

East Asia Seminar Lesson Plan Three – Chinese Communist Propaganda

Class:	9 th Grade World History
Lesson Length:	One 55 minute class period
Resources:	<p>Prentice Hall <u>World History</u> copyright 2009 Chapter 30, Section 3 (China) Digital Copies Included</p> <p>A “SOAP’s” primary source analysis worksheet (Digital Copy Included)</p> <p>Copies of the 6 different Chinese Propaganda illustrations (Digital Copies Included)</p>
Content Standards:	<p>7.3.3 Asia – Analyze the political, economic, and social transformations that occurred in this era, including</p> <ul style="list-style-type: none">• Chinese nationalism, the emergence of communism, and civil war (See 7.2.2)
Objectives:	Students will analyze the political cartoons and images with attention paid to propaganda and imagery used to motivate particular political and social responses.
Prior Learning:	Students will have already studied the end of WWII and the Communist victory over the Nationalists in China in 1949. In addition students will have also studied the victory of the Soviets in the Russian Revolution and their uses of propaganda and the use of propaganda by the NAZI’s.
Guiding Question:	<i>Examine the illustrations of Chinese Communist propaganda. What images and themes are used to motivate the Chinese People? Are these images similar to other examples of propaganda that you have studied? What images and themes are uniquely Chinese?</i>
Procedure:	20 minutes Students will be divided into 6 small groups (3 – 4 students each). Each group will be given one of the 6 images (different image for each group). They will use the SOAP’s primary source analysis worksheet to interpret the image with particular attention to the types of themes in each image. Students will also be directed to include information from their image as it relates to the Guiding Question.

25 minutes for each group to take a turn to report to the rest of the class about their image. They will display their image to the class using the Smart Board and will also display their SOAP's analysis for the rest of the class to see. The other group will take brief notes from the each of the other student groups who are presenting their information about their image.

Final 10 Minutes for students to begin work on their own propaganda poster. Students will complete this poster outside of class and turn it in the next class day.

Assessment:

Students will create their own propaganda poster. This poster must be at least the size of an 8 1/2" x 11" sheet of paper. It must also include one of the themes that has been demonstrated in the study of the images of the Chinese Communist posters (Guiding Question).



3



Chinese Communist soldier marching into Beijing, 1949

The "little red book" of quotations from Mao Zedong



WITNESS HISTORY AUDIO

Communist Victory in China

On September 21, 1949, at a rally in the Chinese capital, Beijing, the victorious Communist leader Mao Zedong said:

"We have closed our ranks and defeated both domestic and foreign oppressors through the People's War of Liberation and the great people's revolution, and now we are proclaiming the founding of the People's Republic of China."

Focus Question What did the Communist victory mean for China and the rest of East Asia?

SECTION

3

Step-by-Step Instruction

Objectives

As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Analyze China's communist revolution.
- Describe China's role as a "wild card" in the Cold War.
- Explain how war came to Korea and how the two Koreas followed different paths.

Communism Spreads in East Asia

Objectives

- Analyze China's communist revolution.
- Describe China's role as a "wild card" in the Cold War.
- Explain how war came to Korea and how the two Koreas followed different paths.

Terms, People, and Places

collectivization	Kim Il Sung
Great Leap Forward	Syngman Rhee
Cultural Revolution	Pusan Perimeter
38th parallel	demilitarized zone

Note Taking

Reading Skill: Summarize Complete this chart to summarize the effects of the Communist Revolution on China and the impact of the Cold War on China and Korea.

Impact of Communism and the Cold War in East Asia		
Chinese Communist Revolution	China in the Cold War	Korea in the Cold War
• • •	• • •	• • •

In the late 1940s, communism made advances in East Asia. With their victory in China in 1949, the Communists gained control of one fifth of the world's people.

China's Communist Revolution

By the end of World War II, the Chinese Communists had gained control of much of northern China. After Japan's defeat, Communist forces led by Mao Zedong (Mao Tse-tung) fought a civil war against Nationalists headed by Jiang Jieshi (Jiang Jie-shi). Battles raged until Mao's forces swept to victory and set up the People's Republic of China. The defeated Nationalists fled to the island of Taiwan, off the Chinese coast. After decades of struggle, China was finally under Communist control.

How the Communists Won Mao's Communists triumphed for several reasons. Mao had won the support of China's huge peasant population. Peasants had long suffered from brutal landlords and crushing taxes. The Communists redistributed land to poor peasants and ended oppression by landlords.

While support for the Communists grew, the Nationalists lost popularity. Nationalist policies had led to widespread economic hardship. Many Chinese people also resented corruption in Jiang's government and the government's reliance on support from Western "imperialist" powers. They hoped that the Communists would build a new China and end foreign domination.

Widespread support for the Communists in the countryside helped them to capture rail lines and surround Nationalist-held cities. One after another, these cities fell, and Mao's People's Liberation Army

Prepare to Read

Build Background Knowledge **LS**

Ask students to recall the essential conflicts of the Cold War, and how these conflicts affected the nations of China and Korea. Based on their previous reading, ask them to predict ways that China and Korea might change during the Cold War era.

Set a Purpose **LS**

- **WITNESS HISTORY** Read the selection aloud or play the audio.

AUDIO Witness History Audio CD, Communist Victory in China

Ask What emotions do you hear in Mao Zedong's words? (*pride and defiance*) Based on Mao's words and the photo, what was the nature of China's revolution? (*a mass movement backed by military force*)

- **Focus** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (*Answer appears with Section 3 Assessment answers.*)

- **Preview** Have students preview the Section Objectives and the list of Terms, People, and Places.

- **Note Taking** Have students read this section using the Structured Read Aloud strategy (TE, p. T20). As they read, have students fill in the chart summarizing effects of communism and the Cold War on China and Korea.

Reading and Note Taking Study Guide, p. 278

Vocabulary Builder

Use the information below and the following resources to teach the high-use word from this section.

All in One Teaching Resources, Unit 7, p. 7; Teaching Resources, Skills Handbook, p. 3

High-Use Word

commune, p. 986

Definition and Sample Sentence

n. a commonly owned and operated farm or community

We visited several **communes** where I was impressed by the cooperation I saw.

Teach

China's Communist Revolution

Instruct

- **Introduce** Have students read the introductory paragraph and the black headings under China's Communist Revolution. Have students predict what challenges China will face during its Communist Revolution. Then have students read to find out whether their predictions were accurate.
- **Teach** Review the key events of China's Communist Revolution. Discuss the revolution's goals and its methods. Then ask **How did China change as a result of its Communist Revolution?** (It became a communist nation with a centralized government and economy. Its people endured great suffering because of the government's brutal policies and poor decisions.)
- **Quick Activity** Have students read the biography of Mao Zedong on this page and review the visuals in this section. Discuss what qualities or characteristics enabled Mao to capture a nation's support and allowed him to carry out extreme policies.

Independent Practice

Remind students of Chinese efforts to identify and eliminate "counterrevolutionaries," particularly during the Cultural Revolution. Using the Think-Write-Pair-Share strategy (TE, p. T23), have students write a paragraph on whether this policy was in the nation's long-term interest.

Monitor Progress

Ask students to reread the black headings and summarize the content under each one.

Answer

BIOGRAPHY He executed anyone who threatened his power and sent critics to the countryside for forced labor.

BIOGRAPHY

Mao Zedong

During the mid-1950s, divisions arose within the Communist party in China. In response, Mao Zedong (1893–1976) launched a campaign under the slogan "Let a hundred flowers bloom, let a hundred thoughts contend." Mao hoped that by offering people the opportunity to openly express their views he would gain more support. When people began to criticize the Communist party, however, Mao ended the campaign. Of the nearly 550,000 Chinese who had spoken out, thousands were executed and hundreds of thousands were exiled to the countryside to "rectify their thinking through labor." What methods did Mao use to keep power for himself?



Vocabulary Builder

communes—(KAHM yoonz) *n.* commonly owned and operated farms or communities

emerged victorious. After their victory against the Nationalists, the Communists conquered Tibet in 1950. In 1959, Tibet's most revered religious leader, the Dalai Lama, was forced to flee the country.

Changing Chinese Society Mao Zedong built a Communist one-party totalitarian state in the People's Republic of China. Communist ideology guided the government's efforts to reshape the economy and society that China had inherited from the dynastic period. The Communist government discouraged the practice of Buddhism, Confucianism, and other traditional Chinese beliefs. Meanwhile, the government seized the property of rural landlords and urban business owners throughout China.

Opponents of the Communists were put down as "counterrevolutionaries." Many thousands of people

who had belonged to the propertied middle class, or "bourgeoisie," were accused of counterrevolutionary beliefs. They were then beaten, sent to labor camps, or killed.

With Soviet help, the Chinese built dams and factories. To boost agriculture, Mao at first distributed land to peasants. Soon, however, he called for **collectivization**, or the forced pooling of peasant land and labor, in an attempt to increase productivity.

The Great Leap Forward Fails From 1958 to 1960, Mao led a program known as the **Great Leap Forward**. He urged people to make a superhuman effort to increase farm and industrial output. In an attempt to make agriculture more efficient, he created **communes**. A typical commune brought together several villages, thousands of acres of land, and up to 25,000 people. Rural communes set up small-scale "backyard" industries to produce steel and other products.

The Great Leap Forward, however, proved to be a dismal failure. Backyard industries turned out low-quality, useless goods. The commune system cut food output partly by removing incentives for individual farmers and families, leading to neglect of farmland and food shortages. Bad weather added to the problems and led to a terrible famine. Between 1959 and 1961, as many as 55 million Chinese are thought to have starved to death.

The Cultural Revolution Disrupts Life China slowly recovered from the Great Leap Forward by reducing the size of communes and taking a more practical approach to the economy. However, in 1966, Mao launched the Great Proletarian **Cultural Revolution**. Its goal was to purge China of "bourgeois" tendencies. He urged young Chinese to experience revolution firsthand, as his generation had.

Differentiated

Instruction Solutions for All Learners

12 Less Proficient Readers

Have students identify each change in China mentioned in the text and give examples of how those changes led to upheaval in that country. Then ask students to draw a flowchart of the events of the Chinese Communist Revolution.

Use the following resources to help students acquire basic skills.

Adapted Reading and Note Taking Study Guide

- Adapted Note Taking Study Guide, p. 278
- Adapted Section Summary, p. 279

In response, teenagers formed bands of Red Guards. Waving copies of the "little red book," *Quotations From Chairman Mao Tse-tung* (Zedong), Red Guards attacked those they considered bourgeois. The accused were publicly humiliated or beaten, and sometimes even killed. Skilled workers and managers were forced to leave their jobs and do manual labor on rural farms or in forced labor camps. Schools and factories closed. The economy slowed, and civil war threatened. Finally, Mao had the army restore order.

✓ **Checkpoint** What were the main successes and failures of the Chinese Communist Revolution?

China, the Cold War's "Wild Card"

In 1949, the triumph of the Communists in China had seemed like a gain for the Soviet Union and a loss for the United States and its democratic allies. The number of people under communist rule had more than tripled. China's role in the Cold War, however, proved to be more complex than a simple expansion of communist power.

Split With the Soviet Union The People's Republic of China and the Soviet Union were uneasy allies in the 1950s. Stalin sent economic aid and technical experts to help China modernize, but distrust between the two countries created tensions. Some of these tensions dated back to territorial disputes between tsarist Russia and dynastic China. By 1960, border clashes and disputes over ideology led the Soviets to withdraw all aid and advisors from China. Western fears of a strong alliance between the Soviet Union and China had proved unfounded.



Promoting the Cultural Revolution
The Cultural Revolution poster above shows soldiers holding "little red books" and urges them to "destroy all enemies." The photo to the left shows Chinese soldiers waving their "little red books" during this same period. *What do these images suggest about freedom of speech and freedom of thought during the Cultural Revolution in China?*

History Background

Ping-Pong Diplomacy The rise in relations between the United States and China was a gradual process. The first tentative communications were sent via Yahya Khan, the president of Pakistan, who was friendly with both governments. In the first public sign of improved relations, Mao's regime invited the U.S. Ping-Pong team to visit China. The team toured the

Great Wall and the Summer Palace and played exhibition games against their host. The trip became known as Ping-Pong Diplomacy. Soon after, presidential advisor Henry Kissinger secretly traveled to China to meet Premier Chou En-lai, paving the way for Nixon's historic visit.

China, the Cold War's "Wild Card"



Instruct

■ **Introduce** Ask students to define the term *wild card* and if necessary explain its meaning. Ask them to speculate what role China could play as a wild card in the Cold War struggle between the United States and the Soviet Union. How might each Cold War superpower benefit from ties with China? Then display **Color Transparency 184: East Asia and Southeast Asia** to show the alliances in this region.

■ **Color Transparencies, 184**

■ **Teach** Discuss China's early postwar alliance with the Soviet Union and its later relations with the United States. Ask students to trace and explain the course of relations with both countries. Ask students how the Cold War influenced U.S. relations with China.

■ **Quick Activity** Write the phrase "playing the China card" on the board. Review with students how the U.S. alliance with China evolved during the 1970s. Then have students discuss the compromises inherent in the U.S. position. Do students believe U.S. interests were served by severing ties with Taiwan in favor of those with the People's Republic of China? Encourage students to give reasons to support their views.

Answers

✓ China's main successes were improved public infrastructure and somewhat improved public hygiene. The Revolution's main failures were the purges of intellectuals, the failure of the Great Leap Forward, and inadequate progress in improving productivity.

Caption that the government tried to control all thought and expression, and that Mao Zedong was the ultimate authority

Independent Practice

Tell students to suppose they are a team of specialists assigned to prepare a briefing for the U.S. President, so he can stay abreast of events. Have them prepare a brief but thorough report on relations with China and Taiwan during the Cold War, including the pros and cons of the current situation. Ensure students understand the inherent compromises in the U.S. position.

Monitor Progress

As students fill in their charts, circulate to make sure they understand how China's Communist Revolution affected the nation. For a completed version of the chart, see

 **Note Taking Transparencies, 191**

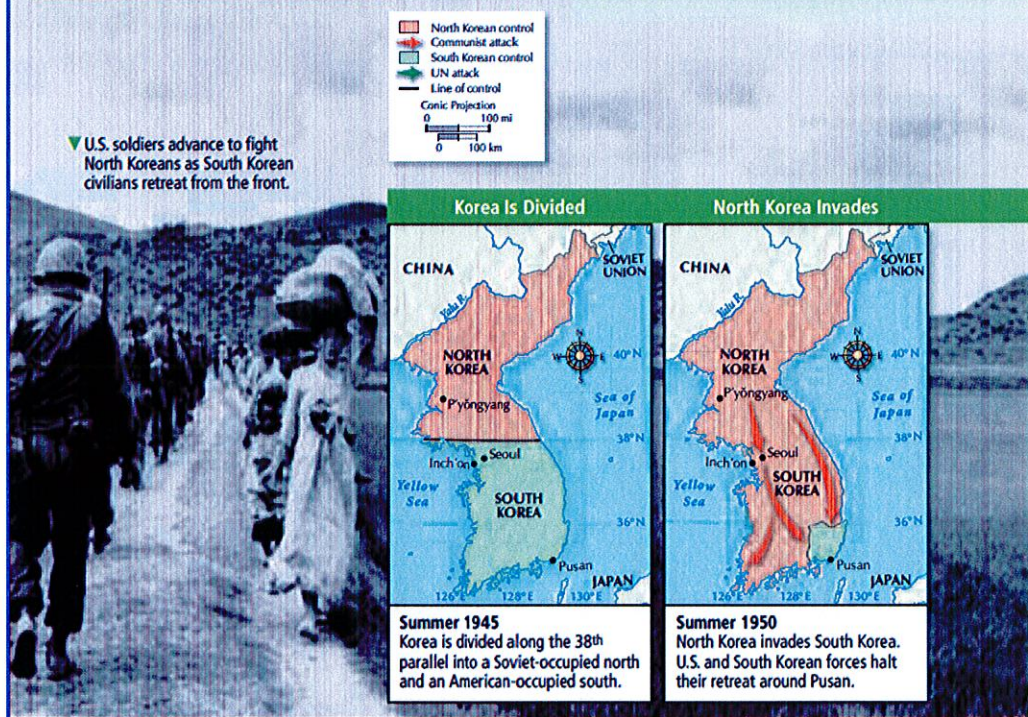
Washington Plays the China Card Relations between China and the United States were even more complex. After Jiang Jieshi (Chiang Kai-shek) fled to Taiwan, the United States supported his Nationalist government as the rightful representative of China. Washington refused diplomatic recognition of the mainland People's Republic of China, which American leaders saw as a communist threat to all of Asia.

As the Cold War dragged on, however, the United States took a second look at the People's Republic. From the American point of view, there were strategic advantages to improving relations with Communist China after its split with the Soviet Union. By "playing the China card," as this strategy was sometimes called, the United States might isolate the Soviets between NATO in the west and a hostile China in the east.

The United States allowed the People's Republic to replace Taiwan in the United Nations in 1971. A year later, U.S. President Richard Nixon visited Mao in Beijing. Finally, in 1979, the United States set up formal diplomatic relations with China.

Taiwan and the Nationalists Jiang Jieshi's government continued to rule Taiwan under martial law as a one-party dictatorship. Not until the late 1980s did Taiwan's government end martial law and allow opposition

The Korean War



Connect to Our World

Connections to Today Since 1949, the People's Republic of China has considered Taiwan a "rebel province" that must be reunited with the parent country. In 1995, the Chinese drove home that point by conducting two months of missile tests and live-fire exercises in the island's waters.

In 1999, Taiwanese President Lee Teng-hui created a new uproar when he insisted that China deal with Taiwan as a separate state. The Chinese responded angrily, renewing their threats of force against Taiwan. In Beijing, the *People's Daily* compared Taiwan's efforts to influence China to "an ant trying to topple a tree."

parties. Mainland China saw Taiwan as a breakaway province and threatened military action when Taiwanese politicians proposed declaring the island's formal independence. In the long term, the mainland government insisted that Taiwan be rejoined with China. Taiwan's government resisted such pressure.

Checkpoint How did China's relationships with the Soviet Union and the United States change during the Cold War?

War Comes to Korea

The nation of Korea occupies a peninsula on China's northeastern border. Like East and West Germany, Korea was split in two by rival forces after World War II. And like other divided lands, the two Koreas found themselves on opposite sides in the Cold War.

A Divided Nation Korea was an independent kingdom until Japan conquered it in the early twentieth century. After Japan's defeat in World War II, Soviet and American forces agreed to divide Korea temporarily along the 38th parallel of latitude. However, North Korea, ruled by the

Map Skills In June 1950, North Korea invaded South Korea. U.S. troops made up the bulk of the UN force that aided South Korea. When UN troops neared the Chinese border, Communist China sent troops to aid North Korea.

- 1. Locate** (a) the 38th parallel (b) Pusan (c) Inch'on (d) Yalu River
- 2. Movement** Which nation gained new territory by the end of the war?
- 3. Draw Conclusions** How might UN forces have avoided war with China?

Geography Interactive
For: Audio guided tour
Web Code: nap-3031

UN Fights Back



Fall 1950
UN forces land at Inch'on, break out of the Pusan Perimeter, and advance to the Yalu River.

China Enters the War



Late Fall–Early Winter 1950–1951
Chinese and North Korean forces push UN forces back to the 37th parallel.

Stalemate



1951–1953
UN forces advance to the 38th parallel in January 1951. A ceasefire in June 1953 ends a long stalemate.

Link to Geography

Frostbite in Korea U.S. troops in Korea were not only fighting Communism; they also fought frostbite. The troops first landed in Korea during the summer, when the temperature was high, the air humid. The military was not prepared for the Korean winters, when Siberian air masses flowed south over the country; the temperature typically dipped below zero. Soldiers

camped outside during the harsh conditions. During one battle at the Chosin Reservoir, the temperature reached 40 degrees below zero, yet the troops still wore summer uniforms. In the first year of battle alone, an estimated 5,300 troops suffered some form of frostbite. By war's end, the number would be in the tens of thousands.

War Comes to Korea

13

Instruct

- Introduce** Explain that in the post-war years, Koreans fought a civil war over political and ideological control of their nation. Ask students what, given the Cold War climate of the period, they think the central issues might be in that war.
- Teach** Write the headings *North Korea* and *South Korea* on the board. Ask students to supply details describing the two nations. Write their answers on the board. Then ask **What role did the United Nations and China each play in the conflict between the two Koreas?** (*The United Nations sent mostly American military aid to support South Korea, and China sent military aid to support North Korea.*)
- Quick Activity** Ask a volunteer to define the word *stalemate* and explain how this word applies to the Korean War. Then ask student groups to discuss and explain why each side in the Korean War fought so hard and how living in this divided land might have affected the Korean people.

Independent Practice

Have students access Web Code nap-3031 to take the Geography Interactive Audio Guided Tour and then answer the map questions in the text.

Monitor Progress

Check answers to map skills questions.

Answers

- China's relationship with the Soviet Union deteriorated during the Cold War because of rivalries over ideology and borders. China's relationship with the United States improved as the Cold War progressed, because the United States saw China as a useful partner in its conflict with the Soviet Union.

Map Skills

- Review locations with students.
- Both the North and South gained and lost territory during the war, but ultimately the border was restored to a position close to the 38th parallel.
- by avoiding the Chinese border

Two Koreas

13

Instruct

■ **Introduce** Tell students that the text compares a divided Korea to a divided Germany. Ask them to predict how these nations would be similar, politically and ideologically. What roles were these areas likely to play in the Cold War conflict?

■ **Teach** Draw a Venn diagram on the board, labeled *Korea*, *Germany*, and *Both*. Have students supply facts to compare and contrast the two divided nations. Ask **In what ways were divided Korea and divided Germany similar?** (*Both were divided into communist command economies and capitalist market economies. In both cases, capitalists thrived and communists struggled.*) **How did they differ?** (*South Korea was not democratic, while West Germany was. North Korea had one dictator, while East Germany had many leaders. Korea remained divided after the Cold War while Germany was unified.*)

■ **Quick Activity** Invite students to suggest reasons why command economies seem to stagnate, while market economies seem to thrive.

Independent Practice

Have students use the Venn diagram on the board to write a paragraph comparing and contrasting the economies and the postwar developments of North Korea and South Korea.

Monitor Progress

As students work on their paragraphs, circulate to ensure they understand the differences between a market economy and a command economy.



Winter Battle Scene in Korea

U.S. soldiers rest after winning a battle for a snowy hill in Korea, February 1951. *Based on the photograph, what advantage did these soldiers gain by winning control of this hill?*

dictator **Kim Il Sung**, became a communist ally of the Soviet Union. In South Korea, the United States backed the dictatorial—but noncommunist—leader, **Syngman Rhee**.

North Korean Attack Brings a United Nations Response Both leaders wanted to rule the entire country. In early 1950, Kim Il Sung called for a “heroic struggle” to reunite Korea. North Korean troops attacked in June of that year and soon overran most of the south. The United Nations Security Council condemned the invasion. The United States then organized a United Nations force to help South Korea.

United Nations forces were made up mostly of Americans and South Koreans. Although U.S. troops arrived in early July, North Korean troops continued to advance until United Nations forces stopped them in August along a line known as the **Pusan Perimeter**. This perimeter was centered on the port city of Pusan, in the southeastern corner of the Korean peninsula.

In September 1950, United Nations troops landed on the beaches around the port of Inch'on, behind enemy lines. These U.S.-led troops quickly captured Korea's north-south rail lines and cut off North Korean troops from their supply of food and ammunition. North Korean forces in the south soon surrendered. By November, United Nations forces had advanced north to the Yalu River, along the border of China.

China Reverses United Nations Gains The success of the U.S.-led forces alarmed China. In late November, Mao Zedong sent hundreds of thousands of Chinese troops to help the North Koreans. In tough winter fighting, the Chinese and North Koreans forced United Nations troops back to the south of the 38th parallel.

The Korean War turned into a stalemate. Finally, in 1953, both sides signed an armistice, or end to fighting. Nearly two million North Korean and South Korean troops remained dug in on either side of the **demilitarized zone (DMZ)**, an area with no military forces, near the 38th parallel. The armistice held for the rest of the Cold War, but no peace treaty was ever negotiated.

✓ **Checkpoint** Explain when and why China became involved in the Korean War.

Differentiated

Instruction Solutions for All Learners

Answers

Caption relative safety and a better vantage point

✓ China got involved in the Korean War when it felt threatened by UN forces on its borders. China wanted to help the Communist North Koreans.

12 Less Proficient Readers

In small groups, have students create a Venn diagram to record the comparisons made in the section between the Two Koreas and the Two Germanys during the Cold War. This will help them organize the information and make connections across regions. Then discuss with students what might account for the differences between these divided nations (*Sample: geography, culture, history, economics*).

14 Gifted and Talented

Have students research the current state of affairs of North and South Korea. Ask them to answer the following questions: How does each country's current situation compare to that of the 1950s? What is the United States' current relationship with each country? How have events from the Cold War influenced these relations?

Two Koreas

Like the two Germanys, North and South Korea developed separately after the armistice—North Korea as a communist command economy, South Korea as a capitalist market economy. As in Germany, the capitalist portion of the country had an economic boom and rising standards of living, while the communist zone went through economic stagnation and decline. Also as in Germany, the United States gave economic and military aid to capitalist South Korea, while the Soviets helped the communist north.

Unlike democratic West Germany, however, South Korea was governed by a series of dictators and military rulers during much of the Cold War. Unlike East Germany, where a series of officials led the communist government, a single dictator controlled North Korea throughout the Cold War. Whereas Germany was reunited at the end of the Cold War, Korea remained divided.

South Korea Recovers After the war, South Korea slowly rebuilt its economy. By the mid-1960s, South Korea's economy had leapt ahead. After decades of dictatorship and military rule, a prosperous middle class and fierce student protests pushed the government to hold direct elections in 1987. These elections began a successful transition to democracy. Despite the bloody Korean War, most South Koreans during the Cold War years wanted to see their ancient nation reunited, as did many North Koreans. All Koreans shared the same history, language, and traditions. For many, this meant more than Cold War differences.

North Korea Digs In Under Kim Il Sung, the command economy increased output for a time in North Korea. However, in the late 1960s, economic growth slowed. Kim's emphasis on self-reliance kept North Korea isolated and poor. The government built a personality cult around Kim, who was constantly glorified as the "Great Leader" in propaganda. Even after its Soviet and Chinese allies undertook economic reforms in the 1980s, North Korea clung to hard-line communism.

Checkpoint How did North Korea's economic performance compare to South Korea's?

3 Assessment

Terms, People, and Places

1. For each term, person, or place listed at the beginning of the section, write a sentence explaining its significance.

Note Taking

2. **Reading Skill: Summarize** Use your completed chart to answer the Focus Question: What did the Communist victory mean for China and the rest of East Asia?

Comprehension and Critical Thinking

3. **Recognize Ideologies** What ideologies did Mao's programs to transform China reflect?
4. **Draw Inferences** How did the United States use the changing relationship between China and the Soviet Union to its own advantage?
5. **Predict Consequences** How might the history of Korea have been different if United Nations forces had not stepped in to oppose the North Korean invasion in 1950?

Progress Monitoring Online

For: Self-quiz with vocabulary practice
Web Code: naa-3031

Writing About History

Quick Write: Write a Thesis Statement
To write a problem-solution essay, you need to choose the best solution to a problem. In this section, you learned that both North and South Koreans wanted to reunify their country, but that Cold War differences got in the way. List possible solutions to Korea's Cold War division and write a thesis statement arguing for the best solution.

Section 3 Assessment

1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
2. Communist victory meant communist rule in China and in North Korea, as well as the introduction of a wild card in the conflict between the United States and the Soviet Union.

3. They reflected an opposition to "bourgeois" property owners and a belief in totalitarian state control.
4. The United States improved ties with China in order to isolate the Soviet Union.
5. Without the United Nations' involvement, communist aggression might have succeeded in Korea entirely and the nation would not now be divided.

Assess and Reteach

Assess Progress

- Have students complete the Section Assessment.
 - Administer the Section Quiz.
- All in One Teaching Resources, Unit 7, p. 4**
- To further assess student understanding, use **Progress Monitoring Transparencies, 130**

Reteach

If students need more instruction, have them read the section summary.

Reading and Note Taking Study Guide, p. 279

Adapted Reading and Note Taking Study Guide, p. 279

Spanish Reading and Note Taking Study Guide, p. 279

Extend

In the early years of the twenty-first century, conflict continued in the Koreas over North Korea's development of nuclear weapons. Ask students to conduct Internet research on the issue and present their findings to the class.

Answer

- ✓ North Korea's economic performance was dismal compared with the prosperity experienced in South Korea.

Writing About History

Answers should include a thesis statement arguing for a solution. One possible solution includes a coalition government that represents both democratic and communist views.

For additional assessment, have students access **Progress Monitoring Online** at Web Code naa-3031.