How has United States involvement in foreign affairs promote societal changes?

A Brief Overview: An Excerpt from “The Road Not Taken”

The war fundamentally transformed the destiny of the Korean nation at the end of WWII. What awaited Koreans, liberated after 35 years of the most atrocious form of colonial rule by Japan in 1945, were roads that had never been taken by them before. The choice of these two roads was given to the Korean nation: two new political and economic ideologies with two new superpowers. South Korea took the road of capitalism with the United States, while North Korea chose the road of communism with the U.S.S.R.

It was the young, innocent American men and women who risked their lives to save a people they never met, a culture they did not understand, in a place they could not even locate on the map until their ships docked at the ports of Pusan and Inchon. The modern bilateral relationship between South Korea and the U.S. sprang out of the anomaly of international politics following WWII, but the lasting bond forged between them is attributed to these veterans. Without them, South Korea’s success as the most vibrant democracy in Asia would have been impossible. (Han, Jongwoo; Gan, Fotini . “The Road Not Taken” Korean War Veterans Digital Memorial/KWLF Inc., 2012)

Objective

The mission of this lesson is to explain the reasons for US involvement in the Korean War, and evaluate how modernization from the Allied soldiers in the western hemisphere contributed to their democratization and prosperity as an industrial nation.

Project Instructions

Students will show their understanding of the objective, by developing a mind-map product that will display how one soldier’s experience surrounding the conflict is interwoven into the events recommended in this lesson.

It us up to the instructor the amount time (four 90 min class periods) they feel is necessary to complete the activity given prior knowledge about the Cold War [see Think-Pear-Share (Pear Deck)]. Some teachers may require the students to complete some of the lesson as a “Flipped” assignment (see “Swapping War Stories” Discussion Board suggestion) which can help further the progress and implementation of the lesson objectives during class time.

A. Day One & Two: Interview Selection/KWVDM Interview Questionnaire “Swapping War Stories” Discussion Board (as a Flipped Assignment) /Timeline Map Activity/ Topic Video: Korean War Fire & Ice (History Channel DVD)

B. Day Three & Four: Finish Timeline Map/ Mind-Map Activity/Topic Video: Korean War Fire & Ice (History Channel DVD)/ Debriefing

What Exactly is Mind-Mapping?

It is a type of diagram that allows you to visually organize information. A mind map is often created around a single concept, drawn as an image in the center of a blank landscape page, to which associated representations of ideas such as images, words and parts of words are added. Major ideas are connected directly to the central concept, and other ideas branch out from those. (Tony Buzan, Wikipedia.org)
KOREAN WAR DIGITAL HISTORY PROJECT

Day One & Day Two:  
**KWVDM Interview Questionnaire & Timeline Map Activity**

Using the Korean War Veterans Digital Memorial website ([www.kwvdm.org](http://www.kwvdm.org)) students will select a veteran interview located under Collection & Oral Histories. Veterans may have archived battlefield memorabilia as well. You can find anything you are looking for under the Search Database located under the Collection tab.

Students will use the questionnaire form to gather information necessary to include in their mind maps. There is additional space provided on the handout that allows students to take additional notes or develop questions to consider when we debrief about our veterans experiences at the conclusion of this lesson.

**Timeline Map Activity**

The map provided is a key component to the lessons objective. The map is used throughout the unit so that students begin to broaden their abilities to understand the impact the United States had both geographically, politically, and economically on the Republic of Korea, as well as the journey your veteran took during their service.

Helpful Tip: The map can be printed any size in any format or students may want to hand draw their own maps so that they can customize their research according to the veterans interview.

**Labeling Instructions:**

Using the Mind-Map Topics List Handout, find the events or points of interest from the list that are double asterisked (**) and label them on the map (Additional directions are provided at the bottom of the map).

If the event has a double plus sign (++) at the end of the event then place it on the timeline in chronological order and give a brief description of the overall impact that event had on the war (i.e., turning point, commanded forces, etc.). Students are encourage to use the rest of the list as support to the events you have placed on the timeline but are not limited to just what is on the Mind-Maps Topics List.

Helpful Tip: Students need to consider putting their veteran's interview experiences on the map as well. Your veterans story may have different locations, responsibilities, etc. that when included may not even be in Korea. Additional map of the world is included but if you need other maps you can download your maps necessary to meet your needs of this activity.

Day Three & Day Four  
**Mind Mapping Activity & Debriefing Lesson**

Students will use the Mind-Map Topics List and their KWVDM Interview Questionnaire to complete their Mind-Map over the Korean War.

Helpful Tip: It’s up to the students to decide if they want to theme their mind-map or decide on how to begin. The beauty of the activity is the organization is the impact that the events from the list and the interview made on the student who watched that particular interview. There is no one way it has to be done. Your design is your interpretation. Grading rubric gives guidance to performance standards. Refer back to notes from “Swapping War Stories” if it helps.

Students will use their notes obtained from discussion on Cold War events, KWVDM Interview Questionnaire, Timeline Map Activity, online resources & samples found [www.kwdhproject.org](http://www.kwdhproject.org), as resources they can use that will help them make the necessary connections to the content. Students are not limited to what is on the list, it simply serves as a guide of major events, topics during the Korean War. Students are encouraged to use “brick” (content) and “mortar” (vocabulary) words to make concepts connect.

**Debriefing Lesson**

Students will follow up with lesson by making connections by writing a journal entry that depicts how has United States involvement in foreign affairs promote societal changes and these soldiers life’s will impact future generations.
Mind-Map Topics List

Potsdam Conference
**38th Parallel (DMZ) ++
**Seoul
President Harry S Truman
United Nations
Mao Zedong
Soviet Union
General Douglas MacArthur
**Battle of Osan++
Secretary of State Dean Acheson
Kim-Il sung
**China
**Yalu River
Communism
Josef Stalin
President Syngman Rhee
Samsung
UN Lieutenant General Walton Walker
**Inchon Landing
**Battle at Pork Chop Hill++
North Koreans People’s Army
President Park Geun-hye
Republic of Korea
**Manchuria
**Battle at Imjin River++
**Pusan Perimeter
**Pyongyang
**Iron Triangle
X Corps
James Van Fleet
Dean Rusk
US Eighth Army
**Korea Strait

**Han River
**Koje-do POW Camp ++
General Matthew Ridgway
President Dwight D Eisenhower
**Panmunjom
Geneva Conference April 1954
Summer of Terror ++
M*A*S*H
**Battle of Old Baldy++
Democratic People’s ROK
**Battle of Heartbreak Ridge++
**Yellow Sea
** Battle of Bloody Ridge
** Battle of Outpost Harry
**Seoul Olympics 1988
Kim Jong-il
**Imjin River
Hyundai/KIA Motors
War Orphans
Kim Jong-un
Armistice July 27, 1953
LG Electronics
Technological advancements
Medal of Honor
Social Advances in ROK
Service History of veteran
Interview by veteran
Democratization
Mark W Clark
John Muccio
Maxwell Taylor
NATO
**Sea of Japan (East Sea)
THE KOREAN WAR 1950-1953

Directions: Label the map using the list of events that are double asterisked (**) and double plus (++) from the Mind-Map Topics List. I encourage you to include your interviewers journey on the map. You may use a world map or additional maps if helpful. Shade North Korea red and South Korea blue, and China a light brown. Using the timeline to the right write a brief description of the impact these events in double plus (++) made on the war, esp ROK.
**KWVDM INTERVIEW QUESTIONNAIRE**

Directions: As the veteran shares with you their experiences use the list of events that many veterans have participated in, if you need help. It would be wise to label the location of your veteran's experience on your Timeline Map Activity so you understand their story in proximity during the conflict. The more detail you provide the easier it will be to include interweave this into the list of topics and show how the veterans life was impacted before, during, and after the war. Write down questions or comments in “Swapping War Stories”.

Helpful hints: Having trouble accessing the interviews? Visit the website [www.kwdhproject.org](http://www.kwdhproject.org) for further details. Make sure that you have headphones to listen to the interview. Use links provided under to help you navigate through background information you may find helpful.

<table>
<thead>
<tr>
<th>VIDEO MINUTES</th>
<th>INTERVIEW QUESTIONNAIRE</th>
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<tbody>
<tr>
<td></td>
<td>1. What is the first, middle, &amp; last name of your veteran?</td>
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<td></td>
<td>2. Where (Town, City, State) &amp; when were they born? (include on world map)</td>
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<td></td>
<td>3. Where they enlisted or drafted into the war?</td>
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<td>4. What branch of armed forces did they serve in? (some maybe in multiple branches)</td>
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<td></td>
<td>5. What Unit did they belong to? (i.e., 8th Army, Corps, Division, Regiment, Company)</td>
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<td></td>
<td>6. What was their war job or specialization (they may had trained to do one thing but then was reassigned to another job during their service?)</td>
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<tr>
<td></td>
<td>7. What was leaving home &amp; entering basic training like?</td>
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<td></td>
<td>8. What city or camp fought in Korea (locate on map)</td>
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<tr>
<td></td>
<td>9. Major experience during war (battles or events)</td>
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<td></td>
<td>10. Were they a POW (Prisoner of War)</td>
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<td></td>
<td>11. Medals they earned?</td>
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<td></td>
<td>12. Were they wounded during the war or suffer from PTSD?</td>
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### KOREAN WAR DIGITAL HISTORY PROJECT

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<tr>
<th>13. What year were they released? Did they receive GI (Korean) Bill benefits?</th>
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</thead>
<tbody>
<tr>
<td>14. What was life like when they returned home? (What did you do for a living) What was the response of community?</td>
</tr>
<tr>
<td>15. Have they visited Korea since? What message do they have for future generations?</td>
</tr>
</tbody>
</table>

**“SWAPPING WAR STORIES”**

You will be given the opportunity to share your experiences, answer your questions, and collaborate with others who have watched their interview. You will utilize the Discussion Board as an opportunity to understand the impact your interview has made both on you and towards the project.

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