

## **Lesson Plan - Debate over American Involvement in the Korean Civil War (1950-1953)**

Unit: Containment

Class: Humanities 10, Briggs High School

Teacher: Monique Maher, Social Studies

Learning Target: Analyze the policy of Containment the United States followed during the Cold War in response to the spread of communism.

Ohio ODE American History 10 Standards:

*THE COLD WAR (1945- 1991) The United States and the Union of Soviet Socialist Republics (U.S.S.R.) emerged as the two strongest powers in international affairs. Ideologically opposed, they challenged one another in a series of confrontations known as the Cold War. The costs of this prolonged contest weakened the U.S.S.R. so that it collapsed due to internal upheavals as well as American pressure. The Cold War had social and political implications in the United States.*

Content Statements:

- 24. The United States followed a policy of containment during the Cold War in response to the spread of communism.
- 25. The Second Red Scare and McCarthyism reflected Cold War fears in American society.
- 26. The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.

Previous Information:

- Understanding of imperialistic actions prior to World War II, including the annexation of Hawaii, war with Mexico to gain western land, the Filipino-American War, and the occupation of Germany post WWII.
- Identify the actions taken by the Japanese to occupy Korea in the first half of the Twentieth Century and the loss of Japan's territory upon surrender to the Allied Powers in 1945.
- Explain the spread of pro-Communist regimes in Eastern Europe, China, and Cuba during the late 1940s.
- Understand the ideals of freedom prevalent in the United States and the United Nations during this era.
- Examine the growth of military funding and nuclear research under the Truman administration.

- Understand the role of Douglas MacArthur and other international leaders in dividing Korea along the 35th Parallel.
- Describe the creation of the North Atlantic Treaty Organization (NATO) and its role in facilitating forces against the North Korean regime.

### **Documents to Read in Class or for Homework to Prepare for Debate:**

- *The Truman Doctrine*
- *"A Report to the President pursuant to the President's directive of January 31, 1950," (NSC 68), April 7, 1950 (transmitted to President Truman, 1 May 1950)*
- *Letter, dated June 29, 1950, by Dr. Samuel H. Anderman to President Harry S. Truman urging Truman to respect Korean sovereignty by not intervening militarily in Korea's affairs. Papers of Harry S. Truman: White House Central Files*
- *United Nations resolution concerning the complaint of aggression upon the Republic of Korea, dated July 7, 1950. Papers of Eben A. Ayers.*

### **Class Procedure:**

- Minutes 1-5: Current event presentation by two selected students - one will briefly explain life a topic that relates to North Korea, another will explain a South Korean current event.
- Students divide into the two groups they were assigned previously to prepare for the debate. One group was assigned to research arguments FOR intervention in Korea and the other group researched arguments AGAINST intervention in Korea.
- Each group selects 5 debaters to sit in desks along the "Midway." 3 students serve as judges to assess a victor for each of the 5 topics. The topics will create 5 rounds. The main selected debater from each group gets 1 minute to summarize their arguments, then the floor is open for each groups to use remaining members for 20 second rebuttals, with a max of 6 minutes per round.
- Topics for the 5 rounds (up to 6 minutes each)
  - *Impact on the Korean people*
  - *Impact on American people*
  - *Cost and resources*
  - *Historical Connection from past conflicts*
  - *Conditions in Asia in 1950*
- A 1-minute closing argument is given by each group before the judges determine a final victory - which will be either FOR the intervention or AGAINST the intervention.
- Minutes 40-48: Break into small groups to complete graphic organizer. Students will complete for homework.

### **Follow-up:**

- Collect graphic organizers and debrief key opinions.

- Provide feedback to responses on graphic organizer.
- Analyze vocabulary relating to the Korean conflict.
- Create a timeline of events and eventually results.
- Assess student understanding of events and effects on the next quiz and exam.

### **Humanities 10 - Social Studies - Analysis of Korean War Intervention Post Debate**

Name(s): \_\_\_\_\_

3 arguments IN SUPPORT of Korean intervention	3 arguments AGAINST intervention in Korea


If you were an American during the year 1950, would you have been more likely to support or protest the Korean War intervention by American and NATO forces? Why?