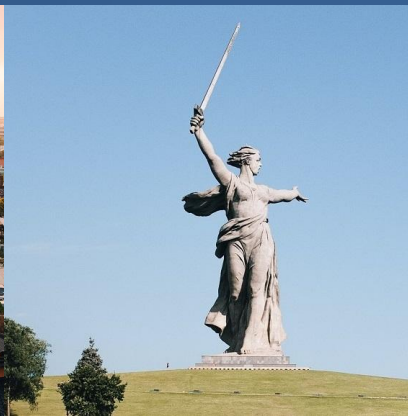
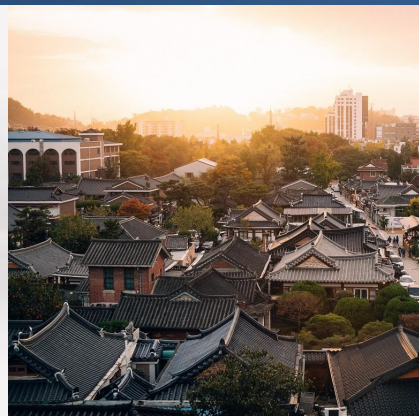


KOREA'S PLACE IN TEACHING WORLD HISTORY

KOREAN WAR MODULE



WORLD HISTORY DIGITAL EDUCATION FOUNDATION

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ACKNOWLEDGEMENTS

The World History Digital Education Foundation published its first work in a series of books on teaching AP courses, *Korea's Place in Teaching World History*, in 2019. This book addressed two topics on Korea, the role of government in Korea's rapid economic development and digital information technologies in Korean society. The Foundation is proud to produce the second work in this AP World History series addressing the topic of the Korean War which was added to the AP World History curriculum last year. Later this year, we are also publishing two more curricular resources for our teachers and students, *Exploring and Teaching the Korean War*, in partnership with Great Britain's Historical Association and *Korea's Place in Teaching Human Geography*, in partnership with the National Council for the Social Studies.

The publication of the four curricular resources on Korea in such a short period of time has been made possible because of the Korea Foundation's unwavering and consistent support. We express our utmost respect and appreciation to the Korea Foundation.

The key to the success of our publications is our vision that this work has to be created by teachers for teachers. The World History Digital Education Foundation is most blessed to have the vanguard of this writing team made up of the nation's best social studies teachers. I want to express my sincerest gratitude to two vanguard leaders, 'Ragnar' and 'Floki' who designed and built the ship that will navigate the uncharted water of Korea's place in US social studies. Most importantly, I want to recognize the writing team who actually built this ship. This is how we accomplish our goal based on our unique vision: "Of the Teachers, For the Teachers, and By the Teachers."



In Syracuse, NY
Jongwoo Han
President, World History Digital Education Foundation

INTRODUCTION

The Legacy of Two Korean Wars: *Shinmiyangyo* & Korean War of 1950-1953

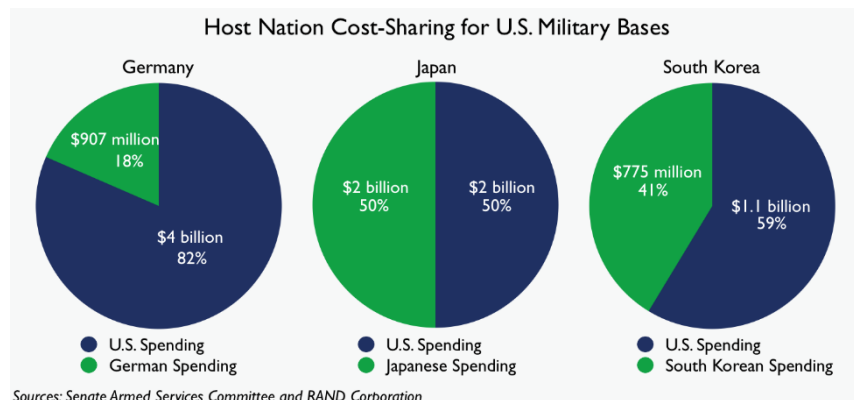
Dr. Jongwoo Han

President, World History Digital Education Foundation

Considering the tumultuous record of US relations with Korea over the past 150 years, who could imagine that Korea would become the world's third-largest venue for American military personnel?¹ The United States' massive \$10.8B garrison in Pyeongtaek—its largest base overseas—after more than a decade of expansion, is now completed. Situated about 45 miles south of the joint command's former headquarters in metropolitan Seoul, this base represents the largest peacetime relocation in the history of the US Department of Defense. Even more notably, though, the relocation brings the US military's 70-year presence in the capital city to a close. Especially when viewed from this perspective, some irony seems intrinsic to the American presence in South Korea. Initially, Korea (Joseon Dynasty, 1392-1910) refused any American presence. General Brooks called it a "significant investment in the long-term presence of US Forces in Korea," and "living proof of the American commitment to the alliance." According to a Pew survey, South Korea is among the world's most pro-American countries, with 75% of Koreans holding a favorable view of the US in 2017, even though only 17% held a favorable view of President Trump.

It is also surprising to learn how the cost of stationing the US military has been supported by South Korea. In the fourth round of negotiations in 2019 over military defense cost-sharing, President Trump demanded that South Korea pay about \$5B, roughly five times the current amount.

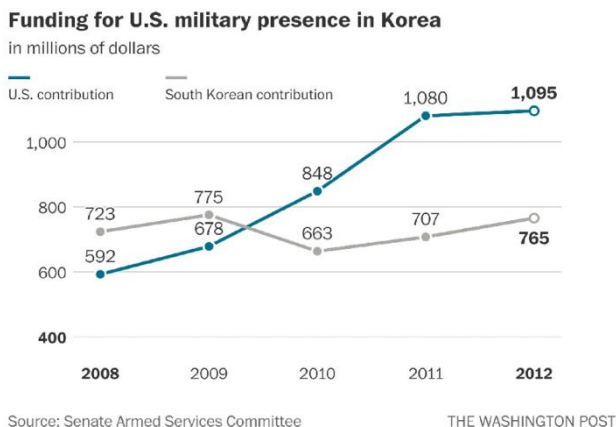
Diagram 1. Cost-sharing for US Military Bases in South Korea



Source: Hoff (2016), Host Nation Cost-sharing for US Military Bases

¹ The largest deployment is in Japan with 39,345 military personnel. Germany is second with 34,805, and Korea third with 23,468. Italy (12,102), Afghanistan (9,294) and the United Kingdom (8,479) are close in tow. Refer to Desjardins (2017) for a list of the ranks and numbers of all US military personnel overseas.

Graph 1. Ratios of Contributions by US and Korea to US Military Bases in Korea



Source: *Washington Post*, Rizzo (2019)

Graph 1 tells two contrasting stories. First, the United States has great interest in the defense of South Korea. Beyond a doubt, our current era represents the high point in America's commitment to the Peninsula. Once the number of US military personnel approached 60,000 in the 1960s, there was a significant change from the bilateral relationship of the past. Second, despite America's significant contribution toward the sharing of costs for US military presence, Korea's contribution represents a substantial portion of the total, especially considering that Korea was utterly devastated by the Korean War and only began modernization and industrialization in the early 1960s.

This is the story of an amazing transformation that emerged from a relationship where the United States unilaterally provoked a war in 1871, forced a treaty, then secretly scrapped it and pulled away for about a century, only to reluctantly reunite with Korea in 1945 in a manner that caused complete devastation to the Korean nation, though South Korea was splendidly resuscitated in the end. Can any precedent be found in the history of America's foreign involvement where the persistent pursuit of a relationship was followed by such abrupt cessation of that commitment, and then resuscitation of that relationship with great success?

Diamond's book (1997) *Guns, Germs, and Steel* asks why history unfolded differently on different continents and why certain societies became disproportionately powerful and innovative. This book answers that "the history of interaction among disparate peoples is what shaped the modern world through conquest, epidemics, and genocide. Those collisions created reverberations that have still not disappeared after many centuries, and that are actively continuing in some of the world's most troubled areas today." It argues that the history of interaction between Americans and Koreans in the late 19th century is what shaped today's stark division between North and South Korea, as well as America's contrastingly different relationships with the North and South, through confrontations, wars, and engagements. Since 1866, those encounters between Korea and the United States have sent out tremors that still resonate around the divided Korean Peninsula, with South Korea as a staunch ally and North Korea as one of its few fierce enemies, one of "the world's most troubled areas today." The two examples above offer evidence of how these interactions between Korea and the US about 150 years ago contributed to what South Korea stands for today. Moreover, we have now realized how the interactions have generated problems not just between the US and North Korea but in regional and global security context as well.

Few American citizens are aware of the first war between the US and Korea in 1871. A scholar says “While every English and French youngster knows that the battle of Trafalgar ended with the defeat of Napoleon Bonaparte's navy,” he says, “few, if any, American students (and only a small minority of American diplomatic historians) know anything about the events of 1871 in Korea. It is, for Americans today, an unknown war.

Tyler Dennett, in his seminal 1922 work on US diplomacy in East Asia, describes the American effort to engage Korea between 1866-1882 as the most important political action undertaken by the United States in Asia up until the occupation of the Philippines in 1898. I am convinced that Dennett’s visionary prediction has been partially realized in America’s strategic engagement with South Korea, while the other half of the Korean Peninsula, North Korea, will only realize this after the reunification of the Korean nation.

Before the Cold War even officially began, the Korean Peninsula was divided by the United States and Soviet Union in exchange for America’s unilateral occupation of Japan while the other Axis Power, Germany was partitioned by the WWII allies, the US, Great Britain, France, and Soviet Union. Approximately 2 million South and North Korean civilians and soldiers were killed, wounded, and displaced while about 100,000 UN forces were also sacrificed during the Korean War. And the Korean Peninsula has not been released from the specter of the Cold War that still lingers while almost all other parts of the world believed they were free from it. In light of all of the evidence mentioned, it is a mystery that the Korean War is often called “forgotten” and “ignored” in our history education. This new AP Korean War module will do justice to the memory and legacy of the war.

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.

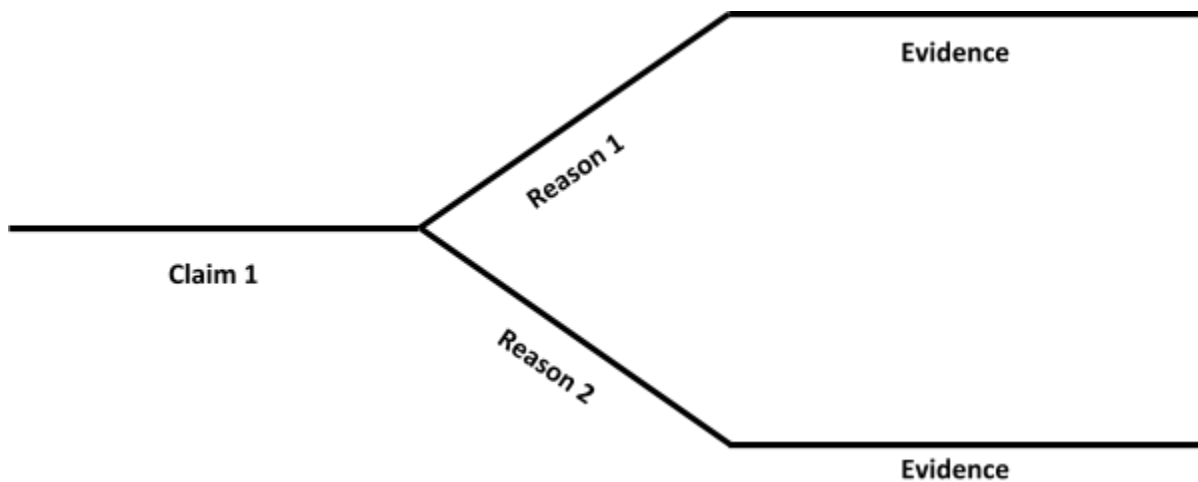
Veteran Interview Positions

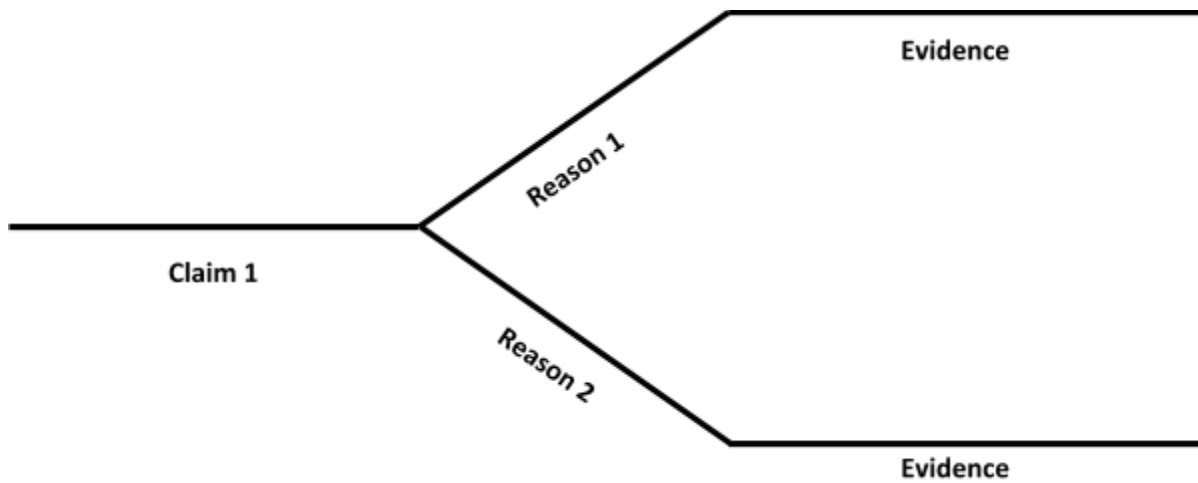
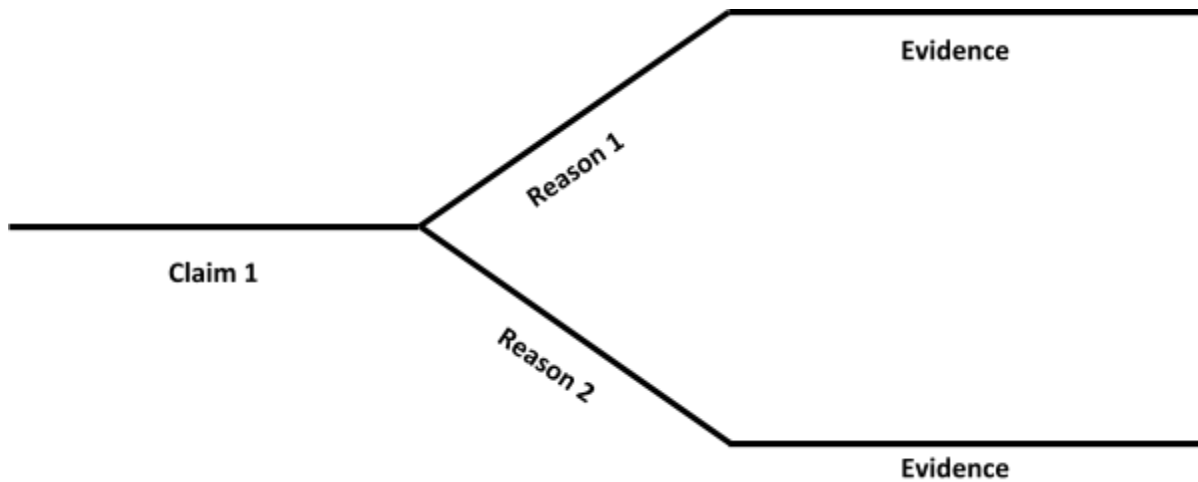
Richard Carey

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]



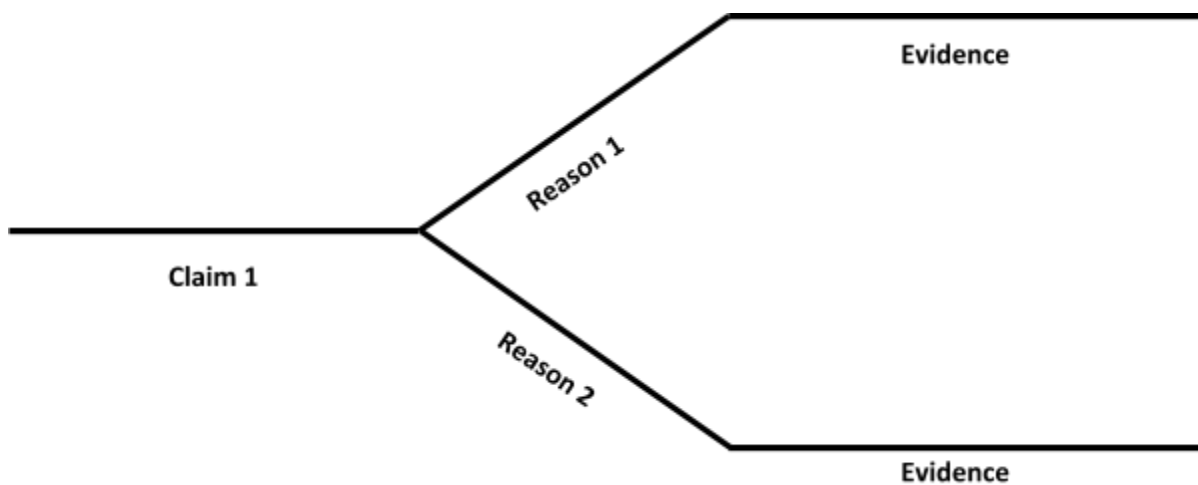


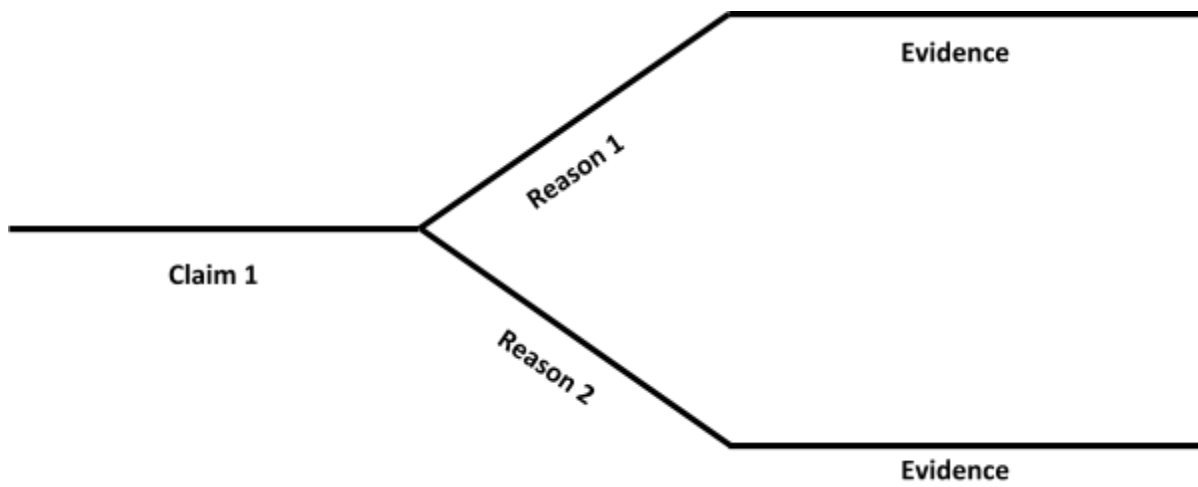
Thesis Statement: *As a pair, co-construct a thesis that evaluates the extent to which the Korean War was a product of either decolonization or the Cold War. [4 min]*

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



Used with permission from the Herb Block Foundation*

KOREAN WAR MODULE

DAY 02



MODULE OVERVIEW

HISTORICAL THINKING SKILLS:

Developments and Processes

- 1.A Identify and explain historical developments and processes.

Claims and Evidence in Sources

- 3.A Identify and describe a claim and/or argument in a text-based or non-text-based source.

Argumentation

- 6.A Make a historically defensible claim.

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. They will develop 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. They will then create a complex thesis statement that evaluates the extent to which the Korean War was a product of decolonization and/or 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 while participating in a gallery walk activity. Students will also 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 complete a short answer question and/or nine multiple-choice questions that focus on whether decolonization or the Cold War played a more significant role in post-war historical developments.

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. While developing these targeted document-based skills, students will develop a basic understanding of the historical developments of the Cold War. Teachers may choose to have students 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	<i>Memoirs 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

DAY 4

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 2

Based on a 60-minute class

Lesson Question: To what extent were historical developments in the post-war period caused by 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 C: Compare the ways in which the United States and the Soviet Union sought to maintain influence over the course of the Cold War.

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: Causation

OVERVIEW

Students will explore ten sources related to late 20th-century global historical developments. The students will work in small groups to analyze and discuss each source to determine to what extent the events in the sources were more influenced by the Cold War or by the process of decolonization. The students will participate in a gallery walk where they will annotate significant evidence from each source on large Post-It easel pads or butcher paper. Students will rotate through all ten sources adding to the annotations as they go through the source sequence. After the analysis of each source, students will evaluate whether the events in each source were more an effect of the Cold War or decolonization.

Materials needed for:

Homework

- Crash Course World History [#39 - USA vs. USSR Fight! the Cold War](#) (12:15 length)
- Crash Course World History [#40 - Decolonization and Nationalism Triumphant](#) (12:48 length)

In-Class Activity

- Large Post-It easel pads (10 pieces) or butcher paper
- Source 1-10 in the student handout packet
- Source 1- 10 individually printed for posting on easel pad/butcher paper
- Glue or tape
- The Cold War and Decolonization Scale (10 Copies)
- Markers and highlighters

SEQUENCE OF INSTRUCTION

HOMEWORK OVERVIEW

HOMEWORK (30 MINUTES):

- Students will watch each video to construct an understanding of decolonization and the Cold War. As students watch the videos, they should note any evidence from the videos that help them understand the Lesson Question and the question of causation.
- Students should also take notes on the basic causes and effects of each historical development.

Teacher Notes

If you have covered decolonization and the Cold War prior to the lesson and feel your students have the basics or big picture of each historical development, then the videos may not be necessary.



Teaching Tip

Crash Course with John Green can sometimes be too fast for students. Turning on the subtitles can help students follow the information.

CLASS ACTIVITY: WARM-UP/INTRODUCTION

WARM-UP/INTRODUCTION (10 MINUTES):

ACTIVITY 1: COLD WAR AND DECOLONIZATION RECALL. Quickly review and/or discuss a timeline (projected or on the board) that plots the following 20th-century events:

Event	Dates
End of World I	1918
League of Nations Mandates	1919
End of World War II	1945
Indonesian Independence Struggle from the Netherlands	1945 to 1949
Vietnam War	1945-1975
Independence and Partition of India	1947
Creation of the State of Israel	1948
Berlin Blockade Airlift	1948
NATO formation	1949
End of Chinese Civil War / Creation of People's Republic of China	1949
Korean War	1950-53
Warsaw Pact formation	1955
Independence of Ghana from Great Britain	1957
Cuban Revolution	1959
Independence of Congo from Belgium	1960
Independence of Algeria from France	1962
Independence of Kenya from Great Britain	1963
Soviet Invasion of Afghanistan	1979
Perestroika and Glasnost	1987
Tiananmen Square	1989
Fall of the Wall	1989
End of Soviet Union	1991

Have students recreate the timeline in their notes (or print this chart out). Using two colors, one for the Cold War and one for decolonization, ask students to categorize or label each event as more related to the Cold War or more related to decolonization. After this individual labeling in their notes, have students annotate at least one reason for their labeling of the Vietnam War, the Korean War, and Independence of Congo from Belgium. Have some students share their answers. Tell the class that the lesson today will test the extent to which many of these events were impacted by decolonization and/or the Cold War.

Teacher Notes

Students can reference their notes from the videos or prior knowledge from readings, class lectures, or other sources. The goal is to have a timeline that shows the process of decolonization and the Cold War rooted in the post-WWII era. Be ready to provide or have other students provide alternate rationales for all three of these events as possibly tied to decolonization and the Cold War. Most students will put the Vietnam War and the Korean War as the Cold War and Independence in the Congo as decolonization. Alternate explanations could show the process of French, American, and Japanese withdrawal from Vietnam and Korea, respectively, as aspects of decolonization. Some may view Independence in the Congo as an element of the Cold War due to the removal of Patrice Lumumba over his support for socialism and overtures toward the Soviet Union.

CLASS ACTIVITY PART 1: Decolonization or the Cold War? Gallery Walk

CLASS ACTIVITY (45 MINUTES):

ACTIVITY 1: Gallery Walk source Analysis

Students will start in small groups at one of the 10 source posters. Give students 5 minutes per station to read and analyze each source. They should annotate on the poster one key piece of evidence from the source that shows an aspect of either decolonization or the Cold War. They should indicate on the scale on their handout to what extent the source reflects the process of decolonization or the Cold War and record justification for that evaluation. Example of poster above.



Teaching Tip

As students rotate to a new source, they will look for an additional piece of evidence that is different from what they already recorded. If groups later in the rotation cannot find additional evidence that has not already been identified, they can add their own justifications for previously identified evidence. As students note evidence, they need to ensure that their evidence helps them make a historical claim in a “to what extent” framework. The scale is to visually demonstrate the strength of the claim based on evidence.

CLASS ACTIVITY PART 2: Making a claim

CLASS ACTIVITY (5 MINUTES):

ACTIVITY 1: Review of all sources

After rotating through each source, have students rewalk each briefly to see annotations of other groups. Ask students to note if these annotations change their position on the decolonization to Cold War scale? If so, have students indicate this on their handout.

Have students write a final claim that answers the lesson question of the day: **Evaluate the extent to which historical developments in the post-war period were caused by Decolonization or the Cold War.**

ASSESSMENT: Short Answer Question (SAQ) or Stimulus Based Multiple Choice



Teaching Tip

Depending on the length of the class period, teachers may decide to assign either assessment piece as homework or at the beginning of the next class period. As this lesson is most likely coming weeks before the AP Exam, holding students to the 10-12 minutes timeframe for the SAQ is good practice. For the same reasons, consider using 9-10 minutes for the Multiple Choice questions.

IN-CLASS ACTIVITY MATERIALS

Directions

As your group concludes its analysis and annotations for each source, come to a final conclusion as to whether the events described in each source were more an effect of decolonization or the Cold War. Since the image is a scale, feel free to go as far to the left (decolonization) or right (Cold War) as you feel is warranted by your analysis. Write a short 1-2 sentence justification under the scale that explains your reasoning.

Source 1 - "The Cairo Declaration" November 26, 1943



To what extent.....

Source 2 - "Telegram from Soviet Ambassador Shtykov on a Luncheon at the Ministry of Foreign Affairs of the North Korea," January 19, 1950



To what extent.....

Source 3 - Syngman Rhee, "Asian Peoples' Anti-Communist Conference, Press Release No. 2," June 15, 1954.



To what extent.....

Source 4 - David M. Barrett. "Sterilizing a 'Red Infection': Congress, the CIA, and Guatemala," 1954.



To what extent.....

Source 5 - Marcus, Edwin, Artist. *Darkest Africa*, 1955.



To what extent.....

Source 6 - Catholic Catechetical Guild, an anti-communist organization, "The Red Iceberg," 1960.



To what extent.....

Source 7 - Memorandum From Secretary of State Rusk to President Kennedy, *Congo Crisis*, 1961.



To what extent.....

Source 8 - Excerpt from Che Guevara's "Pasajes de la Guerra Revolucionaria (Congo)," February, 1965.



To what extent.....

Source 9 - Mao Zedong, "We Hope the Arab Countries Will Unite," March 23, 1965.



To what extent.....

Source 10 - Kim Il Sung, "Let us Promote the World Revolution," October 8, 1968.



To what extent.....

Source 11 - U.S. Department of Defense, "US Involvement in the Franco-Viet Minh War, 1950-1954," *The Pentagon Papers*, 1971.



To what extent.....

Gallery Walk Document Set

SOURCE 1

DOCUMENT

Joint statement from President Roosevelt, Prime Minister Churchill, and Chairman Jiang Jieshi (Chiang Kai-shek), "The Cairo Declaration," November 26, 1943.
<https://digitalarchive.wilsoncenter.org/document/122101>

The three great Allies are fighting this war to restrain and punish the aggression of Japan. They covet no gain for themselves and have no thought of territorial expansion. It is their purpose that Japan, shall be stripped of all the islands in the Pacific which she has seized or occupied since the beginning of the first World War in 1914, and that all the territories Japan has stolen from the Chinese, such as Manchuria, Formosa, and the Pescadores, shall be restored to the Republic of China. Japan will also be expelled from all other territories which she has taken by violence and greed. The aforesaid three great powers, mindful of the enslavement of the people of Korea, are determined that in due course Korea shall become free and independent.

SOURCE 2

DOCUMENT	Terenty Shtykov, Soviet Union Ambassador to North Korea, "Telegram on a Luncheon at the Ministry of Foreign Affairs of North Korea," January 19, 1950.
ANNOTATION	Shtykov was the head of the military occupation of North Korea following World War II from 1945-48 and the first Soviet Ambassador from 1948-1950. Here, he reports on a meeting in which Kim Il Sung, the leader of North Korea, is speaking to both Soviet, Chinese and Korean delegates.

The people of the southern portion of Korea trust me and rely on our armed might. Partisans will not decide the question. The people of the south know that we have a good army. Lately, I do not sleep at night, thinking about how to resolve the question of the unification of the whole country. If the matter of the liberation of the people of the southern portion of Korea and the unification of the country is drawn out, then I can lose the trust of the people of Korea.

SOURCE 3

DOCUMENT	Syngman Rhee, "Asian Peoples' Anti-Communist Conference, Press Release No. 2," June 15, 1954.
ANNOTATION	Syngman Rhee was president of the Republic of South Korea from its founding in 1948 through 1960. He spent much of the early twentieth century in exile in the United States due to his political activities in opposition to the Ancient Regime in Korea and then Japanese occupation. At the end of World War II, Rhee returned to Korea and assumed a leading role in the South. He was elected to four terms as president, but resigned amid protests at alleged electoral corruption and spent the remaining five years of his life in exile in the United States.

In some countries, the governments are already Communist or Communist-inclined. You, who are patriotic citizens of your beloved homeland and who realize so well that the Communists seek to make your countries satellites of the Soviets, may have to risk your lives by organizing revolutionary movements or anti-Communist fronts. In doing so profit by the example that the Communists have set in their own international conspiracy. Make your movement as strong as possible, and do it quickly. Leave no avenue of appeal or persuasion untraveled. Unless you fight back now and persuade millions of others to fight with you, your nation will perish, and the end of all freedom everywhere will be that much closer. Today your life is not your own, it is dedicated, as are the lives of all free men, to the principle that death is better than life under Communist oppression.

SOURCE 4

DOCUMENT	David M. Barrett. "Sterilizing a 'Red Infection': Congress, the CIA, and Guatemala," 1954.
ANNOTATION	In the early 20th century, Guatemala was ruled by dictators who supported foreign business interests. In the 1940s and 1950s, dictatorship ended and Guatemala held democratic elections won by socialist-leaning candidates who supported land reforms that threatened traditional elites and foreign businesses. Frequent military coups were also attempted but failed until a 1954 US-backed coup against the government of Jacobo Arbenz.

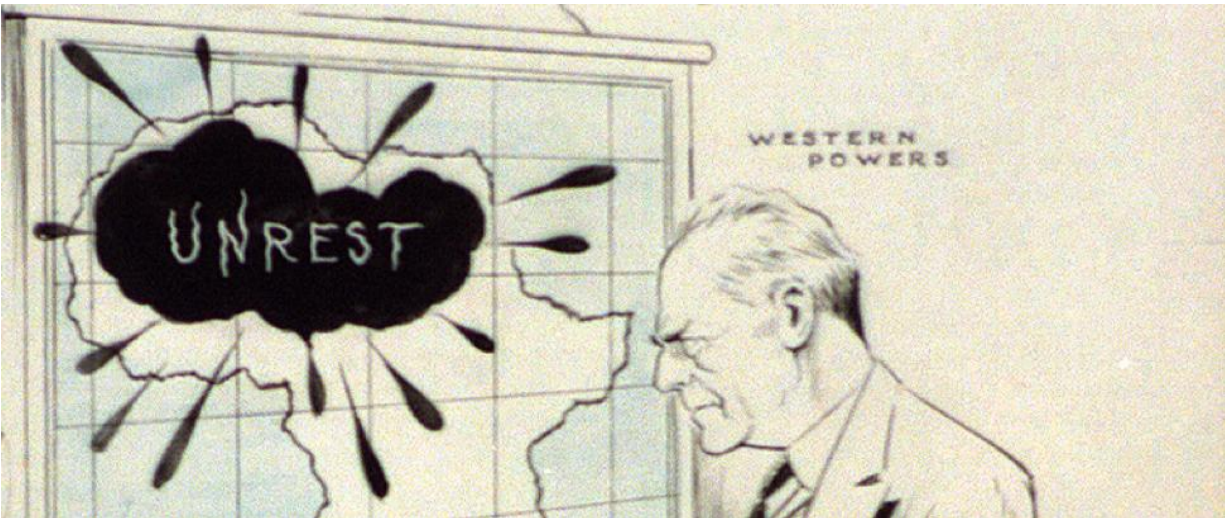
Following its 1944 revolution, which brought democratically elected leftist governments to power, this Central American government faced an increasingly hostile neighbor to the north, the United States. Guatemala's treatment of US-based corporations, especially the United Fruit Company, in expropriating land and other assets, did nothing to improve relations. Elites in Guatemala helped persuade US journalists and members of Congress, not to mention the executive branch, that their government was veering further and further leftward toward Communism in the early 1950s.

Late in the Truman presidency, the US government aborted an attempt to support Guatemalans who aimed to overthrow President Jacobo Arbenz. Those at CIA Headquarters who were involved in the effort felt "grimly" about that "horrificing" turn of events, one Agency leader noted in his diary. But, not surprisingly, new administration leaders--President Dwight Eisenhower, Secretary of State John Foster Dulles, and DCI Allen Dulles--also persuaded themselves that the Guatemalan government was "red." The CIA leader had help from the Board of National Estimates, which informed him on 22 April 1954 that "The Communists now effectively control the political life of Guatemala." A deal made by Arbenz's government to purchase Soviet-made armaments from Czechoslovakia that spring only sealed the matter in the American leaders' minds.

SOURCE 5

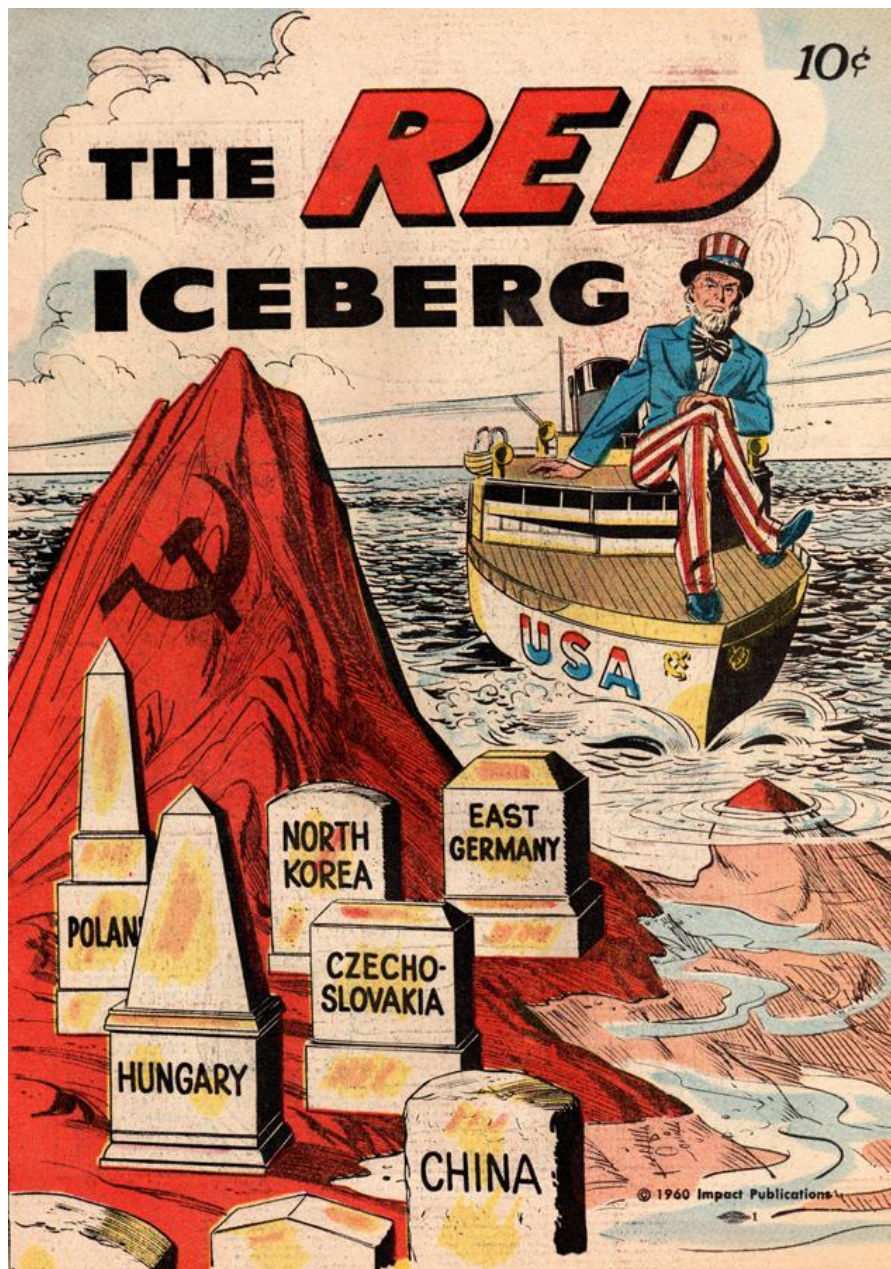
DOCUMENT Edwin Marcus, artist. *Darkest Africa*, 1955.

ANNOTATION European powers after World War II while attempting to recover and rebuild at home, also sought to maintain their colonial empires while being challenged by the growing Soviet and American rivalry. In most cases, these attempts at reimposing control were met with resistance by independence movements that were themselves influenced in kind by the growing superpower competition. In Africa, the British Gold Coast became the new Ghana in 1957 after a successful campaign for independence led by Kwame Nkrumah.



SOURCE 6

DOCUMENT	Catholic Catechetical Guild, an anti-communist organization, "The Red Iceberg", 1960.
ANNOTATION	This is the cover of a 1960 comic book published by <i>Impact</i> , an imprint of the anti-communist Catholic Catechetical Guild. The comic was distributed to thousands of Catholic school children in the United States.



SOURCE 7

DOCUMENT	David Rusk, United States Secretary of State, Memo to President John F. Kennedy, <i>Congo Crisis</i> , 1961.
ANNOTATION	The Congo Crisis was a period after Congo's independence from Belgium (1960-1965). Many factions existed after the Belgian withdrawal claiming legitimacy. The largest faction was led by Patrice Lumumba who led a central government for a time before being overthrown and executed in a military coup by the eventual victor in the civil war, Joseph Mubutu, who was backed by the United States and remained the leader of Zaire (the Congo) from 1965-1997.

...the United States must look to new policies in order to stem the present drift towards fragmentation in the Congo which would solidify Gizenga's control over Orientale**, turn this area into a Communist stronghold, and become a cancerous sore which could spread, with Communist assistance, to other parts of the Congo and Africa. We must alter the present policy since it is largely discredited in Africa and in Asia.

The United States objective in the Congo is the establishment and maintenance of a stable unified Congo with reasonable safeguards against a Communist takeover. The following three-point program is directed to this end. While there are a number of serious difficulties and risks which must be carefully weighed, the following program would [sic] provide a basis for a fresh start; it would constitute a positive initiative by the Kennedy Administration which offers reasonable hope for a solution of the Congo problem of regaining the United States position in Africa and Asia, and of placing the United States behind a more decisive United Nations program which, if successful, could strengthen the Organization as an instrumentality for peace. It is envisaged that the following three steps would be implemented simultaneously.

**Gizenga was an ally of Lumumba who led a rebellion in the Eastern Congo after Lumumba's execution by elements of the army and the future dictator Mubutu.

SOURCE 8

DOCUMENT	Che Guevara, <i>Pasajes de la Guerra Revolucionaria</i> (Episodes of the Cuban Revolutionary War - Congo), February, 1965.
ANNOTATION	Che Guevara was an Argentine Communist and a leader in the Cuban Revolution. In 1965, Guevara left Cuba to support armed communist revolts in the Congo and later Bolivia where he was killed in an armed struggle in 1967 by CIA backed Bolivian forces.

I proposed to them, therefore, that the training not take place in faraway Cuba, but in nearby Congo [Che is therefore proposing that the recruits of non-Congolese guerrilla movements fight in the Congo] ... I explained to them why we considered the war for the liberation of the Congo to be of fundamental importance: victory there would have repercussions throughout the continent, as would defeat. Their reaction was more than cold; even though most refrained from making any comment, some bitterly reproached me. They stated that their people, ill-treated and abused by the imperialists, would object if they were to suffer losses to free not their own, but another country. I tried to make them understand that the real issue was not the liberation of any given state, but a common war against the common master, who was one and the same in Mozambique and in Malawi, in Rhodesia and in South Africa, in the Congo and in Angola, but not one of them agreed. Their goodbyes were polite and frosty.

SOURCE 9

DOCUMENT	Mao Zedong, "We Hope the Arab Countries Will Unite," March 23, 1965.
ANNOTATION	Mao Zedong led China from 1949 until his death in 1976. He began revolutionary activities in the 1920s fighting against anti-communist Chinese nationalist forces and later the Japanese. After the defeat of the Japanese in 1945, Mao successfully led communist forces to victory in the Chinese Civil War, creating the modern communist Chinese state.

All revolutionaries and political parties in Asia should unite against imperialism. The strength of one or two countries is insufficient, but they can become a formidable force by uniting together. The entire Arab world is confronting imperialism. We hope the Arab countries will unite...

In resisting Japanese imperialism we stood together with the U.S., U.K. and France. After the surrender of Japan the U.S. helped Chiang Kai-shek launch the civil war to attack us. The U.K. and France were at that time powerless to bother about our affairs. The United States didn't directly participate in the war, only stationed some troops in harbors along the Chinese coast. They withdrew after we had annihilated Chiang Kai-shek's several million troops and when we were about to liberate those harbors. We later encountered them again on the Korean battlefield and fought for three years. The Vietnamese people have also met them now. It seems that the United States is fond of making war. Korea and Vietnam are so distant from the U.S., yet it still sent troops there...

In fact, such behavior by the U.S. is teaching the Asian people they must unite and carry on a resolute struggle. For example, the Vietnamese people didn't know how to fight a war before, but they are able to do so now. This is the advantage rendered us by imperialism. Imperialism also has its good side, don't you agree?

SOURCE 10

DOCUMENT	Kim Il-sung, "Let us Promote the World Revolution," October 8, 1968.
ANNOTATION	Kim Il-sung was the leader of North Korea from its founding in 1948 until his death in 1994. Kim fought the Japanese as a member of the Chinese Communist Party and, beginning in World War II, worked closely with the Soviet Union. He led an invasion of US backed South Korea in 1950 in an attempt to unify the peninsula under communist rule.

The triumph of the Cuban Revolution is the first victory of the socialist revolution in Latin America and a continuation of the Great October Revolution in Latin America. With the Cuban Revolution emerging victorious, the Red banner of socialism now flies high over Latin America which was regarded as a hereditary estate of U.S. imperialism only until recently, and the socialist camp has extended to the Western Hemisphere and grown in strength a great deal. Today the Republic of Cuba which marches on firmly in the forefront of the Latin American revolution is the lighthouse of hope for the fighting Latin American peoples and throws the rays of victory on the road of their struggle. The triumph of the Cuban Revolution shook the colonial system of the U.S. imperialists to its very foundation in the Western Hemisphere and has thrown the whole Latin America into a revolutionary tempest, forcefully arousing the peoples in this area to the sacred struggle for independence and freedom. The triumph of the Cuban Revolution signified, indeed, the beginning of the disintegration of the U.S. imperialist system of colonial rule in Latin America, the stern judgment on U.S. imperialism which had exploited and oppressed the peoples in this area for a long period and its condemnation to ruin.

SOURCE 11

DOCUMENT	U.S. Department of Defense, "US Involvement in the Franco-Viet Minh War, 1950-1954", <i>The Pentagon Papers</i> , 1971.
ANNOTATION	The Pentagon Papers was the name given to a leaked copy of a top secret US Defense Department internal study of the history of US involvement in Vietnam from 1945-1967, commissioned by members of the Johnson administration. The exact reason for the study is not known, but when it was leaked in the early 1970s, it exposed many contradictions between what US Governments in multiple administrations did and what they said to the public. In all, it exposed how multiple US Presidential administrations misjudged the situation in Southeast Asia and continued policies that only deepened the US involvement in the conflict in Vietnam.

American thinking and policy-making was dominated by the tendency to view communism in monolithic terms. The Viet Minh was, therefore, seen as part of the Southeast Asia manifestation of the world-wide communist expansionary movement. French resistance to Ho Chi Minh, in turn, was thought to be a crucial link in the containment of communism. This strategic perception of the communist threat was supported by the espousal of the domino principle: the loss of a single nation in Southeast Asia to communism would inexorably lead to the other nations of the area falling under communist control. The domino principle, which probably had its origin at the time of the Nationalist withdrawal from mainland China, was at the root of U.S. policy. Although elements of a domino-like theory could be found in NSC papers before the start of the Korean War, the Chinese intervention in Korea was thought to be an ominous confirmation of its validity. The possibility of a large-scale Chinese intervention in Indochina, similar to that in Korea, was feared, especially after the armistice in Korea.

ASSESSMENT MATERIALS

SAQ

Directions

Answer Question 1.

In your responses, be sure to address all parts of the questions you answer. Use complete sentences; an outline or bulleted list alone is not acceptable.

■ The Communist problem is not just a problem of one or two countries, but a world problem. It has reached a critical state of affairs because for forty year the United States and all the so-called democratic nations paid no attention at all, even though the Bolsheviks declared publicly that their aim was to have an International Revolution (which means devolution for every country). Their aim is to conquer the whole world and make it one world - no nations, no Korea, no Indo-China... Communists say that if they fail to win the world by ideological means they will conquer militarily any nation or people who refuse to join the cause for one world. So Russia has prepared a great military might and if ignored long enough will very soon conquer all nations and all peoples.

Statement by President Syngman Rhee at the Fourth Session of the Asian Peoples' Anti-Communist Conference, June 16, 1954

■ Historically, all of us, people of the East, have been bullied by Western imperialist powers. Although Japan is located in the East, it was also an imperialist power that bullied other countries of the East. Now, however, even Japan is being bullied. China was bullied by Western imperialist powers for over one hundred years. Your country was bullied even longer, for more than three hundred years. Now the Japanese people are also being oppressed. Therefore, we, people of the East, have instinctive feelings of solidarity and protecting ourselves. Ambassador Raghavan has served in China for a few years, and he surely understands the Chinese people's patriotism and their feelings for the Indian people and the people of other countries in the East. In spite of differences in our ideologies and social systems, we have an overriding common point, that is, all of us have to cope with imperialism. Prime Minister Nehru should not think that China has attained complete independence and has no problems.

Minutes of Chairman Mao Zedong's First Meeting with Nehru, October 19, 1954

Using the excerpts above, answer (a), (b), and (c).

- Identify a piece of historical evidence that supports the views of the author in the first excerpt.
- Explain how the second source offers a different interpretation of historical developments in Asia in the latter half of the 20th century.
- Describe a historical development outside of Asia in the latter half of the 20th century that supports the view of the author of the second source.

SAQ SCORING GUIDE

The examples below are not exhaustive of all possible correct examples.

A. Identify a piece of historical evidence that supports the views of the author in the first excerpt.

Examples of responses that would earn credit for Part A:

- The creation of communist states in Eastern Europe, such as Poland, East Germany, and Hungary, after World War II at the behest of the Soviet Union.
- The successful communist revolution in China in 1949, supported by the Soviet Union.
- The creation of a communist North Korea in 1948, supported by the Soviet Union and later China.
- The existence of the Comintern, or Communist International organization, backed by the Soviet Union from 1919 to 1943 that actively sought to encourage communist revolutions across the globe.

B. Explain how the second source offers a different interpretation of historical developments in Asia in the later half of the 20th century.

Examples of responses that would earn credit for Part B:

- Source implies that resistance to imperialism is the common historical development in Asia and not necessarily communist revolution.
- Source implies that Indian Independence and the Communist revolt in China are all similar reactions to western aggression of prior centuries.
- Source implies that conflict between communism and capitalism/democracy is not the root of problems in Asia but instead is resistance to imperialism.

C. Describe a historical development outside of Asia in the latter half of the 20th century that supports the view of the author of the second source.

Examples of responses that would earn credit for Part C:

- The Cuban Revolution of 1959 overthrows a dictator supported by western businesses.
- The Mau Mau Uprising in Kenya in the 1950s and eventual independence from Great Britain in 1963 saw a native people resist and gain independence from an imperial power.
- The creation of the nation of Ghana in 1957 saw a native people resist and gain independence from an imperial power, the British.
- The Algerian War of Independence from 1954 to 1962 saw a native people resist and gain independence from an imperial power, the French.

STIMULUS BASED MULTIPLE CHOICE QUESTIONS

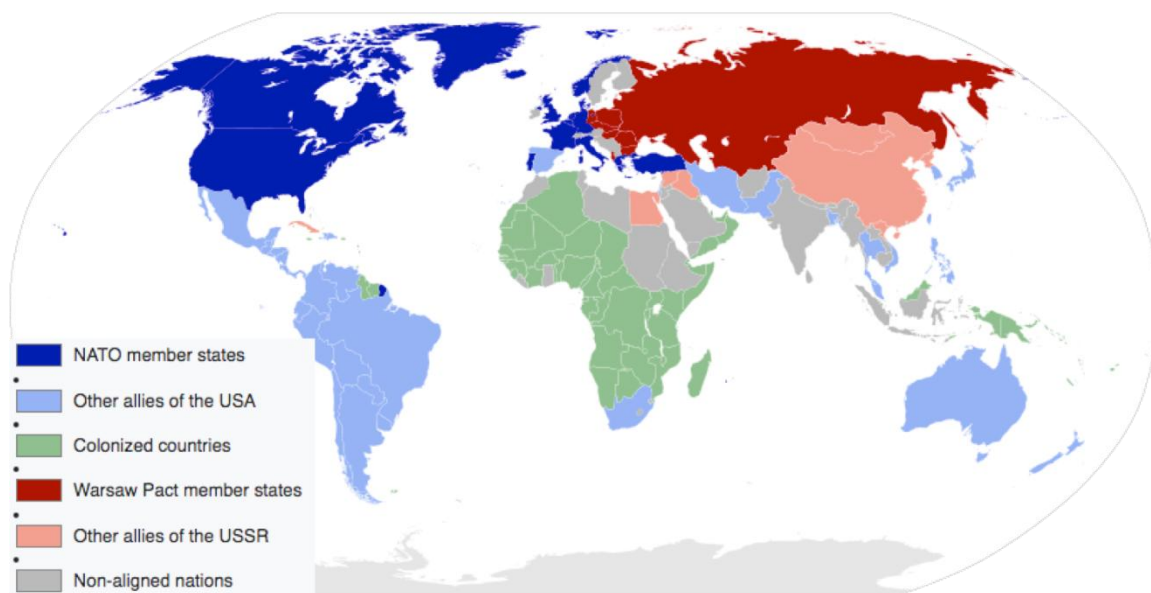
Directions:

Each of the questions or incomplete statements is followed by four suggested answers or completions.

Select the one that is best in each case.

Source materials have been edited for the purpose of this exercise.

Question 1-3 refer to the image below:



Cold War Map 1959. Wiki Commons.

https://commons.wikimedia.org/wiki/File:Cold_War_Map_1959.svg

1. Which of the following ways the United States and the Soviet Union sought to maintain influence over the course of the Cold War is best depicted in the map?
 - A. The proliferation of nuclear arms
 - B. The development of proxy wars between and within postcolonial states
 - C. **The creation of new military alliances**
 - D. The redrawing of political boundaries
2. Which of the following best explains the reason for the existence of the non-aligned nations depicted in the map?
 - A. The global balance of economic and political power shifted after World War II to the south.
 - B. **Groups opposed and promoted alternatives to the existing economic and political order.**
 - C. Regional, religious, and ethnic movements challenged colonial rule.
 - D. States responded in various ways to the economic challenges of the era.
3. All of the following 19th-century historical developments continue to impact the world in the period depicted on the map EXCEPT?
 - A. Industrialism
 - B. Nationalism
 - C. Imperialism
 - D. **Mercantilism**

Each of the questions or incomplete statements is followed by four suggested answers or completions. Select the one that is best in each case.

Source materials have been edited for the purpose of this exercise.

Question 4-6 refer to the passage below:

“Question from Robert Richards, Copley Press: Mr. President, would you mind commenting on the strategic importance of Indochina to the free world? I think there has been, across the country, some lack of understanding on just what it means to us.

THE PRESIDENT... First of all, you have the specific value of a locality in its production of materials that the world needs. Then you have the possibility that many human beings pass under a dictatorship that is inimical to the free world. Finally, you have broader considerations that might follow what you would call the "falling domino" principle. You have a row of dominoes set up, you knock over the first one, and what will happen to the last one is the certainty that it will go over very quickly. So you could have a beginning of a disintegration that would have the most profound influences. Now, with respect to the first one, two of the items from this particular area that the world uses are tin and tungsten. They are very important. There are others, of course, the rubber plantations and so on. Then with respect to more people passing under this domination, Asia, after all, has already lost some 450 million of its peoples to the Communist dictatorship, and we simply can't afford greater losses. But when we come to the possible sequence of events, the loss of Indochina, of Burma, of Thailand, of the Peninsula, and Indonesia following, now you begin to talk about areas that not only multiply the disadvantages that you would suffer through loss of materials, sources of materials, but now you are talking really about millions and millions and millions of people. Finally, the geographical position achieved thereby does many things. It turns the so-called island defensive chain of Japan, Formosa, of the Philippines and to the southward; it moves in to threaten Australia and New Zealand.”

US President Dwight Eisenhower, News Conference, April 7, 1954

4. Which of the following developments best explains the historical context for the attitudes expressed in the passage?
 - A. The Russian Revolution
 - B. World War II
 - C. **The Korean War**
 - D. The Chinese Great Leap Forward

5. The primary reason for the policy alluded to in the passage is
 - A. Fear of Chinese domination of Japan
 - B. **Fear of communist expansion**
 - C. Fear of a renewal of World War II hostilities
 - D. Fear of renewed European colonial rule

6. The sentiments expressed in the passage by the President could be similarly stated by critics of which 19th-century historical development?
 - A. Internationalism
 - B. **Imperialism**
 - C. Marxism
 - D. Ethnic Nationalism

Each of the questions or incomplete statements is followed by four suggested answers or completions. Select the one that is best in each case.

Source materials have been edited for the purpose of this exercise.

Question 7-9 refer to the passage below:

"On October 31, 1949, Sin Sen Mo, Defence Minister of the Syngman Rhee government, also told newspaper correspondents that the South Korean troops were strong enough to act and take Pyongyang within a few days. Only one week before the provocative attack of the South Korean troops on the frontier areas of the Korean People's Democratic Republic, Syngman Rhee said, in a speech on June 19 in the so-called "National Assembly" where Mr. Dulles, adviser to the U.S. State Department, was present: "If we cannot protect democracy in the cold war, we shall win in a hot war."

...The United States Government tries to justify armed intervention against Korea by alleging that it was undertaken on the authorisation of the Security Council. The falsity of such an allegation strikes the eye. What really happened? It is known that the United States Government had started armed intervention in Korea before the Security Council was summoned to meet on June 27, without taking into consideration what decision the Security Council might take. Thus the United States Government confronted the United Nations Organisation with a fait accompli, with a violation of peace....

The illegal resolution of June 27, adopted by the Security Council under pressure from the United States Government, shows that the Security Council is acting, not as a body which is charged with the main responsibility for the maintenance of peace, but as a tool utilised by the ruling circles of the United States for unleashing war. This resolution of the Security Council constitutes a hostile act against peace.

If the Security Council valued the cause of peace, it should have attempted to reconcile the fighting sides in Korea before it adopted such a scandalous resolution. Only the Security Council and the United Nations Secretary-General could have done this. However, they did not make such an attempt, evidently knowing that such peaceful action contradicts the aggressors' plans."

Statement by Andrei A. Gromyko, Deputy Minister of Foreign Affairs of the USSR, July 4, 1950.

7. Which of the following best describes the main argument of the passage above?
 - A. **To undermine the legitimacy of United Nations actions on the Korean Peninsula.**
 - B. To justify the invasion of South Korea by North Korea.
 - C. To defend the actions of the United States in support of South Korea.
 - D. To condemn Soviet interference in the affairs of North Korea.
8. A historian researching global conflict would most likely find the document useful as a source of information for which of the following 20th-century historical developments?
 - A. Governments often took on a strong role in guiding economic life to promote development.
 - B. Militarized states often responded to the proliferation of conflicts in ways that further intensified conflicts.
 - C. **New international organizations formed with the stated goal of maintaining world peace and facilitating international cooperation.**
 - D. The redrawing of political boundaries after the withdrawal of former colonial authorities led to the creation of new states.
9. Which of the following led directly to the historical development that is the subject of the passage?
 - A. **Political disputes resulting from decolonization.**
 - B. Communist victories in Asia and Eastern Europe.
 - C. US efforts to contain the spread of communism.
 - D. New military alliances and nuclear proliferation.

KOREAN WAR MODULE

DAY 03



MODULE OVERVIEW

HISTORICAL THINKING SKILLS:

Sourcing and Situation

- 2.A Identify a source's point of view, purpose, historical situation, and/or audience.
- 2.B Explain the point of view, purpose, historical situation, and/or audience of a source.
- 2.C Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.

Argumentation

- 6.A Make a historically defensible claim.
- 6.B Support an argument using specific and relevant evidence.
- 6.C Use historical reasoning to explain relationships among pieces of historical evidence.

CONTENT:

The global balance of economic and political power shifted during and after World War II and rapidly evolved into the Cold War. The democracy of the United States and the authoritarian communist Soviet Union emerged as superpowers, which led to ideological conflict and a power struggle between capitalism and communism across the globe.

The Cold War produced new military alliances, including NATO and the Warsaw Pact, and led to nuclear proliferation and proxy wars between and within postcolonial states in Latin America, Africa, and Asia.

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
F Roosevelt, 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 Years of Trials and Hope	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

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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 3

Based on a 60-minute class

Lesson Question: How did the United States and the Soviet Union differ in their efforts to influence Korea between 1949-1953?

AP Curriculum Framework Reference

Unit 8 Learning Objective B: Explain the causes and effects of the ideological struggle of the Cold War

Unit 8 Learning Objective C: Compare the ways in which the United States and the Soviet Union sought to maintain influence over the course of the Cold War.

Historical Reasoning Skills: Sourcing and Situation**OVERVIEW**

Students will explore a series of primary sources related to the Korean War. In groups and individually students will explain how the point of view, purpose, historical situation, and/or audience helps inform their understanding of the documents. Students will also discuss the connections that the Korean War has to the present-day rivalry between China and the United States. The attached document-based question utilizes several documents for students to use as part of an in-class workshop or could be used on a separate day as a written assessment. In an extension activity students explore three Korean War veteran interviews in order to explain how oral histories can be used to better understand the causes and the effects of the Korean War.

EXTENSION ACTIVITY OPTION: A document-based extension activity focuses on the experiences of United States combat veterans from the Korean War as recorded in interviews conducted by the Korean War Legacy Foundation. The in-class activity can be done separately after the Day Four activity or in place of the Day Four activity. The veterans' interviews extension activity can be especially useful if students need additional guidance or practice in the skill of sourcing.

Materials needed for:

Homework

- Textbook readings on the Cold War and the Korean War
- Korean War Legacy Foundation article and video excerpts for the chapter *Multiple Interpretations of the Cold War* <https://koreanwarlegacy.org/chapters/multiple-perspectives-on-the-korean-war/>

In Class Activity

- Copies of documents 1-5 for the understanding sourcing activity
- Copies of questions and chart for the understanding sourcing activity
- Copies of the document-based question directions, prompt and documents
- Copies of the Korean War Veteran's Perspective documents and questions

SEQUENCE OF INSTRUCTION

HOMEWORK OVERVIEW

HOMEWORK (45 MINUTES):

- Students should read the text of the [Yalta Conference/Agreement](#).
- Students will complete a short reading from the Korean War Legacy Foundation Memory Bank's chapter, *Multiple Perspectives on the Korean War*. <https://koreanwarlegacy.org/chapters/multiple-perspectives-on-the-korean-war/>
- They should also listen to the first two video excerpts from Korean War veterans James P. Arguires and Howard Ballard contained on the same page.
- They should answer the question: Using the readings and the video excerpts, describe why Korea became a point of contention as part of the Cold War after WWII.

Teacher Notes

Students should have an understanding of the Cold War and the general background of the Korean War before engaging with the document activities in class. Readings from a college-level world history textbook should provide the needed background information.

CLASS ACTIVITY: WARM UP/INTRODUCTION

WARM UP/INTRODUCTION (5 MINUTES):

The homework reading from the Korean War Legacy Foundation website says, “A historian’s job is to account for as many different perspectives as possible.” Ask the students in the class what different perspectives on the origin of the Korean War were reflected in the homework reading and the video excerpts

CLASS ACTIVITY PART 1:

CLASS ACTIVITY (10 MINUTES):

Teachers divide the class into groups of three students. Each group reads [Document 1](#) by Joseph Stalin to Mao Zedong and answers the five questions that follow.

Teacher Notes

The third question that asks for historical situation refers to the larger context in which the document was created. The last question [How does an awareness of this document’s author, purpose, historical situation, and/or audience shape our understanding of what the document says?] is the most important and should lead to the most discussion. Students in their groups should think about how the various aspects of the source, such as point of view, purpose, historical situation, and/or audience, inform how they interpret the information in the source.



Teaching Tip

Classes that have successfully worked on sourcing activities with primary sources will have an easier time with the questions. If students have less successful experience with sourcing, the teacher may need to model examples of appropriate responses.

CLASS ACTIVITY PART 2:

CLASS ACTIVITY (5 MINUTES):

Individually students read [Document 2](#) by Harry Truman and answer the four questions that follow. When finished students may share their responses within their group.

CLASS ACTIVITY PART 3:

CLASS ACTIVITY (20 MINUTES):

As a group students read documents [3](#), [4](#), and [5](#) and answer the questions on the understanding sourcing chart.

Teacher Notes

Be aware that some groups of three may want to take a shortcut by dividing the three documents among themselves so that each student only reads and answers questions for one document. For better understanding of how to source documents, however, all three students should work together on all three documents.



Teaching Tip

Individual students and groups may need more or less time to read the documents, answer the questions, and discuss possible responses in their groups. Keep in mind that the goal of the lesson is for students to analyze how a document is shaped by the document's author, purpose, historical situation, and/or audience. If student groups get too bogged down with the details of the documents, focus their attention on the last question.

CLASS ACTIVITY PART 4:

CLASS ACTIVITY (10 MINUTES):

As a whole class, review answers to all five documents. The discussion should focus on the skill of sourcing: explaining the significance of a source's author's point of view, purpose, historical situation, and/or audience including how these might limit the utility of a source. Student volunteers should share their thoughts on how sourcing shapes their understanding of what the documents say about the origins of the Korean War.

CLASS ACTIVITY PART 5:

CLASS ACTIVITY (10 MINUTES):

The last part of the lesson involves connections to the modern-day rivalry between the United States and the Peoples' Republic of China. No treaty was signed to end the Korean War, so officially the war on the Korean Peninsula is still not over. In this lesson the secret document from Joseph Stalin to Mao Zedong indicates that China had a large role in the Cold War conflict in Korea. The chart of troop strength numbers that is document 7 in the DBQ exercise clearly shows the enormous commitment that China had in the war itself. Traditional history textbooks emphasize the Cold War conflict between the U.S.A. and the U.S.S.R., but the Korea War offers an example of the role of Communist China in the Cold War and provides a continuity to the present-day tensions involving China's growing military and economic power. Guide students in the reasoning process of continuity by having them discuss the on-going rivalry between the United States and China and how it connects to the military conflict between the United Nations forces and China in the Korean War about 70 years ago.

Teacher Notes

The teacher should finish the discussion and the lesson by directing students to include sourcing analysis within the body paragraphs of their document-based essays. When doing so, students need to go beyond merely mentioning a source's point of view, purpose, historical situation, and/or audience. Instead they must explain how that source's point of view, purpose, historical situation, and/or audience is relevant to an argument.

Teacher Notes

After students have completed the Day Four activity on understanding sourcing, they can complete the attached document-based question, which uses three of the documents that they analyzed in the sourcing activity. The document-based question can be done as an assessment in class, as a homework exercise, or as an in-class activity.

HOMEWORK MATERIALS

Text of the Yalta Conference

Washington, March 24 - The text of the agreements reached at the Crimea (Yalta) Conference between President Roosevelt, Prime Minister Churchill and Generalissimo Stalin, as released by the State Department today, follows:

PROTOCOL OF PROCEEDINGS OF CRIMEA CONFERENCE

The Crimea Conference of the heads of the Governments of the United States of America, the United Kingdom, and the Union of Soviet Socialist Republics, which took place from Feb. 4 to 11, came to the following conclusions...

II. DECLARATION OF LIBERATED EUROPE

The following declaration has been approved:

The Premier of the Union of Soviet Socialist Republics, the Prime Minister of the United Kingdom and the President of the United States of America have consulted with each other in the common interests of the people of their countries and those of liberated Europe. They jointly declare their mutual agreement to concert during the temporary period of instability in liberated Europe the policies of their three Governments in assisting the peoples liberated from the domination of Nazi Germany and the peoples of the former Axis satellite states of Europe to solve by democratic means their pressing political and economic problems.

The establishment of order in Europe and the rebuilding of national economic life must be achieved by processes which will enable the liberated peoples to destroy the last vestiges of nazism and fascism and to create democratic institutions of their own choice. This is a principle of the Atlantic Charter - the right of all people to choose the form of government under which they will live - the restoration of sovereign rights and self-government to those peoples who have been forcibly deprived to them by the aggressor nations.

To foster the conditions in which the liberated people may exercise these rights, the three governments will jointly assist the people in any European liberated state or former Axis state in Europe where, in their judgment conditions require,

- (a) to establish conditions of internal peace;
- (b) to carry out emergency relief measures for the relief of distressed peoples;
- (c) to form interim governmental authorities broadly representative of all democratic elements in the population and pledged to the earliest possible establishment through free elections of Governments responsive to the will of the people; and
- (d) to facilitate where necessary the holding of such elections.

The three Governments will consult the other United Nations and provisional authorities or other Governments in Europe when matters of direct interest to them are under consideration....

AGREEMENT REGARDING JAPAN

The leaders of the three great powers - the Soviet Union, the United States of America and Great Britain - have agreed that in two or three months after Germany has surrendered and the war in Europe is terminated, the Soviet Union shall enter into war against Japan on the side of the Allies on condition that:

1. The status quo in Outer Mongolia (the Mongolian People's Republic) shall be preserved.
2. The former rights of Russia violated by the treacherous attack of Japan in 1904 shall be restored, viz.:
 - (a) The southern part of Sakhalin as well as the islands adjacent to it shall be returned to the Soviet Union;
 - (b) The commercial port of Dairen shall be internationalized, the pre-eminent interests of the Soviet Union in this port being safeguarded, and the lease of Port Arthur as a naval base of the U.S.S.R. restored;
 - (c) The Chinese-Eastern Railroad and the South Manchurian Railroad, which provide an outlet to Dairen, shall be jointly operated by the establishment of a joint Soviet-Chinese company, it being understood that the pre-eminent interests of the Soviet Union shall be safeguarded and that China shall retain sovereignty in Manchuria....

The heads of the three great powers have agreed that these claims of the Soviet Union shall be unquestionably fulfilled after Japan has been defeated.

For its part, the Soviet Union expresses its readiness to conclude with the National Government of China a pact of friendship and alliance between the U.S.S.R. and China in order to render assistance to China with its armed forces for the purpose of liberating China from the Japanese yoke.

Joseph Stalin
Franklin D. Roosevelt
Winston S. Churchill

February 11, 1945.

IN-CLASS ACTIVITY MATERIALS

Understanding Sourcing

Read Document One as a whole group

Document One: Top Secret Telegraph from Soviet leader Joseph Stalin to Chinese Communist leader Mao Zedong, May 14, 1950.

Comrade Mao Zedong!

In a conversation with the North Korean comrades I expressed the opinion, that, in light of the changed international situation, the Chinese agree with the proposal of the North Koreans to move toward militarily uniting North and South Korea. I agree that the question should be decided finally by the Chinese and North Korean comrades together, and in case of disagreement by the Chinese comrades, the decision on the question should be postponed until a new discussion.

--Stalin

Who was Joseph Stalin?

Who was Mao Zedong?

What was the historical situation when this document was created?

What was Stalin's purpose in writing this letter?

How does this document's author, purpose, historical situation, and/or audience shape our understanding of what the document says about the origins of the Korean War?

Read Document Two individually

■ **Document Two:** Statement by United States President Harry S. Truman June 27, 1950, two days after the start of the Korean War

In [South] Korea the Government forces, which were armed to prevent border raids and to preserve internal security, were attacked by invading forces from North Korea. The Security Council of the United Nations called upon the invading troops to cease hostilities and to withdraw to the 38th parallel [previous border between North and South Korea]. This they have not done, but on the contrary have pressed the attack. The Security Council called upon all members of the United Nations to render every assistance to the United Nations in the execution of this resolution. In these circumstances I have ordered United States air and sea forces to give the Korean Government troops cover and support.

The attack upon Korea makes it plain beyond all doubt that communism has passed beyond the use of subversion to conquer independent nations and will now use armed invasion and war. It has defied the orders of the Security Council of the United Nations issued to preserve international peace and security....

I know that all members of the United Nations will consider carefully the consequences of this latest aggression in Korea in defiance of the Charter of the United Nations. A return to the rule of force in international affairs would have far-reaching effects. The United States will continue to uphold the rule of law.

Who was Harry S. Truman?

What was the historical situation when this document was created?

What was Truman's purpose for making this statement?

How does this document's author, purpose, historical situation, and/or audience shape our understanding of what the document says about the origins of the Korean War?

Working in small groups, read Documents Three, Four and Five and answer the questions in the chart.

■ **Document Three:** Source: Diplomatic letter from Soviet leader Joseph Stalin to Czechoslovakian leader Klement Gottwald, August 27, 1950.

America became entangled in a military intervention in Korea and is now squandering its military prestige and moral authority. Few honest people can now doubt that America is now acting as an aggressor and tyrant in Korea and that it is not as militarily powerful as it claims to be. In addition, it is clear that the United States of America is presently distracted from Europe in the Far East. Does it not give us an advantage in the global balance of power? It undoubtedly does.

Let us suppose that American government continues to be tied down in the Far East and also pulls China into the struggle for the freedom of Korea and its own independence. What might come of this?

First, America, just like any other country, cannot cope with China, a country with such large armed forces at the ready. It follows that America would overextend itself in this struggle. Second, having overextended itself in this matter, America would be incapable of a third world war in the near future. Therefore, a third world war would be postponed for an indeterminate period, which would provide the time necessary to strengthen socialism in Europe, not to mention that the struggle between America and China would revolutionize the entire Far East. Does all this not give us an advantage from the perspective of the global balance of power? It unquestionably does.

■ **Document Four:** Source: President Harry S. Truman, in his memoirs, *Years of Trials and Hope*, 1955.

In my generation, this was not the first occasion when the strong had attacked the weak.... I remember how each time the democracies failed to act it had encouraged the aggressors to keep going ahead. Communism was acting in Korea just as Hitler, Mussolini, and the Japanese had acted ten, fifteen, and twenty years earlier. I felt certain that if South Korea was allowed to fall Communist leaders would be emboldened to override nations closer to our own shores.... If this was allowed to go unchallenged it would mean a third world war, just as similar incidents had brought on the second world war.

■ **Document Five:** Source: Jack Whelan, Korean War veteran from the United States, from an interview with Dr. Jongwoo Han, president of the Korean War Legacy Foundation, 2019.

Interviewer: Did you know what you were doing over in Korea?

Jack Whelan: In a political sense or in a military sense, I was well aware of the principle of containment [of communism] that controlled the American point of view and that there was a serious containment leak [in Korea]. So it seemed to me a reasonable thing to do. I thought that containment was a bright idea. I still do. The United States has placed itself all around the world in order to protect the United States. So that may be the center of your question. An American fighting in Korea wasn't fighting for South Korea as much as he was fighting for its own country. He wasn't there as a generous soul to help a country that needed it. He was there because his country needed it. Now I don't think that makes us as good as you might like to think of us, but that is a fact.

Understanding Sourcing Chart

Sourcing Questions	Document Three	Document Four	Document Five
Who made the document?			
Who was the intended audience for this document?			
What was the historical situation when this document was created?			
What was the purpose for making this document?			
How does an awareness of this document's author, purpose, historical situation, and/or audience shape our understanding of what the document says about the origins of the Korean War?			
What limitations might this document have for historians studying the Korean War?			

ASSESSMENT MATERIALS

DBQ

Suggested reading and writing time: 1 hour

You should spend 15 minutes reading the documents and 45 minutes writing your response.

Note: You may begin writing your response before the reading period is over.

Directions

Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response, you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using specific and relevant examples of evidence from at least six documents.
- For at least three documents, explain how the author's point of view, author's purpose, historical situation, and/or audience is relevant to an argument.
- Explain how at least one additional piece of historical evidence beyond those found in the documents relates to an argument about the question.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

1. **Evaluate the extent to which the United States and the Soviet Union differed in their efforts to influence Korea between 1949-1953.**

SOURCE 1

DOCUMENT

Notes of a meeting between Soviet leader Joseph Stalin and North Korean (DPRK) leader Kim Il Sung, March 5, 1949

Kim Il Sung: The Korean government understands that without further economic and cultural aid from the Soviet Union it will be difficult for the DPRK to restore and develop its national economy and culture. The assistance of the Soviet Union is required for the further development of the Korean economy and culture.

Comrade Stalin: What kind of aid?

Kim Il Sung: Economic and cultural.

Comrade Stalin: What precisely is needed?

Kim Il Sung: We have confirmed a two year plan for the restoration and development of the national economy. We need economic assistance to fulfill this plan and to strengthen the foundation of the economy. We need machines, equipment and spare parts for industry, communications, transport and also for other branches of the national economy. We also need technical assistance: sending Soviet specialists to Korea, drafting plans for the construction of new objects (factories and plants), conducting geological exploratory work....

Comrade Stalin: Fine. In what amount do you need credit?

Kim Il Sung: From 40 to 50 million American dollars.

Comrade Stalin: Fine, what else?

Kim Il Sung: Cultural ties with the USSR. It is hoped, for example, that Soviet teachers could be sent to Korea for work in Korean institutions of higher education, that Korean students could be sent to the Soviet Union for study, that Korean specialists could be sent to the USSR for practical work in production technology, that teaching programs and literature for institutions of higher education and technical schools could be sent to Korea and that there be exchanges of cultural and artistic figures.

Comrade Stalin: It is possible to do this.

SOURCE 2

DOCUMENT

Confidential report from Captain Vyvyan Holt, the British diplomatic minister to South Korea, to Ernest Bevin, the British Principal Secretary of State for Foreign Affairs, January 30, 1950

No picture of Korea would be realistic which did not give a conspicuous place to American influence. Radiating from the huge ten-storied Banto Hotel—now the American Embassy—situated in the heart of the capital it penetrates into every branch of the administration and is fortified by an immense outpouring of money. The staff of the embassy—including the Economic Co-operation Administration—must number well over 300 men and women. Among them are specialists qualified to help the Korean Government deal with a wide range of subjects including purchasing, distribution, agriculture, fisheries, irrigation, forestry, mining, textile and metal industries, geology, electric power, transport, technological training, higher education, health and welfare and demographic statistics. American aid keeps the factories and mines working, provides vessels and nets for the fishing fleet and petrol for every motor vehicle in the country, besides financing all major public works and supplying the thousands of tons of chemical fertilisers indispensable for Korean farming. The Korean troops all wear American uniforms, carry American arms and move with American transport. Without this help the Republic of Korea could not have come into being and the people of the country owe an immense debt of gratitude to the United States for its munificent and disinterested bounty.

American cultural influence is also exceedingly strong. Information centres and libraries in the principal cities, a score of travelling cinemas, a symphony orchestra, touring puppet shows, news bulletins and a hundred or more annual scholarships for studies in the United States are all included in the activities of the appropriate branches of the embassy.... Moreover, the recreation of the people is as much dominated by America as their more serious hours. The cinemas, for the most part show American films, the “Voice of America” is picked up on radio sets in thousands of homes, and the children everywhere play volleyball, basketball, and baseball.

SOURCE 3

DOCUMENT

Top Secret Telegraph from Soviet leader Joseph Stalin to Chinese Communist leader Mao Zedong, May 14, 1950

Comrade Mao Zedong!

In a conversation with the North Korean comrades I expressed the opinion, that, in light of the changed international situation, the Chinese agree with the proposal of the North Koreans to move toward militarily uniting North and South Korea. I agree that the question should be decided finally by the Chinese and North Korean comrades together, and in case of disagreement by the Chinese comrades, the decision on the question should be postponed until a new discussion.

Stalin

SOURCE 4

DOCUMENT

Marguerite Higgins, war reporter for the *New York Herald Tribune*, from an article, May 30, 1950 interview with the commander of the Korean Military Advisory Group, Brigadier General W.L. Roberts

The South Korean Army, now 100,000 strong, has responded with astonishing quickness to American training during the last year, according to General Roberts. He said: "I would not hesitate to place any battalion of these soldiers bodily in the American Army. Man for man, they are far better than the Japanese Army ever was."

General Roberts said he considers the South Korean Army, which is both well trained and well equipped to be the best insurance the Western World has in these parts against Communist aggression. American military observers who have passed through this area seem to agree with him that this is one place where a minimum of American investment has produced top-notch military results....

The training of the South Korean forces is costing the American taxpayer about \$11,000,000 a year, considered a small price for a first-class garrison in this part of the world.

SOURCE 5

DOCUMENT

Statement by United States President Harry S Truman June 27, 1950, two days after the start of the Korean War

In [South] Korea the Government forces, which were armed to prevent border raids and to preserve internal security, were attacked by invading forces from North Korea. The Security Council of the United Nations called upon the invading troops to cease hostilities and to withdraw to the 38th parallel [previous border between North and South Korea]. This they have not done, but on the contrary have pressed the attack. The Security Council called upon all members of the United Nations to render every assistance to the United Nations in the execution of this resolution. In these circumstances I have ordered United States air and sea forces to give the Korean Government troops cover and support.

The attack upon Korea makes it plain beyond all doubt that communism has passed beyond the use of subversion to conquer independent nations and will now use armed invasion and war. It has defied the orders of the Security Council of the United Nations issued to preserve international peace and security....

I know that all members of the United Nations will consider carefully the consequences of this latest aggression in Korea in defiance of the Charter of the United Nations. A return to the rule of force in international affairs would have far-reaching effects. The United States will continue to uphold the rule of law.

SOURCE 6

DOCUMENT

Letter from Soviet leader Joseph Stalin to Czechoslovakian leader Klement Gottwald, August 27, 1950

America became entangled in a military intervention in Korea and is now squandering its military prestige and moral authority. Few honest people can now doubt that America is now acting as an aggressor and tyrant in Korea and that it is not as militarily powerful as it claims to be. In addition, it is clear that the United States of America is presently distracted from Europe in the Far East. Does it not give us an advantage in the global balance of power? It undoubtedly does.

Let us suppose that American government continues to be tied down in the Far East and also pulls China into the struggle for the freedom of Korea and its own independence. What might come of this?

First, America, just like any other country, cannot cope with China, a country with such large armed forces at the ready. It follows that America would overextend itself in this struggle. Second, having overextended itself in this matter, America would be incapable of a third world war in the near future. Therefore, a third world war would be postponed for an indeterminate period, which would provide the time necessary to strengthen socialism in Europe, not to mention that the struggle between America and China would revolutionize the entire Far East. Does all this not give us an advantage from the perspective of the global balance of power? It unquestionably does.

SOURCE 7

DOCUMENT

Troop strength numbers for countries other than North and South Korea during the Korean War 1950-1953.

United Nations allies of South Korea

United States -- 1,789,000
United Kingdom -- 60,000
Canada -- 27,000
Australia -- 17,164
Turkey -- 15,000
Philippines -- 7,400
Thailand -- 6,500
Colombia -- 6,200
The Netherlands -- 5,300
Greece -- 5,000
New Zealand -- 4,500
France -- 4,000
Ethiopia -- 3,518
Belgium -- 3,498
South Africa -- 811
Luxembourg -- 89

Communist allies of North Korea

China -- 2,970,000
Soviet Union -- 3,277
(Note: Soviet troops were not officially deployed in frontline combat. Many were airplane pilots wearing Chinese uniforms and working out of military bases in China.)

DAY 3+

Based on a 60-minute class

DAY 3 EXTENSION ACTIVITY

Three Views of the Korean War from the Korean War Veterans' Perspective: A Congressman, a Scholar, and a Christian Missionary. This document-based extension activity focuses on the experiences of United States combat veterans from the Korean War as recorded in interviews conducted by the Korean War Legacy Foundation. The in-class activity can be done separately after the Day Four activity or in place of the Day Four activity. The veterans' interviews extension activity can be especially useful if students need additional guidance in the skill of sourcing.

SEQUENCE OF INSTRUCTION

CLASS ACTIVITY PART 1:

CLASS ACTIVITY (10 MINUTES):

All students read the biographies of the three Korean War veterans and answer two questions:

1. Based on their biographies, how might the background of Charles Rangel, Glenn Paige, and William Honaman influence their view of the causes and/or the effects of the Korean War?
2. What do you predict that they might say about the causes and/or the effects of the Korean War?

Teacher Notes

This examination of the veterans' biographies may be best done individually. After students have read the biographies and answered the questions, they should share their responses with a partner. After the paired sharing, the teacher can open up the questions to a full class discussion.

CLASS ACTIVITY PART 2:

CLASS ACTIVITY (25 MINUTES):

All students read the edited transcripts, sources 2-4, of the three Korean War veterans and answer three questions:

1. What do Charles Rangel, Glenn Paige, and William Honaman say (if anything) about the causes and/or effects of the Korean War?
2. After reading the transcripts, who seems to have the most reliability when discussing the causes and/or the effects of the Korean War?
3. How accurate was your prediction about what the veterans might say about the causes and/or the effects of the Korean War?

CLASS ACTIVITY PART 3:

CLASS ACTIVITY (25 MINUTES):

As a whole class watch and listen to portions of the video clips (provided within sources 2-4) of the three Korean War veterans speak about their experience. As a whole class discuss the following questions:

1. Does listening to the veterans speak about the Korean War alter your impression of their reliability when discussing the causes and/or the effects of the Korean War?
2. What are the strengths and limitations for historians using oral histories such as these as historical documents.
3. What types of historical issues of the Korean War could be best addressed through the use of oral histories? What historical issues might not be as well addressed?

IN-CLASS ACTIVITY MATERIALS

Three Views of the Korean War from the Korean War Veterans' Perspective A Congressman, a Scholar, and a Christian Missionary

PART 1

All students read the [biographies](#) of the three Korean War veterans (Doc 1) and answer two questions:

1. Based on their biographies, how might the background of Charles Rangel, Glenn Paige, and William Honaman influence their view of the causes and/or the effects of the Korean War?

2. What do you predict that they might say about the causes and/or the effects of the Korean War?

PART 2

All students read the edited transcripts of the three Korean War veterans and answer three questions:

1. What do [Charles Rangel \(Doc 2\)](#), [Glenn Paige \(Doc 3\)](#), and [William Honaman \(Doc 4\)](#) say (if anything) about the causes and/or effects of the Korean War?

2. After reading the transcripts, who seems to have the greatest reliability when discussing the causes and/or the effects of the Korean War?

3. How accurate was your prediction about what the veterans might say about the causes and/or the effects of the Korean War?

PART 3

As a whole class, watch and listen to portions of the video clips of the three Korean War veterans speak about their experience. As a whole class, discuss the following questions:

1. Does listening to the veterans speak about the Korean War alter your impression of their reliability when discussing the causes and/or the effects of the Korean War?

2. What are the strengths and limitations for historians using oral histories such as these as historical documents?

3. What types of historical issues of the Korean War could be best addressed through the use of oral histories? What historical issues might not be as well addressed?

SOURCE 1

DOCUMENT

Korea War Veteran Biographies

Congressman Charles Rangel <https://koreanwarlegacy.org/interviews/congressman-charles-rangel/>
Interview video clip: <https://youtu.be/3WSqIFLHUI0>

Bio: Charles Rangel was born June 11, 1930 in Harlem, New York. At these of 17, he enlisted in the military as a way to help support his family. During the Korean War Mr. Rangel served in the 2nd Infantry Division. He was awarded the Bronze Star and Purple Heart for leading a group of men out of a Chinese encirclement at Kunu Ri. Rangel is best known for his life after the military in which he served in the U.S. House of Representatives representing New York from 1971-2017.

Professor Glenn Paige
<https://koreanwarlegacy.org/interviews/glenn-paige/>
Interview video clip: <https://youtu.be/QrfPIAGZoI4>

Bio: Dr. Glenn Paige was born in Brockton, MA on June 28, 1929. He had completed his freshman year at Princeton University when he enlisted in the Army in August 1948 before the outbreak of the Korean War. He received the Korean Service Medal with 7 Bronze Stars, and the Army Commendation Medal. After returning from Korea, he studied politics, Princeton 1955; Asian Studies (Korea), Harvard 1957; Political Science, and at Northwestern, earning his Ph.D. in 1959. His doctoral dissertation: *The Korean Decision Reconsidered: June 24-30, 1950?*, was based on interviews with President Truman and other top leaders. He returned to Korea as a research adviser at Seoul National University. After teaching at Princeton and the University of Hawaii, he founded the nonprofit Center for Global Nonviolence, which then became the Center for Global Non-Killing.

William F. Honaman
<https://koreanwarlegacy.org/interviews/william-f-honaman/>
Interview video clip: <https://youtu.be/GzO74VOy9NM>

Bio: William F. Honaman enlisted with the National Guard Reserve when he was in high school, which resulted in his call to active duty for the Korean War. He was given officer training and sent to Korea to lead his own platoon. He earned the Purple Heart, as a soldier he was walking with set off a landmine. After the war he served as an Anglican lay missionary in Japan from 1958-2000.

SOURCE 2	
DOCUMENT	Congressman Charles Rangel Interview Transcript
Interview Clip	Transcript corresponds to 2:19-4:24 https://youtu.be/3WSqIFLHUI0?t=139

Well Korea has really been a pride of the United Nations and America that young Koreans may not know or have reason to know, the devastating effect that the Communist invasion had on their country in 1950, and when you couple this with the cruel way in which you had the Japanese occupation, then these are classic examples of man's inhumanity to mankind, and when you see a bright light where people survive and become stronger, then the Korean people should thank God and that they had the resiliency to come from a country one that was suppressed in their self-esteem, suppressed in terms of who they were compared with the, Japanese, but also in having a country run over, by their own families and friends, in the Civil War and America's gone through that and uh you can't imagine the pain it is, to be fighting in a war but when you're fighting with your own blood. And the Korea that I left in 1951, there was not a building standing erect I mean there was no way for me to think that I would ever go back to Korea, but there was never any thought of Korea being restored to the elevation in terms of civilization that she is now. To be a world power metropolitan industrialized country a democracy a trading partner of the United States, to have so many Koreans want to become American citizens, I think completely justifies our intrusion in stopping the Communists.

SOURCE 3

DOCUMENT	Professor Glenn Paige Interview Transcript
Interview Clip	Transcript corresponds to 13:14-18:15 https://youtu.be/QrfPIAGZoI4?t=794

Interviewer: What was the kind of, uh, social mood in America in late 1940's, and how that was related to the Korean War? What was people's reaction to that, when you first heard about it?

Glenn Paige: You know, I think, after 1945, of course there was a, a big demobilization in the United States, demobilize the Army and then all the things have been rationed and, to build tanks and airplanes and stuff like that that we convert today building washing machines, refrigerators and automobiles and things. So that was going on. And, but after 1948, the Iron Curtain and the Soviet, tension between Eastern Europe, Soviet occupation and the tension between the United States and Russia, Stalin, Truman, Churchill, there was a real sense of Cold War, the Communism is coming. So it wasn't a relaxed time of, it was a real sense of tension and calculations what's going on, and the Chinese Civil War. You, you gotta put the Chinese Civil War into this in 1949 was a triumph of Communism the Chinese have stood up. They stood up, you know. And so at the tension in the United States, you're gonna have a struggle with Communism. It's dangerous. That's the atmosphere.

And so when the Korean War breaks out, of course, well, little things happen with a Communist country attacking one of our friends. We don't know much about our friends, but, it was supposed to be democratic. America didn't know it was not all that democratic, and they didn't know there'd been a lot of killing inside of Korea North and South. They didn't know everything that had happened since 1945 to '48. And when I think about the butchering on Jeju Island over there. They didn't know anything about this. And, but it's just a good guys being attacked by the bad guys, but even then, you know, what I found out in my book, even the Washington pundits in the newspapers didn't expect Truman was going to do anything. They didn't think that the U.S. was so, made a decision right away, uh, sometime around, I mean, uh, June 24, 25th was quite a surprise. But then when the United States gets into a war and whether people like it or not, it's only a small minority that really object at first.

So most people accepted that, and then there was a big military build-up. Budget went up and the developed NATO and start attacking North Korea really militarized the United States. It might have been on a less trajectory turn a more peaceful mobilization if the United States had got along with Mao Zedong. Mao Zedong wanted to somehow make peace with the United States, but Truman rejected that, and we could have been on a more friendly feeling with them in 1950, along that area. But that attack in Korea just made it bad for everybody. It made them militarize the Chinese. It made a miracle of Japanese economic recovery because they benefited from all the American build-up, and it did make a terrible influence on the people of South Korea, militarized the North Koreans. It's just a disaster. All the way around. We'll have six million of us and plus all the other 21 countries, I think we were most of us young people. We weren't political strategists or anything. We were all just human beings caught up in our personal you know, lives and soldiers doing what they're ordered to do and, you know, and, they all participated, and everyone's a victim of it, and the people suffered. The people that suffered the most were the Korean people from all this, and Chinese who remember, too.

SOURCE 4	
DOCUMENT	William Honaman Interview Transcript
Interview Clip	Transcript corresponds to 29:41-36:24 https://youtu.be/GzO74VOy9NM?t=1781

William Honaman: The stated reason that was always given was to prevent Communism from taking over.

Interviewer: South Korea.

William Honaman: Yeah. Well, we were there to protect the, you know, when, at the time, of, I wasn't aware really. I had had a course in Asian History in college, but to really know what was going on and what the people thought and, it wasn't until later that I internalized and really knew and understood this position of the Korean people.

Interviewer: Tell me about it now.

William Honaman: Because of their long under the thumb of control of Japan, that the, September, I mean the victory in the Pacific, the end of the Second World War for the Koreans, the most important thing was they got freedom from Japan.

Interviewer: Liberation.

William Honaman: Liberation. They, it, it wasn't about the end of the war. That their big thing was they were liberated from the Japanese control. And Japan had been very bad to Korea since 1910. And still, you know, everybody knows the Koreans and Japanese are always wary of each other and

Interviewer: Still fighting.

William Honaman: Still, and still fighting in a way. Cultural fighting. But you know, not until you live and experience it and realize what the segregation is and the oppression.

Interviewer: But what's got to do with the Korean War that you fought for?

William Honaman: Well, uh, it helped keep the Chinese out from expanding into Korea, and what, who knows where, uh, Japan or

Interviewer: So now you think what do you think about the legacy of the Korean War? Why you were there? From your current contemporary perspective after you all put that into perspective. Do you know why you were there, and what is the meaning of you being there and so many other Americans for the war?

William Honaman: To help, to help keep freedom for people. And to help to stop Communist aggression, but now, I, you know, Communism, political Communism is political Communism and economic Communism and social Communism are all a little bit different. The way the Chinese Communists liberated China, well, a dictatorship is the kings, the emperors of China were not ideal, and that was not an ideal way, and it's, and it needed to be changed. But it was rather drastic the way that Mao Zedong went about it. But that kind of political Communism where you oppress and kill people is not necessarily good. It's, it's a different, I think it was, we used to always talk about don't cut that tree down. We'll have to pay Syngman Rhee for it. There was an order that you couldn't cut down trees because Syngman Rhee didn't want the trees being denuded from the, so, enough of them got blown up anyway. But, well, there was always something about Syngman Rhee. He was the President of South Korea at the time, but not too popular amongst the American military.

Interviewer: Also, the North Korea was, the Kim Il Sung was a very popular and legitimate leader because he's the one who stood up against Japanese colonial control

William Honaman: That's right.

Interviewer: In Manchuria and in, in Soviet Union. So in all only North Korean period, he was upheld as a father, and he's the national leader, legitimate leader and until 1970's, North Korea was better off than South Korea. So I think your point, deliberation, has a lot to do with this whole thing on North Korea and the Korean War, and that problem hasn't been solved yet.

William Honaman: But I think it will be.

Interviewer: Yeah. What do you think?

William Honaman: Oh, I, I think it's, uh, it, ridiculous is a dumb word, but I think it's, it's just immoral that people of the same language and the same culture are separated just because of human error. I mean some junior grade officer in the middle of the night decided that that's the line.

Interviewer: Exactly. Yeah, Dean Rush, another fool, draw the line along 38th. And some officer in the military looked at the map. Oh, that looks like a good place. I mean, no reason. Why is it, you know, Imjin River is here. Oh, that's good, and we'll just draw it across here, and it doesn't go on the 38th Parallel. It starts below it and goes up above it. Um, but it's impossible for, those people are natural to live together, and originally before all that separation, there were more Christians in the north than the south. But most of them fled or got out somehow. But I mean, I think eventually they'll be reunited.

Interviewer: We hope so.

William Honaman: And maybe, maybe, maybe Christianity can help with that.

KOREAN WAR MODULE

DAY 04



MODULE OVERVIEW

HISTORICAL THINKING SKILLS:

Argumentation

6.A Make a historically defensible claim.

6.B Support an argument using specific and relevant evidence.

- Describe specific examples of historically relevant evidence.
- Explain specific examples of historically relevant evidence to support an argument.

6.C Use historical reasoning to explain relationships among pieces of historical evidence.

6.D Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:

- Explain nuance of an issue by analyzing multiple variables.
- Explain relevant and insightful connections within and across periods.
- Explain the relative historical significance of a source's credibility and limitations.
- Explain how or why a historical claim or argument is or is not effective.

CONTENT:

Compare the ways in which the United States and the Soviet Union sought to maintain influence over the course of the Cold War.

DAY 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.

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 4

Based on a 60-minute class

Lesson Question: Evaluate the extent to which the effects of the Cold War on the eastern and western hemispheres were similar.

AP Curriculum Framework Reference

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

This activity is designed to engage students in three particular skills involved in writing a document-based question: argument construction, making a historically defensible claim, and developing complexity. The documents represent a broader coverage of global Cold War developments designed to reinforce connections across regions. Students should have a basic knowledge of global Cold War developments. Students will have the entire class period to engage with three skills involved in writing and evaluating the document-based question, which comprises 25% of their AP World History exam score. Teachers should note that they can expand the lesson to have students write a full DBQ if time permits.

Materials needed for:

Homework

- Copies of the [document-based question prompt and documents](#) for every student (Teachers may choose to replace one of the documents with the Potsdam supplemental document.)
- Copies of the [document analysis charts](#) for every student

In Class Activity

- 3 x 3 sticky notes (yellow, blue, green, pink)
- Large easel pads
- Markers

SEQUENCE OF INSTRUCTION

1. Prompt and document reading (homework)
2. [Document Organization and Analysis Chart](#) (homework)
3. Topic Identification and Argument Construction to identify body paragraphs and organize evidence
4. Thesis writing
5. Complexity work and thesis revision

HOMEWORK OVERVIEW

HOMEWORK (30 MINUTES):

The purpose of the homework is to:

1. Prepare students to understand the prompt and documents for organizing this DBQ.
2. Have students gain practice in three of the essential tasks for the DBQ.

Homework Document: Document-Based Question

3. Students will read the documents and complete the first three columns of the [Document Organization and Analysis Chart](#), organizing each document by topic as it relates to the similarities and differences of Cold War effects in the Eastern and Western hemispheres. They are advised to leave the complexity column blank.

Teacher Notes

If the teacher is not able to assign the DBQ as homework, students can take time in class to read over the DBQ documents and complete the chart in order to prepare the other activities. If students read the documents and complete the chart in class, the teacher will need to shorten the time allotments for the other activities.



Teaching Tip

Teachers may want their students to practice writing the full DBQ rather than just providing argument topics, thesis statements, and complexity. Teachers might choose to use two class periods in order to allow students to write a full DBQ. This lesson has been designed for flexibility so that teachers can make decisions based on the specific needs of their students. Other options include grouping students into groups of four for jigsawing document reading and analysis.

CLASS ACTIVITY: WARM UP/INTRODUCTION

WARM UP/INTRODUCTION (10 MINUTES):

Students will discuss the prompt and pair/share their chart responses to reinforce understanding of the content of the documents and evidence relating to the prompt. The graphic organizer will direct them to discussions, and they are urged to clarify their understanding of the documents as they work through the tasks. They should verify that their **summaries** provide specific **evidence** that may be used to respond to the prompt. Students can collaborate to clarify any misunderstandings of document meaning or ask the teacher. Teachers can encourage the discussion of differences in document use as evidence. Any and all documents can be used for multiple assertions, an important point to build on for identifying complexity in the second activity. Finally, the teacher will visit with pairs to determine if students can distinguish between summaries and evidence, reviewing the difference between summarizing documents and using them as evidence.

Teacher Notes

One common mistake in answering this prompt is that students incorrectly compare processes rather than effects. This is a good opportunity for teachers to eavesdrop on student group discussions to redirect any off-topic responses. If teachers notice difficulties distinguishing between summarizing documents and using them as evidence to support a larger claim, it may be necessary to re-teach by modeling an answer to Document 1 in the Organization and Analysis Chart.

CLASS ACTIVITY PART 1: Developing Evidence Based Claims

CLASS ACTIVITY (20 MINUTES):

STEP 1 (10 minutes): Students will discuss the prompt and brainstorm several ways to organize the documents in response to the prompt. In groups of three or four, students will use the warm-up part of the classroom organizer to discuss possible ways to organize an argument. They will write down ideas for topic paragraphs, topic sentences, and evidence from documents on the [Argument Construction and Thesis Writing document](#). (Note that the chart designates different color sticky notes for each document and evidence statement. For Activity 2, they will transfer their evidence to color-coded sticky notes to place on a large chart.)

STEP 2 (10 minutes): Students will use markers and large easel paper to create a chart that organizes documents by topic. They will use color-coded sticky notes to place their argument points and evidence statements. Sticky notes are color-coded to represent topics by location in body paragraphs. They also allow students to identify possible examples of complexity by using evidence from documents to build out more than one argument point. Further, they allow students to revise their placement of the documents as they order them for the body paragraphs. (See [Argument Construction and Thesis Writing document](#).)

Teacher Notes

Teachers may wish to use colored markers rather than colored sticky notes, but the point of sticky notes is to allow students to revise and reposition sticky notes as they organize each document within the larger argument.

CLASS ACTIVITY PART 2: Thesis Writing and Complexity

CLASS ACTIVITY (15 MINUTES)

- Step 1 (5 minutes) Students will use color-coded sticky notes to organize their topic sentences into order of importance and combine them into a thesis statement. They can write a draft on the smaller chart paper at first.
- Step 2 (5 minutes) Students will use pink sticky notes to note any nuances in the documents that might offer a qualification or contradiction to the topics in the body paragraphs. Students will review the complexity evidence points and determine their best location in the topics. They can attach the pink sticky notes to individual topic boxes or create a new topic box with another topic sentence.
- Step 3 (5 minutes). Students will determine whether the complexity should be noted in the thesis statement. Once they are confident about the wording and organization of the thesis statement, they will write it clearly at the bottom of the large easel paper.

Teacher Notes

The teacher should help students work through the difficult process of discussing complexity by listening to group observations and asking questions about what nuances the documents provide beyond their main evidence points. It may also be useful for the teacher to help students understand that time constraints may limit their ability to develop complexity. A sample of possible document interpretations can be found by clicking this [link](#).

CLASS ACTIVITY PART 3: Gallery Walk and Debrief

CLASS ACTIVITY (15 MINUTES)

ACTIVITY 1: Students will take a gallery walk to review other groups' organization and thesis statements. Students will place yellow sticky notes with positive feedback to the left of the page. Students will also write any questions on blue sticky notes and place them to the right of the page.

ACTIVITY 2: Students will return to their group's page to review comments and questions. They will share their observations and answer any questions or present questions to the larger group for help.

Teacher Notes

Teachers may wish to add sticky notes or "seed" questions for other students to reticent students to participate or to add important comments or questions missed during the gallery walk. This may help with clarification during the debrief.

Document-Based Question

Suggested reading and writing time: 1 hour

You should spend 15 minutes reading the documents and 45 minutes writing your response.

Note: You may begin writing your response before the reading period is over.

Directions

Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response, you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using specific and relevant examples of evidence from at least six documents.
- For at least three documents, explain how the author's point of view, author's purpose, historical situation, and/or audience is relevant to an argument.
- Explain how at least one additional piece of historical evidence beyond those found in the documents relates to an argument about the question.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

- 1. Evaluate the extent to which the effects of the Cold War were similar in the Eastern and Western hemispheres.**

SOURCE 1

DOCUMENT

Clark M. Clifford, White House presidential advisor analyzing aspects of the Marshall Plan, 1947

Further deterioration might be disastrous to Europe. It might well bring such desperate struggle for control over inadequate resources as to lead to widespread repudiation of the principles on which modern European civilization has been founded and for which, in the minds of many, two wars have been fought. The principles of law, of justice, and of restraint in the exercise of political power, already widely impugned and attacked, might then be finally swept away -- and with them the vital recognition that the integrity of society as a whole must rest on respect for the dignity of the individual citizen. The implications of such a loss would far surpass the common apprehensions over the possibility of "communist control". There is involved in the continuation of the present conditions in Europe nothing less than the possibility of a renunciation by Europeans of the values of individual responsibility and political restraint which has become traditional to their continent. This would undo the work of centuries and would cause such damage as could only be overcome by the effort of further centuries.

SOURCE 2

DOCUMENT

United States Central Intelligence Agency memorandum discussing potential effects of a UN military conquest of all of Korea, August 22, 1950.

Inasmuch as the USSR would regard the invasion of North Korea as a strategic threat to the security of the Soviet Far East, the invading forces might become involved, either directly or indirectly, in hostilities with Soviet forces. The USSR is now in a high state of readiness for general hostilities, and the Kremlin might well calculate that, with US mobilization set in motion, the USSR is better prepared now than it would be later for a full-fledged test of strength with the US. It could therefore place Soviet forces on the 38th parallel and oblige the US to initiate hostilities against Soviet forces under conditions which would alienate most of Asia from the US-UN cause in Korea, permit full exploitation of the propaganda theme that the South Koreans under US guidance opened the aggression against the North Koreans and other peace-loving peoples, and enable the USSR to neutralize and conquer most of Europe and the Near East before the impact of US industrial mobilization could be felt upon the defensive capabilities of those areas.

SOURCE 3

DOCUMENT

US Lieutenant General John B. Coulter, letter to South Korean President Syngman Rhee, Feb 14, 1951.

Dear Mr. President,

The northward movement of refugees, particularly in the battle zone, is so great at the present time, that they are seriously hampering the movement and combat employment of UN troops. This movement is not as great on main roads and trails in areas used by combat units.

The Army Commander considers the matter to be of such a serious nature that he has requested that I bring it to your attention, with the urgent request that civil and police action be taken without delay to stop all northward movement of refugees, with first priority to the forward area.

Yours respectfully,
John B. Coulter

SOURCE 4

DOCUMENT

Guatemalan billboard erected by President Jacobo Arbenz. Arbenz was democratically elected in 1954 and sought land reforms for farmers. He angered the United Fruit Company and was deposed in 1954 in a CIA-backed coup. He was replaced by an authoritarian leader whose policies incited a civil war.

Translation from Spanish: "President Arbenz delivers on his promise — Farmers: here is your land. Defend it, care for it, cultivate it." (1954)



Photo credit: [Cornell Capa](#)

SOURCE 5

DOCUMENT

Patrice Lumumba, leader of The Republic of the Congo, from an interview by a Soviet news agency correspondent in Washington, D.C., 1960. The region of Katanga had recently broken away from the main Congolese State with the support of Belgian military and mining interests.

Question: What is the situation in Katanga? What is your opinion of Katanga's so-called secession from the Congo recently announced by Mr. Tshombe?

Answer: There has never been a Katanga problem as such. The gist of the matter is that the imperialists want to lay their hands on our country's riches and to continue exploiting our people. The imperialists have always had their agents in the colonial countries. Tshombe, in particular, is an agent of the Belgian imperialists. Everything he says and writes is not his own. He merely mouths the words of the Belgian colonialists. It is well known that Tshombe is an ex-businessman who has long since thrown in his lot with the colonial companies in the Congo.

Question: What is the Congolese people's view of the Soviet Union's stand on the Congo's struggle to attain genuine independence and territorial integrity?

Answer: The Soviet Union was the only Great Power whose stand conformed to our people's will and desire. That is why the Soviet Union was the only Great Power which has all along been supporting the Congolese people's struggle. I should like to convey the heartfelt gratitude of the entire Congolese people to the Soviet people and to Prime Minister Nikita Khrushchov personally for your country's timely and great moral support to the young Republic of the Congo in its struggle against the imperialists and colonialists. I should also like to thank the Soviet Union for the assistance in food which it is extending to the Congo.

SOURCE 6

DOCUMENT

Kwame Nkrumah, leader of Ghanaian independence and Ghana's first elected president, letter to U.S. President Lyndon B. Johnson, 1964.

Mr. President, in my first meeting with President Kennedy, I explained how dangerous it is for the emergent States of Africa to take sides in the diplomatic maneuvers and political disputes among the Great Powers. One of our principal aims has been to protect ourselves from the dangers of involvement in these disputes. It follows from this that Ghana must establish good relations with all countries of the world, irrespective of the political systems of their governments.

Permit me to say a few words here about Ghana's socialist ideals and the place of foreign investment within the socialist structure which we intend to build. It should be obvious to anyone who has followed the history of Africa's development with impartiality that a planned economy and rapid industrial and agricultural development can be best achieved through a socialist course. The ravages of colonialism and its effect upon the territories now emerging from colonialism make it difficult and almost impossible for us in Africa to follow the traditional path of capitalist development. It is my primary ambition to secure and maintain the economic independence of Ghana in such a manner as to avoid the unequal distribution of economic power among our people.

Within the framework of this position there is an open door for foreign investment through the Ghana Investment Act. Ghana welcomes foreign investors in a spirit of partnership; they can earn their profits here, provided they leave us an agreed portion for promoting the welfare and happiness of the majority of our people.

SOURCE 7

DOCUMENT	United States House of Representatives' Congressional Record Report on United States policies in Nicaragua, 1985.
ANNOTATION	The Sandinistas (FSLN) came to power in 1979 by overthrowing the Somoza regime that had killed socialist reformer Augusto Sandino in the 1930s. The US supported Contra rebels against the Sandinista socialist reform government that also featured abuses and brutality.

The situation in Nicaragua has grown even worse. The Sandinistas have eliminated any pretense of civil liberties in Nicaragua, and instead have officially and formally suspended such liberties.... The United States faces the supreme test of its ability to advance the interests of freedom in the face of the expansion of Communism close to home. Our national interest requires both that we avoid a war involving the U.S. Armed Forces and that we effectively resist the establishment and expansion of Communism on the mainland of the Americas. Accordingly, giving full support to the Nicaraguan democratic resistance is the wisest course. I have mixed feelings about our involvement. I regret the expansion of intelligence activities. I am concerned about the use of trucks, radio equipment, and other things to facilitate the Contras war against the people and the government of Nicaragua. I am troubled each and every day when I pick up the morning newspaper and read of the literal slaughter of innocents in that troubled region of the world...

SOURCE 8 (Supplemental)

DOCUMENT

Potsdam Conference Proceedings. "A Decade of American Foreign Policy : Basic Documents, 1941-4"

Prepared at the request of the Senate Committee on Foreign Relations, By the Staff of the Committee and the Department of State,

(Washington, DC : Government Printing Office, 1950),

https://avalon.law.yale.edu/20th_century/decade17.asp

Proclamation Defining Terms for Japanese Surrender, July 26, 1945

(1) We-The President of the United States, the President of the National Government of the Republic of China, and the Prime Minister of Great Britain, representing the hundreds of millions of our countrymen, have conferred and agree that Japan shall be given an opportunity to end this war....

(6) There must be eliminated for all time the authority and influence of those who have deceived and misled the people of Japan into embarking on world conquest, for we insist that a new order of peace security and justice will be impossible until irresponsible militarism is driven from the world.

Document Organization and Analysis

Directions: As you read each document, record key ways it can be used to organize your argument.

Consider the prompt:

Compare the effects of the Cold War on the eastern and western hemispheres.

1. In Column 1, record the document numbers, authors, titles, and dates for the documents.
2. In Column 2, write each document's region represented, the prompt topic, and a quick summary of the document. The Prompt Topic will help you place each document into body paragraphs that represent your argument points.
3. In Column 3, write the evidence from the document that responds to the prompt. Write the evidence in the format of a direct answer to the prompt based on the topic identified in Column 2.)
4. Evidence: Look for documents that provide insight into two sides of the argument (for COMPLEXITY throughout the essay). You can further develop the Complexity column in class with fellow students, but try to identify a few yourself.

COLUMN 1 DOC # AUTHOR/ TITLE DATE	COLUMN 2 REGION PROMPT TOPIC (This can contribute to thesis writing and paragraph organization and development.) QUICK SUMMARY (Note that a summary does NOT count as evidence to support an argument.)	COLUMN 3 Evidence to Answer Prompt (What details support the claims you are making in the body paragraphs. Turn the evidence into a direct answer to the prompt based on the topic to which it applies.) <i>Hint: Remember that you are comparing EFFECTS, not processes.</i>	COLUMN 4 COMPLEXITY Does this document provide... <ul style="list-style-type: none"> • A nuance? • An insightful connection within and across periods? • Historical significance of the document's credibility or limitations? • Analysis of other arguments?
<i>Example and possible responses:</i> Doc 1 "Certain Aspects of the European Recovery Problem" 1947	Western Europe/ Economy and Political Structure/ US concern about the spread of communism in fragile Western Europe/Commitment to funding economies to protect democracy in the face of Communist threat	Backed by the US and Western nations, fragile war-torn western European nations were able to stabilize and rebuild their economies after WWII.	The claim that Western Europe has a tradition of protecting the individual is awkward - monarchies, empires, oppression of particular groups Or ComEcon offered the same type of economic to allies of the USSR to protect against capitalist threats to communist nations.

Doc 2			
Doc 3			
Doc 4			
Doc 5			
Doc 6			
Doc 7			

IN-CLASS ACTIVITY MATERIALS

Activity 1: Argument Construction

Directions: Use the topic identification column of your Document Organization and Analysis chart to create two (or more) strong argument points that show similarities and differences in the effects of the Cold War on the eastern and western hemispheres. Remember to revisit the prompt to stay on topic: Compare the effects of the Cold War on the eastern and western hemispheres.

1. Consolidate your topic ideas based on the notes you took in the first column of your homework chart. Write the topics in the appropriate boxes below, with your strongest topic listed first. Write a possible topic sentence to make that argument point.
2. Write the number of each document that applies to each topic in the left column on the appropriately-colored sticky note (yellow, blue, or green, with pink reserved for complexity). Write evidence sentences that use details from the documents to support your topic sentences. (As you build out your evidence statements, you may find you want to revise your topic sentences.) If a document can be used to argue multiple topics, use a pink sticky note to record any evidence that suggests qualification or nuance of an argument. If you are uncertain about where a pink sticky should be placed, you can decide where you will place it after your main topics are supported with evidence.

Activity 2: Argument Organization

Directions: Use the topic box graphic organizer as template. Transfer the Topic Sentences and Evidence chart onto a large piece of easel paper.

1. Place the **yellow** sticky notes (numbers and evidence statements) in the **first topic box** on the easel paper. Organize them according to their level of importance or the natural flow of the points they make. You may find that you want to change the order as you work on the next topic box.
2. Place the **blue** sticky notes (numbers and evidence statements) in the **second topic box** on the easel paper. Organize them according to their level of importance or the natural flow of the points they make and be open to changing the order to help your argument make more sense.
3. If your argument features a third topic, place the **green** sticky notes (numbers and evidence statements) in the **third topic box** on the easel paper. Organize them according to their level of importance or the natural flow of the points they make. Swap them to make your argument flow if needed. If you do not have a third topic, go to Activity 3.
3. If a document can be used for more than one topic box, put that document number on an additional **pink** sticky note and place it in the additional topic box to which it applies. The new evidence response should be different from the original evidence statement, so it should also be written on **pink** to designate that this is considered complexity and locate to which point it applies.

Part 3:

1. Once evidence sticky notes for all documents have been placed into topic boxes to respond to the topic sentence (and thus, the prompt), use the topics and any specific details needed to organize a thesis statement. (If your thesis statement contains all the topics from the body paragraphs, your thesis contains a clear path to follow as you write your essay.) Write the thesis statement at the bottom of your topic chart.
2. Combine into a thesis statement and write it at the bottom of this page. Once you are confident of your thesis statement, write it clearly on the large easel paper.

TOPIC 1

TOPIC SENTENCE

Document numbers and evidence/response sentence to match each document for Topic 1 (yellow sticky note)

Document number and evidence/response sentence to represent alternative or secondary use for a document (pink sticky note)

TOPIC 2

TOPIC SENTENCE

Document numbers and evidence/response sentence to match each document for Topic 2 (blue sticky note)

Document number and evidence/response sentence to represent alternative or secondary use for a document (pink sticky note)

TOPIC 3 (optional)

TOPIC SENTENCE

Document numbers and evidence/response sentence to match each document for Topic 2 (green or pink sticky notes)

Document number and evidence/response sentence to represent alternative or secondary use for a document (pink sticky note)

THESIS STATEMENT: