

WHDE Lesson Plan

What was the Role of Other United Nation Member Nations during the Korean War?
<b>AUTHOR INFORMATION</b>
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<b>GENERAL INFORMATION</b>
<b>Lesson Grade Span:</b> Secondary (9-12) <b>Targeted Grade Level/Course:</b> 9 <sup>th</sup> Grade World History, 10 <sup>th</sup> Grade United States History <b>Estimated Time to Complete Lesson:</b> 4-5 50 minute classes
<b>FOCUSED QUESTION</b>
What was the role of other United Nation member nations during the Korean War?
<b>STANDARDS (STATE/C3)</b>
<b>World History and Geography:</b> 8.1.1 Origins of the Cold War 8.1.2 Cold War Conflicts <b>United States History and Geography:</b> 8.1.1 Origins and Beginnings of the Cold War 8.1.2 Foreign Policy during the Cold War
<b>STUDENT &amp; TARGET OUTCOMES</b>
1. Students should know what events influenced and dominated Korean History from 1945-1954 through a timeline activity. 2. Students should know the role other United Nation member nations played to help the Republic of Korea keep their independence during and after the Korean War by creating a presentation on a specific country (i.e., France) to be shown in class. 3. Students should know and discuss where South Korea stands militarily today and whether or not it should seek a unique diplomatic path in the future.
<b>LESSON OVERVIEW</b>
This lesson will focus on the role other United Nation member nations played during the Korean War to help South Korea maintain its' independence. From there the lesson will

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examine the changing role of South Korean foreign policy and its close ties with the United States and whether or not South Korea should seek a unique diplomatic path in the future.

### PROCEDURES

For Supporting Question #1, students in small groups will select 15 events from a (Source A) *Sparknotes Korean War Timeline* that sums up the events that cover the time frame 1945-1954. After 10 to 15 minutes, the groups will then be asked orally what events best represent the period. Once a class consensus is reached, students will then examine two specific documents, (Source B) a United Nations Security Council Resolution dated June 25, 1950 and (Source C) a U.S. State Department Overview of the Korean Situation dated June 28, 1950. While looking at these two documents students should realize the desperate situation the Republic of Korea was in and what possible actions the United Nations should take to remedy it. A teacher may want to utilize exit slips that address these realizations in order to keep students accountable for their participation in class.

For Supporting Question #2, students in pairs will research what 21 different countries did to help the Republic of Korea maintain its' sovereignty in this trying period. Because most high school social studies classes have more than 21 students in them it is necessary to pair students up to accomplish this task. The 21 countries include the United Kingdom, Australia, Canada, New Zealand, the Netherlands, France, the Philippines, Turkey, Thailand, South Africa, Greece, Belgium, Luxembourg, Ethiopia, Colombia, Sweden, India, Denmark, Norway, Italy, and the United States. Each research presentation should include the name of the nation and its flag, a brief explanation of what role the country played, the dates it participated in the war, how many troops were provided, the major activities of these troops, and if there were any casualties. These presentations can be done by either powerpoint or poster display depending on the discretion of the teacher. It may take more than one class period to have students accomplish this task. After the completion of the research, teachers should have students show off their work to the other students during another class period. A rubric is provided for in the Formative Assessment section, (point values may vary based on teacher discretion). After the United Nation member nation presentations, students should reflect on the roles these nations played in the Korean War and why it was important for the United Nations to come to the rescue of South Korea through a class discussion.

For Supporting Question #3, students will address the question "How is South Korea protecting itself today from North Korea?" Students will address the supporting question by using sources to describe the alliance between South Korea and the United States since the Korean War and build a claim that answers the supporting question. Source D is the "Mutual Defense Treaty" that was signed by the United States and the Republic of Korea in October of 1953. This document is a formal agreement that details the military relationship between the two nations after the Korean War. Source E is an article from *The New York Times* entitled, "Allies for 67 Years, U.S. and South Korea Split over North Korea," that describes the

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strong the relationship that has existed between the United States and the Republic of Korea for the last 68 years, and how rising tension with North Korea is complicating the issue. Complementing these two sources will be a series of questions for students to answer that reflect on where the Republic of Korea stands militarily and whether or not it should seek a unique diplomatic path in its future. (See Formative Assessment Rubric)

### FORMATIVE ASSESSMENT

List and explain the different formal assessments that will be used to assess whether or not students achieved the learning goals (target outcomes).

(See Attachment)

Please attach rubric as a separate file.

### RESOURCE LIST

List all resources needed for the lesson using APA formatting.

Make sure to attach files as a separate file.

(See Attachment)

### MODIFICATIONS & EXTENSIONS (OPTIONAL)

#### MODIFICATIONS

Anything that may need to be modified, excerpted, or annotated for differing reading levels or abilities.

#### EXTENSIONS

Is there any way the overall purpose of your lesson can have an impact as part of a larger school or community function?