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| Activity 3: Asia During the Cold War: Containment: Liberation or Imperialism |
| **Time Needed:** 150 min  **Written By:** Michael Van den Hegel  **Teaching Strategy:** Creative Controversy |
| Description |
| In this activity, students will be introduced to the Western theory of ‘containment’ and the wars that plagued Asia during the Cold War as a result. The wars in Korea and Vietnam will be examined, compared and contrasted by students. The students will also look at propaganda, while being introduced to the perspectives of each side involved in each conflict. This activity will culminate in a class debate focused on the perspectives and goals of each party involved in both the wars in Vietnam and Korea. |
| Strands and Expectations |
| **Strands/Expectations**  Communities: Local, National and Global  Social, Economic, and Political Structures  Methods of Historical Inquiry  **Overall Expectations**  **COV.03** · evaluate the key factors that have led to conflict and war or to cooperation and peace.  **SEV.03** · describe key developments and innovations in political organization in the West and the rest of the world since the sixteenth century  **HIV.02** · critically analyse historical evidence, events, and interpretations  **Specific Expectations**  **CO3.01** – demonstrate an understanding of the key factors that have led to conflict and war  **CO3.02** – demonstrate an understanding of the consequences of war  **CO2.03** – demonstrate an understanding of the concepts and processes associated with imperialism and of its role in shaping present world relations  **SE3.03** – compare the various political opinions that are understood to constitute the “political spectrum”, taking into account the ideological positions and political methods associated with them.  **HI2.03** – identify and describe relationships and connections in the data studied |
| Prior Knowledge |
| * Students must have some knowledge of the meaning of Imperialism, and the multiple ways in which it can be administered (economic, military, political etc.) * An understanding of Communism and Marxism and its application in social and political structures. * Students should have some background knowledge, however limited, about the wars in Vietnam and Korea. Students will have some knowledge of the Western view of the conflict from previous activities. |
| Planning Notes  es |
| * Be sure to have a SMARTBoard or projector in order to display propaganda posters, timelines and possibly photographs to students. If SMARTBoard is unavailable, a laptop may have to be used to display some of these pieces, or they can be printed off and handed around the class. * Teacher must also create a checklist to assess student participation and understanding. It will be filled out during the debate. |
| Teaching and Learning Strategies  es |
| 1. Briefly talk about the war in Afghanistan as a minds on activity gearing questions towards the length and goals of the war. For example:  * Why do you think the war in Afghanistan has been going on for almost a decade? (Various responses) * What is the goal of the NATO mission in Afghanistan? The region? (Containment of Taliban, Al Qaeda and other Terrorist groups, defend against threats of insurgency, etc.) * In effect, this is to connect the war in Afghanistan to containment, it is something of a loose analogy, and they are totally different conflicts, but it is a way to make connections to current event for students  1. Lecture briefly on the Chinese Civil between the KMT (Kuomintang – People’s Nationalist Party, led by Chiang Kai-Shek) and the CPC (Communist Party of China, led by Mao Tse-Tung). The war was won in 1949 by the CPC with mainland China becoming known as the People’s Republic of China, a Communist state, thus spreading Western fears of Communist proliferation in Asia. The KMT would form the Republic of China, commonly known as Taiwan, a series of Islands of the Coast of the Chinese mainland. 2. Continue to lecture about Containment and the Domino Theory. The West, concerned about Communist proliferation would adopt a policy of ‘containment’ outlined in the Truman Doctrine of 1947. Talking points include the ‘Domino Theory’, which was essentially the belief that Communist influence would spread regionally from country to country. It was named due to the belief that neighbouring states would fall like Dominos to communism. Containment was a United States’ foreign policy staple throughout the Cold War. It was a pledge by the United States and NATO to assist any country whose stability was threatened by Communist expansion. Ask students what they think of these theories, for example:  * Was the Domino Effect representative of U.S. fears or the allure of communism to developing countries? * Was containment enacted in self-interest by the United States? * In effect, did NATO containment and communist proliferation render both parties as Liberators or Imperialists?  1. Introduce both the War in Korea and the War in Vietnam to students as wars of containment and lecture about the causes, effects, parties involved and duration of each. Inform students of Marxist class solidarity as a counterpoint to the Truman doctrine and Containment. Place each timeline up on smartboard or projector and reference each timeline (Appendix 6.1 and 6.2) as a guideline towards chronology, while examining the broader issues of both conflicts. (Containment, US foreign policy, Imperialism, Communist proliferation, Proxy war, Instability in Asia, etc) 2. Lecture on the importance of propaganda to Communist states and show students propaganda from Vietnam, China and Korea (Appendix 6.3). Ask questions guided towards the message, audience and issue explored in each piece of propaganda. Allow students to evaluate the effectiveness of each piece as both propaganda and art. In summation, gather student opinion on whether or not this kind of propaganda is influential or not. Try to guide questioning towards the perspectives represented in each piece. This activity is meant to broaden the students’ grasp of the different perspectives involved in the conflict as well as offer insight into how Chinese, Korean, and Vietnamese viewed NATO and United States involvement in their respective countries. Key questions could include:  * How do these propaganda posters paint the US? (Invaders, Imperialists) * How are figures like Ho Chi Minh and Mao Tse Tung portrayed? (Deified, Cult of Personality etc.) * How are Korean, Vietnamese and Chinese combatants portrayed? (Heroic, strong, determined etc.) * What perspective is represented in each? (Varies depending on poster)   Be sure to counterpoint with the American forms of propaganda. Possible talking points include the censorship of the media, who would rarely relay pictures of videos of the frontlines or casualties in Vietnam at the height of the war. The film industry can also be addressed, as several villains in the films of the time were of Communists of Asian descent during this period in time (Dr. No – Dr. No, Oddjob – Goldfinger, Brainwasher – The Manchurian Candidate etc.). Films addressing Vietnam and Korea and the portrayal of Asians in those films can also be addressed. There were also propaganda leaflets that were dropped by American forces in Northern Vietnam throughout the war. However, accurate or viewable copies are extremely rare.   1. Split the class in half using the numbering of heads or allow students to choose sides if distribution will prove relatively equal. Distribute Appendix 6.4 to students. Inform them that they will be participating in a class wide debate based on the questions on their worksheets. Give each group about 20-30 minutes to discuss their main points on each question. Students may use their textbook and notes from the lecture to complete the sheets they are given. Students are encouraged to fill out the column that represents the side they will be debating for. During the debate they will fill out the opposing column based on the best points made by the opposition. This must be explained quite well. Students must also be informed that they will be assessed based on participation in the debate. Circulate the class during preparation for the debate to field any questions and keep students on task. Self Evaluation Form available in Appendix 6.5. 2. Debate. Each side will occupy one half of the classroom. Teacher must moderate and facilitate the debate and make sure it stays on topic. No more than 5 minutes should be allotted to any one question. Try to ensure each student speaks at least once during the debate to assess their participation and understanding of the issues raised during class. 3. Debrief and take up any remaining questions students may have about the Korean War or Vietnam, as well as any issues brought about during the debate. |
| Assessment and Evaluation |
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| Accommodations |
| * Provided students are not comfortable speaking in class or the debate becomes dominated by certain students, their worksheets may be assessed to check for understanding. * Literacy supports and possible word bank for some terms used during the lesson for ESL students. Be sure during the lesson to define and explain any terms that may not be widely known. |
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| Resources  **Websites**   * Ed Ivanhoe – The Korean War - <http://www.korean-war.com> * United States History - <http://www.u-s-history.com/index.html> * International Institute of Social History - Chinese Posters - Propaganda, Politics, History, Art - [www.chineseposters.net](http://www.chineseposters.net) * Quo Vietnam – Vietnamese Propaganda - <http://www.vnpropaganda.com/> * Bert Kortegaard – The Korean War <http://www.rt66.com/~korteng/SmallArms/casualty.htm> * BBC News - Asia Pacific – Vietnam 1945-75 Timeline <http://news.bbc.co.uk/2/hi/asia-pacific/1026782.stm>   **Print**   * Newman, Garfield et al. *Legacy: The West and The World.*  Toronto:  McGraw-Hill Ryerson Limited, 2002. * Hayes, Aric et al. Critical Challenges Across the Curriculum. Richmond, BC. The Critical Thinking Cooperative – Faculty of Education: Simon Fraser University, 1998 – Self evaluation. |
| Appendices |
| Appendix 6.1 – Korean War Timeline  Appendix 6.2 – Vietnam Timeline  Appendix 6.3 – The Korean War  Appendix 6.4 – Debate Worksheet  Appendix 6.5 – Self Evaluation |