

KOREAN WAR MODULE

DAY 01



MODULE OVERVIEW

HISTORICAL THINKING SKILLS:

Developments and Processes

- 1.B Explain a historical concept, development, or process.

Claims and Evidence in Sources

- 3.B Identify the evidence used in a source to support an argument.
- 3.C Compare the arguments or main ideas of two sources.
- 3.D Explain how claims or evidence support, modify, or refute a source's argument

Argumentation

- 6.D Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:
 - Explain the nuance of an issue by analyzing multiple variables.
 - Explain relevant and insightful connections within and across periods.

CONTENT:

People and states around the world challenged the existing political and social order in varying ways, leading to unprecedented worldwide conflicts.

D A Y 1

WAS THE KOREAN WAR A PRODUCT OF DECOLONIZATION OR THE COLD WAR?

CLASS ACTIVITY: Structured Academic Controversy

Students will engage in a Structured Academic Controversy (SAC) to develop historical thinking skills in argumentation by making historically defensible claims supported by specific and relevant evidence.

AP ALIGNED ASSESSMENT: Thesis Statement

Students will analyze primary and secondary sources to construct arguments with multiple claims and will focus on creating a complex thesis statement that evaluates the extent to which the Korean War was a product of decolonization and the Cold War.

D A Y 2

EVALUATE THE EXTENT TO WHICH HISTORICAL DEVELOPMENTS IN THE POST-WAR PERIOD WERE CAUSED BY DECOLONIZATION OR THE COLD WAR?

CLASS ACTIVITY: Gallery Walk

Students will analyze multiple primary and secondary sources in a gallery walk activity. Students will evaluate to what extent each source reflects the historical developments of the Cold War or the process of Decolonization. Students will need to consider issues of sourcing and how the author supports his/her claim.

AP ALIGNED ASSESSMENT: Short Answer Question and Stimulus Based Multiple-Choice Question

Students will answer a short answer question and/or nine multiple-choice questions that focus on different interpretations of 20th-century historical developments and the influence of the process of Decolonization versus the impact of the Cold War.

HOW DID THE UNITED STATES AND THE SOVIET UNION DIFFER IN THEIR EFFORTS TO INFLUENCE KOREA BETWEEN 1949-1953?

CLASS ACTIVITY: Primary Source Analysis

Students will examine primary sources in order to analyze how the point of view, purpose, historical situation, and audience shape our understanding of what the document says. As an extension activity, students read and listen to veteran interviews in order to analyze how the veterans' experiences as remembered in oral histories shape our understanding of the causes and effects of the Korean War.

AP ALIGNED ASSESSMENT: Document-Based Question

Document-Based Question: Evaluate the extent to which the United States and the Soviet Union differed in their efforts to influence Korea between 1949-1953.

EXPLAIN THE EXTENT TO WHICH THE EFFECTS OF THE COLD WAR WERE SIMILAR IN THE EASTERN AND WESTERN HEMISPHERES.

CLASS ACTIVITY: Argumentation Exercise & Gallery Walk

Students will practice three targeted document-based skills: argument construction, making a claim, and complexity. Students need a basic understanding of global Cold War developments. Teachers could alternatively assign students to write the full AP-aligned DBQ.

AP ALIGNED ASSESSMENT: Document-Based Question

Document-Based Question: Explain the extent to which the effects of the Cold War were similar in the Eastern and Western hemispheres.

MODULE SOURCES

DAY 1	AUTHOR	SOURCE	DATE
	Dean Acheson	Memo to Harry Truman	1945
	Soviet Officers	Report on Korea	1945
	Kim Il Sung	Speech, 1st Congress of Korean Workers Party	1946
	UN Resolution	The Problem of Independence of Korea	1947
	U.S. Congress	Korean Aid Act of 1949	1949
	Syngman Rhee	Correspondence MacArthur to Truman	1950
	Herb Block	Cartoon "Those are the Flags..."	1950

DAY 2	AUTHOR	SOURCE	DATE
	Winston Churchill, et al	The Cairo Declaration	1943
	Terenti Shtykov	Telegram between the Soviets and North Koreans	1950
	Andrei Gromyko	On American Intervention in Korea	1950
	Syngman Rhee	Asian Peoples' Anti-Communist Conference	1954
	David M. Barrett	Sterilizing a "Red Infection"	1954
	Mao Zedong	Minutes of First Meeting with Nehru	1954
	Dwight Eisenhower	Press Conference	1954
	Edwin Marcus	Darkest Africa	1955
	Catholic Cat. Guild	The Red Iceberg	1960
	US Depart. of State	Memo from Rusk to Kennedy: Congo Crisis	1961
	Che Guevara	Pasajes de la Guerra Revolucionaria	1965
	Mao Zedong	We Hope the Arab Countries Will Unite	1965
	Kim Il Sung	Let Us Promote the World Revolution	1968
	US Defense Depart.	The Pentagon Papers	1971
	Wiki Graphics: Semhur	Cold War Map, 1959	2008

DAY 3	AUTHOR	SOURCE	DATE
	Winston Churchill, et al	The Yalta Conference/Agreement	February 11, 1945
	Joseph Stalin	Notes of a meeting with Kim Il Sung	March 5, 1949
	Captain Vyvyan Holt	Confidential report to Ernest Bevin	January 30, 1950
	Joseph Stalin	Top secret telegram to Mao Zedong	May 14, 1950
	Marguerite Higgins	Newspaper article	May 30, 1950
	Harry S. Truman	Public statement	June 27, 1950
	Joseph Stalin	Letter to Klement Gottwald	August 27, 1950
	Chart	Troop strength during the Korean War	1950-1953
	Harry S. Truman	Memoirs <i>Years of Trials and Hope</i>	1955
	Jack Whelan	Interview, Korean War Legacy Foundation	2019
	Charles Rangel	Interview, Korean War Legacy Foundation	2013
	Glenn Paige	Interview, Korean War Legacy Foundation	2012
	William F. Honaman	Interview, Korean War Legacy Foundation	2018

AUTHOR	SOURCE	DATE
W. Churchill, et al	Potsdam Conference Proceedings	1945
Clark Clifford	Certain Aspects of the Euro. Rec. Problem	1947
CIA	Factors Affecting the Desirability of a UN Military Conquest of all of Korea	1950
John B. Coulter	Letter to South Korean Pres. Syngman Rhee	1951
Cornell Capa	Photo of billboard in "Guatemala's Current Situation Can Traced back to the CIA-led Coup"	1954
Patrice Lumumba	TASS Interview	1960
Kwame Nkrumah	Letter to President Lyndon B. Johnson	1964
David Bonoir	House Congressional Record Report	1985

DAY 1

Based on a 60-minute class

Lesson Question: Was the Korean War a product of decolonization or the Cold War?

AP Curriculum Framework Reference

Unit 8 Learning Objective A: Explain the historical context of the Cold War after 1945.

Unit 8 Learning Objective K: Explain the extent to which the effects of the Cold War were similar in the Eastern and Western Hemispheres.

Historical Reasoning Skills: Argument

OVERVIEW

Students will engage in a Structured Academic Controversy (SAC) to develop historical thinking skills in argumentation by making historically defensible claims supported by specific and relevant evidence. Students will be grouped in fours, with two students pairing up and taking a position that Korean War was a product of decolonization and two other students pairing up and taking the position that the Korean War was a product of the Cold War. Students will read seven (7) documents to construct evidence based, well reasoned claims for their position in a debate. After both pairs of students present their position, students abandon their assigned positions and work to reach consensus on the question. At the end of the SAC, students will have a greater understanding about the pressures of decolonization and the Cold War upon the Korean people. Students will individually construct claims that address the question “Was the Korean War a product of decolonization or the Cold War?”

Materials needed for:

Homework

- Documents 1-7
- Graphic Organizer for Documents

In Class Activity

- Documents 1-7
- Graphic Organizer for SAC

SEQUENCE OF INSTRUCTION

HOMEWORK OVERVIEW

HOMEWORK (45 MINUTES):

- Students will begin by defining decolonization and the Cold War in broad terms that will help them clarify how to deconstruct and understand the question.
- Students will read through the documents 1-7 looking for evidence that supports the Korean War as a product of decolonization and/or the Cold War. Students record evidence for either/both categories and, when finished, provide some initial thoughts to summarize each position.

Teacher Notes

If students need more support or scaffolds, then the SAC can take place over two days. While there are seven (7) documents provided, teachers can narrow the number assigned or further excerpt documents to meet student needs. Depending on skill development, specifically close reading and corroboration, and how students define decolonization and the Cold War, students should have a variety of interpretations.



Teaching Tip

By not assigning the position prior to assigning the documents it allows students to be open to either position from the very beginning and will enable students to approach debate as a way of hearing both sides, instead of being solely focused on one side. This approach will aid consensus building as well and provide for greater and more nuanced arguments.

CLASS ACTIVITY: WARM UP/INTRODUCTION

WARM UP/INTRODUCTION (18 MINUTES):

ACTIVITY 1: Have students sit in groups of four. Students will listen to two interviews (5 minutes) from the Korean War Legacy Foundation to contextualize the lesson through men who fought during the Korean War. After watching the interviews, students will discuss and record for two (2) minutes in groups of four which position each interviewee takes in relation to whether the Korean War was a product of decolonization or the Cold War.

- [Interview 1: Richard Carey “Why he fought” \(8:02-9:40\)](#)
- [Interview 2: William F. Honaman “The real reason we were there” \(29:41-31:31\)](#)

ACTIVITY 2: A group of four students will be divided into two paired teams that will engage in the Structured Academic Controversy (SAC). Before students can create claims about decolonization and the Cold War, students need a shared definition of these terms. Provide two (2) minutes for students to come to consensus on their group’s agreed upon definition of Decolonization and the Cold War. In a whole class setting, spend two (2) minutes sharing out to the whole group about Decolonization. Teachers should facilitate this discussion and check for understanding to help students craft their definitions. Repeat the same two (2) minute process for the Cold War. Provide one (1) minute at the end of this process for groups to reach final agreement on these two important terms.

Teacher Notes

The veteran interviews are a perfect way to show the authenticity of the question while also illustrating the different nuances around the question. Reaching consensus at the beginning of class enables students to begin the day as a team as opposed to opponents. Reaching consensus on defined terms within their groups is essential for making sure that opposing claims are aligned to the same definition and that multiple interpretations are valid.



Teaching Tip

Allow different groups to maintain different definitions. Forcing every group to adopt the same definition can undermine students' autonomy and confidence in developing their own claims. Ultimately, students will need to have confidence in their ability to define and articulate their positions.

CLASS ACTIVITY PART 1: Developing Evidence Based Claims

CLASS ACTIVITY (16 MINUTES):

ACTIVITY 1: Teachers divide students into pairs, having two students partner for each position:

- a. Team A will argue: The Korean War was a product of decolonization.
- b. Team B will argue: The Korean War was a product of the Cold War.

Once positions are assigned, students work in pairs to develop claims based upon evidence to support their position. Students will have twelve (12) minutes to build three claims using the claim, reasoning, and evidence handout. Be sure to have students cite the sources for the evidence they use in their claims.

ACTIVITY 2: After creating claims, students will have 4 minutes to construct a thesis statement that is aligned to their position and combines their three claims. Once the debate begins, students should first read their thesis statement to begin their argument. They will then state their claims, reasoning, and evidence--complete with evidence from sources.

Teacher Notes

Students will not have a lot of time to complete this task, which is by design. To mirror creating claims and arguments on the AP exam, it is essential that students get accustomed to creating claims quickly and efficiently. During this time, try to avoid interrupting groups as students really only have about four (4) minutes per claim.



Teaching Tip

When assigning student positions you can do so randomly or have students agree upon positions. Ultimately, because students are not required to maintain a fixed position and are encouraged to build a complex thesis showing multiple sides, it does not matter what their original position is. If you have 1:1 technology, it may be more efficient for students to create slides--one for thesis, and one for each claim, reason, evidence, so that the opposing team can hear and read the argument. This will help students better organize their thinking and will aid in building consensus.

CLASS ACTIVITY PART 2: Structured Academic Controversy (SAC)

CLASS ACTIVITY (26 MINUTES)

Groups of four should be broken into two teams of two--Team A, Team B. multiple debates will happen simultaneously.

1. Setting up teams:

- a. Team A (two students) will argue: The Korean War was a product of decolonization.
- b. Team B (two students) will argue: The Korean War was a product of the Cold War.

2. Procedure:

- a. Team A presents their thesis and claims backed with evidence and reasons. Team B listens and takes notes of Team A's thesis, claims, evidence, and reasons (3 minutes)
- b. Team B repeats back and paraphrases Team A's argument. Team A checks for accuracy (90 seconds)
- c. Team B presents their thesis and claims backed with evidence and reasons. Team A listens and takes notes of Team B's thesis, claims, evidence, and reasons (3 minutes)
- d. Team A repeats back and paraphrases Team B's argument. Team B checks for accuracy (90 seconds)
- e. Team A and B abandon their assigned positions to develop consensus among the group for two new claims that combine the most persuasive elements of the SAC (6 minutes)
- f. Whole group share out as the teacher facilitates students sharing out claims built from consensus in a manner that allows students to see the claims visually (8 minutes)
- g. Students individually write a new thesis that addresses the lesson question "Was the Korean War a product of decolonization or the Cold War?" (3 min)

Teacher Notes

SACs consist of simultaneous debates in smaller groups of four. Teachers should rotate around, listening to claims, reasoning, and evidence. The procedure requires a strict adherence to time. Having only four minutes ensures that students are to the point and can work on clarity. Be sure to have a timer visible so that students can self pace.



Teaching Tip

If you have 1:1 technology, it is more efficient for students to create slides--one for thesis, and one for each claim, reason, evidence, so that the opposing team can both see and read the argument. This will also help students see nuance when they are building out new or revised claims.

HOMEWORK ACTIVITY MATERIALS

SAC: Was the Korean War a product of decolonization or the Cold War?

Instructions: First, define decolonization and the Cold War. Second, gather evidence from documents that supports one or both positions. Third, record initial interpretations for both components [45 min]

Decolonization Defined:

Cold War Defined:

DECOLONIZATION	DOCUMENTS	COLD WAR
	Source 1	
	Source 2	
	Source 3	
	Source 4	
	Source 5	
	Source 6	
	Source 7	
	Initial Thoughts	

IN-CLASS ACTIVITY MATERIALS

SAC: Was the Korean War a product of decolonization or the Cold War?

In Class: In SAC groups, listen to veteran positions and record how they view the question. Next, identify group definitions and work to adopt final definitions.

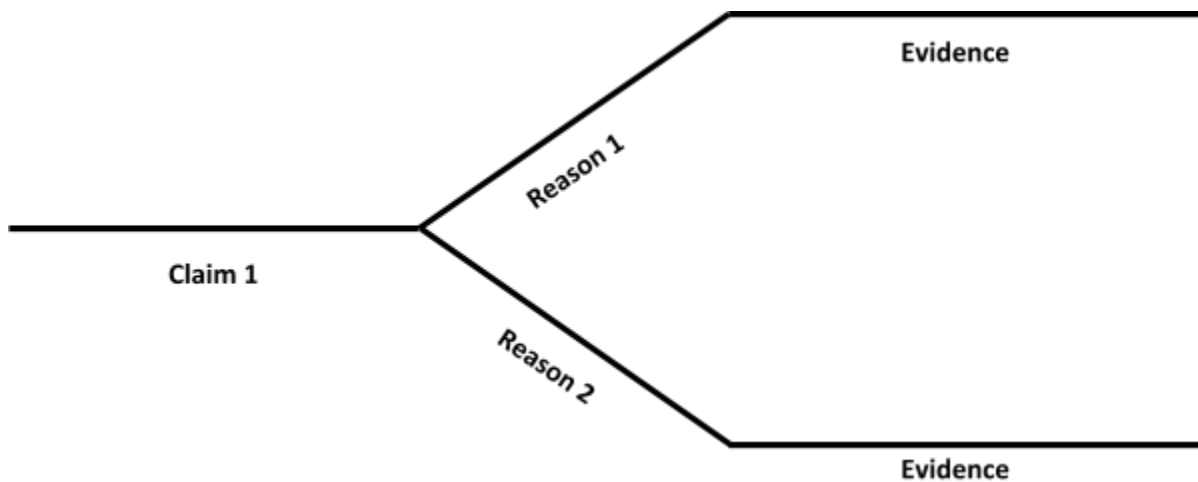
Veteran Interview Positions

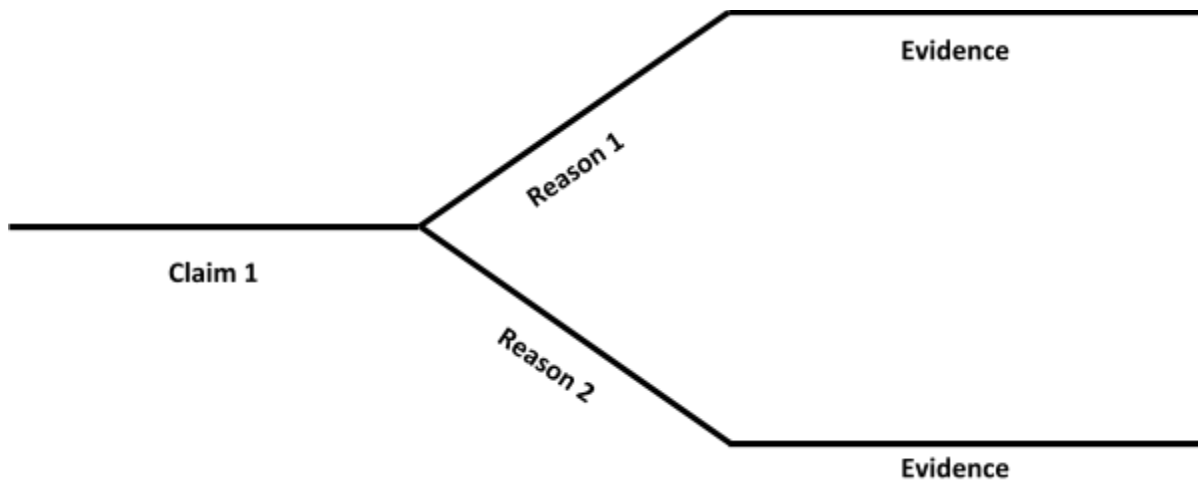
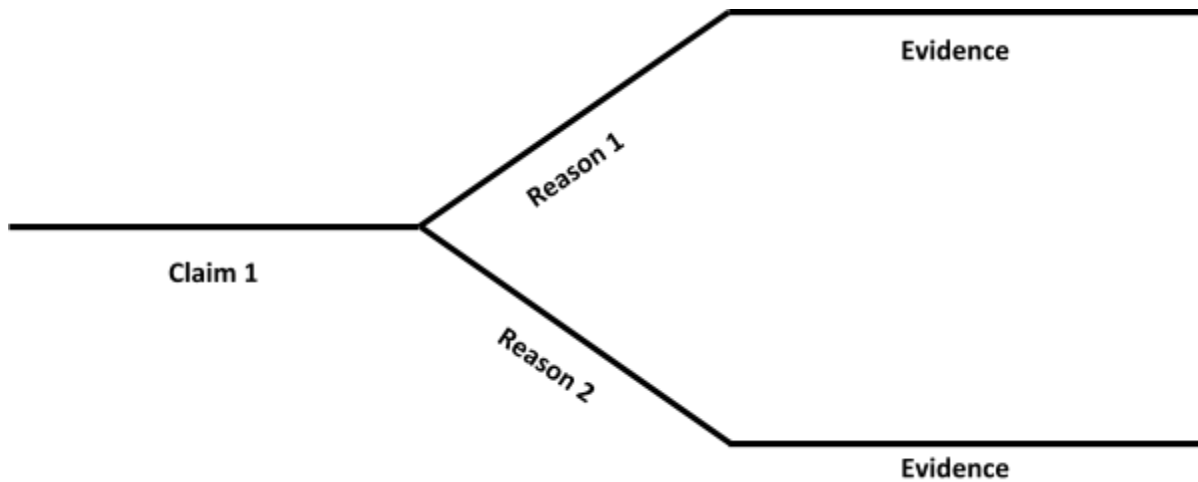
Richard Carey

William F. Honaman

Group Definition	Final Definition
Decolonization Defined:	Decolonization Defined:
Cold War Defined:	Cold War Defined:

Work in pairs to develop claims based upon evidence around the position taken by your team. [12 min]



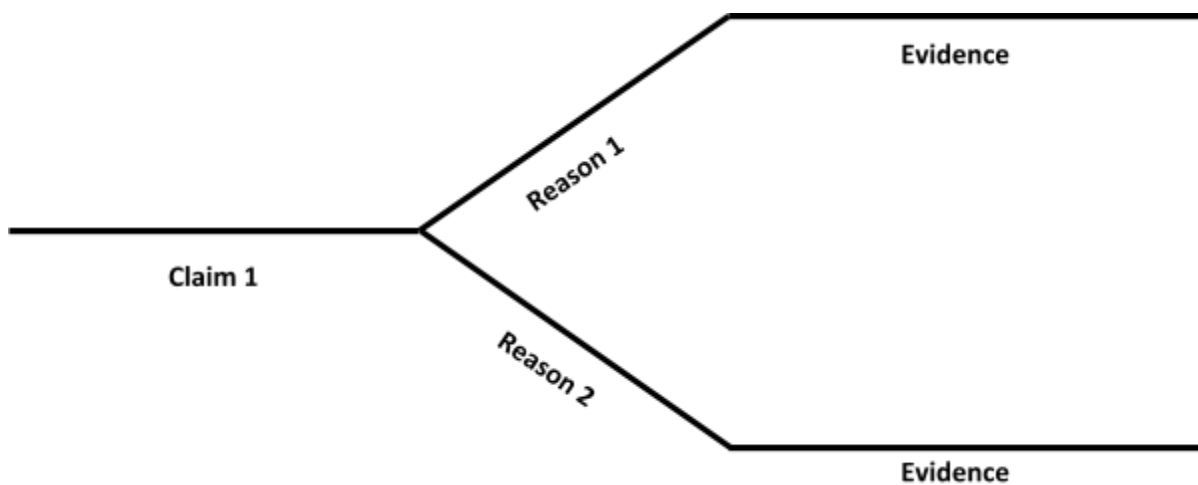


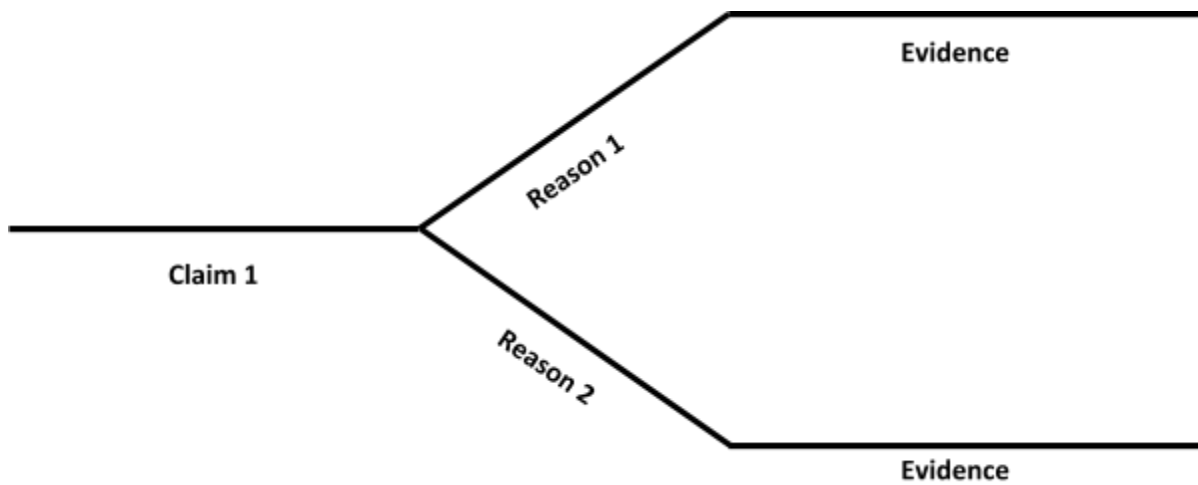
Thesis Statement: *As a pair, co-construct a thesis that evaluates the extent to which the Korean War was a product of either decolonization or the Cold War. [4 min]*

Paraphrasing: Record interpretations from the opposing side during the SAC to be able to repeat/paraphrase their claims, reasons, and evidence.

	<i>Claim 1</i>	<i>Claim 2</i>	<i>Claim 3</i>
What is their claim?			
What are their reasons?			
What is their evidence?			

Consensus Building: After abandoning original positions, students work as a whole team to construct two new claims or revise and refine older claims, supported by evidence that addresses the extent to which the Korean War was a product of decolonization and/or the Cold War. [6 min]





Thesis Statement Revision: Individually, create a thesis statement that evaluates the extent to which the Korean War was a product of decolonization and the Cold War [3 min]

SOURCE 1

DOCUMENT

Memo, Dean Acheson to Harry S. Truman with Attachment, September 14, 1945

“The surrender of the Japanese forces in Seoul, ancient Korean capital, heralds the liberation of a freedom-loving and heroic people. Despite their long subjugation under the warlords of Japan, the Koreans have kept alive their devotion to national liberty and to their proud cultural heritage. This subjection has now ended. The Japanese warlords are removed.

The assumption by the Koreans themselves of the responsibilities and functions of a free and independent nation and the elimination of all vestiges of Japanese control over Korean economic and political life will necessarily require time and patience...”

SOURCE 2

DOCUMENT

Soviet officers report on Korea, 1945, "Conclusions and Recommendations"

1. The political activity of all sectors of the Korean population increased sharply after the liberation of Korea from Japanese rule.
2. The broad masses of the Korean people are anti-Japanese, for after liberation, they understood that they had been a Japanese colony for 35 years. The might of the Red Army and the allies' armies demonstrated in victory over fascist Germany and imperialist Japan freed Koreans from fear of the Japanese and gave them confidence that the Japanese would never again be colonizers in Korea. Hatred of Japanese is especially expressed in the open dissatisfaction of politicians against the Americans in the south in connection with the fact that the American command left a majority of Japanese in all the command positions in the economic and administrative life of South Korea.
3. The broad masses of the Korean people have a friendly attitude toward the Soviet Union and are grateful to the Red Army and Comrade STALIN.

¹ Original document uses the term "slaves" in place of colony

² Original document uses the term "masters" in place of colonizers

SOURCE 3

DOCUMENT

Speech, Kim Il Sung “1st Congress of the Korean Workers' Party,” August 1946

However, many difficulties lie on the road of the democratic construction of the country, and our struggle is very arduous and complex. This is because the aggressive army of U.S. imperialism is stationed in South Korea, seeking to turn our country into a colony once again, and because a gang of quislings (traitors) are running wild, who have become its lackeys (servants) and are trying to sell out Korea to imperialism as a colony again. Today the U.S. military government monopolizes all powers in South Korea and is doing everything in its frantic effort to suppress the democratic forces and gain a foothold for reaction.

As under Japanese imperialist rule in the past, the people in South Korea are groaning under the savage oppression and tyranny of the domestic and foreign reactionary forces and are stranded in the misery of poverty, deprived of all rights...

In striking contrast to North Korea, which is advancing in the direction of genuine democracy and national independence, South Korea under the fascist reign of terrorism of the U.S. imperialists and their stooges, the traitorous Syngman Rhee clique (South Korean Leader), is moving backward along the path of reaction and colonial enslavement. Thus, the southern half of our country is occupied and converted into a colony by the U.S. imperialists, and this very fact presents difficulties to the solution of the Korean question.

SOURCE 4

DOCUMENT	UN Resolution 112 (II), "The Problem of the Independence of Korea," November 14, 1947
ANNOTATION	The UN Resolution 112 (II), "The Problem of the Independence of Korea," called for elections to be held and for foreign troops to withdraw in order to achieve the unification of the Korean Peninsula.

Inasmuch as the Korean question which is before the General Assembly is primarily a matter for the Korean people itself and concerns its freedom and independence, and

Recognizing that this question cannot be correctly and fairly resolved without the participation of representatives of the indigenous population,

The General Assembly,

Recognizing the urgent and rightful claims to independence of the people of Korea;

Believing that the national independence of Korea should be re-established and all occupying forces then withdrawn at the earliest practicable date;

Calls upon all Members of the United Nations to refrain from interfering in the affairs of the Korean people during the interim period preparatory to the establishment of Korean independence, except in pursuance of the decisions of the General Assembly; and thereafter, to refrain completely from any and all acts derogatory to the independence and sovereignty of Korea.

SOURCE 5

DOCUMENT	S. 2319, "A Bill to Promote World Peace...by Providing Aid to the Republic of Korea", July 22, 1949
ANNOTATION	The "Korean Aid Act of 1949" was passed by the United States Congress and signed into Law by President Truman. This followed the earlier 1948 Marshall Plan that funded the rebuilding of Western Europe to promote democracy and capitalism.

To promote world peace and the general welfare, national interest and foreign policy of the United States by providing aid to the Republic of Korea.

Sec. 2. It is hereby declared to be the policy of the people of the United States to continue, on terms consonant with the independence of the Republic of Korea and the security of the United States, to assist the people of Korea in their endeavors to establish a sound economy, to support the growth of individual liberty, free institutions, genuine independence, and representative government in Korea, to strengthen the ties of friendship between the Americans and Korean people, and to help to achieve the basic objectives of the Charter of the United Nations.

SOURCE 6

DOCUMENT	Correspondence between President Harry S. Truman and U.S. General Douglas MacArthur highlighting South Korean president Syngman Rhee, October 1950
ANNOTATION	General Douglas MacArthur updates President Truman about a correspondence he received from Syngman Rhee who expresses anger about the United Nations

I have just received the following message from President Syngman Rhee;

“UN new committees resolution not acceptable. Korean people will insist on maintaining their inalienable right to hold elections and to set up any government according to their free will, under the observation of and in cooperation with the UN commission. But to allow any nation or nations even UN to intervene with the internal administration in cooperation with the existing communist organizations impose upon the people by alien power is impossible. After defeating the communists at the cost of the precious blood of UN and Korean armies the new committees proposal to protect and revive communism in the north is unthinkable. This government is taking over the civilian administration whenever hostilities cease by dispatching the Governors appoint two years ago for five provinces of the North to restore peace and order. When the situation is ready for elections, the people will be allowed to elect their own governors in free atmosphere and the same civic rights and privileges enjoyed by the citizens in the south will be extended equally to all people of the north...

Signed Syngman Rhee

SOURCE 7

DOCUMENT Political Cartoon, Flags represent United Nations allied with South Korea, Herb Block *Washington Post*, 1950



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