

Korea and Vietnam – Different Wars, Same Policies

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INTRODUCTION

... the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right (International Baccalaureate Organisation).

My school offers the standard required course of study plus the Magnet Technology Program, classes in the Middle Years International Baccalaureate Programme and the International Baccalaureate Diploma Programme. I teach World History in all of my tenth grade classes. My regular classes are all inclusive which means that they may contain some students who are second language learners not yet proficient in English, special education students, a few gifted students, and some students who are being forced to come to school. Because of the research that is required and command of the English language that is needed, this unit will be taught to my Middle Years International Baccalaureate classes that are homogeneous; all of these students have had to meet certain academic criteria in order to qualify for the IB Programme.

The International Baccalaureate Programme instructs students from their primary years through their diploma program. In order to ensure a consistent standard of learning, rigid standards for the IB diploma were established. Research papers and standardized written essay tests are given in the Junior and Senior Years. Papers and tests are graded by international graders chosen from the ranks of qualified IB teachers (*IBO*).

Tenth grade is Pre IB level with no international grading of work. However, in order to prepare them for their assessments next year, emphasis of instruction focuses upon comparisons, cause and effect, student analysis of historical events, and student evaluation of their sources of information used in their research. Students in this program want a more demanding course of study than is available in the regular curriculum. They do not have to be gifted, but they do have to be willing to work and follow instructions.

District Guidelines

The goals of Project Clear, written by the Houston Independent School District, and Texas Assessment of Knowledge and Skills or TAKS, developed by Texas Education Agency, are used as guidelines for our lesson plans. These guides cover the skills to be learned and the historical events that must be covered by the class. The course takes

students from prehistoric man to the twenty-first century in one school year; therefore, we have a limited amount of time to cover any time period. There is not enough class time to be able to go into great depth on any one event or person and students often have little or no prior knowledge of the time period.

Media research presentations in class will provide all students with a broader understanding of the time period and the reasons the leaders made the decisions they did prior to and during the Korean and Vietnamese Wars. The short presentations will fulfill district technology requirements and should appeal to this generation so accustomed to the fast paced media style of short audio and video clips.

Goal

The goal of this unit is to have students combine their research skills, creativity, and analytical abilities in a research paper and media presentation for class. This project will be an excellent learning experience for them because they will be acquiring research skills and technical knowledge they need to have if they stay in the IB program. Even if they do not stay in the program, the skills they learn are excellent preparation for higher education and life.

Students are going to study the Truman Doctrine and the Domino Theory as to how they influenced the American presidents and the public. In particular, we are going to examine two wars, the Korean War and the Vietnam War. Some students will be assigned a leader, American or Communist, and they will research his role and influence in these wars. Some leaders influenced both wars, for example, President Eisenhower and Chairman Mao. Other students will interview a local person who participated in one of these wars. The student will videotape or audiotape his/her responses. Students should learn from each other's research and be able to come to an understanding of the time period.

Cooperative Teaching

This project is an excellent opportunity for cooperative teaching with English, technology, history teachers, and the librarian. Planning, well in advance of the project, is necessary so that all teachers involved will cover the necessary information at the proper time to ensure that students have the skills necessary for their project. Technology and English teachers will set the criteria for evaluating student work for their class that is separate from the historical/analytical aspect of the project. As an introduction to the unit, students will be given a homework assignment to read from their textbook the sections covering the Korean and Vietnam Wars. They will begin their project with a research paper about a leader or a private citizen who lived during the Korean or Vietnam Wars. Because students have had a brief introduction to the wars, they will be better able to understand the views of the leaders and the citizens in the context of the time period.

All students will turn in a written paper about their particular individual. The English teacher's lessons will cover the rules for footnotes, annotated bibliographies, and the style of writing that is to be used. The English teacher will decide in what voice the paper is to be written. Students will make two copies of their paper, one for their English teacher and one for me. The student will get a grade on this paper for their English class and a grade for their World History class. This paper is to be completed and turned in when the class begins their in-class study of the wars. Students will turn in their presentation compact discs, videotapes, and audiotapes with their research papers.

I am learning about media presentations, but I am not proficient enough to answer all the questions that students will ask. For this reason, it is important that technology teachers know well in advance when the media portion of the project is due so they can include the instruction/review of PowerPoint Presentations in their lesson plans. This will ensure that students understand the basics of PowerPoint Presentations. In addition to the use of text, students should learn how to include audio and video in their presentations so they can have more creative options. Students will get a grade for their Technology Class and a grade for their World History class.

The library needs to be reserved and the librarian made aware of the information that is needed for their projects. Students need to know rules concerning computer use and how to reserve library equipment. Our school library has video cameras, digital cameras, and tape recorders that students may check out for use in their projects.

Personal Background

Even though I lived through both conflicts, my knowledge of the Korean and Vietnam Wars was limited. After reading about the lives of the leaders, communist and non-communist, I am now looking at them and their leadership with a new perspective. I have had to reevaluate my own concepts of these wars.

Now it is interesting to read and reflect about the Cold War, but it was not pleasant to be a child during it. In my childhood I did not fear the Boogy Man; I feared communists and the atomic bomb. The prevailing opinion was that there was a universal plot of all communist governments to take over, by subversion or by force, as many non-communist countries as possible. It was only a matter of time until the two powers of good and evil would be drawn into a horrible conflict. Adults were not the only people affected by this fear, but also children.

It was because of the Korean War that I learned the truth about Santa Claus. It was reported on the evening news that Korean communists were telling the Korean children there was no Santa Claus and the man giving out presents was an American GI. The American TV reporter was appalled that the communists would shatter the Santa myth for Korean children as an example that Americans could not be trusted to tell the truth.

Evidently he did not take into consideration that his report would ruin Santa for me, an American child who happened to be watching the news.

I can see now that during the Cold War, much of the entertainment, because of the bias of the media, was often a source of stress, not fun. We watched “I led Three Lives,” a TV series about an ordinary American who appeared to be a spy for the Soviet Union, but in reality was a double agent for the United States. Every week the hero, Herb Filbrick, saved the United States from the communist plots. Cold war political movies also pitted freedom-loving people against the communists who were usually portrayed as a little maniacal. The film that frightened me the most was *The Manchurian Candidate*. This movie concerned a communist plan to take over the government of the United States with the help of a United States Korean War soldier who had been brainwashed while a prisoner of the North Koreans/Chinese. The plots of science fiction movies were often about the aftermath of an atomic war, usually between Americans and Soviets. They revolved around everyone in the world getting blown up or becoming horrible human mutations as a result of radiation fallout. These movies did nothing to allay my fears of the future. It was however, easy to tell good from evil; there was one view to be heard; we were right and they were wrong.

Then, when I was in high school, Mary Walter Smyre, my teacher, taught us that you should look at an issue from more than one side before you decide what you should believe. I want to do the same for my students. I do not want them to accept everything they hear without question. I want my students to become aware of when they are hearing opinions, not facts, and to listen carefully when only one viewpoint is being given. In evaluating a source, they should consider the background of the speaker/author as a way of determining possible bias. Before they come to a conclusion about an issue they should get all available information they can find so they can make an informed judgment.

Today, students know most communist and non-communist countries trade with each other. I want them to gain an appreciation of the long and difficult process that both sides went through and the price in human life and suffering that was paid before this level of cooperation was achieved. Students will learn the answers to the following questions: Why was there such hostility between communists and non-communists after World War II? What caused mistrust on both sides? What were the Truman Doctrine and the Domino Theory that guided many American presidents? Why did the United States put leaders in power who were not interested in allowing their people to have the basic freedoms that we take for granted? What can students surmise of the role Japan inadvertently played in training future leaders of totalitarian governments in China, North Korea, and Vietnam?

There is a reason for my interest in the effects of Japanese occupation. For two summers, I have been fortunate in that I accompanied our high school students in a cultural exchange program with a high school in China. Our sister school is in the

Manchurian region that was controlled by Japan. We toured the prison where the Japanese held and executed Chinese prisoners. We heard stories about the brutal treatment of Chinese citizens. It was against this oppression by the Japanese that Chinese leaders were forged. Even though Communists and Nationalists cooperated to rid China of Japanese domination, differences in political ideology and value systems made cooperation after the defeat of Japan impossible.

UNIT BACKGROUND

Theories and Doctrines

President Harry Truman did not trust communist governments. He had made agreements with Joseph Stalin as to how Eastern European countries were to choose their leadership after World War II only to have Stalin disregard the agreements and set up communist governments. He watched as the Soviets, who joined the war in the Pacific at its end, established a communist government in North Korea. The Communists had defeated the Nationalists in China. European countries who had been world leaders prior to World War II, were struggling to rebuild their countries with limited resources. In this climate, Truman developed his containment policy with the Truman Doctrine:

I believe that it must be the policy of the United States to support free peoples who are resisting attempted subjugation by armed minorities or by outside pressures. I believe that we must assist free people to work out their own destinies in their own way. I believe that our help should be primarily through economic and financial aid which is essential to economic stability and orderly political processes (Patterson 128).

Thus the policy of containment was begun. This policy was formulated with Europe in mind, but became global policy with the invasion of South Korea by North Korea. The United States felt compelled to stop the spread of Communism into South Korea.

In 1945, Dean Acheson gave an early version of the Domino Theory when he said, "Like apples in a barrel infected by one rotten one, the corruption of Greece would infect Iran and all to the East. It would also carry infection to spread through Asia Minor and Egypt, and to Europe through Italy and France. . .". The belief that if one country went communist, nearby governments might also fall to communists later was compared to one domino in a line knocking down other dominoes (Patterson 127).

Road to Korean War

World War II ended with the Soviet Union in control of North Korea and the United States in control of South Korea. Both North Korean leader, Kim Il Sung, and South Korean leader, Syngman Rhee, wanted to unify Korea under their particular political leadership. Truman would not give Rhee enough military support to allow him to try to

unify Korea. Students will have to decide which accounts to believe as to how North Korea gained permission to invade South Korea. It was thought that during Mao's visit to Moscow in December 1949 and February 1950, he and Stalin talked about the possibility of war between North Korea and South Korea. Records covering this time period have been declassified, and according to a conversation recorded by Soviet Ambassador Yudin in 1956, Mao told him that he had not been consulted prior to the invasion of South Korea. He and Stalin had only talked of ways to make North Korea stronger, not of an invasion of South Korea (Heinzig). By the time of the Mao-Yudin conversation in 1956, Stalin was dead and the idea that international forces would not help South Korea was an obvious error in judgment. However, according to Soviet documents recently made public, after Kim received permission to invade South Korea, he went to Beijing to meet with Chairman Mao. According to these documents, after talking with Kim, "Mao Tse-tung -- who according to a report by the then-Soviet ambassador to China, asked for clarification from Moscow, and then approved the plan" (Kennedy).

Many sources agree that North Korea would not have invaded South Korea without the permission of the Soviet Union. Why did the Soviets believe that the United States would not come to the aid of South Korea in the event of a war? Because of Truman's concerns with the use of advanced weapons, he did not supply Rhee with all the military equipment he wanted. Partisan fighting on both sides of Korea was responsible for as many as 100,000 people killed between 1945 and 1950. The United States would not sign a security pact with South Korea. American leaders were concentrating on helping Europe first, then Asia (Patterson 208-209). In January of 1950, the Secretary of State, Dean Acheson, gave a speech in which he named areas that the United States would automatically defend. South Korea was not in the areas named. Six months later North Korea, heavily supplied with military equipment from the Soviet Union, invaded South Korea.

United States President's Role in the Korean War

Many people, especially Republicans in Congress, blamed President Truman for the loss of China to the Communists. South Korea had been receiving aid from the United States, with the approval of Congress, based upon the Truman Doctrine. When South Korea was invaded, Truman sought and received support from the United Nations Security Council. The Soviet Union could have cast a veto vote, but they were boycotting UN meetings. When South Korea's position got worse quickly, he did not wait for approval from Congress to send combat troops. Perhaps, he did not want to be blamed for "losing" Korea. When Congress did not oppose Truman's actions, this set the precedent for following presidents. Because there was never a declaration of war, the Korean War was called a 'conflict.' While other countries sent troops to South Korea, most of the UN troops were from the United States. President Dwight D. Eisenhower ran for office on the pledge to end the conflict in Korea. He kept his pledge.

Pres. Truman sent men and a successful general, General Douglas MacArthur, to lead the United Nations' forces. The UN forces were able to push the North Korean troops back to the 38th parallel. China warned that it would enter the war if the UN crossed the 38th parallel. Mao did not want an enemy on their border; plus southern Manchuria received electricity from the hydroelectric plants in North Korea. China did not want this power source in the hands of an enemy (Yue). When the North Koreans were forced to retreat to the 38th parallel, the temptation for Truman, MacArthur, and Rhee, was the possibility of uniting Korea. Intelligence sources did not feel the Chinese were advancing on the Korean border and so there was little chance the Chinese would enter the war. The UN forces advanced to the Yalu River and China's People's Volunteer Army went to the aid of North Korea. As the Chinese pushed the UN forces back, the decision had to be made as to whether or not to expand the war and possibly use an atomic bomb. Truman chose to fight a limited war. MacArthur did not agree with this policy and said so publicly. Pres. Truman told him to not make his opinions public again. MacArthur disobeyed this order and was fired. Since this was not the first conflict between general and president, students could give their opinions on when MacArthur should have been fired. MacArthur was popular with the American public while Truman's rating slipped to a low level. Unfortunately, no one seemed to notice that while Korea was not united, communist forces had been stopped without going into World War III (Kirkendall). President Truman chose not to run again for president.

Dwight Eisenhower was elected on a pledge to end the war. Recently declassified polls, taken during 1952 and 1953, stated that more than fifty percent of the people thought the war was not worth fighting (*The Korean War*).

Korean War Leaders

While Mao was a leader in the Communist Party before the occupation by Japan, his ranks grew through his personal leadership during the occupation. When he promised education and improved food production for the peasants, he kept his promise; peasants became loyal followers. He led a guerilla war against the Japanese. His rival, Jiang Jieshi, formerly known as Chiang Kai-shek, did not receive the same support from the peasants. Jiang did receive huge amounts of U.S. money that went to corrupt officials. Jiang Jeishi did not fight Japan in battle often because he was trying to save men and money for the fight against the communists (Patterson 862). In 1949 the Nationalists were forced to retreat to the island of Taiwan, or Formosa, and the Chinese Communist Party was in control of the mainland.

At the end of World War II, the Soviet Union had control of North Korea and the United States had control of South Korea. The U.S. needed a leader for South Korea. Unfortunately, most Koreans who held positions of power under the Japanese occupation had either collaborated or appeared to have collaborated with the Japanese. These men were unacceptable to the United States. Syngman Rhee and Kim Ku were suggested by

Jiang Jieshi, the Nationalist Chinese leader. Rhee was Christian and extremely anti-communist. Gen. Douglas MacArthur chose Rhee (Rang).

There is conflicting information about Syngman Rhee so I have given the different views. As a young man, he had opposed the ruler of Korea. As a result, he was imprisoned for six years. When he was released, he was sent to the United States to get an education. He was the first Korean to receive a Ph.D. from Princeton. He returned to Korea to convert people to Christianity. Due to Japanese suspicions, he left Japanese occupied Korea in 1912 to return to the United States. In Hawaii, he became a leader in a Korean organization that worked for Korean independence for seventeen years. He had conflicts with the Korean political and church leaders (Kirkendall). Rhee was elected president of the Korean Provisional Government in 1919, in Shanghai. Depending upon the source, he either held this position for a short while (Rang), six years (Kirkendall) or twenty years (CNN). Perhaps the twenty years is given because when Rhee was forced out of power, he refused to recognize his ouster. For a while this group had both communists and non-communists united in opposition to Japan. The Communists left the group and Rhee returned to Hawaii after he was charged with embezzlement of the group's funds (Rang).

Although he was elected as President of South Korea four times, he was known for his authoritarian manner of stopping any opposition. Rhee did not improve the lot of the average South Korean. South Korea was primarily agricultural and poor. There was a mutiny in his army (CNN). Rhee had been unsuccessful in getting the amount of military aid from the United States that he wanted. As a result, South Korea was unprepared for the well-equipped North Korean invasion. After the United Nations joined South Korea in their war, Rhee kept insisting on a unified Korea. When peace talks began without mentioning unification, he did not cooperate with his allies for an end to the fighting. To slow the peace talks he released 8,000 (CNN) or 28,000 (Kirkendall) prisoners of war without consulting the UN leaders.

Kim Il Sung of Korea was born in the northern part of Korea; he went to school in Manchuria. When he was in high school, he was jailed for his activities in the youth group of the Communist Party. He became a leader in a communist guerilla unit in a Manchurian region that was eighty percent Korean. During the next few years there were ethnic conflicts between the Koreans and the Chinese. During this time of ethnic strife, the Japanese invaded the area. Eventually in 1941, Kim and his men fled to Siberia where they were put into the Soviet Army. They trained in Siberia and were sent into Manchuria to be used primarily as Korean resistance groups and as Soviet agents (*Who Was Kim Il Sung?*). When Korea was divided into North and South Korea, the Soviets placed Kim as the leader of the North. He became a ruthless leader who believed in the unification of Korea.

The Soviet Union and China gave aid to North Korea during the Korean War. The Soviets sent officers to North Korea to help plan the invasion. Although they did not go

into North Korea, Soviet pilots were sent in Chinese uniforms to defend the Yalu River bridges. The Soviets sent as many as 20,000 military personnel to help behind the lines (Kennedy). The Cemetery of Martyrs in Lushun, China is dedicated to the Soviet soldiers killed during this war. The Chinese first sent more than 180,000 troops (China's) or perhaps approximately 270,000 Chinese "volunteers" (Yue) to help the North Koreans.

Peace talks that began in July 1951 lasted more than two years. Fighting did not stop during the talks. Research gives blame for the delay in developing a solution to end the war to each side, depending upon the bias of the author. There are differing opinions as to whether or not the death of Stalin in 1953 allowed the new Soviet leaders to end the war. When it was over, the borders between North and South Korea had not changed. However, as a result of the Korean War, it is believed the three and a half million military personnel were killed and more than two million civilians died (*Korean War: People and Events*).

Road to Vietnamese War

When World War II ended, the Vietnamese were disappointed when the United States, as a former colony, did not back their bid to become independent. The French reclaimed the southern part of Vietnam. In 1946 French and British forces bombed the port city of Haiphong, killing 6,000 civilians. Open warfare broke out between the French and the Vietminh, Ho's forces. The United States began sending aid to France in 1950. While the United States was not sending troops at this time, aid increased every year.

When the war got too costly in men and money, France was ready to get out of Vietnam. The warring parties met in Geneva. According to the Geneva Accords, Vietnam would be temporarily divided on the 17 parallel, communists would control the North, non-communists would control the South and free elections to determine who would lead Vietnam would be held in 1956.

Theories and Doctrines

Concerned that the popular communist leader, Ho Chi Minh, would gain control of the country, the United States used the Truman Doctrine to justify supporting France in their bid to keep their colony. The Domino Theory, which was begun during Truman's presidency, was used as a reason to aid the non-communist government of Vietnam by Truman, Eisenhower, Kennedy, and Johnson. In addition to political concerns, there was an economic reason to stop communism from spreading. Southeast Asia was rich in natural resources that might be withheld from the West if the countries were controlled by the communists.

United States President's Role in the Vietnamese War

American presidents from Truman to Nixon had to deal with the Vietnam issue. Truman began our formal involvement with financial aid to France earmarked for their fight to keep control of Vietnam. When the French were surrounded at Dien Bien Phu, Eisenhower was asked if the United States would provide troops to help the French. He replied, "This war in Indochina would absorb our troops by divisions!" He began a strategy of doing what was necessary to keep from sending American combat troops (Greenstein). In 1953 the United States was paying forty percent of France's military costs. By 1954 the United States was paying seventy-five percent of the cost of the war. (Patterson 292-293) While supporting the policy of free elections in countries where the non-communists had a clear advantage, Eisenhower refused to implement the Geneva Accords of free elections in 1956 when the leader of South Vietnam, it was assumed, would be defeated. This action went against the United States' anti-colonial heritage and its democratic beliefs. When the leader of South Vietnam, Ngo Dinh Diem, did not allow free elections in 1956, the powers, communist and non-communist, accepted this action. Vietnam stayed divided into North and South (Commondreams). By the time Eisenhower left office there were no American combat troops, but 1,000 American military advisors were in Vietnam.

In John F. Kennedy's Inaugural Address he said, "Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, in order to assure the survival and the success of liberty" (Bartleby).

After the Cuban Crisis, Nikita Khrushchev had stated that the Soviet Union would aid in "wars of national liberation" in any place in the world (Kennedy & the Cold War). President John F. Kennedy believed in containment and the Domino Theory. Based on his past experience, Kennedy did not trust Khrushchev. He did not want to send combat troops into Vietnam; however at the end of 1961 he had sent 3,205 military advisors. (Patterson 511) In a warning to President Kennedy, French President Charles De Gaulle compared involvement in Vietnam to "a bottomless military and political swamp" (*Second World War*). Kennedy approved the Strategic Hamlet Program in 1962. The purpose of this program was to keep peasants from being influenced by the Communists. Peasants were moved, some by force, into villages controlled by the South Vietnamese. This move was resented by the peasants and their membership in the communist groups rose 300 percent. When Ngo Dinh Diem began arresting thousands of Buddhist monks and peasants, many documents report that Kennedy became convinced that Ngo Dinh Diem would not be able to unite South Vietnam. In 1963, he agreed that the CIA, instead of protecting Ngo Dinh Diem as in the past, would give generals \$40,000 to overthrow Ngo Dinh Diem. Kennedy was upset when those generals assassinated Ngo Dinh Diem. A few weeks later Kennedy was assassinated. By this time, there were 16,000 U. S. military advisors in Vietnam (Whiteclay).

Presidents Lyndon B. Johnson and Kennedy were Congressmen in 1950 when Republicans accused Truman of “losing China” (Whiteclay). Why did both men continue to send U.S. military personnel to Vietnam when more U.S. participation did not seem to keep the peasants from turning to Communism? Perhaps neither president wanted to be known as “losing Vietnam.” Maybe they thought if the U.S. pulled out of Vietnam after giving its word to help, the U.S. would appear unreliable in the eyes of the rest of the world. After the assassination, Johnson may not have wanted to abandon a course of action that was begun by John Kennedy.

These are facts that are known. By 1964 the U.S. had 25,000 military advisors in South Vietnam that were more and more having to fight. There was a brief fight between an American destroyer and a North Vietnamese torpedo boat. Another destroyer was sent into the area. One of the destroyers reported that radar blips showed enemy ships had fired torpedoes. Later they reported that there was no evidence of torpedoes and perhaps the blips were caused by bad weather conditions. The second report was received and ignored. President Johnson used the two naval incidents to ask Congress to give him the power to use whatever military force necessary “to prevent further aggression” (Patterson 603). In 1964, Congress granted him that power. By 1968 there were almost 500,000 U.S. troops in Vietnam (Grolier).

The U.S. military sometimes inflated the figures of enemy dead. When North Vietnam launched the Tet offensive in January 1968, the U.S. media did not trust the figures given to them by the U.S. military. Now we know it was the Communists who had huge losses and were forced to retreat. The media reported the offensive as a disaster for the U.S. (Lichter). As a result of this reporting, more Americans began to want the U.S. troops out of Vietnam. When time came for Johnson to run for reelection, his approval rating was so low and the war so unpopular that he decided not to run again.

As a campaign pledge, President Richard Nixon promised to negotiate the end of the war. When the talks with the North Vietnamese were not effective, Nixon escalated the war by secretly bombing Communist bases in Cambodia. When all the bases were not destroyed, he sent in U.S. forces to invade Cambodia. In 1972 an agreement was reached in which there would be a cease fire, the U.S. would withdraw troops and U.S. prisoners of war would be returned to the U.S. The governments of Vietnam would stay in power until elections were held. The problem was that the Communist troops would not give up any of the positions they held in South Vietnam. In an effort of get the Communists to withdraw troops, Nixon ordered 100,000 bombs dropped on Hanoi and Haiphong. The power of the bombs was the equivalent of five of the atomic bombs that were dropped on Japan to end World War II. The North refused to change the terms of the original agreement. In March of 1973 the last of the U.S. troops left Vietnam (*Second World War*).

Vietnamese War Leaders

Ho Chi Minh was leading resistance movements against the French before he led resistance against the Japanese. He was trained as a teacher, became a sailor and traveled to other French colonies. He moved to Paris and read Karl Marx writings. While there he helped to found the French Communist party. To learn more about communism, he went to the Soviet Union. After training in Moscow, he went to Canton, China, to try to encourage the Vietnamese exiles to join the Communist party. When there was an attempt to shut down Communist activities, he returned to the Soviet Union for several years. During the resistance against the Japanese, he went back to China in 1938 to become an advisor for the Chinese Communist military (*Biography*). He left China to fight against the Japanese when they invaded Vietnam. At this time he began a Communist organization called Vietminh to work for the liberation of Vietnam and to set up an independent government. At the end of World War II, Ho declared Vietnam independent of France and quoted from the United States Declaration of Independence that “all men are created equal.” He was not aware that Stalin, Churchill, and Roosevelt had decided before the end of World War II to divide Vietnam into North, controlled by the Communist Party and South controlled by the British. The British turned over their control to the French. Ho went along with the wishes of the Soviets and the Chinese. Unfortunately, although he spoke of democratic principles, he did not put them in place and crushed all opposition (Patterson 686). Still, his people revered him and referred to him as “Uncle Ho.”

When the country was divided into two parts, the Communist north and non-Communist south, Ho continued to work to defeat South Vietnam. Ho received aid from China and the Soviets but not on the scale of the North Koreans. After the involvement of the United States in Korea, the two powers were concerned that the war in Vietnam might go from a limited one to a large scale. China trained North Vietnamese soldiers, supplied them with weapons and treated their wounded. In 1964, after the Cuban Crises, Nikita Khrushchev was reluctant to actively confront the United States. When Leonid Brezhnev replaced him, Soviet aid began to increase. The Soviets shot down the first U.S. airplane. By 1966, there were no Soviet troops in combat in Vietnam because they knew how to operate the Soviet equipment and did not need Soviet help to plan attacks against the South Vietnamese (*Soviet Involvement*). China’s aid was limited at this time because they were undergoing the Cultural Revolution. Ho Chi Minh died in 1969 before the unification of Vietnam.

Ngo Dinh Diem was a Christian educated in French Catholic schools. He worked for the French as an administrator until he became a provincial governor when he was twenty-five years old. During the French-Indochina War, he came to the United States. While in the United States, he met John Kennedy. Diem spoke against the Communists and the French colonists. During the Geneva Conference in 1954, the U.S. delegation supported the appointment of Ngo Dinh Diem to lead South Vietnam. The French did not support his appointment because they said he was “not only incapable but

mad” (*Second World War*). There was no one else they could agree on so Diem was put in power in 1954. Diem was not to be a puppet leader. He often did not do what the U.S. wanted him to do. In 1955, there was an election between the former emperor of Vietnam and Diem. The U.S. was aware there was widespread voter coercion by Diem’s supporters, but let the election stand. He refused to allow free elections in 1956 according to the Geneva Accords. Soon he arrested 100,000 people, Communist and non-Communist, who opposed him. Buddhists opposed him because in a country of about 70 per cent Buddhist, he appointed Roman Catholics in positions of authority. Bitter opposition grew until 1963 when he was overthrown. At first the generals told him he could leave the country, then they changed their minds and assassinated him (*Second World War*).

Nguyen Van Thieu was made chairman of a ten member military directorate. In 1967 he was elected President of South Vietnam. The Southern leaders were never able to gain the support of many of their people and even with massive aid from the United States, fighting began again in 1974. Congress refused President Nixon’s request for more aid. With the amount of aid cut from thirty billion a year to one billion, Thieu could not pay his army and huge desertions began. After Nixon’s resignation, President Gerald Ford was unable to get aid from Congress. On April 23, 1975, he told the American people: “Today Americans can regain the sense of pride that existed before Vietnam. But it cannot be achieved by refighting a war that is finished.” President Thieu accused the United States of abandoning South Vietnam, then resigned and left the country (*Second World War*).

IMPLEMENTATION STRATEGIES

The purpose of this unit is to help students gain knowledge of the Korean and Vietnam wars, their leaders and why the United States got involved. Research of the leaders will give students an awareness of how the world leaders’ personal history shaped their political views prior to and during the Korean War and the Vietnamese War. My class goal is for students to combine their separate knowledge of individual leaders into an understanding of how differing points of view led to these world events. Students’ analysis will consist of a comparison of the two wars, why and how they were fought, causes of public opinion for the wars and the results of the wars in the U.S. as well as in Korea and Vietnam.

LESSON PLANS

Supplies Needed

For each student an adding machine strip for their time line.
Two large pieces of white bulletin board paper - double sided tape
For each student a small piece of paper with a number: 1, 2, 3, or 4.

Lesson Plan 1

The plan will introduce the research project in which all students are to participate. Students will write a short research paper and prepare a presentation on their findings.

Objectives

- The student will demonstrate an understanding of social influences on historical issues and events.
- The student understands why cultures do or do not change
- The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.
- Student will identify bias in written, {oral,} and visual material.
- The student is expected to create visuals including timelines.

Activity

Two weeks before we begin the study of the Korean and Vietnam Wars, the class will meet in the library. In addition to having relevant books on display, the librarian will tell the students what they must do in order to check out a digital camera, tape recorder, or audiotape recorder. Then they will be divided into four groups at four tables. Groups will be assigned by chance. From a bag, students will pick a piece of paper that will have a number one, two, three, or four on it. The ones will be assigned to gather information about the Korean War leaders. Twos will conduct interviews with Korean War veterans, both black and white, American civilians, and if possible local Korean-Americans who lived in Korea at the time of the invasion. Threes will research the Vietnamese War leaders and fours will conduct interviews with U.S. Vietnam War veterans, American civilians, and Vietnamese-American citizens who lived in Vietnam at the time of the war. Veteran, Korean, and Vietnamese organizations will be contacted in order to find people to interview if students do not know anyone to interview.

Students will be given a project packet. The packet will contain release forms, suggested websites, project due dates, textbook pages to be read that cover the Korean and Vietnamese Wars, library hours, and the rubrics for their research paper and presentation. The release forms must be signed by the interviewer and the interviewee prior to the interview. The forms will state that the interview will be used for educational purposes only and that there is no financial reward for either individual involved. Students will be given a website list. Because not all of my students have computers or Internet access in their home, they need help to make efficient use of the library's computers. They will be responsible for finding a certain number of sources in addition to the sites on their list.

Brainstorm

The class will formulate questions to help focus their research. A few key questions should be the same for all research subjects. Once the key questions concerning all research subjects are decided, students can develop their own questions to fit the person

they are interviewing. Our librarian will have books and computers reserved for students to begin their research. They should have about an hour to work on their project that day. Other research will be done outside of class.

Their paper should be no longer than four pages, not less than three pages double-spaced with a font of 12. The paper will be written not as an essay, but as a narrative. For the student who conducts an interview, the beginning of the paper should focus on descriptions of the interview location, the perspective of the interviewee and a summary of the interview. The first part of the paper for students assigned leaders will cover the background of the leader, where they received their education, their political views, and religion, if any. The second part of the paper should focus on the personal story of the person during the time period being studied. The last part of the paper is the conclusion. The answers to the following two questions should be included in all papers: What were some personal observations by the student about their research personality? What did they learn about this time period as a result of their interview/research?

One week after the projects are assigned, part of the class time will be used to ascertain any problems students may be having with their project. Research students will turn in a list of sources they have found. Students conducting interviews will turn in the interview details of who, when, where, and how they will record the interview. Will they use the standard format for a PowerPoint presentation, or will they incorporate audio into it or use a videotaped presentation. Do they know how to get everything they need to complete their project?

Lesson Plan 2

Objectives

- The student will demonstrate an understanding of social and political influences on historical issues and events.
- The student will use critical thinking skills to analyze social studies information.
- The student will analyze information by identifying cause-and effect relationships, comparing, contrasting, summarizing, and drawing conclusions.
- Student will use primary and secondary sources {such as computer software, databases, media and news services, biographies, interviews, } to acquire information

Activity

A warm-up worksheet will given out matching definitions with the following vocabulary: containment, totalitarianism, Cold War, dictator, developed economy, developing economy, historical era, demilitarized zone, reunification, boycott, cease-fire agreement, domino theory, Viet Cong, Vietnamization, guerilla warfare. Few of these words will be new since most of these words they will have had in previous units.

In the previous class students will be given strips of adding machine tape to make a time line covering important dates in their subject's life. One inch will equal five years.

Red ink will be used for Communist leaders, blue ink will be used for non-Communist leaders, and green ink for interviewees. They will be shown two long white sections of bulletin board paper from the paper roll in the teacher workroom. One will be labeled Korean War, the other labeled Vietnamese War. There will be a master timeline on each paper with no events listed.

During warm-up time students will go in order to tape, with double-sided tape, their timeline strips to the master timeline paper. They will line up the years of their timeline with the years of the master timeline. All years in the timelines should line up since the scale is the same for all timelines. When it is completed, students can look at the timeline for the Korean War and see what all subjects were doing in 1950 or 1970 for the Vietnamese War.

Before presentations begin, students will write the following questions from the board to help them focus on the content in the presentation being given. Questions are to be answered at the end of all presentations.

1. What were the immediate goals of the Communists and United States in Korea?
2. Was the role of the U.S. in Korea justified? State your reasons for your conclusion.
3. Given the Cold War policies of Communist and non-Communist countries, do you think this war could have been avoided? If so, how?
4. Have you changed your views about this war as a result of this unit?

Before they give their presentation, students will write on the board the name of their subject, country, Communist or non-Communist. After they give their presentations over the Korean War, they will answer any questions.

Evaluations

Research paper, timeline, presentation, worksheet

Lesson Plan 3

Objectives

- The student will demonstrate an understanding of social and political influences on historical issues and events.
- The student will use critical thinking skills to analyze social studies information.
- The student will analyze information by identifying cause-and effect relationships, comparing, contrasting, summarizing, and drawing conclusions

Activity

A warm-up identification worksheet will be given out over the following people and places: 38th parallel, Yalu River, Kim Il Sung, Harry Truman, Douglas MacArthur, Mao

Zedong, 17th parallel, Ho Chi Minh, Ngo Dinh Diem, Joseph Stalin, Dwight David Eisenhower, John F. Kennedy, Lyndon B. Johnson, Nguyen Cao Ky.

Before presentations begin, students will write the following questions from the board to help them focus on the content in the presentation being given. Questions are to be answered at the end of all presentations.

1. What were the immediate goals of the Communists and United States in Vietnam?
2. Was the role of the U.S. in Vietnam justified? State your reasons for your conclusion.
3. Given the Cold War policies of Communist and non-Communist countries, do you think this war could have been avoided? If so, how?
4. Have you changed your views about this war as a result of this unit?

Students will write on the board the name of their subject, country, Communist or non-Communist. After they give their presentations over the Vietnamese War, they will answer any questions.

Evaluations

Presentations, worksheet

Lesson Plan 4

Objectives

- The student will demonstrate an understanding of social and political influences on historical issues and events.
- The student will use critical thinking skills to analyze social studies information.
- The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.
- The student will analyze information by identifying cause-and effect relationships, comparing, contrasting, summarizing, and drawing

Activity

Students will take a short answer quiz over vocabulary words and identification of people and places covered in last two class warm-ups.

The class will divide into groups so that each group contains students who researched Korean War Communist and non-Communist leaders, Vietnamese War Communist and non-Communist leaders, and a local interviewee. The group will discuss what facts should be included in a Venn diagram comparing and contrasting the Korean and Vietnamese Wars, and then make the diagram. When the groups have finished their work, a large Venn diagram will be drawn on the board and answers from all the groups will be listed on it.

A class discussion will be held over the last questions given. Because students have already talked about their answers in a group, it should be easier for the quieter students to volunteer their conclusions. Student responses to the questions will be taken up.

Evaluations

Quiz, answers to board questions, group Venn diagram.

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Events from 1900 to 1987 are reported in the style of a newspaper article. Many good pictures, easy to read, good resource for the classroom.

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<www.asiasource.org/society/syngmanrhee.cfm>.
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<<http://gi.grolier.com/presidents/ea/bios/33ptrum.htm>>.
Good site. There are links within the biography for more information.

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- Patterns of Interaction: World History*. McDougal Littell, 2003. A high school world history textbook. It is still a good resource.
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<<http://www.spartacus.schoolnet.co.uk/2WW.htm/>>.

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The U.S. from Truman through Nixon 1945-1974. McGraw-Hill, 2003.

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