

From Korea to Vietnam: America Changes Her View on War (NCSS9)

I. General Information

Subject:	US History	Teacher:	Sarah Hendren
Unit:	Post World War II	Grade:	11
Lesson:	Vietnam and Korea	# of Students:	24

II. Big Question For Today's Lesson:

What are the fundamental ideological differences between the Korean and the Vietnam Wars?

III. Content Narrative / Rationale:

When asked about the Vietnam War most students will mention the memorial in Washington D.C., the fact that much of the fighting occurred on foreign land, and that it was one of the worst wars. Without a doubt, students will express some kind of negativity when discussion this war. But where does this come from? Probably from their parents and/or grandparents. But do they know why the Vietnam War was such a controversial topic on the home front? Do they understand why Americans were largely torn over whether or not to support sending young men into a quagmire and an area of genocide?

While the Vietnam War hastens a lot of images and emotions in students minds, the Korean War also known as the forgotten war often brings forth no images or emotions. The purpose of this lesson is to give students background in home front support and protests regarding both the Korean and the Vietnamese Wars. Putting these two very different wars into the same context will help students to see some fundamental differences in how ideology changed over two decades (1950s-1970s).

This lesson is largely a two day activity but may have great payoffs once students are able to construct dramas and see first hand the differences between the two wars.

IV. Goal: The student will be able to (TSWBAT),

- Students should be able to identify aspects of the Korean War; identify aspects of the Vietnam War; and evaluate the differences between the two wars. Specifically students should notice a fundamental way in which American opinion of foreign occupation and war on foreign soil changed during the course of the two wars.

V. How does this lesson fit into the unit?

In the previous lesson the students have discussed both the Korean and Vietnam wars. They have examined the lifestyles of soldiers and individuals at home and learned about much of the controversy occurring (Civil Rights, Women Rights, etc). This activity serves as a nice summary conclusion for both in this unit on post World War II events by allowing students to take a role in history.

Today the students will research, write scripts, and rehearse. Tomorrow's activity will largely be the tape-recording and the acting out of the scenes for the class. Tomorrow's class will also end with a discussion.

VI. Lesson Objectives:

- Obj₁ 1. TSWBAT recall information they have recently learned about the Korean and Vietnam Wars to apply to their creation of a script. (Knowledge)
- Obj₂ 2. TSWBAT analyze an assigned topic and evaluate books on that topic to help create a script. (Analysis and Synthesis)
- Obj₃ 3. TSWBAT construct a script that shows how one specific side may have pictured the wars. The many groups and scripts will show the many different sides that each group took during the conflicts. (Synthesis)
- Obj₄ 4. TSWBAT reflect upon their scripts and scenes by writing a journal entry in which they are asked to take a stand on one of the wars (Was it worth it? Should we have gotten involved? What accomplishments or atrocities support your reasoning?) and defend their viewpoint. (Synthesis)

VII. NCSS Themes with Indicators:

Culture and Diversity

NCSS_I 1. TSWBAT: identify the impact that the two wars had on the Korean and Vietnamese indigenous peoples. (This is seen as the native people present their movie scene.)

Identity and Individual Development

NCSS_{IV} 1. TSWBAT: identify the impact that the two wars had on the American home front. These should be strikingly different as public support for the Korean war was stronger than public support for the Vietnam War. (This is seen as the home front individuals present their movie scenes.)

Power, Authority, and Governance

NCSS_{VI} 1. TSWBAT: identify the impact that the two wars had on the soldiers fighting abroad who may have either agreed with the work they were doing and supported the government or who may have questioned the role they played in a foreign nation. (This is seen as the movie scenes involving the soldiers are presented to the class.)

Global Connections

NCSS_{IX} 1. TSWBAT: identify similarities and differences in the Korean and Vietnam wars with regards to American home front and the soldiers in the field opinion. The students will be also be able to see how the war impacted the indigenous people of Korea and Vietnam. (This is the entire lesson.)

VIII. Standards of Learning

Virginia and United States History SOL: 11

Skills

- VUS.1 The student will demonstrate skills for historical and geographical analysis, including the ability to
- f) develop skills in discussion, debate, and persuasive writing with respect to enduring issues and determine how divergent viewpoints have been addressed and reconciled;

The United States since World War II

- VUS.12 The student will demonstrate knowledge of United States foreign policy since World War II by
- a) the American role in wars in Korea and Vietnam,

IX. Essential Understandings, Knowledge, and Skills

- 1) Create a persuasive script on the Vietnam or Korean War that encompasses an enduring issue of debate and highlights one specific viewpoint from within that war. (US.1 f)
- 2) Create a journal entry that identifies one viewpoint of one of the wars and support the viewpoint with necessary persuasive writing. (US.1 f)
- 3) Demonstrate knowledge of American role (as soldiers and on the home front) in the Korean and Vietnam Wars. (US.12 a)

X. Prerequisite Skills

XI. Lesson Format

Objectives	Method / Activity	Time
	<p>Lesson Introduction</p> <p>Ask students to consider the dates involved with World War I and World War II. Who in their family could they ask about these wars? Similarly if they were researching the Korean and Vietnam War who would they talk to? Ideally students will say grandparents and great-grandparents for the first and parents or grandparents for the second. This places history in context.</p> <p>Now let's say the students are not researching the wars for a paper. What if the students were researching the wars to make a movie?</p> <p>JUST DO IT: The students are asked to read a section of Alice in Wonderland to themselves and then watch the same scene in the movie as a group. (Ideally the teacher uses an example of historical non-fiction to show how a section of the book has been turned into a movie.) But for rating purposes, Alice in Wonderland or another book the students may be reading in English class works fine too.</p> <p>Using Readers Theatre, the teacher should introduce the students to how a movie or play comes from a script. The student can talk about how books both fiction and non-fiction get adapted</p>	10 minutes

	<p>into screenplays and scripts which then become plays and movies. The teacher or students can point out the aspects of the scene that may have been researched from the book and those that are not found in the book at all.</p>	
<p>NCSS_{IX} (This begins here and continues throughout the entire lesson)</p>	<p>Lesson Activity</p> <p>The students are then separated into six groups of four. From a hat they will draw their movie topic. The teacher must warn the students that the movie topic will not be as exciting or hard-hitting as Alice in Wonderland. Instead, as they can probably guess their topics will be about history. The teacher can add that the topics they will have to choose from will be about war. As the hat goes around the room, the teacher explains that inside on the pieces of paper are the titles of the movie projects they are about to make. The students will need to research the movie topic and then create a plausible scene from the movie.</p> <p>The movie titles will be:</p> <ol style="list-style-type: none"> a. The Soldiers of the Korean War (Meant to focus on American Soldiers) b. The Soldiers in the Vietnam War c. The Home front during Vietnam (Meant to focus on American life at home) d. The Home front during Korea e. The Koreans during the Korean War (Meant to focus on indigenous people) f. The Vietnamese during the Vietnam War 	<p>10</p>
<p>Obj₁ Obj₂ Obj₃</p>	<p>Researching</p> <p>Students are encouraged to find the area of their book which applies to their topic. If sufficient information is not available through the text, excerpts from other materials can be given. However, all students should have access to the information. One article should not be given to only one group. Amendments should be made to this lesson plan after an evaluation of the text. Regardless however, suggested readings may include;</p> <ol style="list-style-type: none"> a. <u>The Land I Lost : Adventures of a Boy in Vietnam</u> by Quang Nhuong Huynh b. <u>Goodbye, Vietnam</u> by Gloria Whelan c. <u>Patrol: An American Soldier in Vietnam</u> by Walter Dean Myers d. <u>Vietnam (Enchantment of the World. Second Series)</u> by Terri Willis e. <u>The Forgotten War: America in Korea, 1950-1953</u> -- by Clay Blair Jr. f. <u>The Coldest War: A Memoir of Korea</u> -- by James Brady g. <u>Horrible Harry and the Dragon War</u> by Suzy Kline h. <u>The Korean War Veterans Memorial (Cornerstones of Freedom)</u> by R. Conrad Stein 	<p>25 minutes (The rest of the day)</p>

	<p>i. <u>The Korean War (A First Book)</u> by Tom McGowen</p> <p>Before the students break up into groups the teacher should remind the students that they are working under a time frame and that scripts need to be made and performed. If the students seem confused the teacher should again remind them of how an event becomes a script and a script becomes a movie.</p>	
<p>NCSS_I NCSS_{IV} NCSS_{VI}</p>	<p>Performance</p> <p>After given a significant amount of time to research and plan their scenes, the students will perform their scenes for each other. The teacher may want to video tape the performances. (If only a limited amount of time exists, the teacher could assign groups and readings as homework, having the students brainstorm a scene, write the script, and perform the following day).</p>	<p>The next day or if time allows the rest of the period.</p>
<p>Obj₄</p>	<p>Closure</p> <p>After viewing the scenes of each group, the teacher will ask the class to compare the Vietnam scenes and the Korean scenes. An interesting discussion should arise as striking differences will become apparent. For instance, the Korean War was strongly supported by the American home front, while the Vietnam War was controversial on the home front. Both wars have reported the atrocities to the indigenous people, culture, and villages. Many other ideas may arise.</p> <p>If time allows students should finish the lesson by beginning their homework. The board should have written upon it that for homework the students are to take a position on either war and create a persuasive essay about why they feel the way they feel. Some jumpstart questions might be: Was it worth it? Should we have gotten involved? What accomplishments or atrocities support your reasoning?</p>	
	<p>Lesson Assessment</p> <p>Formative Assessment: The teacher should be performing an informal evaluation of each student by watching for active participation in the group activity.</p> <p>Summative Assessment: The teacher will evaluate the lesson through the scenes each group develops in and through individual journal entries.</p>	<p>Total: 45 minutes</p>

XII. Lesson Modification

Movie groups should be a mixture of advanced and struggling students. The two can help each other through the process. Slow students can be given some of the additional readings on Korea and Vietnam ahead of time. Other than that, the assignment should be grasped by all learning types with hopefully little difficulty.

XIII. Materials and Equipment

All of the following materials are provided in Section XIII.

- Textbook
- Additional Texts as Needed
- Movie Camera (optional)
- Dialogue Journals