

READ ALL ABOUT IT: THE KOREAN WAR

SUBJECT	TEACHER	GRADE	DATE
HS World History		10 th Grade	

OVERVIEW

This lesson utilizes veteran interviews found at www.kwvdm.org to allow students to practice the skills of a true historian (research, formulating questions, and analyzing sources).

TEACHER GUIDE

STUDENT GUIDE

OBJECTIVES	Put your state standards here: 9-12.H.2.5: Analyze multiple and complex effects of events and people related to the Cold War (South Dakota)	Students will be able to identify key events and people related to the Cold War era, specifically the Korean War.
INFORMATION	Teacher will distribute the History.com article, <i>The Korean War</i> , and provide various links for students to complete background information about the war.	Students will read the article, <i>The Korean War</i> , and watch video clips/quizzes on the EdPuzzle site to gain background information.
ACTIVITY	Teacher will navigate students through www.kwvdm.org , focusing on the articles, interviews, and other primary sources. Then, the teacher will demonstrate how to analyze the various sources with the forms found at the National Archives website. The teacher will then proceed to explain the newspaper product to the class.	Students will use www.kwvdm.org and the primary source analysis forms to gain additional knowledge about the Korean War. Students will use the analysis to write various articles for a group newsletter. Articles should include: national news story, international news story, letter to the editor, advertisement, statistics, miscellaneous section, photos, etc.
SUMMARY	Teacher will provide additional help (in terms of formatting and researching) to students as they complete the newsletter. Completed newsletters will be available for other students to read.	Students will show their understanding of the Korean War by creating a newspaper product that will display their knowledge of the impact through the eyes of various primary and secondary sources.

MATERIALS

- Internet access
- Computer
- Newspaper Formatting Program (Publisher or Word)

RESOURCES

- www.kwvdm.org
- <https://www.archives.gov/education/lessons/worksheets/>
- www.edpuzzle.com

The Korean War

On June 25, 1950, the Korean War began when some 75,000 soldiers from the North Korean People's Army poured across the 38th parallel, the boundary between the Soviet-backed Democratic People's Republic of Korea to the north and the pro-Western Republic of Korea to the south. This invasion was the first military action of the Cold War. By July, American troops had entered the war on South Korea's behalf. As far as American officials were concerned, it was a war against the forces of international communism itself. After some early back-and-forth across the 38th parallel, the fighting stalled and casualties mounted with nothing to show for them. Meanwhile, American officials worked anxiously to fashion some sort of armistice with the North Koreans. The alternative, they feared, would be a wider war with Russia and China—or even, as some warned, World War III. Finally, in July 1953, the Korean War came to an end. In all, some 5 million soldiers and civilians lost their lives during the war. The Korean peninsula is still divided today.

The Two Koreas

“If the best minds in the world had set out to find us the worst possible location in the world to fight this damnable war,” U.S. Secretary of State Dean Acheson (1893-1971) once said, “the unanimous choice would have been Korea.” The peninsula had landed in America's lap almost by accident. Since the beginning of the 20th century, Korea had been a part of the Japanese empire, and after World War II it fell to the Americans and the Soviets to decide what should be done with their enemy's imperial possessions. In August 1945, two young aides at the State Department divided the Korean peninsula in half along the 38th parallel. The Russians occupied the area north of the line and the United States occupied the area to its south.

Did You Know?

Unlike World War II and Vietnam, the Korean War did not get much media attention in the United States. The most famous representation of the war in popular culture is the television series “M*A*S*H,” which was set in a field hospital in South Korea. The series ran from 1972 until 1983, and its final episode was the most-watched in television history.

By the end of the decade, two new states had formed on the peninsula. In the south, the anti-communist dictator Syngman Rhee (1875-1965) enjoyed the reluctant support of the American government; in the north, the communist dictator Kim Il Sung (1912-1994) enjoyed the slightly more enthusiastic support of the Soviets. Neither dictator was content to remain on his side of the 38th parallel, however, and border skirmishes were common. Nearly 10,000 North and South Korean soldiers were killed in battle before the war even began.

The Korean War and the Cold War

Even so, the North Korean invasion came as an alarming surprise to American officials. As far as they were concerned, this was not simply a border dispute between two unstable dictatorships on the other side of the globe. Instead, many feared it was the first step in a communist campaign to take over the world. For this reason, nonintervention was not considered an option by many top decision makers. (In fact, in April 1950, a National Security Council report known as NSC-68 had recommended that the United States use military force to “contain” communist expansionism anywhere it seemed to be occurring, “regardless of the intrinsic strategic or economic value of the lands in question.”)

“If we let Korea down,” President Harry Truman (1884-1972) said, “the Soviet[s] will keep right on going and swallow up one [place] after another.” The fight on the Korean peninsula was a symbol of the global struggle between east and west, good and evil. As the North Korean army pushed into Seoul, the South Korean capital, the United States readied its troops for a war against communism itself.

At first, the war was a defensive one—a war to get the communists out of South Korea—and it went badly for the Allies. The North Korean army was well-disciplined, well-trained and well-equipped; Rhee's forces, by contrast, were frightened, confused, and seemed inclined to flee the battlefield at any provocation. Also, it was one of the hottest and driest summers on record, and desperately thirsty American soldiers were often forced to drink water from rice paddies that had been fertilized with human waste. As a result, dangerous intestinal diseases and other illnesses were a constant threat.

By the end of the summer, President Truman and General Douglas MacArthur (1880-1964), the commander in charge of the Asian theater, had decided on a new set of war aims. Now, for the Allies, the Korean War was an offensive one: It was a war to “liberate” the North from the communists.

Initially, this new strategy was a success. An amphibious assault at Inchon pushed the North Koreans out of Seoul and back to their side of the 38th parallel. But as American troops crossed the boundary and headed north toward the Yalu River, the border between North Korea and Communist China, the Chinese started to worry about protecting themselves from what they called “armed aggression against Chinese territory.” Chinese leader Mao Zedong (1893-1976) sent troops to North Korea and warned the United States to keep away from the Yalu boundary unless it wanted full-scale war.

“No Substitute for Victory”?

This was something that President Truman and his advisers decidedly did not want: They were sure that such a war would lead to Soviet aggression in Europe, the deployment of atomic weapons and millions of senseless deaths. To General MacArthur, however, anything short of this wider war represented “appeasement,” an unacceptable knuckling under to the communists.

As President Truman looked for a way to prevent war with the Chinese, MacArthur did all he could to provoke it. Finally, in March 1951, he sent a letter to Joseph Martin, a House Republican leader who shared MacArthur’s support for declaring all-out war on China—and who could be counted upon to leak the letter to the press. “There is,” MacArthur wrote, “no substitute for victory” against international communism. For Truman, this letter was the last straw. On April 11, the president fired the general for insubordination.

The Korean War Reaches a Stalemate

In July 1951, President Truman and his new military commanders started peace talks at Panmunjom. Still, the fighting continued along the 38th parallel as negotiations stalled. Both sides were willing to accept a ceasefire that maintained the 38th parallel boundary, but they could not agree on whether prisoners of war should be forcibly “repatriated.” (The Chinese and the North Koreans said yes; the United States said no.) Finally, after more than two years of negotiations, the adversaries signed an armistice on July 27, 1953. The agreement allowed the POWs to stay where they liked; drew a new boundary near the 38th parallel that gave South Korea an extra 1,500 square miles of territory; and created a 2-mile-wide “demilitarized zone” that still exists today.

Casualties of the Korean War

The Korean War was relatively short but exceptionally bloody. Nearly 5 million people died. More than half of these—about 10 percent of Korea’s prewar population—were civilians. (This rate of civilian casualties was higher than World War II’s and Vietnam’s.) Almost 40,000 Americans died in action in Korea, and more than 100,000 were wounded.

The Korean War Newspaper

Consider the events surrounding the Korean War. Using the information provided to you in class and through the Korean War Veterans Digital Memorial website (www.kwvdm.org), create a historical newspaper that centers on the Korean War and its impact.

Your groups will be creating a four page paper using the Microsoft Publisher software. Select 11"x17" as your paper size. Your newspaper should include 8-14 articles or sections including:

- **National News Story**- What was happening in the news at the time? Consider the countries involved in the war. Focus on political, social, and religious news of the time period.
- **International News Story**- What was happening elsewhere in the world at this time? Focus on political, social, and religious news of the time period.
- **Letters to the Editor**- Everyday citizens write letters to the newspaper to tell what they think about certain current events. Use the interviews and other primary sources on the Korean War Veterans Digital Memorial website to focus on a current event of the time and tell what you think about it. Use these interviews to write a 'first' person account of a specific event.
- **Advertisements**- Using the *Artifacts* section of the *Collections* tab on the Korean War Veterans Digital Memorial website, place pieces of propoganda and other advertisements throughout the paper to reinforce ideas throughout.
- **Statistics**- Newspapers often include more information about an area than just simple articles. Include statistics such as: casualty lists (use the *Statistics* section of the *Korean War* tab found on the Korean War Veterans Digital Memorial website), crimes, marriages, births, deaths, etc.
- **Miscellaneous Sections/News**- Focus on other aspects of the war that you haven't already included in your newspaper. Consider including the following: leisure time for soldiers, travel between countries, advice column, doctor's column, comic strips or political cartoons.
- **Photos or Other Images**- Do not forget to include photographs or other images to enhance your news stories. You are not limited to only photographs, consider using maps as well.

When formatting your newspaper, remember the following:

- Size (11"x17" or 8.5"x11")
- Common fonts throughout (Use 1-2 fonts...titles can be different than the actual article text; use the same procedure with font size)
- Columns and spacing should be similar throughout. A good rule of thumb is 1/8" between columns. White space is ok, but don't leave too much.
- When you insert photographs, do not stretch them so much that they become distorted. Keep pictures/maps proportional.
- Publication title- what is the name of your newspaper? Issue number and date (make it relevant to the time period).

When writing your newspaper articles, include the following parts:

- **Headline/Title**: This should be catchy and short. Capitalize your first word as well as proper nouns. Number do not need to be spelled out.
- **Byline**: This is your name. Be sure to include both your first and last name.
- **Lead**: The lead is the first paragraph, but is not a traditional paragraph of 4-6 sentences. When finished, it should give a detailed preview of the article by summarizing and providing basic facts.
- **Article**: Once your lead is in place, provide a well-written article that contains facts from your research and quotes from primary sources. The article does not include your opinion. When writing, the events should be listed in chronological order. The most important information should be found early on in the paragraphs while the supporting, background, and other information is included after.
- *Sources are NOT included at the end of your story.*

Topics to consider when picking your stories:

- Potsdam Conference
- 38th Parallel
- DMZ
- Communism
- Inchon Landing
- July 27, 1953 Armistice
- NATO
- US Policy on Korea
- Sea Power
- Major towns in North Korea/South Korea
- Major battles
- Encampments
- Soviet Union
- China
- North Korea People's Army
- Democratization
- Army Units
- Basic Training
- POW Experience

Korean War Digital History Project

You will be graded using the following rubric:

<i>The Korean War Newspaper Rubric</i>				
	9-10	7-8	4-6	1-3
Requirements	All of the required content was present.	Almost all the required content was present.	At least 75% of the required content was present.	Less than 75% of the required content was present.
Use of Primary Sources	Reading of primary source material was thorough and evident in articles.	Reading of primary source material was fairly thorough and evident in articles.	Reading of primary source material was incomplete as evident in articles.	Reading of primary source material was not done.
Layout-Headlines & Captions	All articles have headlines that capture the reader's attention and accurately describe the content. All articles have a byline. All graphics have captions that adequately describe the people and action in the graphic.	All articles have headlines that accurately describe the content. All articles have a byline. All graphics have captions.	Most articles have headlines that accurately describe the content. All articles have a byline. Most graphics have captions.	Articles are missing bylines OR many articles do not have adequate headlines OR many graphics do not have captions.
Articles-Purpose	90-100% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.	85-89% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.	75-84% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.	Less than 75% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.
Articles-Interest	The articles contain facts, figures, and/or word choices that make the articles exceptionally interesting to readers.	The articles contain facts, figures, and/or word choices that make the articles interesting to readers.	The article contains some facts or figures but is marginally interesting to read.	The article does not contain facts or figures that might make it interesting to read.
Spelling and Proofreading	No spelling or grammar errors remain after one or more people read and correct the newspaper.	No more than 2 spelling or grammar errors remain after one or more people read and correct the newspaper.	No more than 3 spelling or grammar errors remain after one or more people read and correct the newspaper.	Several spelling or grammar errors remain in the final copy of the newspaper.
Editorials-Worthwhile	The information was accurate and there was a clear reason for including the editorial in the newspaper.	The information was accurate and there was a fairly good reason for including the editorial in the newspaper.	The information was occasionally inaccurate or misleading, but there was a clear reason for including the editorial in the newspaper.	The information was typically inaccurate, misleading or libelous.
Graphics	Graphics are in focus, are well-cropped and are clearly related to the articles they accompany.	Graphics are in focus and are clearly related to the articles they accompany.	80-100% of the graphics are clearly related to the articles they accompany.	More than 20% of the graphics are not clearly related to the articles OR no graphics were used.
Who, What, When, Where & How	All articles adequately address the 5 W's (who, what, when, where, and how).	90-99% of the articles adequately address the 5 W's (who, what, when, where, and how).	75-89% of the articles adequately address the 5 W's (who, what, when, where, and how).	Less than 75% of the articles adequately address the 5 W's (who, what, when, where, and how).
Total Score (Out of 90) Comments				

*Rubric provided by Rubistar