

# “Who was really in charge of the Korean Conflict: the United Nations or the United States?”

## Lesson Procedures

Note- This module is organized around four basic steps essential to an inquiry. You are welcome, and encouraged, to tailor these steps to the needs of your students. Younger students might need additional direction and collaboration is provided here.

### **Step 1: Framing the inquiry**

1. Hook
  - a. Present video introducing the United Nations
  
2. Introduction Part 1
  - a. Pass out Document 1: UN Charter. Have students read and annotate Article One and Article Two individually.
  - b. Students work with a partner to identify and discuss the main *purposes* and principles of the United Nations.
  - c. Partner groups share out their findings with the class. Create a class list on board/butcher paper.
  
3. Introduction Part 2
  - a. Pass out Document 2: UN Organizational Chart
  - b. Teacher led discussion on the organization of the UN
  - c. Introduce guiding question: “Who was really in charge of the Korean War: the United Nations or the United States?”
  - d. Students should generate a list of questions that they need to know in order to proceed. These questions should include background knowledge they anticipate needing or related questions that they find interesting. Students will use these questions to help guide how they examine the sources and what additional resources they might request.
  - e. Pass out background essay to give students context for the inquiry.
    - i. The students or teacher can read the essay aloud or individually
    - ii. Revisit the question.

Examples of questions for this lesson might include:

How did the Korean War begin?

Who started the Korean War?

Who was involved in the Korean War?

What kind of rules does the United Nations have?

Who are the permanent members of the United Nations Security Council?

## **Step 2: Analyzing the Sources**

1. Pass out Document 3-5, Evidence Organizer and Korean Conflict Timeline.
  - a. Step 1: Ask students to skim the source and fill out the “Source” column on the graphic organizer (Author, Date and Title)
  - b. Step 2: Read and annotate the document. Record evidence that support the two sides of the inquiry. Both evidence boxes not NOT have to be filled out for each document.
  - c. Step 3: Students discuss evidence with a partner and complete “Significance of Evidence” column on the graphic organizer together.
  - d. Step 4: Students then briefly answer the question “Who was really in charge of the Korean conflict: the United States or the United Nations?” with the evidence they have received *so far*.
  - e. Step 6: Have students add brief description of event presented by the document set to the timeline. (Each document presents ONE event on the timeline, except Document Four which presents TWO events on the timeline.)
  - f. Step 5: Conduct a brief classroom discussion highlighting important points from each of the documents and discuss the reliability of the evidence students have collected. Which evidence should we trust the most? Possible discussion question are included in packet.
2. Pass out Documents 6-7
  - a. Repeat Steps 1-6
3. Pass out Documents 8-9
  - a. Repeat Steps 1-6

## **Step 3: Reviewing the Evidence**

1. Ask students to take a stand: Who was really in charge of the Korean Conflict: the United Nations or the United States? Have students move to two sides of the room, one side will represent the United Nations and one will represent the United States. Students should bring their graphic organizers.
2. Student on both sides of the room will discuss their evidence and pick their three best pieces of evidence to present to the other side of the room.
3. Students will conduct a modified debate, using evidence from their graphic organizer.

#### Step 4: Communicating an Answer to the Question

1. On a separate sheet of paper, students will write an editorial answering the question: "Who was really in charge of the Korean War; the United Nations or the United States?" using specific details from the timeline, graphic organizers and group discussions.
2. Go over instructions and PEEL rubric with students.
3. Provide students time to create their initial product in class allowing collaboration as needed. Consider having students get feedback from peers at multiple points in this process.
4. Before collecting student work, consider having students self-assess their work using the given rubric. This is an important step that will help them take more ownership in their ultimate grade.

	0	1- Below Basic	2- Basic	3- Proficient	4- Advanced
<b>P= Your Main Point</b>	Is not able to demonstrate any part of this task.	Can write a claim only with guidance from the instructor.	Can write a basic claim but is not able to give an adequate explanation of the claim.	Clearly introduces and stakes out a position on the topic.	Clearly introduces the range of possible answers on a topic while staking out a clear position that can be supported with evidence.
<b>E= Evidence you have to support your main idea.</b>	Is not able to demonstrate any part of this task.	Includes generalizations or other ideas not aligned to the prompt	Generally alludes to evidence but does not cite it, or does not draw from adequate number of sources;	Refers to relevant and accurate evidence from more than one source and cites their sources.	Seamlessly integrates evidence from multiple sources by accurately summarizing details and using source citations to establish its relevance.
<b>E= Evaluation and Explanation of your evidence</b>	Is not able to demonstrate any part of this task.	Major errors in historical accuracy or analysis of evidence. OR uses evidence that is not relevant to main idea	With minor errors explains how evidence is supports main idea	Accurately explains explains how evidence is supports main idea	Accurately explains the significance of evidence used and evaluates the reliability of the available sources.
<b>L= Link to content (context)</b>	Is not able to demonstrate any part of this task.	Provides a conclusion that is confusion or is not relevant to the evidence.	Provides a general conclusion sentence that summarizes the main point with no specific link to the point.	Links the back to the original point by summarizing how the evidence supports the main idea.	Links back to the original point by both placing the evidence within historical context and by summarizing how the evidence supports the main idea.

## Answering the Question

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*Because document-based activities begin with a question, the most natural way to assess students' learning is to have them answer the question. Typically this involves structuring and organizing evidence in order to complete a formal essay writing. While the informational essay is certainly an important skill in a social studies classroom there are also many other valid ways to have students create well-reasoned explanations based on available evidence. Consider the following options for students to answer the guiding question.*

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1. Allow students to use the [RAFT format](#), guiding them to select some or all of the following variables for student writing: Role, Audience, Format, Topic. Examples:
  - a. As a United States citizen, write a letter to Harry Truman sharing your perspective of the role of the United Nations and the Korean conflict.
  - b. As a government official, respond to one of the memos/letters included in the lesson. Agree or disagree with the perspective of that source.
  - c. As a representative from a foreign nation, write a letter to the United States giving your opinion on the participation of the US and the United Nations in Korea. Mention specific issues or initiatives that might be relevant.
2. Direct students to write an editorial based on the guiding question.
  - a. An editorial is a form of persuasive writing that is meant to provide the writer an opportunity to express to the reader their position over a specific topic. Editorials take a look at issues that may be of concern to the public, both locally and abroad.
  - b. Most editorial include a title, topic sentence, evidence to support the topic sentence, and a conclusion. Use the graphic organizers to answer the following: “Who was really in charge of the Korean War; the United Nations or the United States?”
  - c. On a separate sheet of paper, write your own editorial using specific details from the graphic organizers and group discussions.
3. Ask students to evaluate the documents provided in the activity, ranking the usefulness of each in answering the guiding question.