**Korean War**

The Cold War

From: Integrating Academic Literacy, Emily Markussen Sorsher, 2012

**History Standards: 10.9.3**Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America’s postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.

**CCSS Standards: Reading, Grade 9-10**

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

**Guiding Question:**What does the reading demonstrate about the Korean War?

**Overview of Lesson:**

This is a mini-lesson to work on students’ close reading skills while introducing the Korean War.

Speak to students first about the Cold War. What is a “Cold War”? Were there battles? If so, where, and why were those locations chosen? Ask students what importance Korea may have had in the Cold War (a map would be useful here).

Have students look up the necessary vocabulary with a partner. Then have them read the article for understanding, stopping when they are done to confer with their partner and check for understanding. Then, have them select the two most important phrases (you may wish to impose a word limit).

When students are done, ask for their answers. What struck them about this short piece? What was expected, and what was not? What created their expectations?

Finally, have them answer the questions at the bottom.

Korean War – Short Reading

*Learning Objective: Students will be able to discuss the problems facing American troops in the Korean War.*

*Task: Students will summarize and evaluate military aspects of the Korean War by answering the questions below with their partner.*

Student Journal: You have studied many wars throughout your education. What do most wars have in common? Why do we fight them? Who fights them? What happens to men and women who fight wars overseas?

Vocabulary for Partners to Define Using a Dictionary:

Bravado –

Sober –

Annihilation –

Rallied -

Counteroffensive –

Stalemate –

*Purpose for Reading: The Korean War was the first conflict of the Cold War, following closely on the heels of World War II. It had a deep effect on the way Americans felt about their country as well as international relations through the 1950s and 1960s. This war sets up certain expectations for the Vietnam War, which played a major role in changing America’s role in the world.*

Reading Instructions: Read the piece once to gain an understanding of the ideas presented. On your second reading, underline the parts you believe are most important – you may only select two phrases.

Back Then: 1950  
Published: November 27, 2010 in the *New York Times*

On June 25, 1950, North Korea invaded South Korea. The Times’s Richard J. H. Johnston filed this report from the battle zone on July 13:

“In the last few bloody days of fighting the **bravado** and self-assurance have given way to the **sober** realization there that at best the United States troops face a long and costly campaign to drive the invaders from South Korea and that at worst we are facing a military disaster in which the American troops ... can either be driven to the sea or bottled into rugged mountain passes and soggy rice fields for **annihilation**.”  
  
American spirits **rallied** after a **counteroffensive** in September pushed the enemy back practically to China. But then, in November, China entered the war and drove the Americans back again in bitter winter fighting; it would be 1953 before the war would end in a **stalemate**.

[](javascript:pop_me_up2('http://www.nytimes.com/imagepages/2010/11/28/28backthen-web.html','28backthen_web_html','width=480,height=630,scrollbars=yes,toolbars=no,resizable=yes'))

A wounded American soldier in Korea, 1951.

Questions to Answer with a Partner:

1) According to the quotation, what was the change in the troops over the last few days?

The change in the troops occurred when \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2) If the Korean War turns out to be a “military disaster”, what are the options for the American military?

If the war becomes a “military disaster, the troops will either \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

3) The Americans “rallied”, or made a comeback…what happened to put them back in a losing position?

Even though the American troops \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_in September of 1950, they fell back again when \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

4) Why did America stay in this war?

America participated in the Korean War because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_