

## NATIONAL EISENHOWER MEMORIAL EDUCATIONAL MATERIALS

### LESSON

# “I Shall Go to Korea” - Candidate Eisenhower and Foreign Policy



#### Duration

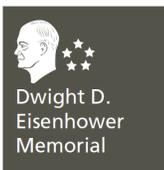
One 45-minute period

#### Grades

7–12

#### Cross-curriculum Application

U.S. History, World History, Art



## Historical Background

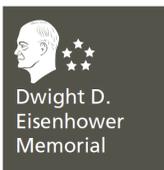
Eisenhower's views about the United States and its role in the world strongly influenced his decision to run for president. The 1952 presidential campaign took place during the Korean War and questions about the United States and its role in the world were central to Eisenhower's campaign. At the time of the campaign, the war had entered a bloody stalemate, as neither the South (supported by a force from the United Nations, including the United States), or the North (bolstered by troops from communist China) could gain an advantage. Many Americans were frustrated with the war and its toll. The leading Republican candidate initially was Robert Taft, a senator from Ohio. He disagreed with the creation of NATO, and many Republicans viewed his policies as isolationist.

As a former NATO and WWII Commander, presidential candidate Dwight Eisenhower outlined his view of the war and the United States' larger approach for limiting the expansion of communist governments. In a speech now referred to as the "I Shall Go to Korea" speech, Eisenhower criticized the way the Truman administration had conducted the war, promised to visit the war zone himself to assess the problem, and to "concentrate on the job of ending the Korean war — until that job is honorably done."

Eisenhower won the presidential election over Adlai Stevenson in November of 1952, but his involvement with the Korean War did not end. Before he was inaugurated in January of 1953, Eisenhower hinted that as president he might expand the war to China or even use nuclear weapons. Known later as "Ike's Bluff," Eisenhower's stance obscured his real intention of making nuclear war less likely. Despite the proliferation of nuclear weapons following World War II, Eisenhower, as a committed internationalist, avoided a global war during his term as president. Eisenhower promoted strong internationalist policies in his campaign, and the 1952 election signified that the United States would be globally-oriented rather than isolationist.

## Objective

Students will read through supporting materials and watch a short video from the Eisenhower Memorial to help analyze Eisenhower's speech. Students will then select a line from the speech and create a campaign poster featuring the line that explains Eisenhower's foreign policy views.



## Essential Questions

1. Why did Dwight Eisenhower choose to run for president?
2. How did presidential candidate Eisenhower build a winning coalition?
3. How did Eisenhower's campaign capitalize on his foreign policy expertise and military experience?

## Sources

- » "I Shall Go to Korea Speech." Dwight D. Eisenhower, 1952. Dwight D. Eisenhower Presidential Library.

[https://www.eisenhower.archives.gov/research/online\\_documents/korean\\_war/I\\_Shall\\_Go\\_To\\_Korea\\_1952\\_10\\_24.pdf](https://www.eisenhower.archives.gov/research/online_documents/korean_war/I_Shall_Go_To_Korea_1952_10_24.pdf)

Transcript:

[https://www.eisenhower.archives.gov/education/bsa/citizenship\\_merit\\_badge/speeches\\_national\\_historical\\_importance/i\\_shall\\_go\\_to\\_korea.pdf](https://www.eisenhower.archives.gov/education/bsa/citizenship_merit_badge/speeches_national_historical_importance/i_shall_go_to_korea.pdf)

*Teacher Notes: Copy of original and transcribed version of Eisenhower's "I Shall Go to Korea" speech given soon before the 1952 election day.*

*Interesting details:*

- *Eisenhower states that five members of the House Foreign Affairs Committee reported in 1949 that withdrawing forces from South Korea put them in an indefensible position.*
  - *He declared that World War II taught Americans that "appeasement is not the road to peace."*
  - *Eisenhower states that this presidential election represents not a choice between isolationism and internationalism, but a choice between securing world freedom through fearful or purposeful foreign policies.*
  - *While President of Columbia University, Eisenhower was appointed as Supreme Allied Commander, Europe and arrived in Belgium in 1951.*
- » "1952: Eisenhower vs. Stevenson." The Living Room Candidate. Museum of the Moving Image.  
<http://www.livingroomcandidate.org/commercials/1952>



*Teacher Notes: "The Man from Abilene" (1:02 minutes) was a campaign commercial for Eisenhower discussing the Korean War.*

*Interesting details:*

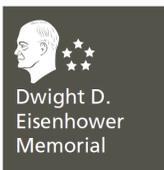
- *Eisenhower states that despite spending on national defense, there are not enough resources to fight in Korea.*
- *The narrator tells the audience to "vote for peace" on election day by choosing Eisenhower.*

## Materials

- » Speech Analysis Worksheet
- » Supplies for creating posters

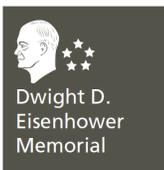
## Preparation

- Print out copies of the Speech Analysis Worksheet: "I Shall Go to Korea" for each student group.
- Print out copies of the "I Shall Go to Korea" speech for each student group.
- Cue Eisenhower E-Memorial video to show students. <[http://eisenhowermemorial.gov/experience/#/winning\\_the\\_presidency/587](http://eisenhowermemorial.gov/experience/#/winning_the_presidency/587)> Note: Select the play icon near the bottom of the webpage.
- Cue the 1952 presidential campaign commercial, "The Man from Abilene," <<http://www.livingroomcandidate.org/commercials/1952>> to show students. Note: This video requires Adobe Flash.
- Focus question to write on the board: Why did Eisenhower choose to run for president?



## Procedure

1. Students will begin by watching a short video from the Eisenhower E-Memorial about the 1952 presidential campaign. Have them consider the focus question on the board while viewing the video.
2. Provide more background on the 1952 election and the Korean War, if needed. See the *Related Resources* section below for short articles on these topics. The "Korean War" article from the Eisenhower Presidential Library provides good context.
3. Play the 1952 presidential campaign commercial, "The Man from Abilene." Discuss as a class the following questions and write the students' answers on the board for reference: What are the qualities of the commercial - are there images, music, narration, live action? What is the tone of the commercial? What is the commercial's message? What does this commercial reveal about Eisenhower's stance on foreign policy? What techniques of persuasion did this commercial use to promote its message? Ask the students if they have any questions about the commercial, as well. Is anything unclear in the commercial? About what would they like to know more?
4. Ask students to get into groups or pairs and pass out copies of Eisenhower's speech to each group.
5. Pass out one copy of the Speech Analysis Worksheet: "I Shall Go To Korea" (included in this lesson plan) to each student group.
6. Explain to the students that they will analyze Eisenhower's speech and choose one line they would like to feature on a campaign poster. The poster should effectively illustrate Eisenhower's foreign policy views. Students should use the Speech Analysis Worksheet to help with this activity. They can also consult the 1952 campaign commercial and Eisenhower Memorial video for additional help. Have them consider how Eisenhower built a winning coalition during his campaign and how the campaign capitalized on his foreign policy expertise and military experience.
7. Have students create the presidential campaign poster with the materials provided and then present it to the class.



## Differentiation

Students at lower levels of reading ability may be assigned excerpts from the speech.

If teachers have access to computers in the classroom or to a computer lab, students can create a digital poster. For ideas on creating digital posters, see *Teachinghistory.org*'s review of *Glogster*, a digital poster making tool: <http://teachinghistory.org/digital-classroom/tech-for-teachers/25055>

Teachers may want to show students examples of presidential campaign posters (consult the *Related Resources* section below for links).

Teachers may also make use of the Teacher Notes that accompany the above sources. Providing these notes to students may help them to notice important details within the sources.

## Assessment

Students will be assessed on their ability to analyze Eisenhower's "I Shall Go to Korea" speech using the Speech Analysis Worksheet. The poster should reference specific details from the speech and use these details to support a claim about Eisenhower's foreign policy views.

## Related Resources

### *Lesson Plans*

- » *Eisenhower's Foreign Policy*. Eisenhower's Presidency. National Park Service.

[http://www.nps.gov/museum/tmc/docs/eise\\_presidency.pdf](http://www.nps.gov/museum/tmc/docs/eise_presidency.pdf)

This unit plan contains four lesson plans, including *Eisenhower's Foreign Policy*. It makes use of objects in the museum collection, including campaign buttons.

- » *Sign of the Times: The Great American Political Poster 1844 to 2012*. The Sixth Floor Museum at Dealey Plaza.

<http://www.jfk.org/wp-content/uploads/Sign-of-the-Times-Educator-Programming-Guide.pdf>

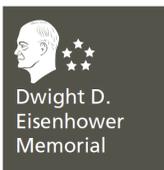
This guide contains two lessons about presidential campaign posters. It includes a 1952 Eisenhower poster, as well as a glossary of terms and list of online resources.

### *Secondary Sources and Digital Resources*

- » *The Korean War*. Eisenhower Presidential Library.

[https://www.eisenhower.archives.gov/research/online\\_documents/korean\\_war.html](https://www.eisenhower.archives.gov/research/online_documents/korean_war.html)

This article provides background on the Korean War.



- » "*Dwight D. Eisenhower: Campaigns and Elections.*" Miller Center. University of Virginia. <http://millercenter.org/president/biography/eisenhower-campaigns-and-elections>  
This article gives background on Republican Robert Taft and isolationism.

#### *Primary Sources*

- » *The Korean War and Its Origins, 1945-1953.* Harry S. Truman Library and Museum. [http://www.trumanlibrary.org/whistlestop/study\\_collections/koreanwar/index.php?action=docs](http://www.trumanlibrary.org/whistlestop/study_collections/koreanwar/index.php?action=docs)  
This collection includes documents and images concerning the Korean War. It also includes audio clips of Harry S. Truman, the president preceding Eisenhower, answering questions about the conflict.
- » *Campaign Series. Dwight D. Eisenhower: Papers as President, 1952-1960.* Dwight D. Eisenhower Presidential Library. [https://eisenhower.archives.gov/research/finding\\_aids/pdf/Eisenhower\\_Dwight\\_Papers\\_as\\_President/Campaign\\_Series.pdf](https://eisenhower.archives.gov/research/finding_aids/pdf/Eisenhower_Dwight_Papers_as_President/Campaign_Series.pdf)  
Finding aid for Eisenhower campaign papers available for research on site at the Dwight D. Eisenhower Presidential Library. About one fourth of the series covers the 1952 campaign and 1953 inauguration.
- » *Republican Party Platform of 1952.* American Presidency Project. University of California, Santa Barbara. <http://www.presidency.ucsb.edu/ws/index.php?pid=25837>  
This website contains the Republican Party platform of 1952. It includes discussions of foreign policy, communism, corruption and other topics.



## Speech Analysis Worksheet: "I Shall Go to Korea"

*Adapted from the "Understanding Language" Unit from Stanford University.*

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1. What argument is Dwight D. Eisenhower making in this speech? What is his stance on foreign policy? List evidence from the text.

2. What evidence does Eisenhower use to support his message?

3. How is the speech organized? How does Eisenhower develop his argument?



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**4. What are the most effective paragraphs or points in his argument and why?**

**5. Pick a line from the speech that represents Eisenhower's views on foreign policy and explain why.**

### Candidate Eisenhower and Foreign Policy Poster Rubric

	Fully Meets Expectations	Minimally Meets Expectations	Not Yet Within Expectations
	<i>3 points</i>	<i>2 points</i>	<i>1 point</i>
<b>Factual Understanding</b>	The poster demonstrates understanding of the main ideas of the speech and identifies a key detail.	The poster demonstrates understanding of the main ideas of the speech, but does not identify a key detail.	The poster does not demonstrate understanding of the main idea of the speech.
<b>Sourcing</b>	The poster demonstrates understanding of the speech's origin: especially when it was created and the creator's goal.	The poster demonstrates partial understanding of the speech's origin: when it was created and the creator's goal.	The poster demonstrates insufficient understanding of the speech's origin: when it was created and the creator's goal.
<b>Evidence-Based Claim</b>	The poster makes a reasonable claim advertising Eisenhower's foreign policy views and uses appropriate evidence and quotes to support that claim.	The poster makes a reasonable claim advertising Eisenhower's foreign policy views, but the evidence and quotes only partially support that claim.	The poster makes a claim advertising Eisenhower's foreign policy views that is not supported by appropriate evidence and quotes.
<b>Presentation</b>	The poster is well-organized and clear with an attractive layout. No (or only minor) spelling and grammar errors.	Poster is somewhat disorganized and unclear. Layout detracts from message. Several spelling and grammar mistakes.	Poster shows little or no organization. Unclear or confusing layout. Repeated major spelling and grammar errors.