

Teacher Inquiry Kit: Grades K-5

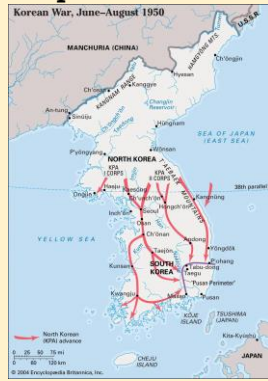
Gerald “Jerry” Ketcher

Title	Gerald “Jerry” Ketcher, Cherokee Veteran of the US Navy
Author(s)	Holly L. Jones
Grade Level	K-5
Soldier	Gerald Duane Ketcher
Tribal Affiliation	Cherokee
Branch of Service	United States Navy
Dates of Service	1949-1956
Essential Question	How did Gerald Ketcher’s service during the Korean War benefit the United States?
Contextual Paragraph	<p>Gerald “Jerry” Duane Ketcher, a Cherokee, was born in Miami, Oklahoma, on June 1, 1931. As a teen he filled many roles at a golf course as a master caddy–caddying, of course, but also setting pins, washing dishes, and cleaning pool tables. While at his job cleaning the pool tables, he would hear tales from veterans who served during WWII and at 16 he forged his mother’s name to join the National Guard. This experience steered him away from joining the Army since “we had to march everywhere, and I don’t like marching.” He attended 10th grade at the Haskell Institute boarding school for Native Americans because he wanted to get out of Miami. When he was 17, his father died, which only reinforced his desire to leave Miami, and so in 1950 he joined the Navy where he trained for seamanship. Out of boot command, his first ship was the USS <i>Winston</i> which was then stationed in the Charlestown, Massachusetts, shipyard. However, while serving on the <i>Winston</i>, the Korean War broke out, and he was quickly transferred to the USS <i>Colonial</i>, which then sailed for Korea (via the Panama Canal and then San Diego) within two days. While serving on the <i>Colonial</i>, he participated in several important assignments during the war. The first objective for the <i>Colonial</i> was to land U.S.</p>

	<p>Marines at Inchon in September 1950; these soldiers were part of the second wave of the important amphibious invasion. He recalled that the invasion did not meet much resistance, in part because the USS <i>Missouri</i> and US destroyers had pounded the landing zone with heavy artillery beforehand. Subsequently, in October 1950 the <i>Colonial</i> landed Marines again, but this time at Wonsan. Finally, Ketchner and the <i>Colonial</i> were involved in the evacuation of U.S. soldiers from Hungnam, Korea, on Christmas Day 1950—in an operation remembered as “The Miracle of Christmas.” Ketchner particularly remembered the poor condition of these evacuated troops with their ragged clothing and frostbitten extremities and wondered, “Why weren’t they supplied better.” For the remainder of his sea duty during the war, the <i>Colonial</i> would shuttle back and forth to Kobe, Japan, bringing supplies to the military forces and sometimes bringing prisoners of war to Japan. After two years of sea duty, Ketchner was reassigned to shore duty in Washington, D.C. After a stop to get married in Oklahoma, he reported for duty at the Potomac River Naval Command where he served as a teletypist for naval communications. He would eventually be discharged from the Navy in 1956. He did not want to re-enlist because he knew he would have to serve sea duty again, so he returned back to Miami, Oklahoma. After a short time, he used a connection with another recently discharged Navy veteran to get a job with BF Goodrich in Miami, which became his lifelong career. He passed away in Grove, Oklahoma, on December 22, 2015, at the age of 84.</p>
C3 Standards	<p><u>C3 Standards:</u> Analyze connections among events and developments in broader historical contexts. (D2.His.1.6-8)</p> <p>Analyze how people’s perspectives influenced what information is available in the historical sources they created. (D2.His.6.6-8)</p>

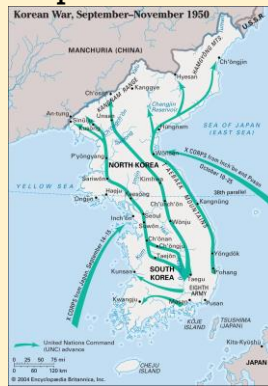
**Primary Source 1:
Permanent Link**

Map 1: Korean War, June-August 1950



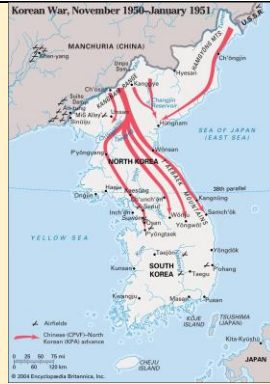
<https://cdn.britannica.com/20/73420-050-3472C505/Korean-War-map-August-1950.jpg>

Map 2: Korean War, September-November 1950



<https://cdn.britannica.com/21/73421-050-8B5F0EF7/Korean-War-map-November-1950.jpg>

Map 3: Korean War, November 1950-January 1951



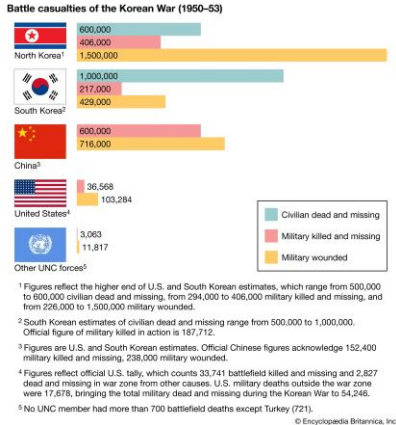
<https://cdn.britannica.com/22/73422-050-35C71713/Korean-War-map-January-1951.jpg>


Title of Primary Source

Korean War Maps


Suggested questions for the source

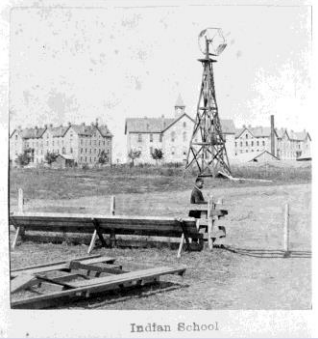
1. Look carefully at this [map of the Korean War from June to August of 1950](#). Describe what the map shows about the first months of the Korean War.
2. The next stage of the Korean War was from September to November of 1950. [Use this map](#) of that period of the war to describe what was happening at this time.
3. Using this [map of the war from November 1950 to January 1951](#), explain the effect of the People's Republic of China's entry into the war.
4. From this point of the war, neither the United Nations (including South Korea and the United States) nor the North Koreans & China could gain a significant advantage, so the sides agreed to a cease-fire. Look at a map of East Asia today to identify the main agreement that led to a cease-fire.

<p>Primary Source 2: Permanent Link</p>	 <p>Battle casualties of the Korean War (1950-53)</p> <table border="1"> <thead> <tr> <th>Country/Force</th> <th>Civilian dead and missing</th> <th>Military killed and missing</th> <th>Military wounded</th> </tr> </thead> <tbody> <tr> <td>North Korea¹</td> <td>600,000</td> <td>406,000</td> <td>1,500,000</td> </tr> <tr> <td>South Korea²</td> <td>1,000,000</td> <td>217,000</td> <td>429,000</td> </tr> <tr> <td>China³</td> <td>600,000</td> <td>716,000</td> <td>-</td> </tr> <tr> <td>United States⁴</td> <td>-</td> <td>36,568</td> <td>103,284</td> </tr> <tr> <td>Other UNC forces⁵</td> <td>-</td> <td>3,063</td> <td>11,817</td> </tr> </tbody> </table> <p>¹ Figures reflect the higher end of U.S. and South Korean estimates, which range from 500,000 to 600,000 civilian dead and missing, from 294,000 to 406,000 military killed and missing, and from 226,000 to 1,500,000 military wounded.</p> <p>² South Korean estimates of civilian dead and missing range from 500,000 to 1,000,000. Official figure of military killed in action is 187,712.</p> <p>³ Figures are U.S. and South Korean estimates. Official Chinese figures acknowledge 152,400 military killed and missing, 238,000 military wounded.</p> <p>⁴ Figures reflect official U.S. tally, which counts 33,741 battlefield killed and missing and 2,827 dead and missing in war zone from other causes. U.S. military deaths outside the war zone were 17,678, bringing the total military dead and missing during the Korean War to 54,246.</p> <p>⁵ No UNC member had more than 700 battlefield deaths except Turkey (721).</p> <p>© Encyclopædia Britannica, Inc.</p> <p>https://cdn.britannica.com/99/72799-050-C69F5F60/Table-battle-casualties-Korean-War-Death-toll.jpg</p>	Country/Force	Civilian dead and missing	Military killed and missing	Military wounded	North Korea ¹	600,000	406,000	1,500,000	South Korea ²	1,000,000	217,000	429,000	China ³	600,000	716,000	-	United States ⁴	-	36,568	103,284	Other UNC forces ⁵	-	3,063	11,817
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<p>Suggested questions for the source</p>	<ol style="list-style-type: none"> 1. Using this chart add the total casualties (killed, wounded, and missing—both civilians and soldiers) of North Korea and of China. Then add the total casualties of South Korea, the United States, and the United Nations. Compare the total casualties for both sides. 2. Look carefully at footnote #3—why do you think there is such a large discrepancy between the total casualties for China listed on the chart and the total casualties officially recognized by China. 3. Explain why the civilian casualties for North and South Korea are much higher than for the other nations involved in the war. 																								

<p>Primary Source 3 Permanent Link</p>	 <p>https://www.icp.org/browse/archive/objects/through-the-mountains-allied-evacuation-of-hungnam-korea</p>
<p>Title of Primary Source</p>	<p>Through the Mountains: Allied Evacuation of Hungnam, Korea</p>
<p>Suggested questions for the source (3-5)</p>	<ol style="list-style-type: none"> 1. Carefully examine this picture of U.S. Marines being evacuated out of Hungnam, Korea during the war. Describe what you see in the photograph. 2. Gerald “Jerry” Ketcher served in the U.S. Navy and participated in evacuating the Marines out of Hungnam. He described the Marines as very cold and ragged and remembered that “all of them [were] frostbit, rags all over ‘em.” What do you see in this photograph to support his view of the Marines at Hungnam. 3. Read this short article about the Hungnam Evacuation and then explain why it is now remembered as the “Christmas Miracle” of the Korean War.
<p>Possible discussion prompts beyond the questions. (2)</p>	<ol style="list-style-type: none"> 1. What do you think might have happened if the Hungnam Evacuation had NOT been successful? Research more about this event, if necessary.

<p>Primary Source 4 Permanent Link</p>	<div data-bbox="457 264 852 574" data-label="Image"> </div> <p data-bbox="457 621 1969 740"> https://www.history.navy.mil/content/history/nhhc/our-collections/photography/numerical-list-of-images/nhhc-series/nh-series/NH-69000/NH-69688/_jcr_content/mediaitem/image.img.jpg/1457139251449.jpg </p>
<p>Title of Primary Source</p>	<p>NH 69688 Insignia: USS Colonial (LSD-18)</p>
<p>Suggested questions for the source (3-5)</p>	<ol style="list-style-type: none"> 1. Gerald “Jerry” Ketcher served on the USS Colonial during the Korean War. This is the insignia for the Colonial. What words do you see on this insignia? 2. Now explain why you think these words were chosen. 3. Describe what else you see on the insignia (particularly symbols and pictures). 4. Now explain what you think the symbols and pictures might represent. 5. Read this source and identify the meanings that you think you got right, and which you did not identify correctly.
<p>Possible discussion prompts beyond the questions. (2)</p>	<ol style="list-style-type: none"> 1. The USS Colonial was a landing craft, meaning that its purpose was to deliver soldiers and war supplies (tanks and ammunition, for example) to war zones—even during active invasions like Inchon. 2. Why do you think these types of ships are so necessary to a war effort? 3. Then explain further what would happen if these ships weren’t used or if they were ineffective.

<p>Primary Source 5 Permanent Link</p>	 <p>https://www.defense.gov/Multimedia/Experience/Korean-War-Memorial/</p>
<p>Title of Primary Source</p>	<p>Korean War Veterans Memorial</p>
<p>Suggested questions for the source</p>	<ol style="list-style-type: none"> 1. Go to the Korean War Memorial website, then click on the link to the Mural Wall. Watch the short video and read about the Mural Wall. Identify 3 things you learned about the wall. 2. Again, go to the Korean War Memorial website, but this time scroll to the Statues link. Watch the video and look at the statues, and then describe what you see. 3. Now use this website about the memorial. After examining the site explain how the creators of the Korean War Memorial tried to make the site inclusive of the many different people involved in serving the United States during the Korean War.
<p>Possible discussion prompts beyond the questions. (2)</p>	<ol style="list-style-type: none"> 1. At the Korean War Memorial's Pool of Remembrance, the words "Freedom is not free" are prominently displayed. 2. Why do you think this statement is included at the memorial. 3. What does it tell us about Korean War veterans like Gerald Ketcher might want to be remembered?

<p>Primary Source 6: Permanent Link</p>	 <p>https://www.kshs.org/index.php?url=km/items/view/449911</p>
<p>Title of Primary Source</p>	<p>Haskell Indian School in Lawrence, Kansas</p>
<p>Suggested questions for the source</p>	<ol style="list-style-type: none"> 1. Look carefully at this photograph of the Haskell Institute (a boarding school exclusively for Native Americans) and then describe what you see. 2. Gerald Ketcher attended Haskell for his 10th grade year of high school. Explain why a student like Ketcher may have seen value in attending a school specifically for Native American students like himself. 3. Read this article about another perspective on Haskell and boarding schools in general. Explain why this particular school may have been more harmful than helpful for Native students.
<p>Possible discussion prompts beyond the questions.</p>	<ol style="list-style-type: none"> 1. How might it matter that a school for Native American students is run by the U.S. government? Conversely, how might it matter if the school is run by Native Americans?

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