securing a divided Korea and established a defensible line (known as Kansas) below the 38th parallel.



Focus: Why are we looking at the Battle of the Imjin River?



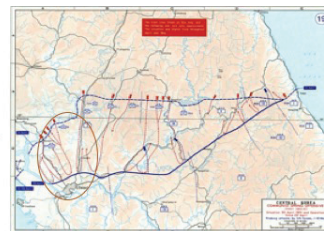
Activity 2

- How do we know that the Battle of the Imjin River was significant?
- Who felt that it was significant?
- These photos show the Gloucester Valley Battle Monument built by the people of South Korea. It commemorates the Battle of the Imjin River.
- The hill where the main battle took place has been renamed Gloucester Hill.

The Chinese Spring Offensive

Check your understanding

- **22 April 1951** – Chinese General Peng amassed over 300,000 soldiers. He planned to break holes through the UN defensive, recapture Seoul and push the Westerners out of Korea.
- The PLA (People's Liberation Army) were only a small portion of the soldiers that made up the Chinese communist forces.
- Peng sent numerous patrols to probe the UN and ROK lines for weaknesses, then sent in huge numbers of less experienced troops to overwhelm the enemy, followed by his best men in the PLA to secure positions.



The British Forces

- The UN front line forces were deployed along the 38th parallel to meet the Chinese advance.
- The British 29th Infantry Brigade (BIB) and supporting UN and ROK forces were positioned to stop a Chinese advance on Seoul and to protect the only road that the US 3rd Infantry could use for retreat.
- The 29th BIB was under the command of Brigadier Tom Brodie and was split into four regiments holding a series of hills across a 12-mile line.
- They were much better trained (many were veterans of World War II) and armed than their Chinese opponents.



The evidence: What happened at the Battle of the Imjin River, 22 to 25 April 1951?

Activity 3A

- Listen to Tommy Clough's account of the battle. Listen from the start to 3'14".
- Note how this has been recorded on your table.



LESSON 5.1 (continued)

Making inferences from Tommy Clough's testimony

Historians need to look at a source and ask **how** it is useful, **not whether** it is useful. They can do this by making **inferences**. This means gaining new knowledge even when certain things are not spelled out. So, from Tommy's story, we can learn that...

You can see a photo of Tommy Clough here:
<https://www.gloucestershirelive.co.uk/news/gloucester-news/last-korean-war-gives-nightmares-474491>

- Inferences**
- The US/UN/ROK underestimated the tactics and strength of the Chinese.
 - The main Chinese tactic was to overwhelm UN forces with sheer numbers (in some cases 18 to one).
 - Retreating to Hill 235 was the only option for the Glosters.
 - The Glosters were left on their own to engage the Chinese for 24 hours at Hill 235, while the rest of the UN/US forces retreated.
 - The heroic actions of the 29th BIB and the Glosters allowed other UN forces to withdraw to safety.
 - Hill 235 was a military defeat for the UN forces and a victory for the Chinese PLA.

Making inferences from other sources

Activity 3B
 You turn to make your own inferences.

Study Sources A–K on Slides 15–17 and (with provenance) on Resource sheet 5.1C.

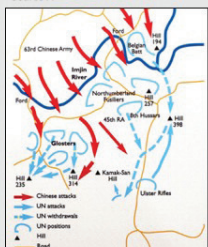
Make your own inferences from these sources about the battle. Which could you use as evidence about any of the aspects shown on this slide?

Record your findings on your evidence table (Resource sheet 5.1D).

- The British forces** (e.g. numbers, training, attitudes, effectiveness)
- The Chinese forces** (e.g. numbers, training, attitudes, effectiveness)
- The other UN forces** (e.g. numbers, training, attitudes, effectiveness)
- Conditions in the battle** (e.g. weather, actual fighting)
- The geography of the area** where the battle was fought (and why that was important)
- The operational leadership** (e.g. communication, effectiveness)
- The impact** (e.g. losses, troops captured, etc.)
- The experiences of the troops** (e.g. how they felt, how they coped)
- The outcome** (whether or not one side achieved a victory)
- Your own ideas** (anything else you can work out from the sources)

EVIDENCE PACK

Source A



Source B



EVIDENCE PACK

Source C



Source D

On the night of the 22nd April, all hell broke loose. My commanding officer handed me his binoculars to have a look and I couldn't believe my eyes. There were literally thousands of them – Chinese and North Koreans. That's when I know we were in trouble. One of the lads said to me 'are there many of them?' and I couldn't tell him the truth because I didn't want to spread alarm.'

Source E

I have never seen so many troops in my life. The hillsides were covered in them. If you've ever seen a film when ferries go over a cliff, it was just like that. Then we realised that we were in trouble. The courageous Chinese foot soldiers fought almost suicidally when they saw survivors escaping on tanks. The tanks were going straight through them [Chinese soldiers]. And that's all I could hear, these people screaming, being crushed by the tanks. Quite a horrible experience.'

Source F

At 10 am we were told we were chosen to stay on Hill 235 [with the wounded] and give cover fire as the others went out [retreated]. I only had about three rounds and the others were in a similar state. So we looked off one shot here and one there, just moved around to make them [Chinese] think there were more of us. When we finished, we smashed up our rifles [so that the enemy would not get them if they were caught].

Source G

The Glosters were holding an ancient invasion route to Seoul – the key ford across the Imjin River where vehicles could cross. On the day of the 21st, we saw lots of little groups of the enemy getting into position.'

EVIDENCE PACK

Source H

'The above are cited for exceptionally outstanding performance of duty and extraordinary heroism in action against the enemy on the 23rd, 24th and 25th of April, 1951. They were defending a very critical sector of the battle front during a determined attack by the enemy. The defending units were overwhelmingly outnumbered. Their heroic stand provided the critically needed time to regroup other units and block the southern advance of the enemy. Time and again efforts were made to reach the battalion, but the enemy strength blocked each effort. Without thought of defeat or surrender, this heroic force demonstrated superb battlefield courage and discipline. They displayed such gallantry and determination in accomplishing their mission under extremely difficult and hazardous conditions as to set them apart and above other units participating in the same battle.'

Source I

'Heaviest attack was against the 29th BIB. They were forced to withdraw under heavy enemy pressure. The Gloucester Battalion received heavy attacks throughout the night of 23–24 April. M-24 tanks moved out in the morning of 24 April to link up with the Gloucester Battalion and aid its withdrawal. They met heavy resistance, the lead M-24 tank was hit and blocked the road. The brigade commander considered it unwise to continue the effort to relieve the Gloucester Battalion and withdrew the relief force. The US forces ordered Plan Golden A which called for all troops to withdraw. The problem of relieving the Gloucester Battalion remained unsolved. Two attempts by tanks failed, so the commander, to save the rest of the unit and comply with the order to withdraw, ordered the Gloucester Battalion to fight its way out and the 29th BIB began its withdrawal.'

Source J

'Brig. Brodie informed Maj-Gen Soule that the 29th BIB had inflicted heavy casualties on the Chinese forces. Maj-Gen Soule asked, "How are things with the Glosters?" Brodie replied, "A bit sticky, things are pretty sticky down there." Brodie meant that the Glosters were in a hopeless situation, but Soule interpreted Brodie's comments as not being too desperate so he ordered the Glosters to "hold fast and await relief the next morning." Relief did not come and what was left of the Glosters attempted to retreat the next day (25th April). Most men were captured by the Chinese.'

Source K

'This campaign is extremely important. We must annihilate a few divisions of the enemy, smash their plans and win back the initiative in the battlefield. We must concentrate our forces and eliminate separated enemies.'

Conclusions: What happened at the Battle of the Imjin River?

Plenary Report back.
 What did you find out about each of these aspects of the Battle?

- The British forces** (e.g. numbers, training, attitudes, effectiveness)
- The Chinese forces** (e.g. numbers, training, attitudes, effectiveness)
- The other UN forces** (e.g. numbers, training, attitudes, effectiveness)
- Conditions in the battle** (e.g. weather, actual fighting)
- The geography of the area** where the battle was fought (and why that was important)
- The operational leadership** (e.g. communication, effectiveness)
- The impact** (e.g. losses, troops captured, etc.)
- The experiences of the troops** (e.g. how they felt, how they coped)
- The outcome** (whether or not one side achieved a victory)
- Your own ideas** (anything else you can work out from the sources)

LESSON 5.2

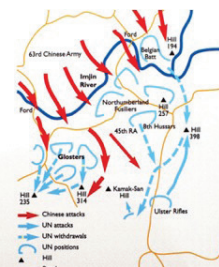
Lesson 5.2 Overview

Lesson 5.2
 Write an account of what happened at the Battle of the Imjin River

- Main features of this lesson:**
 (Rather than new content, this lesson is focusing on using what you learnt in the last lesson.)
- Recap of the main events of the battle.
 - Selecting relevant information from sources to use in your narrative.
 - Comparing memorialisation of the battle in Britain and in South Korea.
 - Arguing for a new memorial to the battle.

What happened at the Battle of the Imjin River?

Activity 1
 Recap the main events of the battle from the last lesson



LESSON 5.2 (continued)

Write an account of the Battle of the Imjin River

Activity 2
Write an account of how UN forces were able to halt the Chinese Spring Offensive.
History is always controversial. But we can say that the Battle of the Imjin River saved Seoul from capture in 1951.
Your task is to explain this in an account. You have gathered lots of information from the sources. You now need to select the relevant information and turn it into a narrative.


Your narrative could feature one or more of these elements:

- What the Chinese were trying to achieve
- What the UNO forces were trying to achieve
- Why the Imjin River area was important
- The seriousness of the fighting
- Any particularly important or interesting events in the battle
- The end results of the battle

Writing frame available if needed (Resource sheet 5.2A)

Exploring and Teaching the Korean War | Lesson 5.2 4

How the battle is remembered in South Korea



Activity 3
Compare how the Battle is commemorated in South Korea with the British memorials on the next slide.


- The Gloucester Valley Battle Monument was built by the people of the ROK in South Korea.
- The hill where the main battle took place has been renamed Gloster Hill.

Why might there be these differences?

Exploring and Teaching the Korean War | Lesson 5.2 5

How the battle is remembered in Britain

- There isn't a monument to commemorate the Battle of the Imjin River in Britain.
- Korean War memorials are often attached to monuments that recognise a range of conflicts.
- There are general memorials such as those shown in A and B, and a range of small memorials that name local soldiers, such as those in C to D.



A. This monument was erected in London in 2014
B. War Memorial, Gloucester
C. Lieutenant Waters, National Memorial Arboretum
D. Lieutenant Simcox, Bedford Modern School

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Why is Imjin River remembered more creatively in Korea than in Britain?

Activity 3 (continued)
Which of these explanations do you most agree with?

A. South Korean people wanted to honour the Glosters for their role in saving the ROK from communism.	B. South Korea's government is keen to remind Britain and other UN countries of their commitment to the ROK in case the North ever invades again.
C. The Korean War was largely forgotten in Britain because it was overshadowed by the Second World War, which finished only five years before. Korea did not have an impact on Britain at home like the Second World War did.	D. The Korean War has never been settled. For many years, it was overlooked, as it was a short conflict in a distant land. Unless you knew someone in the war, people did not know much about it.

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Make the case for a better memorial

Activity 4
Come up with FOUR reasons why Britain should erect a better memorial for Imjin River.

A.	B.
C.	D.

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Make the case for a better memorial

UK War Memorials is funded by the UK government and records, maintains and accepts applications for UK memorials. You can find their website here: www.ukwarmemorials.org

They even have a 'create a new memorial' page with a help sheet: www.ukwarmemorials.org/create-a-new-memorial

Activity 4 (continued)
Write a letter to the War Memorials Trust persuading them to create a monument to honour the Battle of the Imjin River.

Choose two or three of the following points to back up your case:

1. The importance of the battle to the war
2. Casualties
3. Bravery
4. Prisoners of war

War Memorials Trust

Writing frame available if needed (Resource sheet 5.2B)

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