

# Lesson One: Korean History Focus

*Lesson:* US Involvement in International Conflicts

*Focal:* Korean and Chinese Conflicts

*Class:* United States History 1865- Present

*Context:* Sophomores take US History. The school district is small and rural. There is a total of about 300 students in the high school. Classes are mixed ability (utilizing inclusion). Inclusion students are typically grouped in one class. Average class size is about 25 consisting of three sections of students. Prior to this lesson, students will have learned about World War One and the reasons why the US entered the war. That lesson will prepare students to address other conflicts (some in the present day) to come to conclusions about why or when the US needs to get involved.

*Purpose:* Students will study five conflicts of the United States in the past 70 years and make arguments regarding when the United States should intervene in foreign affairs.

*Ohio Social Studies Standards: 10<sup>th</sup> Grade Standards US History*

- Trace the development of the United States as a world power with emphasis on: The decision to enter into World War I
- Explain how the Cold War and related conflicts influenced U.S. foreign policy after 1945 with emphasis on: The Korean War
- *Communicating Information:* Analyze one or more issues and present a persuasive argument to defend a position.

*Overarching Question:* What are the top three reasons the United States should intervene in international conflicts?

*Subordinate Questions:* Should the US “police” the world? Should the US be isolationist? What role should the US play in international affairs? To what extent are we “American” and to what extent are we “humans”?

*Connection to Asian History:* The conflicts we study in class will be related to Asian history. As this is an American history class, the focal question will be around US involvement overseas, but students will deeply explore the Asia.

*Resources:* Each group will be provided materials about their conflict. Students will also be given two research days in the computer lab. They may research on their own, but I will also provide links to some of the best and most reliable sites for each conflict.

*Conflicts:*

- 1) Korean War (1950s and current situation)

- 2) China and Tibetan Conflict (present day)
- 3) Sierra Leonean Civil War (1990s)
- 4) Japanese invasion of China (1930s)
- 5) Balkan Wars; former Yugoslavia (1990s)

### *Activities*

- 1) Students will be assigned groups and given one conflict to research in detail. Depending on the class, students may be grouped randomly or selectively. Each group will have 5 people. Though students are in groups, they are also working individually to research their topic. They will be able to discuss their topic with other group members. Students need to address the following questions: **What are the major characteristics of the conflict?** Who is fighting? What is the desired goal? How many people have been affected? **What is the world (particularly US response)?**
- 2) After three days of researching students will get into conflict groups and discuss the most important features of their conflicts and what to share with other groups. I will be walking around to each group to discuss their conflict and ensure they understand the details, major players, outcome, etc.
- 3) On Day 4 students will “jig-saw” their conflicts. Students will be grouped with other students studying different conflicts. Each student is responsible for informing the students about the conflict they researched. Students will be given handout on which to take notes.
- 4) Students will join back up in their conflict groups to discuss what they learned. I will walk around to each group asking them about which conflict they feel least confident. We will discuss that conflict in more detail. The goal is for students to have enough information to make comparisons—not to be experts on every conflict.
- 5) Individual Work: Students make a list of similarities and differences amongst and between the conflicts. What trends do they notice about international and US involvement? When does the US decide to intervene? When does the US “ignore” the conflict?
- 6) Class Discussion Questions:
  - a. Under what circumstances does the world respond to conflicts? What pattern or trend do you notice in the 5 case studies (or other conflicts that you know about)?
  - b. Why doesn’t the world respond (or US respond) to certain conflicts? What reasons can you give for why the world does not intervene in civil wars or genocides?
  - c. How successful has the US or UN been in monitoring global conflicts? (think about other ones too-Korea, Vietnam, etc)
  - d. What obstacles do foreign peace keepers face in regulating disputes like those we studied in class?
  - e. How can the US choose when to enter a conflict?
- 7) Final Assessment: Below is a list of conflicts currently brewing across the globe. Looking at the list it seems unrealistic that the US could intervene in ALL foreign conflicts. With that said, *what should the US policy be regarding involvement in foreign conflicts?*

In an IN-CLASS essay answer the following: what **three characteristics** of a conflict should the United States consider **most** when determining whether to intervene? You must reference at least one conflict we discussed in class.

Start of Conflict	War/Conflict	Location	Cumulative fatalities
1967	<a href="#">Naxalite-Maoist insurgency</a>	<a href="#">India</a>	6,000+ (1,100 in 2009) <sup>[5]</sup>
1978	<a href="#">Civil War in Afghanistan (5th Phase)</a>	<a href="#">Afghanistan</a>	600,000-2,000,000
<b>1991</b>	<b><a href="#">Somali Civil War (6th Phase)</a></b>	<b><a href="#">Somalia</a></b>	<b><u>300,000<sup>[6]</sup> –400,000<sup>[7]</sup></u></b>
<b>2003</b>	<b><a href="#">Iraq War</a></b>	<b><a href="#">Iraq</a></b>	<b>100,000–1,366,350 (see: <a href="#">Casualties of the Iraq War</a>)</b>
2004	<a href="#">War in North-West Pakistan</a>	<a href="#">Pakistan</a>	30,452 <sup>[8]</sup>
2006	<a href="#">Mexican Drug War</a>	<a href="#">Mexico</a>	19,000+ <sup>[9]</sup>
<b>2009</b>	<b><a href="#">Sudanese nomadic conflicts</a></b>	<b><a href="#">Sudan</a></b>	<b><u>~2,500</u></b>

Start of Conflict	War/Conflict	Location	Cumulative fatalities
1918	<a href="#">Israeli-Palestinian Conflict</a>	<a href="#">Israel</a> and <a href="#">Palestinian Territories</a>	20,000+
1948	<a href="#">Internal conflict in Myanmar</a>	<a href="#">Myanmar</a>	~ 7,000
1948	<a href="#">Balochistan conflict</a>	<a href="#">Pakistan</a> , <a href="#">Iran</a>	7,000+
1953	<a href="#">Nigerian sectarian violence</a>	<a href="#">Nigeria</a>	10,000+
1964	<a href="#">Colombian Armed Conflict</a>	<a href="#">Colombia</a>	50,000 – 200,000 <sup>[10]</sup>
1964	<a href="#">Internal conflict in Peru</a>	<a href="#">Peru</a>	~ 70,000
1964	<a href="#">Insurgency in Northeast India</a>	<a href="#">India</a>	10,000+
1969	<a href="#">Papua Conflict</a>	<a href="#">Indonesia</a>	75,000 - 100,000

1969	<a href="#">Communist &amp; Islamic Insurgency</a> <sup>[11]</sup>	<a href="#">Philippines</a>	~120,000 <sup>[12]</sup>
1978	<a href="#">Turkey–Kurdistan Workers' Party conflict</a>	<a href="#">Turkey</a> and <a href="#">Iraqi Kurdistan</a>	~44,000
1989	<a href="#">Insurgency in Jammu and Kashmir</a>	<a href="#">India</a>	~60,000
1995	<a href="#">Insurgency in Ogaden</a>	<a href="#">Ethiopia</a>	~3,000
2002	<a href="#">Insurgency in the Maghreb</a>	<a href="#">Algeria</a> , <a href="#">Mali</a> , <a href="#">Mauritania</a> , <a href="#">Morocco</a> , <a href="#">Niger</a> and <a href="#">Tunisia</a>	6000+
2004	<a href="#">Conflict in the Niger Delta</a>	<a href="#">Nigeria</a>	unknown
2004	<a href="#">South Thailand insurgency</a>	<a href="#">Thailand</a>	~3,000
2005	<a href="#">Fourth Civil War of Chad</a>	<a href="#">Chad</a>	1,140+
2008	<a href="#">Third Eritrean Civil War</a>	<a href="#">Eritrea</a>	~100
2009	<a href="#">Insurgency in the North Caucasus</a>	<a href="#">Russia</a>	~700
2009	<a href="#">South Yemen Insurgency</a>	<a href="#">Yemen</a>	70+
2010	<a href="#">Yemeni al-Qaeda crackdown</a>	<a href="#">Yemen</a>	~90

**Resource Packets for Conflict Studies: In addition to this information, students will have some packets with printed material from their textbook or other classroom resources.**

**Beneficial for Everyone:** Discussion of “Ethnicity”

Think about what “ethnicity” means. This is an important concept when discussing many of these conflicts.

<http://www.knowledgerush.com/kr/encyclopedia/Ethnicity/>

### **Sierra Leone Civil War**

[http://news.bbc.co.uk/2/shared/spl/hi/picture\\_gallery/05/africa\\_sierra\\_leone\\_amputee/html/1.stm](http://news.bbc.co.uk/2/shared/spl/hi/picture_gallery/05/africa_sierra_leone_amputee/html/1.stm)

<http://users.erols.com/mwhite28/warstat4.htm>

<http://www.theperspective.org/fugitivebockarie.html>

<http://www.raffaeleciriello.com/site/pw/56children1.html>

<http://www.alongwaygone.com/index.html>

<http://www.cryfreetown.org/>

Book: *Long Way Gone*

### **Balkan Crisis**

<http://www.strategicstudiesinstitute.army.mil/pdf/files/00117.pdf>

[http://www.dmoz.org/Society/History/By\\_Time\\_Period/Twentieth\\_Century/Wars\\_and\\_Conflicts/Yugoslavia\\_Wars//](http://www.dmoz.org/Society/History/By_Time_Period/Twentieth_Century/Wars_and_Conflicts/Yugoslavia_Wars//)

<http://www.odu.edu/ao/instdv/quest/FocusOnBalkans.html>

### **Korean War**

<http://www.koreanwar.org/>

[http://www.trumanlibrary.org/whistlestop/study\\_collections/korea/large/index.htm](http://www.trumanlibrary.org/whistlestop/study_collections/korea/large/index.htm)

### **Tibet and China**

<http://eng.tibet.cn/>

### **Japanese Invasion of China 1930s**

Book: *The Rape of Nanking*

Book: *The Diary of John Rabe*

[http://www.nanking-massacre.com/RAPE\\_OF\\_NANKING\\_OR\\_NANJING\\_MASSACRE\\_1937.html](http://www.nanking-massacre.com/RAPE_OF_NANKING_OR_NANJING_MASSACRE_1937.html)

<http://library.thinkquest.org/26469/history/1945.html>