

**Topic-**

The Korean War- Changing the Face of Our Military

**Objective-**

1. The students will analyze various sources about the desegregation of the United States military in the Korean War.
2. The students will organize their analysis and synthesize that research in an informative essay that answers the following questions:
  - What were the reasons given for the desegregation of the military?
  - Predict the effect of desegregation of the military on the civilian population.

**Standards-**

CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

**Resources-**

<http://www.history.army.mil/books/korea/24TH.HTM>

- history of African American soldiers

<http://www.koreanwar60.com/african-americans-korean-war-1>

-photo of de segregated soldiers

[http://www.digitalhistory.uh.edu/topic\\_display.cfm?tcid=100](http://www.digitalhistory.uh.edu/topic_display.cfm?tcid=100)

– History of Military Integration with mention of Fort Dix, New Jersey

[http://archive.defense.gov/home/features/2013/0713\\_integration/](http://archive.defense.gov/home/features/2013/0713_integration/)

- The US Department of Defense website dedicated to the integration of the armed forces.

<https://www.trumanlibrary.org/9981.htm>

The executive order that desegregated the military.

**Procedure:**

1. This lesson should be part of a larger unit that is a study of the Korea War.
2. Read the introduction quotes and discuss as a class.
3. Have students use the National Archives Document Analysis worksheet to analyze the Executive Order 9981.
4. Discuss their analysis and what that tells them about the United States at the time. Use this time to discuss the issues of Civil Rights, maybe add reference to the Tuskegee Airmen.
5. Read the telegram from A. Philip Randolph, give students background information about this labor union and civil rights activities. Use the National Archives Document Analysis for the telegram.
6. Show the Newspaper articles about the desegregation of the military and the reactions of the soldiers.
7. Display the photo of the desegregated troops and have the students use the National Archives Photo Analysis worksheet. Students should then:
  1. Choose a soldier from the photograph
  2. Rewind his life-5 years, Fast forward his life 5 years-what can they predict it was like and where do they predict it will be
8. FINAL ASSESSMENT: Essay question.

**MODIFICATION:** Teacher model the use of the Document Analysis worksheets, use highlighters for the analysis and complete other activities as a co-op group.

**EXTENSION:** Have students research specific African American soldiers from this war. Students can also interview Korean War Veterans and discuss the Executive Order 9981.

**Introduction**

Quote 1:

“When your life depends on your buddy, the color of their skin tends to become less important; it’s how good they are...”

- Conrad Crane, director of the U.S. Army Military History Institute at Carlisle Barracks, Pa

Quote 2:

“For our young servicemen and servicewomen today, it might seem like ancient history. But it’s real in my lifetime...and it’s important for them to remember that 60 years ago, we lived in a country where people were measured solely on the color of their skin, where African-Americans who had gone to World War II and who had fought and served in their hundreds of thousands then came back to a nation that wouldn’t serve them... But after World War II, African-Americans came back and said, ‘No, this has to change...’

-Colin Powell

## **Document Analysis**

Executive Order 9981 <http://www.ourdocuments.gov/doc.php?flash=true&doc=84>

EXECUTIVE ORDER

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ESTABLISHING THE PRESIDENT'S COMMITTEE ON  
EQUALITY OF TREATMENT AND OPPORTUNITY IN  
THE ARMED SERVICES

WHEREAS it is essential that there be maintained in the armed services of the United States the highest standards of democracy, with equality of treatment and opportunity for all those who serve in our country's defense:

NOW, THEREFORE, by virtue of the authority vested in me as President of the United States, by the Constitution and the statutes of the United States, and as Commander in Chief of the armed services, it is hereby ordered as follows:

1. It is hereby declared to be the policy of the President that there shall be equality of treatment and opportunity for all persons in the armed services without regard to race, color, religion or national origin. This policy shall be put into effect as rapidly as possible, having due regard to the time required to effectuate any necessary changes without impairing efficiency or morale.

2. There shall be created in the National Military Establishment an advisory committee to be known as the President's Committee on Equality of Treatment and Opportunity in the Armed Services, which shall be composed of seven members to be designated by the President.

3. The Committee is authorized on behalf of the President to examine into the rules, procedures and practices of the armed services in order to determine in what respect such rules, procedures and practices may be altered or improved with a view to carrying out the policy of this order. The Committee shall confer and advise with the Secretary of Defense, the Secretary

of the Army, the Secretary of the Navy, and the Secretary of the Air Force, and shall make such recommendations to the President and to said Secretaries as in the judgment of the Committee will effectuate the policy hereof.

4. All executive departments and agencies of the Federal Government are authorized and directed to cooperate with the Committee in its work, and to furnish the Committee such information or the services of such persons as the Committee may require in the performance of its duties.

5. When requested by the Committee to do so, persons in the armed services or in any of the executive departments and agencies of the Federal Government shall testify before the Committee and shall make available for the use of the Committee such documents and other information as the Committee may require.

6. The Committee shall continue to exist until such time as the President shall terminate its existence by Executive order.



THE WHITE HOUSE,  
July 26, 1948.

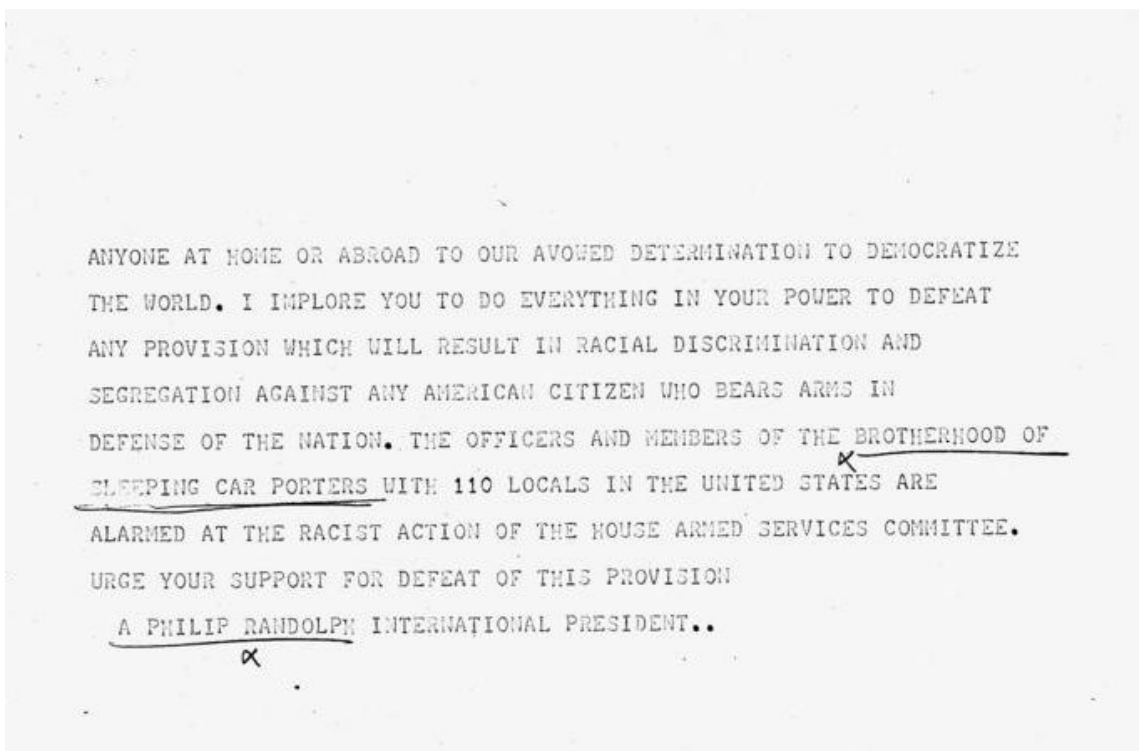
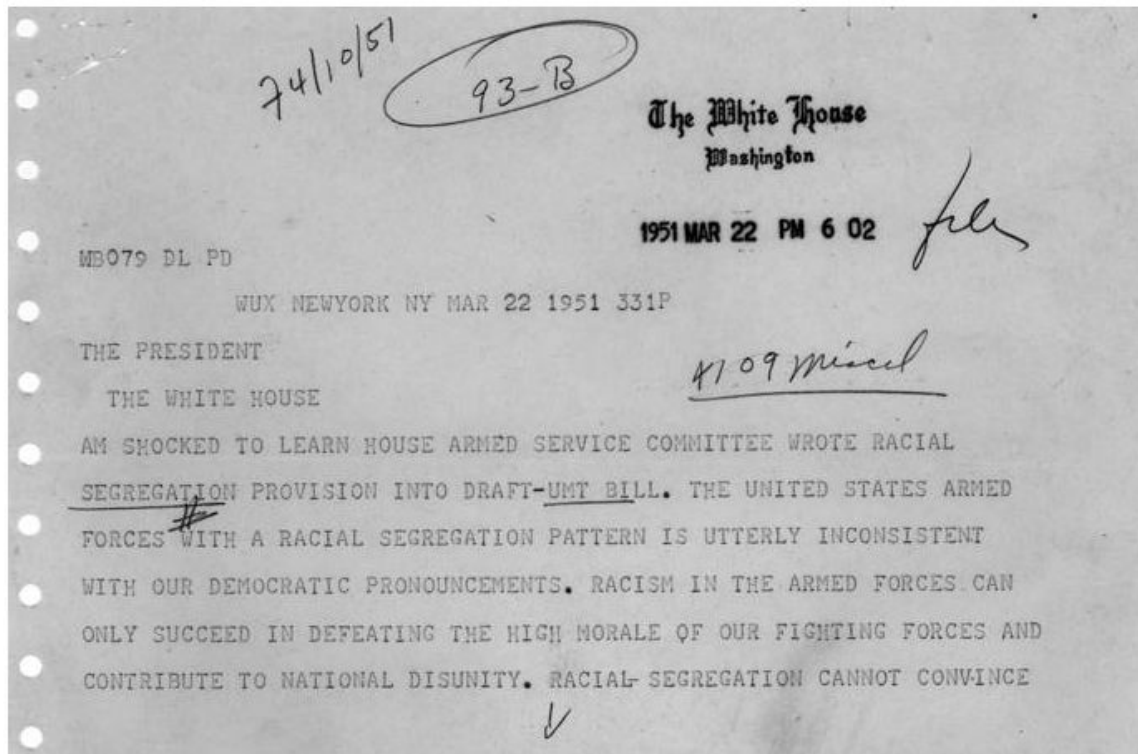
THE NATIONAL ARCHIVES  
FILED AND MADE AVAILABLE  
FOR PUBLIC INSPECTION  
Jul 27 10 39 AM '48  
IN THE DIVISION OF THE  
FEDERAL REGISTER

9981

## Document Analysis

Telegram, A. Philip Randolph to Harry S. Truman, March 22, 1951.

[http://www.trumanlibrary.org/whistlestop/study\\_collections/desegregation/large/documents/index.php?pagenumber=2&documentid=1-26&documentdate=1951-03-22&studycollectionid=coldwar&groupid=](http://www.trumanlibrary.org/whistlestop/study_collections/desegregation/large/documents/index.php?pagenumber=2&documentid=1-26&documentdate=1951-03-22&studycollectionid=coldwar&groupid=)



National Archives Document Analysis Worksheet-

<http://www.archives.gov/education/lessons/worksheets/document.html>

## Newspaper Analysis

Special to THE NEW YORK TIMES. "WHAT'S GOING ON HERE?" *New York Times* (1923-Current file): 1. Aug 02 1951. ProQuest. Web. 20 Oct. 2015 .

### **Men of the 24th Infantry Hail End of Segregation**



Cpl. George L. Johnson of 161 East 128th Street, of the same unit, who is all smiles on learning of the news.

Associated Press

Capt. Charles R. Walker of 533 West 158th Street, New York, legal and public information officer of the Twenty-fourth Regiment, an all-Negro outfit being disbanded, who says "it is good to have segregation ended." The 24th, a famous regiment, has distinguished itself in the fighting in Korea.

National Archives Document Analysis Worksheet-

<http://www.archives.gov/education/lessons/worksheets/document.html>

## Image Analysis

National Archives Photo Analysis Worksheet-

<http://www.archives.gov/education/lessons/worksheets/photo.html>





