

Freedom's Legacy

AUTHOR INFORMATION

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State: Tennessee

GENERAL INFORMATION

Lesson Grade Span: Secondary (9-12)

Targeted Grade Level/Course: World History and Geography: The Industrial Revolution to the Contemporary World

Estimated Time to Complete Lesson: 1-2 class periods depending time allotment (one 90 minute block period or two 45-50 minute class periods)

FOCUSED QUESTION

What is the legacy of defending the freedom we, in the United States, cherish?

STANDARDS (STATE/C3)

Tennessee State Standards

W.62 Describe the Soviet-United States competition in Asia with particular attention to the Korean War and Vietnam War and describe the environmental changes due to carpet bombing, Napalm, and Agent Orange. (G, H, P)

W.71 Identify the climate, physical processes, geographical features, human modifications, and population patters of Asia, and list the major natural resources and their relationship to the economy of the region. (E, G)

W.76 Analyze Asia's postwar economic rise, including Japan's adaption of western technology and industrial growth, China's economic modernization under Deng Xiaoping, and India's economic growth through market-oriented reforms as well as the economic growth of Hong Kong, Republic of Korea, Singapore, and Taiwan. (C, H, E)

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STUDENT & TARGET OUTCOMES

- Students should be able to informally describe the Soviet-United States competition in Asia with particular attention to the Korean War.
- Students will observe and develop a greater understanding of the Republic of Korea's economic growth following the Korean War.
- Students will be able to identify natural resources in Korea and their economic importance in both Korea's.
- Students will develop a greater understanding of freedom's legacy in regards to the Republic of Korea's.

LESSON OVERVIEW

This lesson is intended to succeed lessons covering the end of World War II and the rise of Communism at the onset of Cold War and to supplement the scant content on the Korean War in the *Tennessee World History and Geography* textbook published in 2015 by McGraw Hill Education. Prior to the start of this lesson, students should be able to differentiate between Capitalism and Communism (website link included in the resources section for review purposes if needed) and should possess basic knowledge of the competition between the world's two superpowers representing each at the time—the United States and the Soviet Union.

This lesson (or lessons dependent upon time allowance) touch upon the Korean War itself in regards to the lead up, start of the war, relations between countries involved, US intervention and aftermath. The main focus of this lesson/lessons is to develop a deeper understanding of why the US chose to defend freedom in Asia and of freedom's legacy in the Republic of Korea in comparison to North Korea.

PROCEDURES

Introduction: (5 minutes)

- Students will be provided with a quote from Dwight D. Eisenhower's 1953 State of the Union Address: "The freedom we cherish and defend in Europe and in the Americas is no different from the freedom that is imperiled in Asia." (citation below)
- The teacher will allow students 2-3 minutes to individually make inferences regarding the meaning of this quote and the countries in Asia that may be involved.
 1. What "freedom" is President Eisenhower referring to here?
 2. What is the meaning of imperiled?
 3. Which countries may be aggressors in this scenario and why?
 4. Which countries may be at risk of losing their freedoms?

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- The teacher will facilitate a 3-4 minute whole class discussion, allowing students to share their thoughts on the questions pertaining to the quote. (Answers could include but are not limited to: (1) economic freedoms, freedoms equivalent to the Bill of Rights freedoms, etc., (2) imperiled: endangered, (3) Soviet Union, North Korea, China: fight for power, Communism influence and advancement, (4) Republic of Korea and later Vietnam)

Part 1: (45 minutes)

- The teacher will provide students with either the website link to Liam Stack's New York Times Article, "Korean War, a 'Forgotten Conflict That Shaped the Modern World'", if individual devices are available to students or a printout of the aforementioned article if individual devices are not available. ([Link](#). See resource list for citation.)
- The teacher will provide students with the related *Korean War Graphic Organizer* to complete as the teacher facilitates the lesson.
- (allot 5 minutes)
 - The teacher will begin Part 1 of the lesson by reading the introduction of the article to students and will instruct students to simultaneously answer the related questions on their graphic organizer.
 - The teacher will check for understanding by having students share their answers as a whole group.
- (allot 7 minutes)
 - The teacher will instruct students to read the "How did the Korean War start?" section of the article and answer the related questions on their graphic organizer individually.
 - Once students have completed the reading and answered the related questions, the teacher will check for understanding by having students share their answers as a whole group.
- (allot 7 minutes)
 - The teacher will inform students that President Harry S. Truman was serving at the start and throughout much of the Korean War but that Dwight D. Eisenhower began his presidency in January 1953—before the Korean War's end.
 - The teacher will inform students that President Dwight D. Eisenhower spoke of the Korean War in his 1953 State of the Union Address and will play a small portion of the recording to students. ([Link](#). See resource list for the citation. Time stamp Begin: 14:37, Time Stamp End: 18:23)
 - The teacher will instruct students to simultaneously answer the related questions on their graphic organizer individually. *Note: The script for this speech in full is also provided in the resource list. The teacher may provide students with a copy if desired and if modifications are needed for students requiring more than an audible source.

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- Once the recording is finished and students have been given a few moments to answer the related questions, the teacher will check for understanding by having students share their answers as a whole group.
- (allot 7 minutes)
 - The teacher will instruct students to read the “Who were the combatants?” section of the article and answer the related questions on their graphic organizer individually.
 - Once students have completed the reading and answered the related questions, the teacher will check for understanding by having students share their answers as a whole group.
 - As a means of reinforcing the mention of American and Chinese forces field contact during the war in the article and providing students with an eye-witness’s first-hand account, the teacher will show a short clip—“Screams from Hill 1080”—from American Korean War veteran Jack Howell’s interview provided by the Korean War Legacy Foundation’s Memory Bank. ([Link](#). See resource list for citation. This video clip is 3 minutes and 27 seconds in length.) *Note: A brief summary of the clip is also provided along with the video clip.
- (allot 7 minutes)
 - The teacher will instruct students to read the “How damaging was it?” section of the article and answer the related questions on their graphic organizer individually.
 - Once students have completed the reading and answered the related questions, the teacher will check for understanding by having students share their answers as a whole group.
 - As a means of offering students an eye-witness’s first-hand account of the physical destruction in Korea during the war and setting the stage for a look at the economic growth in the Republic of Korea following the war, the teacher will show a short clip—“Then and Now”—from British Korean War veteran Adam Mckenzie’s interview provided by the Korean War Legacy Foundation’s Memory Bank. ([Link](#). See resource list for citation. This video clip is 2 minutes and 48 seconds in length.) *Note: A brief summary of the clip is also provided along with the video clip.
- (allot 7 minutes)
 - The teacher will instruct students to read the “How did it end?” section of the article and answer the related questions on their graphic organizer individually.
 - Once students have completed the reading and answered the related questions, the teacher will check for understanding by having students share their answers as a whole group.
 - As a means of reinforcing the mention of South Korea’s economic powerhouse status today in the article and offering students a Korean War veteran’s thoughts on South Korea’s economic status along with his personal message to students on the importance of freedom and education, the teacher will show a short clip—“Economy in Korea Today and Closing Thoughts”—from

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American Korean War veteran Belisario Flores's interview provided by the Korean War legacy Foundation's Memory Bank. ([Link](#). See resource list for citation. This video clip is 2 minutes and 45 seconds in length.) *Note: A brief summary of the clip is also provided along with the video clip.

- (allot 5 minutes)
 - The teacher will review the day's lesson by facilitating a recap of the Soviet-United States competition in Asia with particular attention to the Korean War as exemplified via the article selected for this lesson.
 - Example questions could include but are not limited to: Why did both parties involve themselves in the Korean War? For what were they competing?
 - The teacher will revisit President Dwight D. Eisenhower's 1953 State of the Union Address quote: "The freedom we cherish and defend in Europe and in the Americas is no different from the freedom that is imperiled in Asia." The teacher will ask students to offer their thoughts on freedom's legacy regarding the Korean War.
 - Inciting questions could include but are not limited to: Is freedom worth defending beyond our borders? Why or why not? What is freedom's legacy in South Korea today? (Possible answers could include economic success, freedom of the press, free speech, etc.)
 - The teacher will emphasize the significance of South Korea's economic growth since the war. The teacher will inform students that South Korea has since developed into the world's 11th largest economy.
- **Part 2:** (40 minutes if continuing a 90 minute class, 45-50 minutes if a short class period)
 - **90 minute class period (40 minutes remaining of the class block)**
 - (allot 15 minutes)
 - The teacher will begin Part 2 of the lesson by informing students that there is a significant difference between North and South Korea today due to the outcome of the war. With differing economic and political systems emerging following the war (Communism/Military Dictatorship and Capitalism/Democracy respectively), the contrast is striking.
 - The teacher will provide students with the website link to Rich, Sang-Hun, Carlsen, and Specia's article, "How South Korea Left the North Behind", if individual devices are available. If not, the teacher will provide a copy of the text and will project the site on a surface for students to see the embedded graphics depicting the differences between the 2 countries. ([Link](#). See resource list for citation.)
 - The teacher will provide students with the related graphic organizer entitled *North and South Korea Today Graphic*

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Organizer and instruct students to utilize the website previously provided to identify the differences between the two countries that have developed since the Korean War.

- (allot 20 minutes)
 - The teacher will instruct students to write a 3 paragraph argumentative essay on the importance and legacy of freedom, using South Korea as an example.
- (allot 5 minutes)
 - The teacher will allow several students, number dependent upon time, to share their thoughts as closure to the lesson.
- **45-50 minute class period**
 - (allot 15-20 minutes)
 - The teacher will begin Part 2 of the lesson by informing students that there is a significant difference between North and South Korea today due to the outcome of the war. With differing economic and political systems emerging following the war (Communism/Military Dictatorship and Capitalism/Democracy respectively), the contrast is striking.
 - The teacher will provide students with the website link to Rich, Sang-Hun, Carlsen, and Specia's article, "How South Korea Left the North Behind", if individual devices are available. If not, the teacher will provide a copy of the text and will project the site on a surface for students to see the embedded graphics depicting the differences between the 2 countries. ([Link](#). See resource list for citation.)
 - The teacher will provide students with the related graphic organizer entitled *North and South Korea Today Graphic Organizer* and instruct students to utilize the website previously provided to identify the differences between the two countries that have developed since the Korean War.
 - (allot 20 minutes)
 - The teacher will instruct students to write a 3 paragraph persuasive essay on the importance and legacy of freedom, using South Korea as an example.
 - (allot 10 minutes)
 - The teacher will allow several students, number dependent upon time, to share their thoughts as closure to the lesson.

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FORMATIVE ASSESSMENT

- This lesson/these lessons will be facilitated by the teacher and will be informally assessed throughout as the teacher checks for understanding during whole class share outs.
- An optional rubric is provided for the 3 paragraph persuasive essay on the importance and legacy of freedom, using South Korea as an example, if the teacher intends to grade this assignment. *Note: The teacher may generate her/his own via Rubistar.

RESOURCE LIST

Adam Mckenzie. (n.d.). Then and Now. Retrieved from <https://koreanwarlegacy.org/interviews/adam-mckenzie/#clip-then-and-now>

Belisario Flores. (n.d.). Economy in Korea Today and Closing Thoughts. Retrieved from <https://koreanwarlegacy.org/interviews/belisario-flores/#clip-economy-in-korea-today-and-closing-thoughts>

Comparing Economic Systems. (2018). Retrieved from <http://www.ushistory.org/gov/13b.asp>

Eisenhower, D. D. (n.d.). *Annual Message to the Congress on the State of the Union, February 2nd, 1953*. Speech. Retrieved from https://www.eisenhower.archives.gov/all_about_ike/speeches/1953_state_of_the_union.pdf

Jack Howell. (n.d.). Screams from Hill 1080. Retrieved from <https://koreanwarlegacy.org/interviews/jack-howell/#clip-screams-from-hill-1080>

Korean War Graphic Organizer. Created by Maranda Wilkinson. (Attached)

North and South Korea Today Graphic Organizer. Created by Maranda Wilkinson. (Attached)

Pesuasive Essay Rubric—Importance and Legacy of Freedom. Created by Maranda Wilkinson. Generated via Rubistar. <http://rubistar.4teachers.org/index.php>

Rich, M., Sang-hun, C., Carlsen, A., & Specia, M. (2018, February 06). How South Korea Left the North Behind. Retrieved from <https://www.nytimes.com/interactive/2018/02/06/world/asia/korea-history.html>

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Stack, L. (2018, January 01). Korean War, a 'Forgotten' Conflict That Shaped the Modern World. Retrieved from <https://www.nytimes.com/2018/01/01/world/asia/korean-war-history.html>

TheSuperMetroid. (2017, November 21). Eisenhower State of the Union Address (1953). Retrieved from <https://www.youtube.com/watch?v=lbvWXTyB5po>

MODIFICATIONS & EXTENSIONS (OPTIONAL)

MODIFICATIONS

- **Part 1:** As noted in Part 1, the teacher may provide students with a copy if desired and if modifications are needed for students requiring more than an audible source.
- **3 Paragraph Essay:** The teacher may reduce the number of paragraphs for students in need of modifications or may reduce this assignment to mere listing rather than essay.

Korean War Graphic Organizer

1953 State of the Union Address

What does President Eisenhower say South Koreans have proven?

Is President Eisenhower pro or con providing additional assistance to South Korea? Why or why not?

How did it end?

How damaging was it?

Who were the combatants?

How did the Korean War start?

Intro

- Why is the Korean War known as "the Forgotten War"?
 -
 - How many years did the war last?
 -
 - Which forces were pitted against each other?
-
- Which aggressor's troops pushed into South Korea to begin the Korean War?
 -
 - At what parallel was Korea divided?
 -
 - Which administration did the United States back?
 -
 - Which administration did the Soviet Union back?
-
- Which countries did the Korean War pit together? (Identify both countries on both sides.)
 -
 - Which country supported North Korea at the beginning of the war with arms, tanks, and advice?
 -
 - Who was the Chinese leader at the time?
 -
 - With which forces did American soldiers encounter quite a bit of field contact?
-
- What did the war do to Korea?
 -
 - Roughly how many people were killed?
 -
 - Which country suffered the worst damage?
 -
 - How is the American bombing of North Korea viewed in North Korea?
-
- Did the war technically end?
 -
 - What goal did both countries want to achieve?
 -
 - What has South Korea transformed itself into?

North and South Korea Today Graphic Organizer

Compare and contrast North and South Korea. List as many differences and even similarities you find within the reading.

North Korea

South Korea

DIFFERENCES:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

SIMILARITIES:

- 1.
- 2.
- 3.
- 4.
- 5.

DIFFERENCES:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

RubiStar Rubric Made Using:
RubiStar (<http://rubistar.4teachers.org>)

>> To save this document onto your computer, please choose **File :: Save As** from your Browser Menu.

Persuasive Essay : Importance and Legacy of Freedom

Teacher Name: **Sample Rubric**

Student Name: _____

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standard
Position Statement	The position statement provides a clear, strong statement of the author's position on the topic.	The position statement provides a clear statement of the author's position on the topic.	A position statement is present, but does not make the author's position clear.	There is no position statement.
Support for Position	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counter-argument.	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences).
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.
Sequencing	Arguments and support are provided in a logical order that makes it easy and interesting to follow the author's train of thought.	Arguments and support are provided in a fairly logical order that makes it reasonably easy to follow the author's train of thought.	A few of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem a little confusing.	Many of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem very confusing.
Closing paragraph	The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph.	The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph.	The author's position is restated within the closing paragraph, but not near the beginning.	There is no conclusion the paper just ends.
Sentence Structure	All sentences are well-constructed with varied structure.	Most sentences are well-constructed and there is some varied sentence structure in the essay.	Most sentences are well-constructed, but there is no variation in structure.	Most sentences are not well-constructed or vary in structure.

Grammar & Spelling	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.
Capitalization & Punctuation	Author makes no errors in capitalization or punctuation, so the essay is exceptionally easy to read.	Author makes 1-2 errors in capitalization or punctuation, but the essay is still easy to read.	Author makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Author makes several errors in capitalization and/or punctuation that catch the reader's attention and interrupt flow.

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