

**Developed by Christina Clarry**

**Grade Level:** 10<sup>th</sup> Grade US History II

**Topic:** The Korean War

**Length:** 1 Hour and 10 minute block.

**Essential Question:** For the majority, wars are something that are vastly remembered and reflected upon, so what factors can make a war become a "forgotten war"?

**Standard/s):**

- 6.1.12.A.12.a. Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.
- 6.1.12.A.12.b. Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.
- 6.1.12.D.12.b. Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
- CCSS.ELA-LITERACY.W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- CCSS.ELA-LITERACY.RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**Learning objective(s):**

- Students will be able to create maps of the Korean Peninsula, using terms and locations pertaining to the Korean War, in order to understand the progression of the war.
- Students will be able to examine the extent of America's involvement in the Korean War.
- Students will be able to identify important facts and vocabulary terms pertaining to the Korean War.
- Students will be able to interpret a graphic novel about the Korean War in order to understand the war and why it

occurred.

- Students will be able to analyze the graphic novel in order to write an opinion based summary on the Korean War (Need guild lines and rubric).

**Assessment(s): (Assessment and rubrics attached)**

1. Students will complete a quiz to assess their learning of the material
2. Students will write a summary which will serve as a critical thinking activity and also an assessment of their understanding.

**Materials: (see attached)**

- Guided reading worksheet ([See Appendix A; Answer keys are provided in Appendix B](#))
- Map Worksheets A and B ([Appendix E](#))
- Questionnaire (Assessment) ([Appendix C](#))
- Summary assignment and rubric ([Appendix D](#))
- PowerPoint ([Appendix F: See the attached pdf file](#))

**Student prior knowledge needed:**

This lesson covers the Korean War. Prior to implementing this lesson students should have been previously taught about the factors, especially post WWII factors that led to the onset of the Korean War. Students should also have knowledge of vocabulary; such as people, locations and other important terms that pertain to being able to understand the Korean War.

Time	Lesson Sequence
<p>10 Minutes</p> <p>10 Minutes</p>	<p><b>Engage (Warm-up Activity):</b></p> <p>Do Now:</p> <ol style="list-style-type: none"> <li>1. Begin with using the PowerPoint provided (<a href="#">Appendix F</a>). There is an assortment of primary source pictures pertaining to the Korean War. Have students look at the pictures for a couple of minutes and ask them which war they think is considered the forgotten war. What do they see in the pictures? Call on students to ask what stands out. Transition into a discussion for why the Korean War is considered the forgotten war.</li> </ol> <p>Review:</p> <ol style="list-style-type: none"> <li>1. Do a quick review of some of the causes of the Korean War. Students should be able to list the causes and explain them further by discussion. Some possible answers: <ul style="list-style-type: none"> <li>• Domino theory: China turned Communist in 1949 and Truman feared that the next ‘domino’ would be Japan and all then all of Asia (which would be bad for the World economy).</li> <li>• Containment Policy</li> <li>• Instability on the Korean Peninsula.</li> <li>• McCarthyism- Cold War tensions stemming from outcome of WWII.</li> </ul> </li> </ol>
<p>30-40 Minutes</p>	<p><b>Main Activity (Presentation; Practice; Application, etc.)</b></p> <ol style="list-style-type: none"> <li>1. Map activity (<a href="#">Appendix E</a>): Students will label key terms and places on the map of the Korean Peninsula. Students should need no more than 10 minutes to complete this activity. <ul style="list-style-type: none"> <li>• Please refer to Worksheet A (Map).</li> </ul> </li> </ol>

	<p>2. Students will read the excerpts from the graphic novel pertaining to the Korean War. As they read the material students can wither work with a partner or individually to complete the guided reading worksheet (<a href="#">Appendix A</a>).</p> <ul style="list-style-type: none"> <li>• Please refer to the attached materials;             <ol style="list-style-type: none"> <li>1. Scans of the graphic novel.</li> <li>2. The guided reading worksheet.</li> <li>3. Worksheet B (Map).</li> </ol> </li> </ul> <p>The teacher should monitor the room and work with students individually while students are working on the activity.</p>
5 minutes	<p><b>Review and Assessment:</b></p> <p>Students will complete a quick questionnaire so that their learning for the lesson can be assessed (<a href="#">Appendix C</a>). After students are finished either collect the slips of paper or go over the answers to see how many students in the class got the answers correct, one wrong, etc.</p> <ol style="list-style-type: none"> <li>1. True or false: North Korea invaded South Korea to unify the country, but resulted in an intense civil war with many casualties.</li> <li>2. How long did the Korean War last?             <ol style="list-style-type: none"> <li>a. less than a 1 year.</li> <li>b. 10 years .</li> <li>c. about 3 years</li> </ol> </li> <li>3. True or False: Syng-man Rhee was satisfied with the Armistice agreement.</li> </ol>
5 minutes	<p><b>Wrap-up:</b></p> <ol style="list-style-type: none"> <li>1. Ask if students have any questions about the material learned in the lesson.</li> </ol>

2. Pass out and explain the homework.

**Homework:**

1. Inform that for homework they will create a written opinion/ summary ([Instructions and the rubric are provided in Appendix D](#)) of the graphic novel excerpts they read about the Korean War. Students will refer to their guided reading worksheets ([Appendix A](#)), which they completed during the previous class activity. Students should be prepared the following day to share their ideas and opinions and participate in an active discussion.

**Appendix A**

## Guided Reading Worksheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

US History II  
Guided Reading

## “Modern History and The Korean War”

**On a separate sheet of paper, complete the following questions while reading the section on the Korean War in the graphic novel. Make sure to answer the questions in complete sentences and in detail.**

1. What was Kim Il Sung’s plan and how did he hope to accomplish this plan (p. 146-147)?
2. Name two countries that aided North Korea in their quest?
3. Describe how the Korean War begun and explain the early progression of the war (p. 158).
4. What did the South resort to doing in order to counter the North’s advances (p.158)? How was President Truman involved?
5. Describe the battle at Taejun.
6. Although the Battle at Taejun was a huge defeat for South Korea, what did this battle enable (p. 162)?
7. By July 27<sup>th</sup>, 1950, how far did the North Korean troops push the South Korean army and US troops?

8. What helped to stabilize South Korean troops?
9. Describe the Battle of Inchon and its importance.
10. What did UN forces do next? Did they concede or keep advancing? Please explain.
11. Once the UN reached the border between North Korea and China, what unexpected event occurred?
12. Who met to set terms for an agreement of ceasefire and what were the guidelines?
13. What did South Korea want to happen on the Korean peninsula?

## Appendix B

### ANSWER KEY

Name: \_\_\_\_\_

Date: \_\_\_\_\_

US History II

Guided Reading

#### “Modern History and the Korean War”

**Complete the following questions while reading the section on the Korean War in the graphic novel. Make sure to answer the questions in complete sentences and in detail.**

1. What was Kim Il Sung’s plan and how did he hope to accomplish this plan (p. 146-147)? *Kim Il Sung wanted Stalin’s help to invade South Korea, in order to unite North and South Korea into one nation.*
2. Name two countries that aided North Korea in their quest? *China and The Soviet Union*
3. Describe how the Korean War begun and explain the early progression of the war (p. 158). *North Korea invaded South Korea when American troops withdrew from South Korea. This gave Kim Il Sung a perfect opportunity to rage a civil war between the two nations. The War progressed rather quickly. For example, war broke out on June, 25th, 1950, and completely surprised the south. The North advanced toward Kaesung and just three days later Seoul station fell to the North Koreans.*
4. What did the South resort to doing in order to counter the North’s advances (p.158)? How was President Truman involved? *South Korea’s Syng-man Lee requested help from President Truman and then Truman decides to appeal to the United Nations security council in order to send troops to South Korea. President Truman ended up sending naval and air forces to South Korea’s aid.*
5. Describe the battle at Taejun. *Commander Dean was ordered to stand against the North Korean troops outnumbered. The entire 24th division was killed and commander Dean was captured.*
6. Although the Battle at Taejun was a huge defeat for South Korea, what did this battle enable (p. 162)? *The Battle at Taejun allowed U.S. troops to distract the North Korean army and enabled them to send for reinforcements.*



7. By July 27th, 1950, how far did the North Korean troops push the South Korean army and US troops? *The North Koreans had pushed their opposition all the way to Busan.*
8. What helped to stabilize South Korean troops? *The arrival of the UN forces. They engaged in battle and did not retreat this time. They were able to hold on to Busan.*
9. Describe the Battle of Inchon and its importance. *The Battle of Inchon served as a surprise attack against North Korean troops. This battle enabled the UN to recapture Seoul by September 28th.*
10. What did UN forces do next? Did they concede or keep advancing? Please explain. *UN troops took their advantage of their success at the battle of Inchon and Seoul and proceeded to push The North Korean Army to the border between another Korea and China.*
11. Once the UN reached the border between North Korea and China, what unexpected event occurred? *China sent reinforcements and pushed the UN a troops back. They were number ours and strong, pushing the UN back below the city of Seoul.*
12. Who met to set terms for an agreement of ceasefire and what were the guidelines? *The UN, North Korea and China met without South Korea in order to arrange an armistice or ceasefire agreement. First, they would create an official border line between North and South Korea, which was virtually near the same location where the war had begun. Next, they would organize an organization to supervise the area. Third, they discussed the how they would resale and exchange POWS.*
13. What did South Korea want to happen on the Korean peninsula? *They did not want Korea to become two separate countries again. They wanted to unify the country.*

## Appendix C

### Assessment Questionnaire

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Class: \_\_\_\_\_

1. True or false: North Korea invaded South Korea to unify the country, but resulted in an intense civil war with many casualties.
  
2. How long did the Korean War last?
  - a. Less than a 1 year.
  - b. 10 years.
  - c. about 3 years.
  
3. True or False: Syng-man Rhee was satisfied with the Armistice agreement.

**Appendix D**

Korean War Summary

Name: \_\_\_\_\_

Date: \_\_\_\_\_

US History II

Use the guided reading to write a summary of the Korean War in your own words. Do you believe that the outcome of the War was successful? Why or why not? Remember to think from various perspectives (not just an American perspective). Explain your opinion with details to support your answer. Additionally, this summary should be two to three paragraphs in length.

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**Summary Rubric**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Content and Accuracy</b>	The content presented in the summary is accurate and fact based.	The content presented shows one mistake, but for the majority is accurate and fact based.	The content presented shows more than one mistake, but less than three. There is somewhat of a disconnect between what is written and accurate information.	The content presented contains multiple mistakes. There is an extreme disconnect between what is written and accurate information.
<b>Interpretation/ Application</b>	The summary is well interpreted and presented in the students own words	The summary somewhat mimics the graphic novel, but is mostly in the students own words	There is little interpretation into the students own words from the reading.	There is no interpretation into the students own words from the reading.

Opinion	Students opinion is thoroughly supported by fact based details	Students opinion is mostly supported by fact based details	Students opinion is somewhat supported by fact based details	Students opinion is not supported by fact based details
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## Appendix E

### The Korean War Map Activity

#### Worksheet A

Label the following on the map:

North Korea  
South Korea  
The 38<sup>th</sup> Parallel  
The DMZ  
Seoul  
Busan  
Inchon  
Panmunjom  
The Yalu River  
The Yellow Sea  
The East Sea



Worksheet B  
The Progression of the Korean War

Color the following maps to show the progression of the Korean War. Be sure to use different colors to represent North Korean troops and South Korean/UN troops



June 1950. 38<sup>th</sup> Parallel



September 1950  
Farthest North Korean Advance



November 1950.  
Farthest UN Troop Advance



July 1953 Truce Line