

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 Activity:** Start the lesson by showing the students the clip of President Harry S. Truman addressing the nation. In this clip, Truman discusses the dismissal of General Douglas MacArthur. Do not give the students any background information. Have students work with a partner or alone and make a list of why the president would fire a US General. (Students may need to know that a General is a high ranking military official)
 - a. <https://www.youtube.com/watch?v=jAhBDiu3mqY> - **President Truman addresses the nation as he gives reason for General MacArthur's**
2. Introduce the essential question to students: How did the disagreements between Harry S. Truman and Douglas MacArthur affect the outcome of the Korean War?
3. Together as a class, brainstorm the kind of sources that might be important to examine to answer the question. This lesson includes several types of sources but that doesn't need to limit instruction to just those sources. There are option sources available for use at teacher discretion.
4. Use the background essay and the timeline of the Korean War. Consider the following strategies to make this effective:
 - a. The students or teacher might read the essay aloud, establishing the main point of the reading.
 - b. Revisit the question. How does this information change or expand our understanding of what the question is asking? How does it affect our initial understanding?
 - c. Student should re-read and annotate the essay individually, looking for information that might provide answers or clues to their original questions.
 - d. Other activities might involve:
 - i. Opening up the document- research topics that are new or confusing.
 - ii. Using context to infer meaning of new words/phrases
 - iii. Compare the essay to other sources (textbook, articles) on the same topic..

Possible discussion questions:

- **How do you think the public will react to President Truman firing General Douglas MacArthur?**
- **Is it a big deal to for a president to fire a General?**
- **Does the President have the authority to fire a General?**

5. Student will be answering the following *guiding question* at the end of the activity: **If you were President Truman, would you have fired General Douglas MacArthur?**
6. Once students have analyzed the background essay and the timeline of the Korean War, students will be analyzing the phases of the Korean War - **Korean War Map Activity**. If your students have in depth background knowledge of the Korean War, feel free to skip this step.
 - a. Students will be placing maps of the phases of the Korean war in order using short descriptions.

Step 2: Go to the sources

Note- each source should be looked at separately for information that will help reveal perspectives on the question. Consider the following steps with each source, understanding that students will need less assistance as they repeat the process. To increase student interest, print off class sets of the documents and place in a folder that labeled TOP SECRET.

1. All sources have a story. They were produced by a person at a time and place in history. The instructor should model how to analyze these circumstances in order to predict their influence on the content of the source. These include:
 - a. Examining the creator, predicting what this person might create based on who they are.
 - b. Considering the intended audience of the source, predicting how the content might be influenced its format and purpose.
 - c. Brainstorm the context of the source, paying particular attention to the events, attitudes, and forces at work at that time and place.
2. Use all of this information to predict the reliability and utility of the source. History students should recognize that all sources are worth investigating even if they represent a viewpoint not recognized by themselves or other sources.
3. Students should view sources like a detective looks at a crime scene. Each source should add information towards the questions established in step 1. To support student success consider the following steps:
 - a. Students look over the source to get a general idea of the content.
 - b. Determine whether or not predictions were accurate.
 - c. Ask questions, researching or working with other students to clarify confusion.
 - d. Examine the format of the source. If necessary, model the kinds of questions to ask or details to pay attention to that are specific to that format.
 - e. Categorize the source based on its perspective. Which possible answer does this source support?

Step 3: Reviewing the evidence

Note- By reviewing sources, students should have gathered many ideas that are relevant to the question. This step allows learners to look at this evidence and decide what it actually reveals. What is the best interpretation based on the evidence?

1. Go back to Step 1 and review the possible interpretations of the answer predicted by the class. How many of those panned out? What additional interpretations were exposed through the rest of the learning?
2. In groups, students should use evidence collected to identify multiple or competing interpretations to the question.
3. Direct students to answer the questions associated with each document. These questions will help the student further analyze the sources.
4. When students have analyzed every source, direct the students to the **Graphic Organizer Timeline**. The students need to place each document within the timeline based on chronological order. Students then need to write the name of the author, and the general tone and attitude of the document within the correct box.
5. At the end of this step students should have the information they need to complete the assessment activity.

6. **SOURCE 4:** This is a great opportunity to compare history to modern day. How do people contact the president? How do people voice their concerns back then? Today?

Step 4: Communicating an answer

Note- By communicating an answer to the framing question students are accomplishing several thinking tasks at once. The teacher does not have to assess everything a student does but should be aware of the importance to model and/or provide quality examples so that this format doesn't get in the way of students sharing what they have learned from the documents. If you have been working specific types of writing or speaking, consider working this step around those goals.

1. Before students answer the guiding question, have students place the documents within a **T-Chart**. This T-Chart will sort the documents into two categories: documents for MacArthur and documents against MacArthur. Students will use this T-Chart to help them answer the guiding question.
2. Provided in the materials for this lesson is a resource entitled *Answering the Question*. In determining the product of learning for this lesson consider the following criteria.
 - a. What is the skill level of my students?
 - b. What literacy goals can I support with this product?
 - c. Does the format of the product allow students to communicate a claim and use evidence from the sources to support it?
3. Construct a rubric for the product, careful to assess student proficiency towards your class learning goals. A sample rubric is provided following this step.
4. 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. When soliciting feedback from a peer a student should first identify what he/she would like help with, then be prepared to ask for help and input.
5. Before collecting student work, consider having students self-assess their work using the rubric. This is an important step that will help them take more ownership in their ultimate grade.

Step 5: Extension Activity

1. For students who finish early, direct them to create a **political cartoon**.
2. Use the political cartoons available in the "Optional Sources" as examples.
3. https://www.archives.gov/files/education/lessons/worksheets/cartoon_analysis_worksheet_novice.pdf
 - a. The above link that will assist you in teaching how to read and understand a political cartoon.
 - b. Have students use this graphic organizer to help them analyze the political cartoons before making their own.

EXAMPLE RUBRIC FOR PEEL PARAGRAPH

	0	1- Below Basic	2- Basic	3- Proficient	4- Advanced
P= Your main idea	Is not able to demonstrate any part of this task.	Can create a claim only with guidance from the instructor.	Creates an appropriate claim on a topic but is not able to introduce or give further explanation to the idea.	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.
E= Evidence you have to support your main idea	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 draws from only one account.	Refers to relevant and accurate evidence from more than one source and links it directly to specific accounts, mentioning the accounts by name.	Seamlessly integrates evidence from multiple sources by accurately summarizing details and using source information to establish its relevance.
E= Evaluation and Explanation of your evidence	Is not able to demonstrate any part of this task.	Distinguishes or sorts between evidence that is/ is not relevant to answering a question or explaining a point of view.	With minor errors explains how evidence is relevant to the question or point of view of the paragraph.	Accurately explains the significance of the evidence used to answer the question.	Accurately explains the significance of evidence used and evaluates the reliability or utility of the available sources.
L= Link to context/content	Is not able to demonstrate any part of this task.	Provides a conclusion that is confused or is not relevant to the evidence.	Provides a general conclusion sentence that summarizes the main point of with no specific link to the point.	Links 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

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.



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. Role: President Harry S. Truman
 - b. Audience: General Douglas MacArthur
 - c. Format: personal correspondence/letter
 - d. Topic: the decision to fire or not fire General Douglas MacArthur
2. Direct students to write a personal correspondence to General Douglas MacArthur based on the guiding question: **If you were President Truman, would you have fired General Douglas MacArthur?**
3. Ask students to evaluate the documents provided in the activity, placing each document in a T chart. On one side, have the students list the documents that are for MacArthur, on the other side have students place documents that are against MacArthur.
4. Students should use the T chart to help them answer the guiding question.



Name: _____

To: General Douglas MacArthur,
Tokyo, Japan

From: The President, The White
House, Washington, D.C.

Dear General Douglas MacArthur,

Date: _____

Harry S. Truman



Sincerely yours,

NAME: _____ DATE: _____ HOUR: _____



T-Chart

Directions: Place the documents in the appropriate side of the T-Chart

Truman Presidential
Museum & Library

Documents for MacArthur	Documents against MacArthur