

THE COLD WAR

U. S. FOREIGN POLICY: KOREAN WAR

Grade/Level: 8th Grade / Honors

New York State Standards:

Standard 1 – United States and New York History

Standard 2 – World History

Standard 3 – Geography

Standard 4 – Economics

Standard 5 – Civics, Citizenship and Government

National Standards:

- ◆ Analyze the causes of the Korean War and how a divided Korea remained a source of international tension.
- ◆ Explain the rationale, implementation, and effectiveness of the U.S. containment policy.

New York State Objectives:

Students will be able to:

- ◆ Understand and apply the concepts of containment and the Truman Doctrine.
- ◆ Examine foreign policy issues of the Cold War and actions taken by President Truman and the United States.
- ◆ Evaluate the actions and responses of the U.S., U.S.S.R and Communist China.

Materials:

- Power Point on Prelude to Korea.
- Projector with laptop.
- Situation Folder:
 - Task Sheet with map of Korea
 - Primary Source adaption Telegram to Truman about the N. Korean invasion
 - Options and Response Sheet (to be collected)
- *The Korean War/Conflict/ "Police Action"* Worksheet.
- Ticket Out the Door. (to be collected)
- Homework: Linking the Past and the Present: Connecting Korea and Iraq.

Literacy Strategies and Skills:

- Role playing and decision making in real-life scenarios.
- Writing and reacting to events.
- Analyzing primary sources.
- Synthesis of cause/effect in historical context.
- Connecting the past to the present.
- Application of policy to situations.

Aim:

How did the Korean War test the United States' foreign policy for the Cold War?

Do Now / Motivation:

Students will be asked to copy down the Aim question in their notebooks.

Then they will be asked to define and provide an example of the following two terms:

- Foreign Policy (Knowledge/Application)
- Truman Doctrine (Knowledge/Application)

Students will be given a few minutes to answer the questions.

Talk about Viruses, getting sick and how they spread. Relate to Communism – unknown who has the virus. It generates FEAR. Students will relate Communism to a virus that is spreading out of control. What's the best way to stop it – quarantine? Containment.

Go into Foreign Policy then Truman Doctrine. Then hit the aim. Explain that the Aim can be a reoccurring aim for the Cold War. "Well, today we are going to finally see some violence in the Cold War."

Technology:

Students will be refreshed quickly about the Events leading up to the Korean War through a series of visual aids in a PowerPoint. A time-line will also be provided to summarize the sequence of events.

Learning Activity:

Students will get in groups of two. They will be given a folder with the Presidential Seal on it. They will be asked to open the document and follow along with the task.

Task: You are an advisor to President Truman.

You have just received an urgent telegram from Seoul, the capital of South Korea. There is a situation developing. As an advisor, it is your job to inform the President on what can be done. He is counting on you to come up with some options for a response to the developing situation.

1. Read and analyze the telegram about the situation in Korea.
2. Come up with possible actions the President can take to respond to the situation.
3. YOU MUST INCLUDE YOUR EXPERT PREDICTION OF THE SOVIET RESPONSE/REACTION.
4. Be prepared to share and hand-in your proposals to the class.

Students will read the primary source and decide the proper response considering all of the options and factors.

Regroup: Students will volunteer their options and then decide which option is the best.

Closure:

Students will now read what really happened in Korea. They will also answer the following questions:

- Did Truman's actions accomplish his Cold War goals? (Application)
- Considering Truman's goals, do you think he should have fired General MacArthur? Explain. (Evaluation)

Assessment:

The first assessment of the lesson is the options proposed as an advisor. Each student will hand in his or her options in with the folder.

The second assessment of the lesson is the "ticket out the door". Students will have to write two things they learned or a question they still have. In addition, they will have to answer the aim question:

How did the Korean War test the United States' foreign policy for the Cold War?
(Analysis/Application)

Homework:

Students will complete a Venn diagram based on what they learned in the lesson and by reading a brief summary of two different perspectives on General's military power. The url to the full article has been also included.

Revision and Reflection:

Revisions will take place after careful review and reflection of the lesson based on student and teacher performance.

June 24th 1950



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Things to keep in mind:

Policy of Containment – The Truman Doctrine – U.S.S.R. has Nuclear Weapons – Communist China – The United Nations

Map of Korea





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THE WHITE HOUSE

WASHINGTON

REPORT: URGENT TELEGRAM FROM SEOUL

FROM: THE STATE DEPARTMENT, WASHINGTON D.C.

TO: THE PRESIDENT OF THE UNITED STATES

THE SECRETARY OF STATE REQUESTED THE FOLLOWING MESSAGE BE TRANSMITTED
TO THE PRESIDENT

TO THE PRESIDENT

FROM SEOUL

TO THE SECRETARY OF STATE

ACCORDING TO KOREAN ARMY REPORTS AND PARTLY CONFIRMED BY FIELD
ADVISORS, NORTH KOREAN FORCES INVADED SOUTH KOREA AT SEVERAL POINTS
THIS MORNING. ACTION BEGAN WITH GROUND FORCES CROSSING THE 38TH
PARALLEL BACKED WITH HEAVY ARTILLERY FIRE. NORTH KOREAN ADVANCEMENTS
WERE AIDED BY TANKS. IT WOULD APPEAR FROM THE NATURE OF THE ATTACK AND
MANNER IN WHICH IT WAS LAUNCHED IT CONSTITUTES AN ALL OUT OFFENSIVE
AGAINST SOUTH KOREA.

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SIX/24/50. Relayed to the Army Dept. 10:30 PM 6/24/50 CWO/FED.



Dear Mr. President Truman,

I have analyzed the situation in Korea and feel you have the following options:

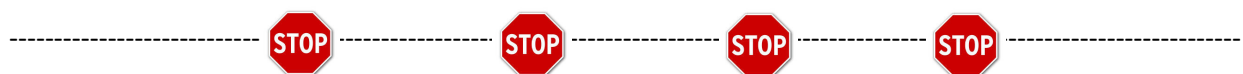
Option 1:

I predict the Soviet/Chinese response from Option 1 will be:

Option 2:

I predict the Soviet/Chinese response from Option 2 will be:

TOP SECRET!



After hearing all the options, I have decided that the best course of action is to..... because....

Sincerely,

[Print Name] _____

The Korean War Conflict "Police Action"

The Cold War Gets Warm

In June of 1950, North Korean forces invaded South Korea. The South Korean Army was soon overwhelmed. Within days the North Korean forces occupied Seoul, capital of South Korea. President Truman responded forcefully to the attack. **He asked the United Nations to send a military force to Korea.** They voted and agreed to send a military force commanded by General Douglas MacArthur. You may recall, MacArthur had commanded Allied forces in the Pacific during World War II. There was never a declaration of war, United Nations forces were sent into Korea as a peace keeping police action. **Although 16 nations joined the UN action, 80 percent of the troops were American.**

A Bigger Conflict

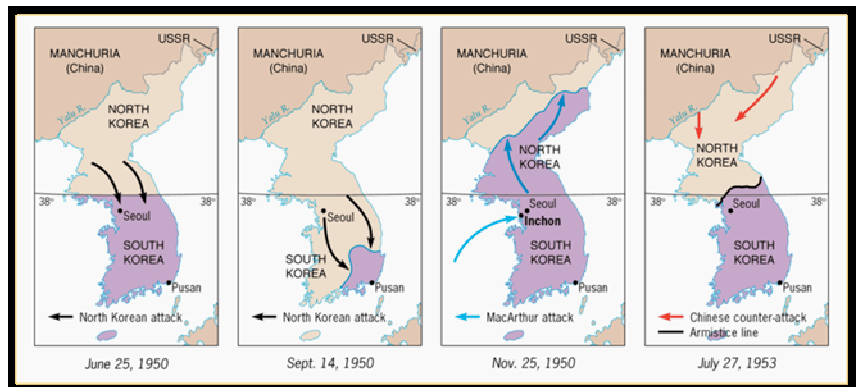
The North Koreans, armed with new Soviet tanks, won many battles quickly. After a daring attack by sea, MacArthur and his forces were able to push the North Koreans beyond the 38th Parallel. UN forces were permitted to cross into North Korea in an attempt to unite Korea. **China warned that it would not "sit back with folded hands" if the United States entered North Korea.** As UN forces neared the Chinese border, masses of Chinese troops crossed into N. Korea and pushed the UN forces back. Fighting continued to seesaw back and forth until a stalemate (draw) developed in March 1951.

Commander-in-Chief S

During the stalemate, General MacArthur and President Truman reached a heated disagreement. MacArthur felt that UN forces must attack China. He called for a naval blockade and the use of nuclear weapons in China. Truman feared that an attack would lead to another world war. The President wanted to restore the border at the 38th Parallel. General MacArthur complained publicly that politicians in Washington were holding him back. Angry that MacArthur was trying to challenge his authority, Truman fired the popular general. Truman argued that the Constitution clearly states that the President is the commander in chief and responsible for decisions about war and peace.

Peace... Maybe

After more than a year of little change, fighting ended in July with the signing of an armistice (truce). The border was restored near the 38th Parallel. Along the border, a demilitarized zone (DMZ), a "no man's land", where no military forces are allowed was created. **On both sides of the DMZ, forces were heavily dug in. Forces on both sides remain there today. The "war" is still not over.**



1. Did Truman's actions accomplish his Cold War goals?
2. Considering Truman's goals, do you think he should have fired General MacArthur? Explain.

Name: _____

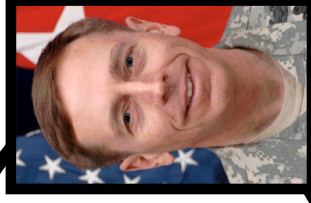
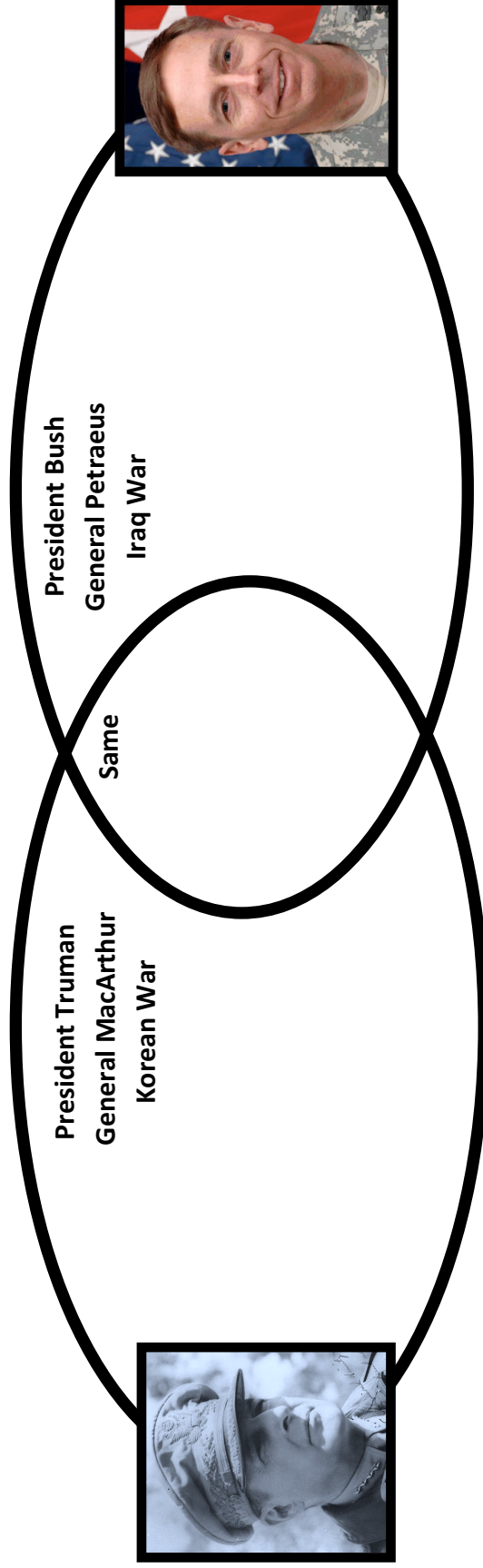
Period _____

Homework

Due: April 16th 2008

Linking the Past to the Present

Compare and Contrast: Use the following passages and your knowledge of Social Studies to complete the diagram.



1951, Korean War – President Truman fires General MacArthur. MacArthur publicly states that he believes the United States should attack China in order to win the Korean War. He calls for a naval blockade of China and the use of Nuclear Weapons. He states that Truman is holding him back in Korea. Truman is outraged at MacArthur. He fires MacArthur and states that MacArthur was a roadblock to achieving peace. Truman also states that the control of the military is not with its generals, it is with the President and ultimately the people.

April 11th 2008, Iraq War – President Bush discusses the procedure for future troop deployments and the state of the Iraq War for the next President:
When the drawdown of added combat forces deployed to Iraq last year is completed this summer, the president said, General David Petraeus, the U.S. commander in Iraq, will have "all the time he needs" to [decide on how less troops in Iraq will affect the war. Also he will discuss further reductions in the future.] (Newsday 4/11/08) <http://snipurl.com/24brf> [www.newsday.com] for the full article.

How do President Bush's statements and actions differ from the actions of President Truman? Then, explain in what ways they are the same. [Use the back of this worksheet if you need room.]

Write down two NEW things that you learned today:

ADMIT ONE

-
-

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ADMIT ONE

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