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ABSTRACT

The American Studies quinmester course for grades ten through twelve on the United States and Asia emphasizes how United States foreign policy evolved in Asia from the Spanish American War in 1898 which was a turning point in policy to the present and the need to understand the involvement of foreign policy and its implication for mutual development. Course goals are for the student to: 1) analyze the motives for United States involvement in Asia at the turn of the 20th century; 2) trace the development of Japan as a Pacific power and describe its effect upon the United States; 3) formulate hypotheses about the impact of World War II upon the United States in Asia; 4) discuss critically the United States policy of containment in Asia; 5) identify the variables of political, military and economic significance regarding the Indochina conflict. The content outline coordinates course goal concepts. A materials section includes listings of recommended basic textual and other materials, alternate student and class material, and teacher reference materials. Related documents are: SO 002 708 through SO 002718, SO 002 768 through SO 002 792, and SO 002 949 through SO 002 970. (Author/SJM)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE



DADE COUNTY PUBLIC SCHOOLS

THE UNITED STATES IN ASIA, PAST AND PRESENT

64.16.16
6448.39

SOCIAL STUDIES

DIVISION OF INSTRUCTION • 1971

SOCIAL STUDIES

THE UNITED STATES IN ASIA, PAST AND PRESENT

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by

Michael Cotton

for the

Division of Instruction
Dade County Public Schools
Miami, Florida
1971

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INTRODUCTION

This course of study was written as a part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textual or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g., pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to : Social Studies Office, Room 306, Lindsey Hopkins, A-1.

James A. Fleming
Social Studies Consultant

COURSE DESCRIPTION:

A STUDY OF THE UNITED STATES AND ASIA, FROM FIRST CONTACT TO INVOLVEMENT TODAY. EMPHASIS IS ON UNDERSTANDING THE INVOLVEMENT OF FOREIGN POLICY AND ITS IMPLICATIONS FOR MUTUAL DEVELOPMENT.

CLUSTER:

American Studies

GRADE LEVEL:

10-12

COURSE STATUS:

Elective

INDICATORS OF SUCCESS:

None

COURSE RATIONALE:

WITH THE INVOLVEMENT OF THE UNITED STATES IN VIETNAM, OUR EMERGING RELATIONS WITH THE PEOPLES REPUBLIC OF CHINA AND THE DELICATE POLICY MANEUVERS WITH JAPAN, THE STUDY OF ASIAN RELATIONS IS OF GREAT IMPORTANCE. THE EMPHASIS OF THIS COURSE IS AN UNDERSTANDING OF HOW U. S. FOREIGN POLICY EVOLVES: THE UNDERLYING PRINCIPLE DIRECTING THIS COURSE IS RESEARCH BY STUDENTS. THE TEACHER'S FUNCTION ASIDE FROM LEADING STUDENTS TO INQUIRE INTO THE DATA SHOULD INVOLVE ENCOURAGING STUDENTS TO BE ENGAGED IN ACTIVITIES SUCH AS THE PROPOSAL OF REASONS FOR U. S. INVOLVEMENT IN ASIA. STUDENTS SHOULD BE ABLE TO GENERALIZE FROM THE DATA GIVEN, DISCUSS CRITICALLY AND ESTABLISH DEDUCTIVE PREDICTIONS REGARDING THE INVOLVEMENTS OF THE FUTURE.

COURSE GOALS:

1. THE STUDENT WILL ANALYZE THE MOTIVES FOR UNITED STATES INVOLVEMENT IN ASIA AT THE TURN OF THE TWENTIETH CENTURY.
2. THE STUDENT WILL TRACE THE DEVELOPMENT OF JAPAN AS A PACIFIC POWER AND DESCRIBE ITS EFFECT UPON THE UNITED STATES.
3. THE STUDENT WILL FORMULATE HYPOTHESES ABOUT THE IMPACT OF WORLD WAR II UPON THE UNITED STATES IN ASIA.
4. THE STUDENT WILL DISCUSS CRITICALLY THE UNITED STATES POLICY OF CONTAINMENT IN ASIA.
5. THE STUDENT WILL IDENTIFY THE VARIABLES OF POLITICAL, MILITARY AND ECONOMIC SIGNIFICANCE REGARDING THE INDOCHINA CONFLICT.

COURSE CONTENT OUTLINE:

- I. As a world power of the first rank, the U. S. first became involved in world affairs in Asia, not Europe.
- A. Spanish - American War results:
 - 1. Philippine Islands
 - 2. Guam
 - 3. Samoa
 - 4. Hawaiian Islands
 - B. Contact with many European powers in China and Japan - Open Door Policy (1899) -
 - 1. Equal commercial opportunities for all nations in China
 - 2. "Monroe Doctrine of the East"
 - 3. Latent power vs. overt action
 - 4. Extraterritoriality
 - C. Domestic opposition:
 - 1. Moral
 - 2. Prudential
- II. Recognition of Japan as the counterweight in the Pacific balance of power:
- A. Commercial advantages of Japan
 - B. Theodore Roosevelt's role in the Russo-Japanese War
 - C. Woodrow Wilson and the recognition of Japan's special interest in China (1917) - Dollar Diplomacy
 - D. Washington Naval Conference of 1921-22
 - E. Policy of collective security - 1930's:
 - 1. Effect on Japanese expansion
 - 2. Effect on China's position in Asia
 - 3. Polarization of the relations between the U. S. and Japan
 - 4. Economic sanctions against Japan (1940)
- III. The Impact of World War II in Asia:
- A. The U. S. became the prominent naval power of the Pacific.
- IV. Communist leadership poses a new threat.
- A. The U. S. defense line must be maintained:
 - 1. Formosa
 - 2. Korea
 - 3. Indochina
 - B. "Containment" of the 1950's - defense perimeter to run from the Aleutians to Japan, the Ryukyu Islands and the Philippines.
- V. Military and political involvement of the 1960's and 1970's
- A. Major political issues on the domestic scene:
- B. The U. S. became the major western influence in Asia.
- C. The U. S. acquired the former role of Japan:
- 1. Soviet Union with interests in North Korea and Manchuria
 - 2. China and the Korean Conflict

COURSE CONTENT OUTLINE (continued)

1. "China Lobby" of great political influence
 2. Committee of One Million Against the Admission of Communist China to the United Nations
- B. Individual Defense Pacts:
1. Japan
 2. Korea
 3. Australia and New Zealand
 4. Southeast Asia Treaty of 1954
- C. Indo-china Conflict:
1. Political dissent and policy change
 2. Military goals and accomplishments
 3. Economic ramifications for Asian allies and enemies.

GOAL-#1: THE STUDENT WILL ANALYZE THE MOTIVES FOR U. S. INVOLVEMENT IN ASIA AT THE TURN OF THE TWENTIETH CENTURY.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
<p>I. THE U. S. FIRST BECAME INVOLVED IN WORLD AFFAIRS IN ASIA, NOT EUROPE, AS A WORLD POWER OF THE FIRST RANK.</p>	<p>A. The student will describe the circumstances of the Spanish-American War which caused a turning point in U. S. foreign policy.</p>	<ol style="list-style-type: none"> 1. Use the EJS, Tecifax transparencies on Asia, #2-00115, to emphasize and clarify any particular point in the course of study. 2. Have the students read and discuss the highlights of the Spanish-American War. Sources: <u>U. S. Policy in Foreign Affairs</u>, chap. 2, <u>The Spanish-American War: A Study in Policy Change</u>, <u>The U. S. and The New Imperialism, 1898-1912</u>, Part 2, <u>From Imperialism to Isolationism</u>, chap. 1, <u>The End of Isolation</u>, Part 1. Also most U. S. History texts would suffice. 3. Discuss the following statement: "Some people have referred to the Spanish-American War as a blot on our history; others have called it a glorious episode of which we should be very proud." What is your opinion? Agree? Disagree? Somewhere in between? Why? 4. Identify the ways in which the Spanish-American War marked a turning point in U. S. foreign policy. 5. Have students bring in periodicals to serve as a source of comparison between the impact of the events in Cuba today with the events in Cuba in 1898. 6. View the following films: <u>The Philippines: Gateway to the Far East.</u> 11'C. #1-12183 <u>Hawaii's History: Kingdom to Statehood.</u> 14'C. #1-12915 <u>Samoa.</u> 30'C. #1-131710 7. Have the students play the simulation game, <u>Destiny</u>, which deals with the effects of the Spanish-American War.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	<p>B. The student will analyze the motivations of U. S. involvement in China by establishing the Open Door Policy.</p> <p>C. The student will investigate the way in which dissent was manifested in the early days of U. S. involvement in Asia as opposed to present day manifestations.</p>	<ol style="list-style-type: none"> 1. Discuss in class the following: "It was once said that the U. S. promulgated the Open Door Policy because she refused to join the gang of looters but wanted a share of the loot." (For further information consult <u>Rise of the American Nation</u>, by Todd and Curti or <u>The U. S. and The New Imperialism, 1898-1912</u>, pp. 42-47. 2. The following could very well serve as titles of books on important aspects, episodes and events of American foreign policy in Asia. For two of the following titles, write a brief summary of the contents of such a book: <ol style="list-style-type: none"> a. <u>Three Men Who Made China: Sun, Chiang and Mao</u> b. <u>Monroe Doctrine of the East</u> c. <u>Latent Power vs Overt Action</u> 3. Napoleon once said of China, "There lies a sleeping giant. Let him sleep, for when he wakes he will move the world." <ol style="list-style-type: none"> a. How did foreign powers contribute to the awakening of this giant? b. Describe the effects of this awakening on the Chinese people. c. Discuss how the awakening has changed the world. 4. View the film: <u>China: Old and New</u>. 16'C. #1-13103. <ol style="list-style-type: none"> 1. Have students bring in articles from newspapers or news flashes from radio and TV and discuss facts vs. opinions, prejudice or bias in regard to dissent in matters of the war in Indochina. 2. After consulting <u>Rise of the American Nation</u> by Todd and Curti, organize a panel to discuss the similarities of opposition to U. S. involvement in 1899 and 1971 in Asia.

FOCUS

OBJECTIVE

LEARNING ACTIVITIES

3. Author Barbara Tuchman called the U. S. involvement in Asia in 1899, "the end of a dream." Discuss the image of the U. S. at this time as a unique nation that did not engage in imperialist aggression, conquest, and aggrandizement.
4. Compare the prudential-minded view of this period that it was sheer folly to make the nation vulnerable in an area where it had no vital interest with the present "new isolationism."
5. Discuss the weight of U. S. economic stakes in Asia when balanced with the vast strategic problems involved.
6. Write a paragraph on whether or not you agree with Josiah Quincy who declared in 1900, "It is not the mission of the United States to set aright everything that is amiss all over the world."
7. Compile a "Who's Who" about the officials involved in American foreign policy around the turn of the century. (e.g., William McKinley, T. Roosevelt, Grover Cleveland, John Hay, Alfred T. Mahan.)
8. Have students engage in the following writing activity:

"Imagine you are a student living in China in 1900. Write a diary describing the day to day activities regarding strangers in your town, description of the town, and the leaders of your town."

(You may use resource materials to help you write this diary. Consult bibliographic index, esp. The United States and China, by John King Fairbank.)
9. Discuss the opinion in 1900 that the U. S. was a natural Pacific power, well placed by her "geographical situation and her advanced position in the ocean."

GOAL #2: THE STUDENT WILL TRACE THE DEVELOPMENT OF JAPAN AS A PACIFIC POWER AND DESCRIBE ITS EFFECT UPON THE UNITED STATES

FOCUS	OBJECTIVE	LEARNING ACTIVITIES																																	
<p>II. RECOGNITION OF JAPAN AS THE COUNTERWEIGHT IN THE PACIFIC BALANCE OF POWER.</p>	<p>A. The student will chart the commercial advantages Japan possessed during the early days of U. S. involvement in Asia.</p>	<p>1. Students will construct the following chart and do library research to fill it in. (Consult bibliographic index for suggested sources).</p> <table border="1"> <thead> <tr> <th data-bbox="506 1582 534 1755">TOPIC</th> <th data-bbox="506 1755 534 2287">WORDS TO REMEMBER</th> <th data-bbox="506 2287 534 2572">NOTES</th> </tr> </thead> <tbody> <tr> <td data-bbox="534 1582 628 1755">Location-</td> <td data-bbox="534 1755 628 2287">archipelago, Honshu, Hokkaido, proximity, significance</td> <td data-bbox="534 2287 628 2572"></td> </tr> <tr> <td data-bbox="628 1582 665 1755">Size-</td> <td data-bbox="628 1755 665 2287"></td> <td data-bbox="628 2287 665 2572"></td> </tr> <tr> <td data-bbox="665 1582 778 1755">Topography-</td> <td data-bbox="665 1755 778 2287">arable land, hydro-electric power, Fujiyama</td> <td data-bbox="665 2287 778 2572"></td> </tr> <tr> <td data-bbox="778 1582 872 1755">Climate-</td> <td data-bbox="778 1755 872 2287">Japan current, humid, typhoon, middle latitudes</td> <td data-bbox="778 2287 872 2572"></td> </tr> <tr> <td data-bbox="872 1582 909 1755">Resources-</td> <td data-bbox="872 1755 909 2287"></td> <td data-bbox="872 2287 909 2572"></td> </tr> <tr> <td data-bbox="909 1582 966 1755">Industries-</td> <td data-bbox="909 1755 966 2287">Tokyo, Osaka, Kobe</td> <td data-bbox="909 2287 966 2572"></td> </tr> <tr> <td data-bbox="966 1582 1022 1755">Agriculture-</td> <td data-bbox="966 1755 1022 2287">terracing, intensive farming</td> <td data-bbox="966 2287 1022 2572"></td> </tr> <tr> <td data-bbox="1022 1582 1078 1755">People-</td> <td data-bbox="1022 1755 1078 2287">literacy</td> <td data-bbox="1022 2287 1078 2572"></td> </tr> <tr> <td data-bbox="1078 1582 1153 1755">Culture-</td> <td data-bbox="1078 1755 1153 2287">Shintoism, Buddhism</td> <td data-bbox="1078 2287 1153 2572"></td> </tr> <tr> <td data-bbox="1153 1582 1247 1755">Government-</td> <td data-bbox="1153 1755 1247 2287">premier, diet, feudal system, emperor.</td> <td data-bbox="1153 2287 1247 2572"></td> </tr> </tbody> </table>	TOPIC	WORDS TO REMEMBER	NOTES	Location-	archipelago, Honshu, Hokkaido, proximity, significance		Size-			Topography-	arable land, hydro-electric power, Fujiyama		Climate-	Japan current, humid, typhoon, middle latitudes		Resources-			Industries-	Tokyo, Osaka, Kobe		Agriculture-	terracing, intensive farming		People-	literacy		Culture-	Shintoism, Buddhism		Government-	premier, diet, feudal system, emperor.	
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		<p>2. Formulate the following outline on the board and let the students chart subsequent information:</p> <table border="1"> <thead> <tr> <th data-bbox="1444 1582 1482 1755">Topography</th> <th data-bbox="1444 1755 1482 2287">Geographical Advantages</th> <th data-bbox="1444 2287 1482 2572">Geographical Disadvantages</th> </tr> </thead> <tbody> <tr> <td data-bbox="1482 1582 1519 1755">Climate</td> <td></td> <td></td> </tr> <tr> <td data-bbox="1519 1582 1557 1755">Resources</td> <td></td> <td></td> </tr> <tr> <td data-bbox="1557 1582 1594 1755">People</td> <td></td> <td></td> </tr> </tbody> </table>	Topography	Geographical Advantages	Geographical Disadvantages	Climate			Resources			People																							
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FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	<p>B. The student will propose reasons why Theodore Roosevelt was successful in bringing about negotiations and peace between Japan and the Soviet Union in the Russo-Japanese War.</p>	<p>3. View the film: <u>Japan: Pacific Neighbor</u>. 15" C. 1-12034.</p>
		<p>1. Discuss the immigration restrictions and segregation measures aimed at Japanese residents in the U. S. during the time of Teddy Roosevelt.</p> <p>2. The teacher will divide the class into groups. Each group is to research the following using their textbook or if possible <u>The Western World and Japan</u> by G. B. Sansom.</p> <p>"Theodore Roosevelt's administration in effect recognized Japan's special interest in Korea and southern Manchuria in return for assent to American position and policy in the Pacific."</p>
		<p>3. A Pulitzer Prize winning biography of Teddy Roosevelt by Henry Pringle states that "T. R. was custom-made for his time." Discuss the ways in which this is true.</p>
	<p>C. The students will distinguish between the first encounter of Woodrow Wilson with the Japanese to "Dollar Diplomacy."</p>	<p>4. View the film: <u>U. S. Expansion: Overseas (1893-1917)</u>. 14' C. #1-12862.</p> <p>1. Discuss the Wilson policy of reemphasizing the "territorial integrity" aspect of the Open Door Policy, in regard to Japan's advances toward China and Manchuria.</p> <p>2. Send several students to the library to research the policy of Dollar Diplomacy during the administration of William Howard Taft. Have one or two students report to the class.</p> <p>3. Have students develop a chart showing the aggressive action of Japan from the Twenty-one demands of 1915 to the Washington Naval Conference of 1922 on one side, and the corresponding action by the U. S. on the other.</p>



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OBJECTIVE

LEARNING ACTIVITIES

4. Correspondent Arthur Bullard criticized the U. S. policy during this period saying that it would result in "Japanese commercial predominance in China equivalent to the U. S. position in Central America." Discuss what implications this prediction could have had on U. S. foreign policy in Asia.
5. Listen to the record: Sun Yat-sen: The Man Who Saved China. #4-40652. Discuss this leader's role in the early development of China in dealing with the U. S.
6. View the film: Woodrow Wilson: Spokesman for Tomorrow. 27' BW. #1-30995.
1. After reading appropriate excerpts from their textbook (i.e., Rise of the American Nation by Todd and Curti), have students write a comparative essay on the following points of view regarding the impact of the Washington Naval Conference:
- a. Secretary of State Charles Evans Hughes hailed the Washington Conference as a great step toward "The reign of peace."
 - b. Nathaniel Peffer in 1933 called the Washington Conference "amicable generalities of self-denying ordinances."
2. Students will list the major provisions of the Conference and the major nations involved.
3. Discuss the policy of the U. S. toward Japan of non-violence and nonrecognition of Japan's forcible gains in Manchuria and China in 1931.

D. The students will describe the effect of the Washington Naval Conference of 1921-22 on the building-up of Japan to World War II.

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LEARNING ACTIVITIES

4. Have students define and state the importance of the following identification lists:
- a. League of Nations
 - b. Cordell Hull
 - c. collective security
 - d. diplomacy
 - e. conciliation
 - f. appeasement
5. The American Ambassador to Japan, Joseph C. Grew, in 1937, said that the policy of the U. S. as witnessed in the Washington Conference "leads not to peace but potentially to war." Describe the events which substantiate this claim.
6. Obtain a copy of Franklin Roosevelt's "quarantine the aggressors" speech of 1937 and make it available to students. Discuss the following parts in class:
- a. "Positive endeavors to preserve peace."
 - b. Concrete efforts to halt aggression.
 - c. He hastened to add that he had meant nothing definite or substantial.
1. From their textbook, students will make a chart of Japanese expansion from 1922 till 1940. Have students select a year on the chart and write a short report on what happened during that year.
2. Discuss the declaration of Secretary of State Cordell Hull of the principles of international law and the peaceful settlement of international disputes. What effect did this have on our relations with Japan?

E. The students will cite evidence for the position that the collective security foreign policy of the 1930's did not stop Japanese expansion, did not help China and polarized relations between the United States and Japan.

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LEARNING ACTIVITIES

3. Identify the main reasons for the economic sanctions against Japan in 1940. Discuss the results of cutting off all trade.
4. Have students write an essay on the strategy of Ambassador Grew. He said the best strategy was to keep peace with Japan until the British won the war in Europe, and then make some reasonable and viable readjustment in Asia that would be acceptable to Japan.
5. Discuss which would be the more appropriate title for Japan's expansion: "Pigmy to Giant" or "Infant to Bully."
6. Show filmstrip: Japan: Emergence of a Modern Nation.
Guidance Associates.

GOAL #3: THE STUDENT WILL FORMULATE HYPOTHESES ABOUT THE IMPACT OF WORLD WAR II UPON THE UNITED STATES IN ASIA.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
<p>III. THE IMPACT OF WORLD WAR II IN ASIA.</p>	<p>A. The students will list the ways in which the U. S. became the supreme naval power of the Pacific.</p>	<ol style="list-style-type: none"> 1. Using the EJS Tecmifax transparency on the U. S. Becomes a World Power #2-30100, clarify any particular point in the course of study. 2. Discuss what General Douglas MacArthur meant in 1951 when he said that the U. S. had transformed its "western strategic frontier" from the West Coast and an exposed, vulnerable salient (Hawaii-Midway-Guam-Philippines) to the entire Pacific Ocean. 3. In order to clearly see all the areas of study in their proper geographic perspective, students will have to circle on a map of the Pacific all the islands or bases extending in an arc from the Aleutians to the Marianas that were under the control of the U. S. 4. Have students identify the following: <ol style="list-style-type: none"> a. strategic b. Aleutians c. Marianas d. General MacArthur e. imperialistic power f. transformation
<p>B. The students will formulate hypotheses which reflect the power of the U. S. in Asia as a result of World War II.</p>		<ol style="list-style-type: none"> 1. In a descriptive essay have students list the elements which they think constitute world power. 2. Using their textbook as a source, have students list on a chart the countries which were involved in Asia before the war on one side of the paper and the countries which still had influence after the war on the other side of the paper. Next to each country state the nature of change in their role after the war as opposed to before the war.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	<p>C. The student will describe how Russia and China became major enemies of the U. S. in Asia after the fall of Japan in 1945.</p>	<p>3. After reading materials selected appropriately from the bibliographic index, the teacher assigns committees of students to discuss in small groups the factors which caused General MacArthur to call the Pacific a "friendly lake, a vast moat to protect us...a protective shield for all of the Americas and all free lands of the Pacific Ocean area."</p> <p>4. Consult again the EJS Tecnifax transparency on <u>The U. S. Becomes a World Power #2-30100</u> to clarify points in the course of study.</p> <p>1. Using the EJS Brady transparencies on Korea, #2-30077, clarify any particular point in the course of study.</p> <p>2. On a map of Asia have students outline the countries below:</p> <ul style="list-style-type: none"> a. The Soviet Union b. China c. Manchuria d. North Korea e. South Korea f. Outer Mongolia <p>3. Discuss the statement, "The history of the Far East since 1894 has consisted of efforts first by Japan and now by Russia for control."</p> <p>4. After reading in their textbooks, have students write an essay explaining the question: "Why was Korea called a dagger pointing at the heart of Japan?"</p>

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		<p>5. View the films:</p> <p><u>Inside Red China, Part I - 30' C. #1-31527</u> <u>Inside Red China, Part II - 21' C. #1-31529</u> <u>That War in Korea, Part I - 42' BW. #1-40073</u> <u>That War in Korea, Part II - 42' BW. #1-40075</u></p>

OAL #4: THE STUDENT WILL DISCUSS CRITICALLY THE UNITED STATES POLICY OF CONTAINMENT IN ASIA.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
<p>IV. COMMUNIST LEADERSHIP POSES A NEW THREAT.</p>	<p>A. The students will discuss critically the proposition that the U. S. defense line must be maintained in Asia.</p>	<ol style="list-style-type: none"> 1. After a discussion on the domino theory, discuss the insistence of MacArthur that "under no circumstances must Formosa fall under Communist control," or Korea, or Indochina, or any other point in Southeast Asia. 2. Students will list the characteristics of the defense line foreign policy which contended that Communist China's expansion, military or political must be checked for the sake of security in the whole Pacific area. 3. Have students select one of the following books and report on it to the class: * <ol style="list-style-type: none"> a. <u>Power and Diplomacy</u> by D. G. Acheson b. <u>China: The People's Middle Kingdom and the U. S. A.</u> by J. K. Fairbanks c. <u>American Diplomacy 1900-1950</u> by C. F. Kennan d. <u>The Necessity for Choice: Prospects of American Foreign Policy</u> by H. A. Kissinger e. <u>The American Tradition in Foreign Policy</u> by F. Tannenbaum f. <u>Containment and the Origins of the Cold War</u> by E. C. Rozwenc and K. Lindfors g. <u>The Cold War</u> by R. W. Winks 4. Have students do research to find the role Chinese nationalism and dynamic Chinese leadership played in bringing about a new threat and a new vulnerability for the U. S. (Use <u>The United States and China</u> by Fairbanks). <p>*For better students, for date, place and other facts consult Bibliography of Recommended Readings.</p>

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	<p>B. The students will compare the policies of containment during the 1950's in Asia with containment in Europe today.</p>	<p>5. View the films:</p> <p>Southeast Asia Story: The Land. 15' C. #1-12087. Taiwan: The Face of Free China. 30' C. #1-30931. <u>Indonesia: New Nation of Asia.</u> 16' C. #1-12906.</p> <p>1. Use dictionaries and other reference books to identify the following words:</p> <ol style="list-style-type: none"> Aleutians Ryukyu Islands Fomosa Indochina satellite nations Berlin wall blockade "Ich bin ein Berliner." detente atomic diplomacy <p>2. Have students investigate their own beliefs regarding containment in Asia as opposed to containment in Europe after reading in the various sources listed above.</p> <p>3. "The policy of 'containment' in Asia, as in Europe, became U. S. policy after 1950, though usually expressed more tactfully and cautiously than General MacArthur had stated it in regard to Formosa." Present evidence to support this statement by sending groups of students to do research in the library.</p> <p>4. Secretary of State Dean Acheson said in 1950 that our foreign policy should consist of "military security in the Pacific." Discuss how this alternative and strategy is similar to containment.</p>

FOCUS

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C. The students will gather data involving the movement within the U. S. to keep Red China out of the United Nations.

5. View the films:
China and the Social Revolution. 17' C. #1-13037.
Communist China. 22' BW. #1-31534.
6. Have students play the simulation game Dangerous Parallel.
1. Discuss the role of Communist China in Asia of opposing American aims and working for the removal of American power and influence from the area.
2. After doing research in the library, have students investigate the efforts of Senator William Knowland of California in the China Lobby.
3. Students will identify Formosa and discuss the popular view that the government of Formosa should be recognized as the sole government of China.
4. "Should Communist China be admitted to the United Nations?" The class divides into four or five groups, each to formulate its views with respect to the question. Discussion in groups continues for a few minutes. Group leaders then present the majority view of the group; minority views are also heard. Class discussion and evaluation then follows.
5. Send students to the library to use reference books and other materials to find information of the Citizens Committee of One Million Against the Admission of Communist China to the United Nations. Included should be the following areas:
 - a. its effectiveness
 - b. its political influence
 - c. its composition

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	<p>D. The students will classify the various defense pacts of the U. S. in Asian involvement since the 1950's.</p>	<p>6. View the film: <u>China: The Awakening Giant</u>. 17' C. #1-13129. or filmstrip: <u>China in Crisis: Confrontation or Coexistence</u>, Guidance Associates.</p> <p>1. From the source, <u>The United States and China</u>, by Fairbanks have students do the following: On a paper entitled "Reasons for Asian Defense Pacts" make four columns; label the first Japan, the second Korea, the third Australia and New Zealand and the fourth Southeast Asia. Underneath these list the types of pact and the reasons for it.</p> <p>2. It has been said that the U. S. was the only effective protector of the non-Communist nations in Asia that wished such protection. Discuss this concept and tabulate the results of a survey to determine their beliefs.</p> <p>3. From the source, <u>The United States and China</u> by Fairbanks have the students trace the eight nation Southeast Asia Treaty of 1954 back to the situation before its passage. Discuss the reasons for the necessity of the treaty.</p> <p>4. Make a time-line showing the growth of Communist aggression in Asia, beginning with China in 1947-48 till the present.</p> <p>5. Debate topic: The Truman Doctrine was extended by Presidents Kennedy and Johnson from Europe to Asia.</p>



GOAL #5: THE STUDENT WILL IDENTIFY THE VARIABLES OF POLITICAL, MILITARY AND ECONOMIC SIGNIFICANCE REGARDING THE INDOCHINA CONFLICT.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
<p>V. PRESENT DAY CONFLICT IN INDOCHINA</p>	<p>The student will identify the variables found in the above goal.</p>	<ol style="list-style-type: none"> 1. Students will make a graph depicting both the year and the number of dollars spent on the war in Vietnam by the U. S. 2. Have each student make his own personal scrapbook of the events of the Vietnam conflict during the course of study. 3. Make a bulletin board display of the war in Vietnam using as sources pictures that students bring in which reflect their view of the war. 4. List chronologically the dates of escalation of the U. S. involvement since the 1954 entrance. 5. Assign students to read material in current periodicals on the way in which the war is affecting Vietnamese civilians. 6. Demonstrate through pictures from magazines and newspapers the political figures that have emerged due to the political aspect of the war in Indochina. 7. Obtain a copy of "Vietnam-Illusion and Reality" by R. F. Kennedy. After the oral presentation, the class will give an evaluation of its contents. 8. Obtain a copy of "Reflections on Vietnam," by Richard H. Rovere. Following the oral presentation the class will give an evaluation of its contents. 9. Students will write a comparative essay on the different points of view of Robert Kennedy and Richard Rovere. 10. <u>Creative writing:</u> Students will write a paper on the activities they would involve themselves with if they were the President of the United States in dealing with the war in Vietnam.



FOCUS

OBJECTIVE

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11. Discuss the election of 1968 as to the influence of the war in Vietnam on domestic issues. Include:
- a. Civil Rights
 - b. Economic problems - inflation
 - c. "Southern strategy"
 - d. Problems of the cities - revenue sharing.
 - e. Unemployment
 - f. ABM system
 - g. Welfare reform
 - h. United States military morale shaken by crisis in morale and discipline
- (1) Lt. Calley case
(2) Lt. Col. A. Herbert case
12. View the films:
- Why Vietnam? 30' B&W. #1-30033
Screen News Digest. (Vol. 4, Issue 9.) 28' B&W.
#1-12680.
13. Have students play the simulation game, Mission, which concerns our involvement in Vietnam.

MATERIALS:

I. **RECOMMENDED BASIC TEXTUAL AND OTHER MATERIALS:** Implementation of this course of study is possible with a standard, state-adopted American History textbook.

II. **ALTERNATE STUDENT AND CLASS MATERIAL:**

A. **TEXTUAL**

The Annals of America, "Great Issues of American Life," Chicago: Encyclopedia Britannica, 1968.

Beasley, W. G. The Modern History of Japan. New York: Frederick A. Praeger, 1963.

Black, Cyril E. The Eastern World Since 1945. Cambridge: Ginn and Co., 1967.

Burks, Ardath. China, Korea and Japan. New York: The Macmillan Company, 1970.

Fairbank, John King. The United States and China. New York: Viking Press, 1958.

Holbo, Paul S. United States Policies Toward China. New York: The Macmillan Company, 1970.

McGrath, Edward G. Is American Democracy Exportable? Beverly Hills: Glencoe Press, 1968.

Petrovich, Michael B. East Asia. Morristown, New Jersey: Silver Burdett Co., 1970.

Weitzman, David L. Mao Tse-tung and the Chinese Revolution. San Francisco: Field Educational Publications, Inc., 1969.

B. **AUDIO-VISUAL**

1. **Transparencies**

EJS Technifax on Asia.

EJS Technifax on U. S. Becomes a World Power.

EJS Brady on Korea.

Dade County #

2-00115

2-30100

2-30077

2. Records Dade County #

Sun Yat Sen: The Man Who Saved China.

4-40652

3. Filmstrips

China in Crisis: Confrontation or Coexistence. Guidance Associates.
Japan: Emergence of a Modern Nation. Guidance Associates.

4. Films Dade County #

Part 1. The Philippines: Gateway to the Far East.

1-12183

1-12915

1-131710

1-13103

14' C.

14' C.

16' C.

Hawaii's History:

14' C.

Samoa.

30' C.

China: Old and New.

16' C.

Part 2. Japan: Pacific Neighbor. 15' C.

1-12034

14' C.

14' C.

27' B&W.

1-12812

1-30995

15' C.

14' C.

27' B&W.

1-31527

1-31529

1-40073

1-40075

30' C.

21' C.

42' B&W.

42' B&W.

1-12087

1-30931

1-12906

1-13037

1-31534

1-13129

15' C.

30' C.

16' C.

17' C.

30' C.

22' B&W.

17' C.

15' C.

30' C.

16' C.

17' C.

17' C.

30' B&W.

28' B&W.

1-30033

1-12680

Part 5. Why Vietnam? 30' B&W.

1-30033

1-12680

28' B&W.

28' B&W.

C. OTHER

Simulation Games

Destiny, Interact
Mission, Interact
Dangerous Parallel, Scott, Foresman and Co.

D. SUPPLEMENTAL PUPIL AND TEACHER RESOURCES

Civic Education Service, eds. Two Viet Nams in War and Peace. Washington, D. C.: Civic Education Service, 1968.

Fisel, Wesley R. and Bisson, T. A., eds. The United States and Vietnam: Two Views. New York: Public Affairs Pamphlet, 1970.

Gross, Richard E. and Madgic, Robert F. The End of Isolation, 1890-1920. San Francisco: Field Educational Publications, 1971.

Gross, Richard E. and Madgic, Robert F., eds. Total Global Commitment, 1950-1970. San Francisco: Field Educational Publications, 1971.

Holbo, Paul S., ed. Isolationism and Interventionism, 1932-1941. Chicago: Rand McNally, 1967.

Holbo, Paul S. United States Policies Toward China. New York: Macmillan, 1969.

Holt, Pat M. United States Policy in Foreign Affairs. Boston: Allyn and Bacon, 1971.

Lowitt, Richard, ed. The Truman-MacArthur Controversy. Chicago: Rand McNally, 1967.

May, Ernest R. From Imperialism to Isolationism, 1898-1919. New York: Macmillan Co., 1964.

Oliver, Donald W. and Newmann, Fred M., eds. The Limits of War. Middletown, Connecticut: American Education Publications, 1970.

_____. Containment and The Origins of The Cold War. Lexington: D. C. Heath, 1967.

- Ross, Hugh, ed. The Cold War: Containment and Its Critics. Chicago: Rand McNally, 1968.
- Rozwenc, Edwin C. and Lindfors, Kenneth. The United States and The New Imperialism, 1898-1912. Lexington: D. C. Heath, 1968.
- Traverso, Edmund. The Spanish American War: A Study in Policy Change. Lexington: D. C. Heath, 1968.
- Winks, Robin W. The Cold War. New York: Macmillan Co., 1964.

III. TEACHER REFERENCE MATERIAL

- Acheson, Dean Gooderhan. Power and Diplomacy. Cambridge, Massachusetts, 1958.
- Adler, Selig. The Isolationist Impulse; Its Twentieth-Century Reaction. New York, 1957.
- Allen, Harry Cranbrook. Great Britain and the United States; A History of Anglo-American Relations, 1783-1952. New York, 1955.
- Association of Teachers of Social Studies of the City of New York, Handbook for Social Studies Teaching. New York: Holt, Rinehart and Winston, Inc., 1967.
- Bailey, Thomas Andrew. American Faces Russia: Russian-American Relations from Early Times to Our Day. Gloucester, Massachusetts, 1964.
- Barghoorn, Frederick Charles. The Soviet Image of the United States: A Study in Distortion. New York, 1950.
- Bartlett, Ruhl Jacob. Policy and Power: Two Centuries of American Foreign Relations. New York, 1963.
- Battistini, Lawrence Henry. Japan and America, from the Earliest Times to the Present. New York, 1954.
- Beard, Charles Austin. A Foreign Policy for America. New York, 1940.

- Blum, John Morton. The Promise of America: An Historical Inquiry. Boston, 1966.
- Blum, John Morton. Woodrow Wilson and the Politics of Morality. Boston, 1956.
- Cheever, Daniel S., and Henry Field Haviland. American Foreign Policy and the Separation of Powers. Cambridge, Massachusetts, 1952.
- Cook, Thomas Ira, and Malcom Moos. Power through Purpose: The Realism of Idealism as a Basis for Foreign Policy. Baltimore, 1954.
- Curti, Merle Eugene. American Philanthropy Abroad: A History. New Brunswick, 1963.
- DeConde, Alexander, ed. Isolation and Security: Ideas and Interests in Twentieth Century Foreign Policy. Durham, North Carolina, 1957.
- Dulles, Foster Rhea. America's Rise to World Power, 1898-1954. New York, 1963.
- Dulles, Foster Rhea. China and America: The Story of Their Relations Since 1784. Princeton, 1946.
- Dunning, William Archibald. The British Empire and the United States: A Review of Their Relations During the Century of Peace Following the Treaty of Ghent. New York, 1914.
- Feis, Herbert. The Road to Pearl Harbor. Princeton: Princeton University Press.
- _____. The China Tangle. Princeton: Princeton University Press.
- _____. Churchill, Roosevelt, and Stalin. Princeton: Princeton University Press.
- Griswold, Alfred Whitney. The Far Eastern Policy of the United States. New York, 1938.
- Kahin, George McTurnan, and John W. Lewis. The United States in Vietnam. New York, 1967.
- Kissinger, Henry Alfred. The Necessity for Choice: Prospects of American Foreign Policy. New York, 1961.
- Lea, Homer. The Valor of Ignorance. New York: Harper and Brothers, 1909.

- O'Connor, Richard. Pacific Destiny. Boston: Little, Brown and Co., 1969.
- Reischauer, Edwin Oldfather. Beyond Vietnam: The United States and Asia. New York, 1967.
- Sansom, G. B. The Western World and Japan. New York: Alfred A. Knopf, 1970.
- Shewmaker, Kenneth E. Americans and Chinese Communists, 1927-1945. Ithaca: Cornell University Press, 1971.
- Sinkler, George. The Racial Attitudes of American Presidents, From A. Lincoln to T. Roosevelt. New York: Doubleday, 1971.
- Tannenbaum, Frank. The American Tradition in Foreign Policy. Norman, Oklahoma, 1955.
- Tuchman, Barbara. Stilwell and the American Experience in China, 1911-1945. New York: Macmillan, 1971.

ADDENDUM:

Alternate student and class material:

Textual -

- Cox, David, et. al. Power and Prosperity, 1898-1929. New York: John Wiley and Sons, 1969.
- McKeown, Robin J. Modernization in Japan. San Francisco: Field Educational Publications, 1969.
- Weitzman, David L. China and the United States. San Francisco: Field Educational Publications, 1969.
- East Meets West. San Francisco: Field Educational Publications, 1969.

Films - Dade County #

- American Foreign Policy since Pearl Harbor, Part 1. 1-31785
- American Foreign Policy Since Pearl Harbor, Part 2. 1-31788
- Growth of American Foreign Policy. 19'. 1-13328
- Life and Times of Theodore Roosevelt. 26'. 1-31469
- MacArthur, General Douglas. 26'. 1-31542
- Mao Tse-Tung. 26'. 1-31554
- Nimitz, Admiral Chester. 26'. 1-31541
- Roosevelt, Theodore. 26'. 1-31560
- Wilson, Woodrow. 26'. 1-31551